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Table of Contents

Part I: Learning and Teaching

Veronica Lo Presti
Developing Digital Competences: Work Learn Trajectories in Italian School System 10

Mariateresa Gammone
One Village, Many Tribes, Countless Wolves. Dangerousness And Education in Western Thought 15

Inta Mieriņa, Ilze Koroļeva, Ieva Kārkliņa
What future for small rural schools? Different views and preferences in Latvia and Norway 21

Joseph W. Miller, Voon Chin Phua
Meritocracy in Singapore Education System 31

Kevin Norley
Factors Affecting, And Methods To Improve, The Language Development Of Eal Learners 41

Jose María Barroso Tristán
Implicit and Explicit Conflict: Implications for Educational Relations..... 51

Konrad Gunesch
Foreign Language Learning In Transnational Higher Education: Cosmopolitan Multilingual Students As Citizens Of The World..... 59

Bengi Birgili, Ercan Kiraz
A Dilemma in Turkish Examination System: Open-Ended or Multiple-Choice? 69

Alina-Andreea Dragoescu
Languages in Contact: The Semantic Evolution of Turkish Loanwords in Romanian 79

Belgin Bal İncebacak, Esen Ersoy
Mathematical Reasoning Skills of 7th Grade Students..... 87

Esma Buluş Kirikkaya, Gülşah Bali
Investigation of the Relationship of Metacognitive Awareness and Learning Motivations of Secondary School Students to Their Science Achievement..... 99

Tuğba Çağlak, İlay Bilge Denktaş
The Application of the Course Music Education by the Graduates of Pre-School Education Department at Pre-School Institutions 105

Tuncay Canbulat, Cigdem Senyigit, Fatma Erdogan, Ayse Yesiloglu
Evaluation in the Context of Constructivism of Learning Environments According to Primary School Teacher Candidates 115

Nilüfer Denissova
Initial Steps Towards a Strong Curriculum: Turkish/Russian Translation BA Programs in Turkey 125

Esen Ersoy, Belgin Bal İncebacak
Mathematics Education and Reasoning Skill 135

Sevda Goktepe Yildiz, Ahmet Sukru Ozdemir
Activities with Concrete Manipulatives for Development of Spatial Abilities of Elementary School Students 149

Mustafa Çağrı Gürbüz, Serhat Özgökçeler, Abdullah Ragıp Ersöz
Investigation of the Disadvantaged Student Performance of Turkey: An Evaluation of Light PISA Data 161

Şadiye Karaşah, Süleyman Yaman
Effects Of 4E, 5E and 7E Learning Methods On The Academic Success Levels Of Students: A Meta-Analysis Study 171

Mevhibe Kobak Demir, Canan Nakiboğlu, Hülya Gür
Modeling Natural Carbon Allotropes With Origami Technique: A STEM Study 181

Yakup Koç
A Study On The Relationship Between High School Students' Physical Education Course Sportsmanship Behaviors And Their Patience Levels 191

Ali Korkut, İsmail Keskin
Metaphors About Academic Staff 201

Ahu Ozturk
The Perceived Effectiveness of Curricular Activities on University Students' Course Contentment 211

Ayfer Sahin
Are Spiral Programs Integrative and Hierarchic? 223

Ebru Senyigit
Too Many Words but Which Words? 235

Canan Nakiboğlu, Halit Coşgun
Examination of Presentation of Ionization Energy in Turkish Secondary School Chemistry Textbooks 243

Aysel Yavuz, Duygu Akyol
A Review For Designing Action With "Problem Solving" Methods In Landscape Architecture Education 255

Cevdet Yilmaz
An Examination of the Relationship between L2 Motivational Self System and L2 Learning in Turkish EFL Context 261

Part II: Educational Administration

Mine Agdac, Benan Agdelen, Ozgur Batur
Identifying Educational Administrators' and Supervisors' Motivators and De-Motivators of Life Long Learning Process: A Qualitative Analysis 271

Hasan Arslan, Meltem Kuşçu
Distance Education Applications for Teachers 283

Arzu Bayindir, Mustafa Aydin Basar
"Our Earth: Mysterious Journey to the Future Home – TUBITAK Summer Science Camp 2015": An Assessment of the Implementation 297

Cigdem Cantas, Bahar Ozgen, Sukran Aganbas, Cansu Tahmazoglu, Nurten Dayi Ucuz, Hicran Kilic, Ozgur Batur
Examining Private and Public School Administrators' Perceptions and Applications of Management Process in Girne District of the Turkish Republic of Northern Cyprus: A Qualitative Analysis 307

Nuray Oakley, Gülşah Taşçı-Kaya
School Organizations Journey from Shadow Side to Wisdom 319

Nuray Sevinç, Hasan Arslan
The Study of School Administrators' Intellectual Leadership Scale Development 331

Part III: Teachers

Esra Altintas, Sukru Ilgun
Investigation of Knowledge of Pre-Service Teachers Regarding the Terms of Digit and Number 341

Neslihan Avcı, Nihan Koran
Teachers' Reminiscences: Prospective Teachers' Memories of Their Teachers 349

Münevver Çetin, Gözde Türkmenoğlu
The Characteristics of Toxic Leaders and Teachers' Opinions Related to Reflections on the School Culture of the Toxic Leadership 357

Deniz Beste Çevik Kiliç,
Pre-service Music Teachers' Opinions about the Teaching Practicum Course 365

Sinem Dal, Pinar Yengin Sarpkaya
A Case Study on the Importance of Secondary School English Lesson Committee Meetings 371

Bulent Dilmac, Zeynep Simsir
Examination of Relationship Between Human Values and the Level of Forgiveness of Teacher Candidates 381

Gulcan Donmez, Hilal Aktamis
Examination of perceptions of secondary school students on science course and science teacher through metaphors and drawings 389

Okan Durusoy, Ayşen Karamete
Learning by Design and Technology Integration Processes of Teacher Candidates 399

Yıldız Guven, Nur Akcin, Zekiye Tunc
The Views of the Teachers on Pre-Referral Process for Students at Risk 407

Hatice Darga
Evaluation Of Supportive Levels Of Kindergarten Teachers On Creativeness Of Children Through Painting & Drawing Activities 417

Pınar Bağçeli Kahraman
Examination Of Primary Student Teachers' Opinions About Preschool Education 431

Fatma Elif Kilinc, Guluzar Sule Tepetas-Cengiz
Identifying Preschool Teachers' Digital Empowerment Levels 443

Bayram Seyhan, Zeynep Kurtulmuş
The Study of Preschool Teachers Attitudes towards Giftedness and Its Education 453

Part IV: Psychology

Asli Aslan, Dilem Dinc, Bahtim Kutuk
Joint Effects of Anxiety and Mood Induction on Risk Taking Behavior for Elderly and Young 463

Nazan Aktaş
School-Based Nutrition Promotion: Nutrition Friendly School Program in Turkey 471

Handan Asûde Başal, Pınar Bağçeli Kahraman, Merve Akoğlu, Gülçin Atlilar, Öznur Durgut
Determining and Evaluating the Most Popular Cartoons among Children Between 4 and 6 Years of Age..... 47+

Pınar Cicekoglu, Ender Durualp, Gül Kadan
The Academic Self-Esteem and Interpersonal Problem Solving Skills of Refugee and Non-Refugee Preschoolers 491

Jale İpek, Duygu Vargör Vural, Kemal Şimşek
Development of Spatial Abilities of 7th Grade Students 501

Ebru Onurlubas
Determining the Factors That Affect the Alcohol Consumption of Students Through Logit Model 515

Foreword

In every European country *Education and training 2020* (ET 2020) is the framework for cooperation in education and training. Each EU country is responsible for support of national and local action, helping confront common challenges, such as lifelong learning, ageing societies, active citizenship, skill deficits in the labor market, vocational qualification, technological developments and global competition. Education and knowledge are great part of the European Dream[1].

ET 2020 is a great forum for exchanges of best practices, mutual learning, gathering and dissemination of information and evidence of what works, as well as advice and support for policy reforms. But it is not the only relevant opportunity in the global village. From Singapore to Morocco, from Latvia to California, all the countries are engaged in a world race for a better education. In this book, there is a relevant documentation on these worldwide efforts and hopes. Funding for educational support and innovative educational projects is available through many international bodies.

Relevance of education can be underlined from many points of view. A reference subject are the remarks made by Joseph S. Nye commenting on American presidential elections of 2012: "In the 21st century, leaders will have to educate their followers that, once again, fear itself is one of the most worrisome dangers we face. If we can keep a balanced appraisal of the distribution of power, and figure out ways to deal with these common challenges that we face, we can indeed have win-win situations. No matter who wins the election, a successful president will need to get away from our old ways of thinking about power and educate his followers about a broader understanding of power to be able to accommodate the changes that are going to occur in this 21st century".

Nye's conclusion stresses educational relevance, in a way that is different from the habitual educationalist tones: "The problem of America's role in the 21st century is not one of a poorly specified decline but rather of developing the contextual intelligence to understand that even the largest country cannot achieve the outcomes it wants without the help of others. Educating the public to both understand and operate successfully in the context of this 21st century global information age will be the real task for presidential leadership -- no matter who wins the election"[2].

This target is reachable through institutional intervention which should be aware of the specific human legacy. The best values of Europe are not conflicting with the best values of other areas of the world and converge in the same common heritage of humankind, like different rivers that flow into the same immense basin[3]. In that prospective there are, too, many negative judgments, viewpoints, options, values (and practices!), in European history. In the same fashion, it is not worthwhile speaking about "The West" with greed and arrogance. In the West, there are, too, many negative judgments, viewpoints, options, values

[1] M. Gammone, *The European Dream. The Frontier in European History*, in "Politeja", 2015, pp. 55-75.

[2] J S. Nye, *Fear Factor: The Illusion of American Decline*, in "*World Politics Review"*, October 9, 2012.

[3] F. Sidoti, M. Gammone, *Che cosa vuol dire essere europeo? Una ricerca al cuore e ai confini dell'Europa*, FrancoAngeli, Milano 2013.

(and practices!). There is no *Western Canon*, there is a *Human Canon*. In our globalized age, a cosmopolitan identity is as necessary as a national identity, or a local identity, or a cultural identity. In Europe, Ulrich Beck said, we must entrust a cosmopolitan vision: "the conservative, hide-bound project of a Europe locked into nation states in which each country defends its sovereignty tooth and claw, or a Christian Europe that excludes other religions should be contrasted with a project for a cosmopolitan Europe. A key element is the civil religion of human rights that are not tied to the nation state, national identity, and which are opposed to national and ethnic reflexes"[4]. The core of Joseph S. Nye discussion is that Americans will also face an increasing number of issues which will require "power with" others as much as "power over" others.

Innovation methodology and good practices are necessary. ET 2020 is a worthwhile initiative to promote active citizenship on the one hand for the improvement of responsible patriotism and, secondly, to develop in young people the "ability to translate design ideas into action, thanks to the creativity and innovation". Young people must develop over time and in a lifelong learning, their capacity to become active citizens.

In the classical sociological school, modernization was firstly defined by industrialization, alphabetization, urbanization, secularization, democratization, with the parallel and gradual recognition of civil, political, social, human rights, enhanced continuously. According to the famous narrative of T.H. Marshall, in England, the model country of modernization, these processes were long and complicated, lasted for centuries, often typified by tragic conflicts and internal wars. The 21st century is a period of hyper-modernity: a phase of extreme and diversified modernity, full of both opportunities and risks, from pollution to climate changes, from nuclear confrontation to cyberwarfare.

Both in Europe and in the Middle East, Turkey has a great role in the new world that young people are building. In the past, the big Western picture was insisting on the total otherness of non-Western experiences. Hyper-modernization is not ready to follow original Western standards and is in progress, in an overwhelming way; it must be understood in order to be governed. Turkey is at the center of the process of hyper-modernization[5]. Education to hyper-modernization is *the missing piece* in global citizenship.

[4] U. Beck, E. Grande, *Das kosmopolitische Europa: Gesellschaft und Politik in der Zweiten Moderne*, Frankfurt am Main, Suhrkamp 2005.

[5] F. Sidoti, *Westernization and de-Westernization in Turkey*, in K. Bieniek (ed.), *Republika Turcji. Polityka Zagraniczna I Wewnetrzna*, Uniwersytet Pedagogiczny, Krakow 2016, pp. 261-292.

Developing Digital Competences: work learn trajectories in Italian School System

Veronica Lo Presti

1. Introduction

The paper focuses on skills for a "smart growth" in contemporary society. Developing an economy based on knowledge and innovation is one of the objectives of the Europe 2020 which is reflected in the specifications and guidelines of the different orders and school levels. The last National Plan of Digital School identifies new challenges in the relationship between digital creativity and craftsmanship, between digital entrepreneurship, manufacturing and job attracting new literacies and soft skills for which "Digital offers a key driver" (National Plan of Digital School, 2015). Students are creators, producers, designers, in a path that wants to bring into the school the innovation that takes place outside the classroom: businesses, practices, actors and innovation community. Recognizing subjects and innovation practices that are consolidating the school draws out the need to recognize, in the classrooms, the new literacy. "Skills for the Innovation" for smart growth in the country that attract new comparisons between schools and businesses, contamination with the world of research, to claim, already mentioned also in the National Guidelines for the high school courses, a unity of knowledge, without no separation between "concept" and his translation in various skills.).

1.1 A new framework for the Italian School System: the digital era

The "new networked information economy" is based on technological and cultural changes that allow for greater interconnection between equals and that enhance the production of information and culture.

One of the main innovations related to the development of the Internet is the spread of an economic model that is configured on the basis of the principles of open access, open source, free software, peer-to-peer (Benkler, 2006).

The interconnection between individuals produces economic development, but the access and the browse the web does not automatically know how to get in connection with others and to share ideas and innovative practices. To produce innovation, it is necessary to educate young people to a critical and a conscious use of the media, promoting the acquisition of digital competence.

Digital competence is therefore a key factor in the development of innovative ideas and projects, necessary for the growth of our country.

In the “Recombinant Growth” - an interesting model of Martin Weitzman (1998) - the "combination of new ideas" is driving force for growth and innovation. The participation throught technological innovations makes possible generating productivity and competitiveness. It becomes important to be competitive "know how to produce," know how to "create", able to "invent"... ,but the digital competence is also important to analyze critically and to improve evaluation capacity.

Digital competence is one of the eight key competencies for lifelong learning, recognized by the European Parliament and the European Council in 2006. The innovative perspective of these recommendations is the extension of the definition of digital competences in two main orientations: basic skills (connected with knowledge), and soft skills (connected with attitudes and skills). In regard to this, digital competence favors and assists with the process of social integration.

The European Commission considers the development of digital competence a strategic action to spread the more active digital participation of citizens. Hence, “the enhancing digital

literacy, skills and inclusion" is one of the seven pillars of the Digital Agenda for Europe (DAE) in the Europe Strategy 2020.

The objective is to increase the level of digital competence in the European citizens up to 2015, and to reduce the number of those who don't use new technologies and don't surf the net. For this reason, every year the Eurostat Community conducts surveys about the usages of the ICT skills connected to the computers and the web, in order to analyze the trends of the digital skills by age, gender, and variables of education in 27 European countries.

However, this research has focused so far on the operational skills linked to the technological and cognitive access to the digital sphere. By the way, they just represent the most basic skills.

According to UNESCO (2013), the new digital divide goes beyond the physical, material and technical accessibility. It recognizes a new increasing gap between people who are able to find, to manage, to create, and to spread information and knowledge through technological tools in an innovative and effective manner, and people who can't (EKOS, 2004). It is important that citizens understand how to access to information and media content, where the content originated from, how they are created, funded, protected, evaluated, and shared. All citizens need to know the functions, roles, rights, and obligations of information and media institutions.

The expression "active citizenship" has been used in the European Union in order to highlight one of the fundamental components for democracy: the citizen participation. At the base of an active citizenship there are creativity skills, the ability to support one's own point of view, the ability to quest (including the collection and the selection of information), to engage in critical reflection, and advance communicative, collaborative, problem solving and listening abilities, being able to participate in the decisional processes autonomously with awareness and intercultural competence. These kind of skills are also acknowledged as digital competencies, so recently scholars have started to create shared definitions, to find and to create reference indicators, and to improve digital literacy policies (Livingstone 2008; Buckingham 2013; Hobbs 2011; Celot Tornero; 2010). From these studies it came out that the digital competency is a complex system in which skills, knowledge, and social behaviors go beyond simple literacy. It includes more cross-sectional dimensions of such competence, such as the creative production of content, social involvement, and the development of critical thinking.

2. The Role of the School for the Smarth Growth

Today, the school plays a vital role in the spread of digital skills among young people.
The school is the place where kids can learn to develop innovative ideas. Teachers should teach kids to translate these ideas into innovative products and services, in order to stimulate growth and employment.

The Italian school system is focusing on key skills such as:
-entrepreneurship,
-initiative,
-creativity
- aptitude for problem solving,
- evaluation.

Some of the skills identified as necessary to participate actively and consciously to the changes of contemporary society.

The italian school system acknowledges the importance of developing these skills in the Guidelines of the different orders (and grades) school, also with reference to European Union recommendations.

The objective is to build “the world we want” (Kingwell 2001). This means teaching young people to develop innovation and to transform the products that already exist in something new and better, more functional to the needs and requirements. These are innovations that cross individual social, cultural, economic, entrepreneurial. Some examples are now: green economy, smart technology, smart city, which are the result of a new creativity, technology and innovation: a new entrepreneurship for economic development and for the "quality of life".

Recently, in Italy the Ministry of Education has launched the competition Schools Innovative, cutting-edge ideas to reward schools, sustainable, student-friendly. Designers have imagined institutions with innovative teaching spaces, high-energy performance, with green areas accessible. good schools, attractive schools that encourage learning and openness to the outside, they become points of reference for the territory. The cultural change that we imagined the Good School passes here too, from the rethinking of educational spaces for a more welcoming school, to live forever, even during non-class time.

This project will test new teaching models in flexible learning environments that encourage key skill necessary for innovation and intelligent crecsita. In this way the school responds to the complexity of contemporary societies, which requires a fusion between theory and practice, innovation readiness, the ability to cultivate "curiosity" "imagination", "charm of discovery."

Technical and Professional Institutes are called to belong to the professions and to provide the tools to understand and apply scientific and technological innovations, in a path that feeds together of theory and practice.
The schools must become "innovation school", capable of forming "the minds of opera."

2.1. The “Good School” and the National Digital Plan School. Digital skills entrepreneurship and work.

The demand for workers with "appropriate digital skills" is growing by 4% a year in Europe and it could reach 825,000 jobs not covered by 2020.

The skills most in demand are the new literacies and especially the transferable skills necessary to meet the new challenges: the relationship beetween digital creativity and craftsmanship, between digital entrepreneurship, manufacturing and labor.

This is not only experiencing similar specializations information technology, the world of work requires soft skills such as problem solving, lateral thinking, the ability to learn. So, the Digital offers a key driver. Students need to become *creators, producers, designers.*

The promotion of the methodological and didactic innovation in the schools should result in the testing of innovative teaching methods. It’s promote the improvement of basic skills and "meta" skills by experimenting with training courses that integrate traditional tools of teaching and digital tools (such as apps, programs open source etc.).

The goal is to experiment a non-transmissive and asymmetric teaching model (in which the teacher teaches and the student receives) but a circular and critical model open to the territory in which students develop the ability to enhance the wealth and potentialities of its territory. The investment of methods that facilitate an improvement in learning outcomes of students in terms of basic skills (Italian, mathematics and foreign languages) and on a critical and participatory approach to learning processes, that stimulates the meta-skills development, is functional to the promotion of citizenship of young people of the area and therefore their ability to participate actively and innovative ideas to the development of the territory.

A fundamental tool provided by law 107/2015 on “ The Good School” is the school-employment, even for the digital enterprise.

The school-work courses include student involvement in companies operating in related fields to digital and facilitate the participation of new innovation ecosystem actors (incubators, accelerators, co-working ...).

This results in a more active role of students in various fields of digital, for example, in supporting the digitization of certain business functions (communication, marketing, community management), and to exploit the opportunities of the digital economy.

School and companies can develop projects alternating school work extremely interesting not only from the educational point of view, but also with respect to the specific vocation of the territories that will improve the characteristics of the various areas.

Italy is a country characterized by strong regional differences and local realities differ greatly among themselves. It is therefore necessary to bend the school work projects also in terms of enhancing capacity of the different regions and their professional vocations.
In particular, in the school we can make some interventions:

- ✓ *Stakeholder club* for the digital school: to bring in school innovation that takes place outside the classroom: businesses, practices, actors and Innovation Communities;
- ✓ *Creative workshops* and laboratories for key competencies: developing the junction of manual, craft, creativity and technology;
- ✓ *Territorial workshops for employability*: develop teaching practices for work and business;
- ✓ *Workshops school friendly*: mapping, accreditation and promotion of workshops open to schools ... sets of emerging practices and already recognized by the community (eg. *Fab lab*).

Currently, the Italian system is expected to develop a standard for operational arrangements to manage the involvement of businesses and warnings by which schools can choose the company and the pattern of work learn trajectories more congenial to their school and territorial realities .
The goal is to bring to system proposals, innovative and sustainable, on the various forms of alternation school/work in the long run.

An interesting example is the promotion of collaborations with leading digital business actors and startup ecosystem and universities: the Lab Contamination (DM.436 / 2013). In this workshop students develop their project working with a community of innovators within training programs and business acceleration. Build paths that have outlets in the labor market.

Another example is Sapienza - University of Rome, which was the first of the Italian University to start training of alternation school-work projects (l. 107/2015).
With the cooperation of school teachers and college tutors, it was possible to initiate and test 111 experimental projects proposed by different structures of Sapienza.
• Museums,
• Libraries,
• Theatre workshops,
• Radio,
• Department structures (MediaLab, LabCom, CorisLab),
• DIGIZEN – start up.

In line with the guidelines of the National Plan for Digital School, which identifies new challenges in the relationship between digital creativity and craftsmanship, “atelier” and “creative workshop” will constitute the space for didactic and methodological innovation in schools, to promote skills for innovation among young people and to implement circular

learning processes, rather than merely transmissive and asymmetrical, with the aid of digital resources.

The provision of cretive workshops and shared spaces can improve the capacity if the students to not only be passive learners, but also *creators, producers, designers*, in a circular course that wants to bring into the school the innovation that takes place outside the classroom (businesses, practices, actors and innovation communities).

It is a worthwhile investment to promote innovation methodology and teaching on the one hand for the improvement of basic learning and, secondly, to develop in young people the "ability to translate design ideas into action, thanks to the creativity and innovation "(Europe Strategy 2020), to develop over time and in a lifelong learning logic entrepreneurship, participation and above all to become people (Nussbaum, 2011), citizens of its territory.

3. Evaluation of Innovation: how to evaluate innovation?

The fundamental objective to systematize, disseminate and bring out innovative models of relationship schools, businesses and universities for smart, can only be achieved if you promotes research on the analysis and evaluation of innovation skills.

It must define the proposals, innovative and sustainable, experience in training of alternating training projects through their evaluation.

The development of a permanent system of smart growth of our country based on innovative school will depend on our ability to assess the effectiveness of interventions tested in different areas.

An interesting approach to evaluate the innovative character of these interventions is that proposed by Perrin (2002) Qof EI - *Evaluation of Innovation*. It’s a positive thinking approach (Stame, Lo Presti, 2015).

This approach seems useful in the field of local development interventions design.for the programs that have the specific purpose of introducing the innovations and that, therefore, would be declared failures if they were assessed with the traditional methods.

Although this approach is very interesting, because it highlights the innovation characteristics of the interventions. This is not as widespread in the local area where you tend to repeat what has already been done traditionally rather than experiment with innovative solutions and alternative response to the problems. The definition of "innovation" by Perrin as "new ways of doing things better or differently, often by means of significant leaps towards incremental gains" (2002, p. 13) is interesting. Contrary to the normal programs that assume the re-establishment of the status quo, in programs that seek innovative alternatives meaningful goals cannot be identified in advance. Innovations are risky and unpredictable; actors often work differently from what you expect.

Perrin proposed that the Innovation Scoreboard follows the logic of venture capitalism: take a calculated risk, expect a small part to be successful, but also a few successes can make a program worthy of being implemented. In the case of the innovative program, we note with greater emphasis the limited use of a linear logic and pre ordered cause-effect type. As an innovative project tends to interact with many other factors, in order to access exceptions (positive), including unintended consequences, it must be flexible enough to open up to "serendipity", to surprise and to discover (as evidenced already in the '80s by the pioneer of this thinking, Judith Tendler).

The methodology proposed by Perrin to bring out the innovative project is once again a mixed type and therefore, provides the use of a mix of quantitative and qualitative techniques combined in a different way than it usually happens.

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