

# **Contemporary Approaches in Social Science Researches**

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# Foreword

The more global disorder progresses, the more important it is to remember the initiatives, large and small, that contribute to fueling that public sphere of knowledge that is naturally inclusive and transnational. IASSR Congresses, the first source for the following essays, are part of these initiatives, and behind their apparent lack of structure, there is the opportunity to broaden the comparison between disciplines and especially between the looks that characterize them in sometimes very different national contexts. It is therefore with renewed pride that we present this rich collection of essays, and try to identify some of the possible paths to guide their reading.

A first major area of interest that unites several of the following essays is, not by chance, education. It is, in fact, one of the topics that mostly refers to the construction of new rules for civil living, even before than to the creation and reproduction of knowledge. The scholastic microcosm is therefore analyzed starting from its fundamental components: the figure of the teacher, at the center of the essays by Arslan, Ozdemir and Kuscü, Cortoni (with specific attention on the so-called digital skills), Yılmaz, Girgin and Şahin, Su and Tabancalı, Kara and Demir, Aganbas and Batur. The second focus of attention is of course the students, a subject / object of study even more difficult to analyze, as it is less directly accessible and understandable to the researcher; in this field move the essays of Öngen Bilir (with specific attention on the issue of technology acceptance), Büyükceran, Yıldız and Pişken, Çevik Kiliç, Urhan (two essays on the importance of music education), Pişken, Yıldız and Büyükceran, Tasci and Arslan, İpek and Vargör Vural. Finally, cross-cutting issues such as public management of school (De Luca Picione, Fortini) and reverse mentoring (Małota).

A second focus of investigation identified by the study and research interests of the contributors is related to the different declinations of sociology. Here the focus is first of all on the theme of inequalities, with the essays by Antonini, Corallino (two perspectives on the neet phenomenon), Öngen Bilir, Karabulut, Ashkenazi and Machnes (three works differently working on family). Follows the analysis of political and social institutions, with the essays by D'Ambrosio and Pastori, Faggiano and Mingo, Iannone, Guarashi (two perspectives on sustainability). Lastly, the essays come to cover some classic themes of the discipline (Marcelletti on authoritarian personality), and others decidedly transversal (Gülel and Çağlar on fears of happiness). Strictly related to the sociological field, but gathering a number of contributions and a community of intent in research objectives and methods such as to merit a separate mention, the essays dealing with migration phenomenon (Laurano and Gianturco, Villa, Yiğit, Kart and Demiriz) and with urban studies. The latter demonstrate a particular variety and richness of themes and disciplinary points of view, ranging from the historical one (Sari, Elmali Şen and Yetim) to the participatory (Bellone, Trevisani, Colonna) and environmental one (Ünlü), without forgetting the well-established issue of smart city (Iannuzzi, Sessa), of recognised importance in public policies as well as in everyone's life.

A third area of interest deals with communication, another field, strictly related with that of sociology, that necessarily includes a wide range of themes and styles of research. Naturally, a huge number of the essays deal with "new" technologies of communication – is it still possible to call "new" technologies that are so widespread in use and impact on daily life? Among these, Antonutti, Celardi, Ciammella and Khaddar on dating apps, Ciofalo, Leonzi and Ugolini on transmedia as a solution for disinformation, Palermo on SNS in the service of university promotion, Oya Tekvar on SNS and health care organizations. Some authors have the undoubted merit of continuing to oversee the field of "old" communication technologies, from mainstream TV (Brancato) to connected TV (Quercia). Many of the essays deal with politics, a topic we decided to



put in the communication area not only because of the study and research methods (from content analysis to language analysis) characterizing the contributions you are about to read, but for the importance that every essay gives on the communicative dimension, whether they're dealing with social terrorism (Spalletta and Ferrigni), the use of data in political analysis (Antenore, Liuzzi, Trinca and Zagni and Garzonio on the juridical side), newsmedia coverage in European elections (Pranovi), Italian digital campaigns (Gallo, Sallusti), Obama and Trump (D'Ambrosio, De Marchis and Gallo) or Erdoğan (Yilmazli) communication styles. In the communication part finds its place also Di Ferrante and Pizziconi's work on the linguistic field theory, as a useful in-depth analysis of the linguistic theory underlying the approaches mentioned above. Lastly, an interesting group of essays mix the technological communication topics with those of gender issues (Aktuglu, Eginli, Cakir and Ozdem, Eginli and Tas), covering a field of neuralgic studies that can only see a fair and recognized increase in attention in the near future.

Great attention is paid in the essays that make up the volume to the themes of management, declined in a range of case studies so wide as to make difficult any operation of *reductio*: Warehouse Management System are at the centre of Uğurlu's reflection; Baraz and Vardar deal with factors affecting entrepreneurial intention; Blasetti gives us a glimpse of labour exploitation of the Indian Sikh community in Italy; Hacıköylü on the one side and Bay on the other reflect on tax policies; estimating the delivery time in apparel company is at the centre of Kaya's contribution; the loss of books and documents at the centre of Arıkan's.

Lastly, a number of essays deal with topics strictly referring to historical and political matters. It's the case of Bilgin's and Palczewska's attention on armed conflicts, of Arslan's reflection on the national struggle and of Spalińska's on the concept of empire in neo-medieval Europe, and of Millefiorini's essay on political irrationality. But in some of these very essays are the keys to understanding the political disorder that we mentioned in the opening. The reference to Ege's reflection on identity and populism in Turkey through foreign policy, and even more to the political multicultural model presented by Guliyeva and to the new geopolitical tendencies drafted by Mercan, is a must, and reports on the topicality of the interpretative categories of the most traditional disciplines in the reading of the ultra-modern trends of the contemporary world.

**Christian Ruggiero, Hasan Arslan, Giovanna Gianturco**



# Digital culture at school. A survey on digital skills of Italian teacher

Ida Cortoni

## 1. Introduction

The integration of digital technologies in the school system has been the object of international public and scientific debate for some years now; it has been at the heart of educational policies as a formative goal to guarantee greater social inclusion with respect to the difficulties and social, cultural and economic inequalities that characterise students' daily life.

However, the study of this matter is not limited to a simple assessment of the impact of its infrastructural and technological implementation, which represents one of the primary investments in the school system of the Italian Government. Its goal, indeed, is to promote a critical reflection on the entrenchment and dissemination of a digital culture, as it is recognised in the practices of teachers and school principals, and which calls for new ways of planning, communicating, and relating to students and the other individuals involved in the school system, as well as organizing classroom activities. In what ways do *Digital Education* methods and strategies currently adopted in schools rest on a methodological and pedagogical approach derived from the digital integration process? Are they able to guide the school *vision*, objectives and educational methods to inspire the action of every single teacher?

This essay presents a reflection on the development of digital culture in the Italian education system after the first experimental years of the *Piano Nazionale della Scuola Digitale* (National Plan for a Digital School System) (2015), and it mainly focuses on testing the inclusion of digital skills into teachers' daily teaching practises. Through the presentation of the first results obtained by the national survey "Verso la scuola digitale"<sup>1</sup> (Towards a digital school), this essay offers a reflection on the digital skills gained by the interviewed teachers and on their ability to contextualise these skills and knowledge in their daily teaching activities.

### 1.1 Socio-Cultural Background

The challenge presented by the introduction of digital technologies in the school world cannot be seen and interpreted only as the education system's compliance to the pressures of a society increasingly projected towards digital technologies, considering such tools as an element of progress, growth and economic, political and social development, but also as a strategy which leads the educational world towards the new cultural paradigm that marked the transition from a modern to a post-modern position, regardless of the digital revolution.

The moral uncertainty<sup>2</sup> that has characterised the cultural crisis of contemporary society has progressively generated the so-called "insecurity syndrome" (Ferrari Occhionero, 2002), which underlies our daily actions. It has also caused a "rampant insufficiency pathology" (Galimberti, 2009) that explains the sense of continuous existential inadequacy felt by individuals, especially young people, resulting from the so-called "paradox of individual responsibilities" (Bauman, 2002). Moreover the difficulty in making individual choices in a context lacking in moral, cultural and educational parameters, has generated a state of social and identity precariousness over time.

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<sup>1</sup>The study was conducted as part of the *Osservatorio Mediamonitor Minori* within a project of the Sapienza University of Rome launched in 2016.

<sup>2</sup> That is, the collapse of collective identity values in pre-modern society and the awareness of the lack of substitute reference values to which individual life projects and socio-cultural perceptual processes can be linked.

Even major socialisation institutions, such as the school, have suffered from this cultural change, undergoing the progressive weakening of their cultural and social mediation role (Besozzi, 2006). These institutions have proved to be unprepared to provide adequate cognitive and metacognitive tools to help people face the permanent condition of contemporary socio-cultural crisis, globalisation cultural relativism and the deconstruction of past value models, being incapable of providing adequate interpretative frameworks to the surrounding context. This situation has further worsened by the *bottom up* domestication process (Silverstone, 1995) of communicative languages carried out by young people, who found in the media "new socialisation environments" that met their identification and socio-cultural inclusion needs (Morcellini, 1993; Morcellini, Cortoni, 2007).

How to face this condition of socio-cultural precariousness and individualised culture, in which even communication technologies have progressively acquired a socio-cultural dignity?

According to some scholars, educating to flexibility is undoubtedly one of the keywords to survive in today complex reality. Its application to education draws upon the ability of human beings to adapt to the diversity of emerging situations and to put in place, from time to time, appropriate cognitive and metacognitive strategies. To this effect, focusing on the strengthening of skills, especially cross-cutting ones, is an aspect of crucial importance in the contemporary education system (Benadusi, 2018, Perrenoud, 2010). During the last decades, there has actually been a progressive change in the educational paradigm of the Italian education system, also shown in school reforms, as from a knowledge transmission process it has progressively turned into a relational and constructivist one. In this contest, educational projects were created not only starting from individual learning needs, but also from the recognition of surrounding contextual and cultural variables, of equal educational value, that needed to be part of the task of forming free and socially integrated citizens.

Some of these contextual variables are inevitably linked to the complexity of the contemporary media system, above all because of their role of cultural, cognitive, and emotional mediation during the socialisation process.

## **2. Towards a Digital School. Research Planning and Methodology.**

To fulfil its role as a socio-cultural integration institution, considering new socio-cultural demands focused on the "knowledge economy" (Foray, 2000; Rullani, 2004; Ranieri, 2006) and the increasingly central role played by media technologies, the school system was called to create new school curricula, training programs and to organise new educational activities. That meant going beyond the *top down* transmission model to emphasise the network of relationships and the cultural complexity that prompted the creation of new competency-based learning pathways (Benadusi, 2018). However, this innovative process also entailed an organisational and management redesign of the education system, and new planning of communication modalities within and outside the school environment, enhancing the involvement and participation of all the concerned individuals (Cortoni 2009).

In the new education system, communication technologies have progressively begun to gain specific roles, responding to the new requirements for the implementation of individual competence and the updating of teaching methods. According to this new perspective, the media cannot be considered just simple tools, but environments and languages essential to the intergenerational cultural and cognitive sharing that is part of the educational process (Morcellini in Cortoni, 2009: pages 9-16).

In this sense, the relationship between education and communication presents a double aspect. On one hand it refers to the use of the media as stimulation environments providing notional skills, mostly cross-cutting ones (group work, *problem solving*, critical analysis, leadership, adequate communication, etc.) (*digital education*), while on the other hand it relates to the creative planning of innovative learning pathways that cannot be separated from a critical knowledge of the same media (*digital literacy*).

The 2015 *Piano Nazionale Scuola Digitale* (PNSD) (National Digital School Plan) represents today the main ministerial legislative tool that describes the positioning of the Italian school system with respect to digital innovation. The plan includes three macro areas of investment and work: "tools", "competences and contents" and "training and support". The first area deals with the updating of a

multi-year plan for infrastructural technological endowment started as early as 2007<sup>3</sup>. The second one refers to the implementation of students' digital skills, particularly the cross-cutting one, and starts from the theoretical framework of Digcomp 2.0. The third one relates to school staff and teachers' training to help them develop a creative and participatory digital approach (Aroldi in Scarcelli and Stella, 2017). Despite these institutional goals, there are still interpretation gaps between the *top down* proposals of the school system and the operators' difficulties in managing, coordinating and organising *bottom up* activities (Morcellini, Cortoni, 2007). In recent years, it has been difficult to frame and systematise digital tools and application strategies, as well as effective teaching methods and tools for assessing competence, thus creating an operational framework that meets teachers' concrete needs.

*Verso una scuola digitale* (Towards a Digital School) is a university project launched in 2016 at the national level to investigate the degree of digital knowledge integration in everyday teaching practices with a view to inclusion and educational innovation.

Therefore, one of the first goals of the research was to verify Italian teachers' type and level of digital skills, and the type and level of application of such skills in teaching practises and educational activities management within the school context. The second goal was to identify the innovative components achieved in the first three years of application and experimentation of the PNSD and identify critical issues on which invest material and cultural resources.

Specifically, a procedural, analytical model was designed and tested, starting from the theoretical, conceptual model of digital competence described in DIGCOMP framework. After having identified competence sectors and descriptors, indicators for each competence sector were defined and evaluative categories and tools were created (Cortoni, Lo Presti, 2018). The *expertise* gained over the last few years by the *Osservatorio Mediamonitor Minori* (Mediamonitor Minor Observatory) of the Sapienza University of Rome, was a starting point in designing more specific indicators for assessing teachers' skills during the survey, in view of the creation and testing of new tools for assessing teachers' digital skills.

Specifically, starting from this model, the research adopted a mixed methodological approach, characterised for the quantitative aspect by a semi-structured questionnaire on digital competence, with a mainly exploratory function, and for the qualitative one by the organization of qualitative brainstorming with teachers on the meaning of digital quality and innovation in the school context, as well as the use of the Delphi group (Dalkey, 1969) with stakeholders to discuss on the creation of a *Digital Education* curriculum in compliance with the learning level of children's developmental age. In this essay, our attention will mainly focus on the first results emerged in the quantitative survey.

### 3. Teachers' Digital Skills: Findings

The research involved a sample of 708 Italian teachers from 31 first-degree secondary schools, located in 15 capitals of Italian regions (15 institutions in Southern Italy and the islands, 9 in Northern Italy and 7 in Central Italy). More than 90% of the involved schools had already participated in educational projects on digital systems, and 97.2% of the teachers had engaged in digital training courses.

Most of these schools has the relevant technological resources to implement *Digital Education* pathways, specifically LIM (Lavagna Interattiva Multimediale=Interactive Multimedia Blackboard), multimedia laboratories (more than 1 out of 50% of cases), not to mention the use of tablets in the classroom, introduced by the Classi 2.0 Project that is carried out by at least 50% of the schools in the sample. The teachers interviewed seem to have a relatively short experience in education, to the extent that 39.1% have been teaching for less than 15 years, while 28.4% from 16 to 25 years. Finally, the majority of the interviewees teach humanities (28.5%), and artistic-musical subjects (18.2%).

A first observation relates to the use style. In order to analyse it the interviewed teachers were divided into four kinds of media users, according to the use frequency of each medium considered in the research:

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<sup>3</sup>In this regard it is possible to refer to various projects: Piano LIM, Classi 2.0 project, Scuol@2.0, Editoria Digitale and Impres@Scuola programs

- *No media users* are teachers who make little use of any communication media in daily life (42.3%);
- *Traditional media users* mainly use analogue media, such as newspapers, paper magazines and books, TV in different formats (digital, cable and dish) (18.3%);
- *Digital users* are the teachers who most frequently use digital media (PCs, tablets, smartphones, smart TV, Internet, etc.) (19.4%);
- *Multimedia users* are teachers who frequently use both analogue and digital media (20%).

The digital activities carried out by the interviewed teachers, regardless of their media use style, mainly concern the use of the electronic class register (92.2%) and the online search for teaching materials (84.3%). With regard to the interaction/communication aspect, electronic mail is still the most used service (77.3%), while the web seems to be used quite often by our interviewees especially for informational activities, as 45.1% of them read newspapers or watch TV news online, 47.6% access Wikipedia to search for information, while about 35-40% generally use search engines (37.9%) and attend on-line refresher courses (39%).

A creative-active use of digital tools is hardly entrenched in the habits of the interviewees: a few teachers download or upload online multimedia materials, comment on posts (except on social networks) or express opinions on social and political issues. Even fewer engage in activities that require more specialised skills, such as updating a website, writing on a blog, creating a web page, as well as participating in online voting or consultations or just make a phone call using the internet.

In brief, from this first picture it would seem that in the school context, teachers use digital devices mainly for matters related to their role as teachers, such as the management of educational and administrative activities, and for personal training/information. They are not very active and participatory when they have to express themselves on the web on personal, social and political issues or to produce content to be posted on web pages or blogs.

In the following paragraphs, we will specifically focus on their digital skill and try to paint a picture of the interviewed teachers' digital knowledge and skills; special attention will also be given to the access and use of such knowledge in the classroom.

### 3.1 Media System Access

Access competence refers to a set of communication skills that goes beyond the operational aspects related to the functioning of technological devices. The knowledge at the basis of *Digital Literacy* requires complex expertise as it involves different types of knowledge, ranging from the most basic on communicative languages to the more articulate on the effects of media communication, with in the middle the rules ordering the narrative structure of a media message, its production systems and consumption processes.

Starting from the definition of a competent person as not the one who knows or knows how to do things, but the one who use knowledge, skills, personal, social and/or methodological attitudes, in a working or educational contest, for professional and/or personal development, we can state that in our survey the most known and used access skills are those relating to browsers (96%), e-mail systems (91%) and search engines (80%). Consequently, the less widespread competences concern learning platforms (e.g. Moodle), the use of PowerPoint presentations, downloading systems, cloud storage and social sharing (Instagram, Picasa, etc.).

With respect to digital access and starting from the theoretical model on digital skills proposed by the *Osservatorio Mediamonitor Minori* of the Sapienza University of Rome (Cortoni, Lo Presti, 2018), digital knowledge has been divided in different subcategories: factual (or atomic), conceptual, procedural and metacognitive<sup>4</sup>. The first refers to the knowledge of communication codes or the basic elements of media grammar; the second one relates to the narrative structure of a text (media genre and the relevant principles and categorisation that help to identify the message meaning from a connotative-denotative perspective). Procedural knowledge refers to the syntax of the communication

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<sup>4</sup>This terminology was applied to the digital context, starting from the Taxonomy of Anderson and Kratwohl (2001).

text, to the techniques and methods of narrative representation, including the aesthetic signs chosen for one or more communication symbols. Finally, metacognitive knowledge is the most complex and refers to the different aspects of the communication process: production strategies (strategic knowledge), understanding of audience types, media domestication processes and the use context (contextual knowledge), as well as knowledge of the effects of use (probabilistic contextual knowledge). In the research "Verso una scuola digitale" (Towards a Digital School), the focus was mainly on atomic, procedural and probabilistic contextual knowledge, highlighting three types of skills: 1. those linked to digital services<sup>5</sup>; 2. those linked to the professional category closely connected to performing a communicative task<sup>6</sup>; 3. those linked to positive or negative effects directly deriving from a certain use of technology<sup>7</sup>.

With regard to teachers' digital atomic knowledge, theoretical knowledge was distinguished from applied knowledge, and their range was verified within a 3 level scale:

- low knowledge<sup>8</sup>
- medium knowledge
- high knowledge.

The first results of the research show that teachers have medium-high knowledge of digital services, both theoretical and applied, as indicated by the percentage values shown below:

**Table 1.** Levels of knowledge (theoretical and applied) of Italian teachers sample

<b>Levels of knowledge (%)</b>	<b>Theoretical knowledge</b>	<b>Applied knowledge</b>
<b>low</b>	21.6	23
<b>medium</b>	35	34
<b>high</b>	43.4	43
<b>total</b>	100	100

<sup>5</sup> The relevant question asked in the questionnaire was: "Which of the following digital services do you know and use?"

<sup>6</sup>The questionnaire question was: "Assume you need to deal with some problems and that to solve them you need the help of an expert. Indicate for each problem what kind of expert you would turn to for assistance."

<sup>7</sup> The questionnaire question was: "On-line communication produces a series of positive and negative effects, which also have repercussions on life outside the web. Choose among the words listed below those that, according to you, can be considered positive and negative effects of online communication. "

<sup>8</sup> To define this class range the following technique was used: higher value - lower value / n. of classes (Corbetta, 1994)

With regard to procedural knowledge, from the comparison of the theoretical model with the operational-statistical one<sup>9</sup>, the following information was obtained: about half of the interviewees (53.2%) do not have knowledge of the professional roles and skills relating to the different communication tasks, while the rest of the teachers possess only a low knowledge. Finally, about probabilistic contextual knowledge, the cognitive level of the interviewed teachers appears to improve. In fact, about 62.7% seems to be at a medium-high level, while 25.4% at a medium-low level<sup>10</sup>. Specifically, the most widespread knowledge on media effects seems to pertain to: fake news (87.3%), increased visibility (84.5), as well as the commercial investment, in terms of advertising, linked to publishing on the web (83.9%).

### 3.2 The Use of Media in the Classroom

About the use of media in the classroom, four types of teaching methods were distinguished:

1. **"no media teaching"** refers to those teachers who do not use any media teaching aid (23.6%). These subjects have relatively short teaching experience, i.e. they have been working in education for less than 15 years and compared to the other categories they mainly work in schools located in central Italy (21%) and in suburban areas;
2. **"traditional media teaching"** refers to teachers who mainly use analogue media (23.7%) and have more years of work in education (over 26 years); they practice their profession mostly in the northern Italian regions (38.1%) and work in suburban areas;
- **"digital teaching"** refers to teachers, who mainly use digital media (19.9%);
- **"multimedia teaching"** refers to those teachers who use all the available media, both traditional and digital (32.8%).

These last two categories include teachers who have less teaching experience (from 1 to 15 years), mainly working in southern regions and on the islands and in metropolitan areas. Generally, the teachers who use digital media have high (both theoretical and applied) knowledge of digital services compared to the others.

Among the *Digital Education* activities more used<sup>11</sup> in the classroom, the ones carried out regularly and with continuity by the interviewed teachers are mainly two:

1. video watching associated with the topic of current lessons followed by an open discussion with students (56.4%);
2. use of the media for in-depth research on lesson topics (46.5%)

In both cases, the greatest innovators are multimedia and digital teachers. The use is more sporadic<sup>12</sup> for educational activities including:

1. the use of interactive software (54.5%);
2. the use of the media to make students do research on the topics addressed during class (49.6%);
3. the involvement of students in the creation of a multimedia text on digital support in the classroom (41%);

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<sup>9</sup>Starting from the theoretical model of reference, the low level corresponds to a knowledge about communication professionals ranging from 0 to 3, the medium level to a knowledge about communication professionals between 4 and 5 and the high level to a knowledge about communication professionals between 6 and 7

<sup>10</sup>With regard to this question a 4-level scale was used in which to a low level corresponds a knowledge of at least 4 media effects, to a medium-low level corresponds a knowledge fluctuating from 5 to 8 media effects; to a medium-high level corresponds a knowledge ranging from 9 to 13 media effects and to a high level corresponds a knowledge ranging from 13 to 17 media effects

<sup>11</sup>The words "more used" means activities "often" carried out by teachers

<sup>12</sup>The adjective "sporadic" means an activity carried out only "sometimes."



4. the realisation of a digital lesson (newspaper, video, radio broadcast, blog, multimedia presentation, etc.) linked to one or more topics (36%).

In this second case, it is possible to divide the types of activities carried out by teaching style. So, for example, the use of interactive disciplinary software seems to be a prerogative mostly of the *no media teachers*. The involvement of students in the creation of a multimedia product is mainly a typical practice of *multimedia teachers*, but also of *digital teachers*, while *traditional media teachers* never perform this type of activity and, when they use the media for educational purposes, they mainly do it to make students research on the topics discussed in class.

However, regardless of the teaching style adopted, some *Digital Education* activities appear not to be used by teachers crosswise; they mainly refer to:

1. The use of social networks to communicate with students about teaching activities (54% of cases);
2. the use of social networks to organise group work with students/create virtual classes (55.9% of cases);
3. the simulation of an editorial team for a radio or television broadcast, or for a printed newspaper (65.3% of cases), mostly by digital teachers.

#### 4. Conclusions

From the first analysis of the research, it emerges how during the last years the kind of political investment made on digital tools conditions the modalities of digital integration in the classroom. In this regard, the significant political investment in infrastructure in schools is undoubtedly related to current teaching methods, as teachers use pre-defined digital packages rather than designing new, creative and innovative teaching pathways. It is true that the absence of activism and creativity in the lessons reflects the passive attitude and the lack of creativity when teachers use the media in their free time for personal purposes. The same reasoning applies to the limited use of newspapers as a teaching aid and a tool to stimulate critical thinking in the classroom, which inevitably reflects the lack of interest showed by the interviewed sample in reading them at home.

These first results of the research represent only a preliminary stimulus for reflection on the relationship between the media and education that, however, from a cultural point of view seems still far from being included and integrated into the educational context.

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