



**Proceedings of the 2<sup>nd</sup> International Conference  
of the Journal Scuola Democratica**

**REINVENTING EDUCATION**

2-5 June 2021

**VOLUME III**

**Pandemic and Post-Pandemic  
Space and Time**

**ASSOCIAZIONE "PER SCUOLA DEMOCRATICA"**

*Page intentionally left blank*

**Proceedings of the 2<sup>nd</sup>  
International Conference of  
the Journal Scuola  
Democratica  
REINVENTING EDUCATION**

---

**VOLUME III  
Pandemic and Post-  
Pandemic Space and Time**

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

Edited by

The Organizing Committee the 2nd International Conference of  
the Journal Scuola Democratica

<https://www.rivisteweb.it/issn/1129-731X>



Published by: ASSOCIAZIONE "PER SCUOLA DEMOCRATICA"

Via Francesco Satolli, 30 – 00165 – Rome, Italy

Published in Open Access



This book is digitally available at:

<https://www.scuolademocratica-conference.net/proceedings-2/>

© 2021 Associazione "Per Scuola Democratica"



Unless otherwise stated, all contents published are subject to license Creative Commons - Attribution - version 3.0. <https://creativecommons.org/licenses/by/3.0/it/> It is therefore possible to freely reproduce, distribute, transmit and adapt data and analysis of the Volume, including for commercial purposes, provided that the source is cited. Images, logos, any registered trademarks, and other content owned by third parties belong to their respective owners and cannot be reproduced without their consent.

How to cite a proceeding from this Volume. APA citation system:

**Author, N., Author, S., (2021). Title, in *Proceedings of the 2nd International Conference of the Journal Scuola Democratica "Reinventing Education", VOL. 3, Pandemic and Post-Pandemic Space and Time, pp-pp***

**ISBN 978-88-944888-9-0**

***Title* Proceedings of the Second International Conference of the Journal “Scuola Democratica” – Reinventing Education VOLUME III Pandemic and Post-Pandemic Space and Time**

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 interdisciplinary 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.

## **Pandemic and Post-Pandemic Space and Time**

### **A Premise**

Papers in this third volume deals with the Covid-19 pandemic which is having an enormous impact on education systems worldwide. Policy makers, teachers, school managers, parents and students have been called to the reinvent their way of 'doing school'. At the same time, the governance of the education system and schools' organizations have been exposed to unprecedented tensions.

Within a short period of time, radical changes had to be introduced, simultaneously, at various levels of the school system. At national and regional level, there has been the need to rethink the way in which teachers are recruited, engaged and managed. National assessment and evaluation systems have been suspended or redefined in their uses by school actors. The ways through which institutes were managed and organized had to be rethought, passing in a very short time through an on and off of dematerialization and hyper-normativity of time and space. Within schools, managers and teachers have been called to redefine the role of digital technologies in their didactic, as well as in their relationships with families and students. In some cases, these set of changes led to experience novel and unexpected daily proximities, in other prevailed a context characterized by distance and unsatisfactory relationships. Managers and teachers have been asked to re-invent their professionalism to rethink their organizational, didactic and relational competences. Students and families, on their side, have been called to rebuild and reimagine new way of being at school, re-inventing the spaces and time of schooling and the way in which they relate among each other and with teachers.

The pandemic emergency has been a lens revealing intersections and structural tensions among various level and actors of the education system, but also allowing opportunities of changes thanks to the exogenous shock. At the same time, it must be considered that the emergency is interacting on pre-existing inequalities and contradictions. The pandemic clearly revealed the deep disparities of educational opportunities associated to students' life and housing conditions, beyond their access and uses of technological devices. Remote teaching and the enactment of an 'emergency didactic' has exacerbated learning difficulties for underprivileged students (children facing material deprivation, students with migratory background, students with special needs or disable, etc.). The interaction between the pandemic and pre-existing inequalities created different contextual conditions for actors' agency, orienting toward different directions the pandemic's transformational potential.

Higher education systems have been affected too: in constant evolution due to constant transformations of society and changed functions of knowledge, universities have undergone a structural

change along with pandemic times. Simultaneously, the growing relevance of knowledge for the economic development of the capitalistic system has profoundly affected higher education systems, characterized by the neo-liberal approach which has subject of increasing critical analysis.

However, Higher education systems are starting to be affected by other somewhat inevitable changing processes due to the evolution of knowledge and the consequent forms of its transmission. These forms have to be necessarily new both because of the availability of new instruments and the increased need to develop interpretative models of a constant and often unpredictable change. In this juncture the university might assume a renewed central role. At Higher Education System level, the growing use of digital instruments is envisaged in order to cope with the rising of the management rates of the training offer as well as to answer to the growing differentiation of user categories. A feasible consequence could be the increasing of the already pressure for the differentiation among the universities, with the related social implications.

At individual university level, it is foreseeable the demand for university involvement in tackling the problems of society and the economy will increase. And this at global, national and local level. From an organizational point of view the most significant feature is represented by the accumulation of traditional and new tasks that do not seem to be possible to manage. Whatever form the higher education systems will come to take, it remains that a central point to be clarified concerns the management of change. It will be the market that will impose its rules and the universities will organize themselves individually within the invisible enclosures that will guide their policies (with predictable growing social and territorial differences), or instead the State will choose incentive policies to direct its training system. It remains that in a condition of uncertainty and constant change the university's roles multiply and become – at least potentially – more and more central. It can therefore be argued that the university is not only called upon to respond to the demands of society but by elaborating answers and solutions to the problems it progressively affects the functioning of society.

We are fully aware that each educational experience produces specific results and definitions of teaching-learning practices. The well-established model of the magister teacher, based on a one-to-many transmission of knowledge, is complemented by new configurations of teaching-learning practices. There are teaching practices that cultivate the ambition to combine the technological innovation with the psychological and pedagogical issues. Educational technologies, such as the Interactive Whiteboard, incorporate a new grammar and pragmatic in which the emphasis is placed on the

involvement and the participation of the student, as well as on a “reverse teaching”, compared to the traditional one. The diffusion of online educational platforms, based on algorithmic architectures and data-driven approaches, also draws attention to a personalized way of learning and a datafication of teaching. Digital technologies are therefore stimulating a series of transformations in the socio-material order of the class affecting the spatial and temporal configuration of teaching. At the same time, they are embedded in the complexity of the educational contexts that rework their practical and symbolic value.

In the European framework of strengthening the relations between the labour market and education, we also witness the implementation of teaching practices associated with the idea of knowledge as an economic and social investment. Recently, a large field of critical investigation has highlighted how teaching aimed at improving the employment prospects of students is deeply affecting public values in education. At the same time, different points of view in the educational field claim to postpone the transmission of skills related to the labour market to broader educational objectives of social inclusion and civic participation.

The new proxemics imposed by the current pandemic challenge traditional spatial configuration, from the arrangement of desks to the mobile use of chairs, from the forms of communication in virtual environments to the interaction in the classroom. Therefore, this is to register the need to re-elaborate the ecology of the educational practices, starting from the socio-material space of learning.



---

## **Reinventing Experiential Learning Activities in Primary School 2**

REINVENTING EXPERIENTIAL LEARNING. <i>LA GAZZETTA OLIMPICA</i> , THE NEWSPAPER OF THE SCHOOL AND THE NEIGHBOURHOOD <i>Elvira Celardi</i>	3
A VILLAGE IN A METROPOLIS: SOCIOLOGICAL ISSUES AROUND A CHILDREN'S EDITORIAL INITIATIVE IN A SUBURBAN AREA <i>Alessandro Cisilin</i>	13
WHO GETS THE RIGHT TO GO TO SCHOOL? THE ITALIAN CRITICAL WORKERS' AFFAIR <i>Chiara Gius</i>	23
SCHOOL, FAMILY AND DISTANCE LEARNING AT THE TIME OF COVID-19: THE CASE OF THE <i>GAZZETTA OLIMPICA</i> <i>Veronica Lo Presti and Maddalena Gattinara</i>	33
THE ROLE OF JOURNALISM IN AN EXPERIENTIAL LEARNING SESSION IN PRIMARY SCHOOL <i>Christian Ruggiero and Mauro Bomba</i>	43

## **"You Can Get It, If You Really Want!": Using (Formative) Assessment to Improve Student Learning Experiential Learning Activities in Primary School 58**

COVID-19 AND THE SCHOOL ASSESSMENT REFORM? THE MISSED EFFECTS ON FORMATIVE ASSESSMENT PRACTICE <i>Serafina Pastore</i>	59
---	----

## **Reinventing Decision-Making in Schools: Self-Evaluation & Data Literacy 70**

PARENTS AS DECISION-MAKERS. FINANCIAL-ORGANIZATIONAL INVOLVEMENT OF FAMILIES IN THE SCHOOL OF AUTONOMY <i>Anna Granata and Valerio Ferrero</i>	71
THE USE OF DATA TO SUPPORT STRATEGIC PLANNING AND SCHOOL IMPROVEMENT AND INNOVATION <i>Serena Greco and Elettra Morini</i>	79
ASSESSMENT LITERACY, DATA USE, AND TEACHER DECISION-MAKING: A FEASIBLE BALANCE? <i>Serafina Pastore</i>	91
USEFUL SELF-ASSESSMENT. THE ROLE OF SELF-ASSESSMENT PROCESSES IN SCHOOL IMPROVEMENT <i>Daniela Robasto</i>	101

## **How Schools Address the Covid Emergency: Voices from Principals, Teachers, and Students 110**

THE ECEC PROFESSIONALS WITHIN THE COVID-19 EMERGENCY: FROM REMOTE CONTACTS TO LEARNING COMMUNITIES <i>Rita Bertozzi and Tatiana Saruis</i>	111
DISTANCE LEARNING AT EMILIA-ROMAGNA'S SCHOOLS. A FIRST IN-DEPTH QUANTITATIVE AND QUALITATIVE ANALYSIS FROM THE TEACHERS' PERSPECTIVE <i>Andrea Ciani, Chiara Dalledonne Vandini, Aurora Ricci and Lucia Scipione</i>	122
THE TEACHING EXPERIENCE DURING THE COVID-19 EMERGENCY: THE RESULTS OF A FIELD RESEARCH <i>Maria Chiara De Angelis</i>	135
PANDEMIC AND SCHOOL MANAGEMENT: CHALLENGES FOR FUTURE EDUCATION <i>Francesca Dello Preite</i>	149
EDUCATING DURING COVID-19: AN OVERVIEW OF PERCEPTIONS, EXPERIENCES, FEELINGS AND STRATEGIES IN FACING DISTANCE LEARNING OF THE ACTORS INVOLVED <i>Diego Izzo, Giulia Mattiacci and Damiano Periccioli</i>	161
EXTRACURRICULAR SCHOOL ACTIVITIES DURING THE FIRST COVID-19 LOCKDOWN IN ITALY: COMPARATIVE STUDY WITH PRIOR TO LOCKDOWN WORKSHOPS <i>Giuseppe C. Pillera</i>	171
A PICTURE, A LIGHTHOUSE, A KITE: METAPHORS OF EMERGENCY TEACHING <i>Elettra Troina, Andrea Mangiatordi and Luisa Zecca</i>	187

---

---

## **Training Educational Professionals During the Pandemic: Impact, Learning, Strategies and New Didactic Challenges Faced by the University Traineeship** **196**

- ONLINE TRAINEESHIP: WHICH EDUCATIONAL CHANCES? CHANGES FROM LIVE TO ONLINE MODEL IN TFO EXPERIENCE  
*Marco Alviti, Luca Bassi and Maria Elena Scotti* **197**
- WHICH TRAJECTORIES TO TRAIN 'SECOND LEVEL' EDUCATIONAL PROFESSIONALS? REFLECTIONS ABOUT A UNIVERSITY TRAINEESHIP FACING COVID-19 PANDEMIC  
*Maria Benedetta Gambacorti-Passerini and Paola Eginardo* **205**
- RAISING AWARENESS OF STUDENTS' PROFESSIONAL IDENTITY. AN ONLINE INTERNSHIP PATH FOR FUTURE EDUCATORS AT THE UNIVERSITY OF CATANIA  
*Roberta Piazza and Valeria Di Martino* **215**
- THE INTERNSHIP OF THE BACHELOR'S DEGREE COURSE IN EDUCATION OF THE UNIVERSITY OF MILANO-BICOCCA IN TIME OF PANDEMIC  
*Elisabetta Marazzi, Benedetta Pozzoli, Marialisa Rizzo and Silvia Tognetti* **227**
- INSPIRING AND PREPARING A COMPREHENSIVE VIEW OF THE PROFESSIONAL ROLE OF EDUCATOR: A SIMULATED TRAINEESHIP EXPERIENCE  
*Claudia Secci and Andrea Spano* **237**

## **Challenges and Weaknesses. Differentiation, Digital Transformation, Professionalism, Autonomy** **246**

- THE REMOTE LEARNING TRANSITION AT THE UNIVERSITY OF BOLOGNA: STUDENT EXPERIENCES AND EXPECTATIONS FOR A POST-PANDEMIC FUTURE  
*Alessandro Bozzetti and Nicola De Luigi* **247**
- UNIVERSITY 2030: THINKING ABOUT A STRUCTURAL CHANGE  
*Giovanni Ragone* **261**
- THE HARD PATH OF ACADEMIC STABILISATION INTO A NEOLIBERAL EUROPEAN ACADEMIC FRAMEWORK  
*Marialuisa Villani, Sanja Djerasimovic and Orazio Giancola* **271**

## **University Third Mission and the Local Environment** **284**

- PUBLIC ENGAGEMENT AND GENDER DIFFERENCES IN ITALY: EXPLORING THE GAP BY ACTIVITY AND DISCIPLINE  
*Monia Anzivino* **285**
- TERRITORIAL DEVELOPMENT AND 'THIRD MISSION'  
*Donatella Capaldi and Alessio Ceccherelli* **298**

## **Rethinking Higher Education at the time of COVID-19: Challenges, new perspectives, critical issues** **308**

- A COMPETENCY MODEL FOR OBESITY PREVENTION AND HEALTHY LIFESTYLES EDUCATION THROUGH THE INTERDISCIPLINARY AND SUSTAINABLE PARADIGM OF TELEMEDICINE  
*Stefania Massaro and Loredana Perla* **309**
- HYBRIDITY AND EDUCATIONAL VIRTUALITY. WHAT DID 2020 LEAVE US?  
*Sergio Ricardo Quiroga* **319**
- THE TRANSITION TO ONLINE TEACHING IN TIMES OF PANDEMIC: AN EXPERIENCE OF TEACHERS' TRAINING IN EUROPEAN HIGHER EDUCATION  
*Marc Romero, Teresa Romeu, Montse Guitert and Pablo Baztán* **329**
- ADDRESSING COMPLEX REAL-WORLD CHALLENGES IN SOFTWARE ENGINEERING EDUCATION THROUGH THE INTEGRATION OF GAMIFICATION AND CROWDSOURCING  
*Mercedes Ruiz, Manuel Trinidad and Alejandro Calderón* **343**
-

---

## **University and Active Citizenship. Didactic Practices and Methodological Trajectories for the Development of Creative and Critical Thinking** **358**

- BRING IT ON! DEBATE INTO UNIVERSITY. A METHODOLOGICAL PROPOSAL TO FOSTER CREATIVE AND CRITICAL THINKING  
*Ivan Daldoss* 359
- DESIGN PROFESSIONAL PREFIGURATIONS IN SCHOOL AND UNIVERSITY THROUGH CREATIVITY  
*Mario Giampaolo, Nicolina Bosco and Alessandra Romano* 371
- ACTIVE CITIZENSHIP IN A TRANSFORMATIVE PERSPECTIVE  
*Claudio Melacarne* 381
- HOW SERVICE LEARNING CAN BE A WAY TO PROMOTE CIVIC RESPONSIBILITY  
*Luigina Mortari, Roberta Silva and Alessia Bevilacqua* 391
- PROMOTING CREATIVITY AND NARRATIVE IDENTITY'S EXPRESSION THROUGH DIGITAL STORYTELLING. AN EXPLORATORY STUDY  
*Laura Occhini, Nicolina Bosco and Alessandra Romano* 405
- THE TRAINING OF UNIVERSITY PROFESSORS AS AN AXIS FOR ACHIEVING PARTICIPATORY CITIZENSHIP WORK ON RELEVANT SOCIAL PROBLEMS AS A STARTING POINT  
*Noelia Pérez-Rodríguez, Nicolás de-Alba-Fernández and Elisa Navarro-Medina* 417

## **Reinventing University. Public Engagement as Participative and Collective University** **426**

- ETHNOGRAPHY OF A RELATIONSHIP BETWEEN SOCIAL WORKERS AND HOMELESS PEOPLE: THE EDUCATIONAL FUNCTION OF THE RESEARCH AND THE MEDIATION ROLE OF THE RESEARCHER  
*Maddalena Floriana Grassi* 427
- TRANSFORMATION OF UNIVERSITY, BETWEEN RESIDUES AND DERIVATIONS  
*Andrea Lombardinilo* 437
- UNIVERSE OF KNOWLEDGE. WHEN PROFESSIONAL AND ACADEMIC KNOWLEDGE MEETS  
*Mariacarmela Albano, Daniela Fazio, Antonino Sidoti and Tiziana Tarsia* 451
- WHEN UNIVERSITY MEETS THE NEEDS OF THE TERRITORY: THE CASE OF THE EDGE PROJECT PRESENTATION  
*Fiorella Vinci* 463

## **Tertiary Education in Italy: The Prism of Differences** **476**

- FOREIGN STUDENTS IN ITALIAN UNIVERSITIES: A STATISTICAL ANALYSIS OF THE LAST DECADE  
*Fabio Aiello, Massimo Attanasio and Andrea Priulla* 477

## **Faculty Development, Scholarship and Professionalism in Teaching: Challenges and Perspectives for Higher Education** **494**

- DESIGNING TECHNOLOGY TO SUPPORT ONLINE FACULTY DEVELOPMENT THROUGH TEACHING OBSERVATION, PEER FEEDBACK, AND COLLABORATIVE REFLECTION: A BRIEF LITERATURE REVIEW  
*Fulvio Biddau, Alessio Surian and Anna Serbati* 495
- FACULTY FEEDBACK ON ACTIVE LEARNING DURING THE ELENE4LIFE PILOT PROJECTS  
*Maria Cinque* 508
- FACULTY DEVELOPMENT FOR RESEARCH CAPACITY BUILDING IN HIGHER EDUCATION  
*Antonella Lotti and Dario Torre* 520
- QUALITI PROJECT: DIDACTIC QUALITY ASSESSMENT FOR INNOVATION OF TEACHING AND LEARNING IMPROVEMENT  
*Antonella Nuzzaci, Iole Marcozzi, Liliana Ercole and Lucilla Spetia* 532
- FACULTY DEVELOPMENT DESIGN: A CURRICULAR TRAINING MODEL FOR ACADEMIC PROFESSIONAL DEVELOPMENT  
*Loredana Perla, Viviana Vinci and Alessia Scarinci* 544
-

---

## **The New Challenges of the Post-Pandemic University Formative Processes, Third Mission and Active Citizenship** **558**

- HELICES OVERLAPPING IN THE ITALIAN MEGA-UNIVERSITIES. THE INFLUENCE OF INNOVATIVE DIDACTICS IN PROMOTING THE THIRD MISSION  
*Barbara Mazza and Elena Valentini* 559
- RETHINKING INTERNSHIP EXPERIENCES FOLLOWING THE COVID-19  
*Cristina Sofia* 571

## **Understanding Society Using Digital Spaces and Resources: Teaching and Learning Paths in Higher Education** **582**

- TRAINING FOR TRAINING: MOODLE AS A TEACHING TOOL BY AND FOR TEACHERS  
*Jessica Camargo Molano, Daniele Battista and Michelle Grillo* 583
- LEARNING SOCIAL RESEARCH TECHNIQUES THROUGH DIGITAL RESOURCES AND COLLABORATIVE APPROACHES: THE POINT OF VIEW OF SOCIOLOGY STUDENTS  
*Maria Carmela Catone, Màrius Domínguez Amorós and Leon Freude* 591
- THE IMPACT OF COVID-19 ON ENGLISH LANGUAGE TEACHING IN HIGHER EDUCATION CHINESE SYSTEM. EMERGENCY REMOTE TEACHING IN NEOLIBERAL UNIVERSITIES IN CHINA  
*Giovannipaolo Ferrari and Eugénie Duthoit* 601
- HELP TEACHING AND DIGITAL RESOURCES: A COMPARISON OF CLASSROOM AND DISTANCE-LEARNING EXPERIENCES IN A COURSE OF METHODOLOGY OF SOCIAL RESEARCH  
*Luciana Taddei* 609
- DISTANCE LEARNING: GIVING VALUE TO THE COVID-19 EMERGENCY  
*Alessandra Decataldo, Brunella Fiore and Sara Zizzari\** 619

## **Reinventing Education in and through Artistic Languages** **630**

- ART AS A DIDACTIC TOOL: 'THE BAUHAUS 2.0' DIGITAL WORKSHOP  
*Alfonso Amendola and Jessica Camargo Molano* 631
- IMPROVISATION IN TEACHING PROFESSION: AN EMBODIED APPROACH FOR INQUIRY  
*Laura Corbella* 641
- PRELIMINARY DATA FROM A DANCING PRACTICE IN DISTANCED LEARNING  
*Francesco V. Ferraro, Luigi Aruta, Ferdinando Ivano Ambra and Maria Luisa Iavarone* 649
- COMMEMORATING PIAZZA FONTANA THROUGH THE ARTS: LEARNING PRACTICES, ARTISTIC PRODUCTIONS AND PUBLIC MEMORY  
*Lia Luchetti* 659
- THE AESTHETIC THINKING. RECONNECTING THE SUBJECT WITH THE REALITY, THE SOCIETY AND THE COSMOS  
*Stefano Polenta* 669
- THE PROCESS OF CROSSBREEDING IN CONTEMPORARY ARTISTIC PRODUCTION. NEW ROUTES IN AESTHETIC EDUCATION  
*Raffaele Tumino* 681
- A UNIVERSITIES PROGRAMME OF ART-BASED AND ART INFORMED RESEARCH  
*Franca Zuccoli and Elisabetta Biffi* 689

## **Scaling Up Innovation: from Educational Practices to Systemic Change** **698**

- THE ART ECOSYSTEM. PROMOTING INNOVATION, INCLUSIVE LEARNING AND ACTIVE CITIZENSHIP  
*Tiziana Faitini and Erik Gadotti* 699

## **'Boundary' practices: Reinventing education across and beyond the *forme scolaire*** **710**

- FOREST PEDAGOGY AND NEOLIBERAL CHALLENGES: EXPLORING THE DISCURSIVE CONSTRUCTION OF FOREST CHILDREN'S SUBJECTIVITY IN ITALY  
*Stefania Donzelli* 711
- HOMESCHOOLING AND UNSCHOOLING

## **Training a Democratic Teacher: Between Individualized Teaching and Formative Evaluation 734**

- BETWEEN WELL-BEING AND POVERTY IN EDUCATIONAL CONTEXTS. WHAT IS THE ROLE OF TEACHERS? A NARRATIVE LITERATURE REVIEW  
*Sara Baroni and Nicoletta Di Genova* 735
- TEACHING PRACTICES AND USE OF DIGITAL IN THE DADA MODEL (DIDACTICS FOR LEARNING ENVIRONMENTS)  
*Cristiana De Santis, Sara Germani and Daniela Di Donato* 747
- THE EPISTEMOLOGICAL QUESTION OF DIGITAL CITIZENSHIP AT THE TIME OF THE PANDEMIC  
*Alessio Fabiano* 761
- THE INFLUENCE OF TRAINING ON TEACHERS' TEACHING STRATEGIES: STUDY OF A SAMPLE OF SECONDARY SCHOOL TEACHERS  
*Eleonora Mattarelli and Marta Cecalupo* 770
- THE SCHOOLYARD AS A TEACHABLE SPACE: A RESEARCH-TRAINING PROJECT WITH TEACHERS AND PARENTS  
*Andrea Pintus and Laura Landi* 781

## **Reinventing Professional Learning and Development 792**

- TOWARD A PHENOMENOLOGY-ORIENTED TRANSFORMATIVE EDUCATION IN ADULT LIFE  
*Giuseppina D'Addelfio* 793
- CITIZENSHIP EDUCATION IN SECONDARY SCHOOL: BETWEEN TEACHERS REPRESENTATIONS AND STUDENT VOICES  
*Claudia Fredella and Luisa Zecca* 805
- TEACHER MERIT RESTYLING THROUGH INCLUSIVE TEACHER LEADERSHIP  
*Ilaria Salvadori* 821

## **Reinventing School between Pedagogy, Architecture and Design: A Dynamic Laboratory? 830**

- MODERN ARCHITECTURE FOR CONTEMPORARY COMMUNITIES: LEARNING AND INCLUSION IN THE OPEN WORK  
*Lino Cabras* 831
- SCHOOL BUILDINGS AS A PRETEXT FOR AN ARCHITECTURAL MANIFESTO  
*Alessandro De Savi* 841
- THE 'FLEXIBLE SPACE' AND THE PEDAGOGICAL ROLE OF ARCHITECTURE  
*Daniela Monti* 851
- MODERN SCHOOL HERITAGE: ARCHITECTURAL AND PEDAGOGICAL MODELS IN SARDINIA (ITALY)  
*Laura Pujia* 863
- EDUCATION RETHINKING SCHOOLS AND REDESIGNING THEM TOGETHER  
*Franca Zuccoli, Maria Fianchini and Antonella Bellomo* 873

## **Peer Feedback and Peer Assessment as New Perspectives for Teaching and Learning 888**

- MUTUAL FEEDBACK EXCHANGE AND PEER ASSESSMENT DURING TEXT REVISION IN PRIMARY SCHOOLS  
*Elisa Farina* 889
- PEER ASSESSMENT AND PEER FEEDBACK TO FOSTER COLLABORATIVE LEARNING AND CONSOLIDATE THE WRITING SKILLS OF UNIVERSITY STUDENTS  
*Giovanni Moretti, Arianna L. Morini and Bianca Briceag* 901

## **School System and Daily school. Learn about Practices and Make Sense of Evaluation to Promote Innovation 914**

- MEASURING THE MATHEMATICS ABILITIES OF STUDENTS WITH SPECIAL EDUCATION NEEDS THROUGH A COMPUTER-BASED MULTILEVEL ADAPTIVE TEST  
*Emanuela Botta* 915
- INNOVATING THE SCHOOL: COMPARING THE POINT OF VIEWS OF STUDENTS, TEACHERS AND HEAD TEACHERS  
*Sara Mori, Francesca Rossi, Francesca Storai and Valentina Toci* 929

---

ASSESSMENT, POWER, SUBJECTIVATION PROCESSES. BIOPOLITICAL-TRANSDISCIPLINARY HYPOTHESES <i>Andrea Giacomantonio</i>	945
ASSESSMENT AND INCLUSION. THE TEACHERS' EXPERIENCE OF EMERGENCY REMOTE TEACHING DURING THE LOCKDOWN PERIOD <i>Arianna L. Morini and Irene Stanzione</i>	953
DIDACTIC STRATEGIES AND METHODS DURING THE COVID-19 EMERGENCY: A COMPARISON BETWEEN DATA OBTAINED FROM THE QUALITATIVE ANALYSES OF SIRD SURVEY <i>Giulia Toti, Giulia Barbisoni, Eleonora Pera and Irene Dora Maria Scierrì</i>	965

## **Quality ECEC in Italy: Teaching and Learning in the New 0-6 System 978**

EDUCATING IN THE COOPERATIVE MODEL THROUGH A STRUCTURAL DIALOGUE BETWEEN FACE-TO-FACE AND DIGITAL ENVIRONMENTS <i>Isabel Alfano, Alessio Ceccherelli, Luca Fratepietro, Marco Serra and Andrea Volterrani</i>	979
LEARNING TO LEARN IN PRESCHOOLS: AN EXPLORATORY QUALITATIVE STUDY IN ITALY AND MEXICO <i>Victor Gerardo Cardenas, Cristina Stringher, Hugo Armando Brito and Ma Irene Silva</i>	991
GAME MEDIA LITERACY AS AN APPROACH TO COMPLEXITY IN EDUCATION <i>Glauco Babini, Massimo Dell'Utri, Roberto Furfaro, Andrea Ligabue, Carlo Andrea Pensavalle and Antonella Ventura</i>	1005

## **Reinventing the Curriculum and its Practices 1016**

ACTIVE LEARNING AND CURRICULUM ACROSS DISCIPLINES: A FIELD RESEARCH STUDY IN SECONDARY SCHOOL <i>Serena Goracci, Rachele Borge, Loredana Camizzi, Francesca De Santis, Laura Messini and Francesco Perrone</i>	1017
GRAPHIC TOOLS FOR A VISUAL REPRESENTATION OF THE CURRICULUM <i>Luciano Perondi</i>	1035

## **Pedagogy meets Architecture and Digitalisation 1048**

RETHINKING LEARNING SPACES AND TEACHING METHODOLOGIES BY CONNECTING COMMUNITIES DURING THE COVID-19-PERIOD: INCLUSIVE VISION AND RESEARCH-TRAINING IN ON-LINE WORKSHOP <i>Mariagrazia Francesca Marcarini</i>	1049
--	------

---

---

*Page intentionally left blank*

# **Reinventing Experiential Learning Activities in Primary School**

---



---

## The Role of Journalism in an Experiential Learning Session in Primary School

**Christian Ruggiero and Mauro Bomba**

Sapienza University of Rome, christian.ruggiero@uniroma1.it

Sapienza University of Rome, mauro.bomba@uniroma1.it

**ABSTRACT:** *This work aims to analyse the activities of ‘distance’ design and editing held in April-May 2020 by the teachers and pupils of the ‘Villaggio Olimpico’ primary school in Rome to realize La Gazzetta Olimpica. The project, now in its fourth year, aims at introducing the children to decode the basic concepts of journalism and, in the same time, at involving them in a journalism workshop, drafting of a newspaper based on their personal experiences, life at school and in the ‘Villaggio Olimpico’ neighbourhood. Because of the COVID-19 pandemic, the workshop needed to adapt this ‘experiential learning’ activity to the distance learning methods. As an unexpected and interesting result, this has made the final product a way to observe the months of lockdown from the pupils’ direct point of view. The research involves two phases, linked to the participant observation of the journalism workshop and to the analysis of the children’s final products in a comparative perspective with the previous issues, in order to identify similarities and differences between what has been produced in the traditional teaching mode and in the distance learning mode.*

**KEYWORDS:** *Experiential learning, Distance Learning, Journalism, Primary School.*

### Introduction

The *Gazzetta Olimpica* project was launched at the end of 2016, as a result of the dialogue between the ‘Villaggio Olimpico’ primary school – which was interested in hosting parents-professionals so that they could illustrate their trades to the children – and the ‘Villaggio dei Bambini’ social promotion association, dedicated to the development, redevelopment and aggregation of the district of the same name.

Alessandro Cisilin (a professional journalist, employed by the national radio news agency Area, and a member of the ‘Villaggio dei Bambini’ association) agreed on a path with the coordinator of the plexus, Maddalena Gattinara, establishing a couple of meetings to introduce journalism to the pupils and, through the association itself and the daily life of the community, providing ideas and contacts between the institutions, the characters and the problems of the neighbourhood.

The actual drafting of the newspaper took place in the following way: it was decided that the entire construction of the texts would be done independently by the young journalists, without any substantial, if not marginal, corrections by the teachers. It was decided that there would be no real 'editorial direction', except for a few directives, in terms of content and format, provided primarily by the teachers themselves, with the consultation of the journalist and in some cases the stimulus of other parents. The work is therefore entirely and essentially carried out by the children, so that the function of 'direction', albeit brief, is recognised by the teachers in their daily work, and in particular by the coordinator.

The page layout was completed by Cisilin himself, together with a professional graphic designer in the first two editions; starting from the third (2019), the availability of the Department of Communication and Social Research of Sapienza University of Rome was added.

The spin-off and dissemination are constituted, again, by the active involvement of the school and the realities of the neighbourhood. The newspaper is in fact printed (about 200 copies) and presented at a school event at the end of the year, as well as being 'sold', coordinated by the parents themselves, according to the established formula of a 'free offer'. The remaining copies are then distributed among the neighbourhood's shopkeepers (newsagents, bars, even the Auditorium bookshop), always recording a 'sell-out', demonstrating the high level of local collective interest in the initiative and its contents.

This article frames the experience of *La Gazzetta Olimpica* as an example of 'experiential learning' (Kolb, 1984; Beard, 2010) with multiple aspects of interest: the virtuous networking that is created between the school and the neighbourhood; the active involvement of fourth- and fifth-grade children in an activity, that of journalism, normally included in media education projects in the (passive) formula of reading the newspaper in class; the persistence of the project, which chooses to continue in its fourth and fifth edition despite the limits imposed by the pandemic condition.

## **1. Applying the experiential learning formula to journalism**

Experiential learning is a sense-making process involving significant experiences that actively immerse and reflectively engage the learner, creating a bridge between his/her inner world and the outer world, with its social and cultural milieu (Beard, 2010). It is important to emphasise its nature as a process: in line with Kolb's theory, it's something in which «knowledge results from the combination of grasping and transforming experience» (1984, 41).

The theoretical foundations of this practice can be traced back to the thinking of John Dewey (1925), who contrasted an 'empirical experience' that was conservative, tradition bound, and prone to conformity and dogmatism with the need for a reflective process on the experience itself,

---

aimed at drawing out the meaning in it and to use that meaning as a guide in future experiences. Since the early seventies (Kolb, 1971; Kolb *et al.*, 1971), the theory of experiential learning has provided insights for research and application in educational contexts in the fields of management, information sciences, psychology, medicine, and law. A wealth of experiential learning has further multiplied since the year 2000 (Kolb, Kolb, 2013).

Pursuing 'a framework for examining and strengthening the critical linkages among education, work, and personal development' (Kolb, 1984, 3-4), experiential learning theory lends itself well to scientific reflection on life-long learning in the field of social and cognitive psychology, and is embodied in the curricula of undergraduate and professional programs by means of the following instruments: internship, field placements, work/study assignments, structured exercises and role plays, gaming simulations.

What does this kind of process have to do with the journalistic profession? Why apply it to the primary school context? And why, among the many possible types of experience, link it to that of a newsroom? This study attempts to answer these questions through two considerations.

The first concerns the usefulness of introducing the experience of journalism, and the process of reflection on it, into a primary school. Reading a newspaper in class is a privileged way to learn to recognise the nature of a text, identify its functions, critically evaluate the communicative structures used, recognise the specifics of a message, and predict possible effects on the target audience. These assumptions have guided media education projects, the innovative value of which lies in the implementation of didactic paths that explore the coding and production phase of messages, which ideally anticipates that of decoding the news described above (Panarese, Tumolo, 2005). This contribution intends to be in continuity with this type of project. A mission that is even more important in a context in which the multiplication of sources, the fragmentation of audiences, the abundance of devices makes it all the more crucial to familiarise children with the media, that is to teach future adults to orient themselves in the abundance of sources and information that characterise the media environment.

The second consideration concerns the picture of the workplace as a learning environment that can enhance and supplement formal education given by experiential learning. We think it could be interesting to draw a parallelism between this picture and the concept of 'community of practice' as a way of enacting the communicative nature of knowing through the elements of mutual engagement, negotiation of a joint enterprise, and shared repertoire (Iverson, MvPhee, 2008), that has been applied to a specific workplace: the newsroom. It is our opinion that a context in which journalistic dynamics are presented and reproduced in their 'minimum form', accessible to primary school pupils, is in fact a privileged observatory for verifying the extent to which the concept of 'community of practice' can represent «a useful framework for thinking

about journalism as a cooperative endeavour guided by a sense of moral purpose» (Borden, 2007, 21).

Starting from these assumptions, this work aims to analyse the activities of 'distance' design and editing held in April-May 2020 by the teachers and pupils of the 'Villaggio Olimpico' primary school in Rome to realize *La Gazzetta Olimpica*. The project, now in its fourth year, aims at introducing the children to decode the basic concepts of journalism and, in the same time, at involving them in a journalism workshop, drafting of a newspaper based on their personal experiences, life at school and in the 'Villaggio Olimpico' neighbourhood. Because of the COVID-19 pandemic, the workshop needed to adapt this 'experiential learning' activity to the distance learning methods. As an unexpected and interesting result, this has made the final product a way to observe the months of lockdown from the pupils' direct point of view.

The research involves two phases. The first is linked to the participant observation of the journalism workshop, to analyse the pupils' reactions to this first approach to the world of information and the relational dynamics between children and teachers. The second phase involves the analysis of the children's final products in a comparative perspective with the previous magazines, in order to identify similarities and differences between the contents, themes, methods of representation and presentation of the magazines produced in the traditional teaching mode and in the distance learning mode.

## **2. Notes from a journalism workshop in a primary school**

The realization of the 2020 edition of *La Gazzetta Olimpica* involved the entire primary school 'Villaggio Olimpico', with particular reference to the fourth and fifth classes. In these classes, as in previous years, sessions were organised to present and organise the work, in which the Sapienza researchers participated as observers. As with the other school activities, these sessions took place via Zoom, which allowed the researchers to be present in a particularly discreet manner, disabling both webcams and microphones so as not to disturb the normal course of the activities in any way. At the same time, the very structure of the platform allowed for a particularly articulate experience of participant observation, having the faces of all the participants on a single screen, thanks to the 'checkerboard' display.

The most fruitful session in terms of observing the editorial dynamics concerned the fifth class, which had already participated in the realization of the magazine and had received specific tasks from the teachers to be carried out as homework, in particular: the presentation of the '5W' rule; a request to identify, during the weekend preceding the lesson, a topic that they would like to discuss, according to the '5Ws' (McQuail, 1983).

The first meeting with the fifth class, which lasted about two hours, was organised as follows:

- presentation of the initiative and introduction to journalism: 24 minutes;
- question and answer: 32 minutes;
- presentation of proposals: 37 minutes;
- organisation of work: 30 minutes.

Twelve pupils were present, six boys and six girls, and two teachers, one of whom was in charge of managing the discussion. He interrupted the presentation by Alessandro Cisilin to remind the pupils that he had already talked about the '5W' rule, and asked them to repeat what they were and what they meant, in English and in Italian. Moreover, he framed the activities within the consolidated modes of interactive classroom teaching, as well as managing turns to speak and calling the pupils to order in the event of inattention.

Cisilin's presentation consisted of three parts:

- presentation of the initiative, in the context of the neighbourhood association and the school's activities;
- explanation of the 'basics' of the job of journalist, with particular reference to content (5W rule) and style (clarity and brevity);
- the pros and cons of the previous editions of *La Gazzetta Olimpica*, with particular reference to the organisational dimension (using parents and relatives as sources of information, not as substitutes for writing the articles), and the content (attention also being paid to the ordinary news, not just to the institutional dimension of telling the story of the neighbourhood)

The children's first questions were of an eminently practical nature. Can an article be done in two? Has an article on the origins of the Village already been done? Showing that he had done his homework, one of the children stated that he already had his grandparents' testimony on the lighting ceremony of the 'original Olympic torch' and that he could produce a copy of a photograph of it.

The teacher/moderator immediately intervened to steer the discussion: he reminded the children of past projects for which materials had been sent to a class email address, but above all of the working method, which saw the sending of the material as the end of a process of defining the idea and only afterwards writing a text and/or making a drawing. Taking up Cisilin's presentation, he reiterated the need to draft articles following the '5W' rule and to be inspired by criteria of brevity and clarity.

Having entered the phase of presenting ideas for articles, the actual editorial meeting, Cisilin chose to leave the meeting so as not to influence the pupils' choices. The articles proposed were categorised as follows:

- 'institutional' dimension, history and current affairs of the Olympic Village: enhancement of neighbourhood parks for social activities; a project to pedestrianise part of the neighbourhood; the origins of the Olympic Village and interviews with the protagonists of the inauguration; history of the statues in the Olympic Village;

- chronicle of the neighbourhood: an accident involving an inhabitant of the neighbourhood who was travelling by push scooter; a neighbourhood resident's decision to take a piglet as a pet; story of a found kitten; the impact of the lockdown on school activities; the difficulties of life and teaching in lockdown; the impossibility of continuing projects related to history and drama.

The presentation phase of the article proposals was particularly contentious, as hardly any of the pupils had made a final choice or identified a title. It was therefore an opportunity, under the guidance of the teacher/moderator, to reflect on some key dimensions of journalistic practice.

First of all, the substantive profile. One of the girls showed a certain reluctance in presenting the chosen theme, linked to a personal experience that she was not sure she wanted to reveal to her classmates; reluctance has become denial when she realized that once the event had been translated into an article anyone could read it – that is a superficial but substantial reflection on the publicity of the journalistic product. Another circumstance shows a certain familiarity with the editorial product, evidently linked to the family dimension: one child proposed to introduce an additional element to the text and images, by creating a crossword puzzle.

A second area of reflection concerned the organisational point of view. One of the proposals, to carry out interviews with shopkeepers who were about to reopen their businesses after the lockdown, was shelved because of the difficulty, not initially considered by the children, of getting out and about to the shops for the interviews; this is particularly interesting in that the proposal came from the 'real time' exchange between two of the children (evidently by means other than the 'official' Zoom room).

A third area of reflection concerned the technical point of view. The web came into play both in the *ex-ante* verification of the information (in particular that relating to the district pedestrianisation project) and *in progress*, as an alternative to taking original photographs (in the case of the statues in the Olympic Village). A demonstration of the usefulness of digital skills for the younger generation with regard to their possible applications in the future work environment of children, and the importance of encouraging a process of reflection on this as soon as possible.

The subsequent stages were defined, again by the teacher/moderator, in three steps:

- writing the chosen article in each child's Italian exercise book and, if necessary, making a drawing on a blank A4 sheet of paper;
- reading the article in class, scheduled for the morning of the following Thursday;
- writing the article in Word, to be done by the evening of the same Thursday, so that the finished product can be sent by e-mail.

The second meeting, where the articles were read and corrected, if necessary, involved much less intervention, limited to some formal aspects of the title or content of the pieces.

More interactivity characterised the second meeting of the fourth class: since the part of preparation preceding Cisilin's intervention in class was missing, the definition of the themes on which to write the articles could not take place in class, but was left to a subsequent group work by the children (between three and six members). During the second meeting, some of these groups had produced material from the shared 'chats' that could be shared with the teacher present, while others had to reorganise the composition of the group and the organisation of the work. The composition of the articles from the texts drafted by each member of the group, only in some cases presented to the teacher and the whole class, was deferred to a later meeting, which was not monitored.

### 3. Three years of *Gazzetta Olimpica* (despite the COVID-19 pandemic)

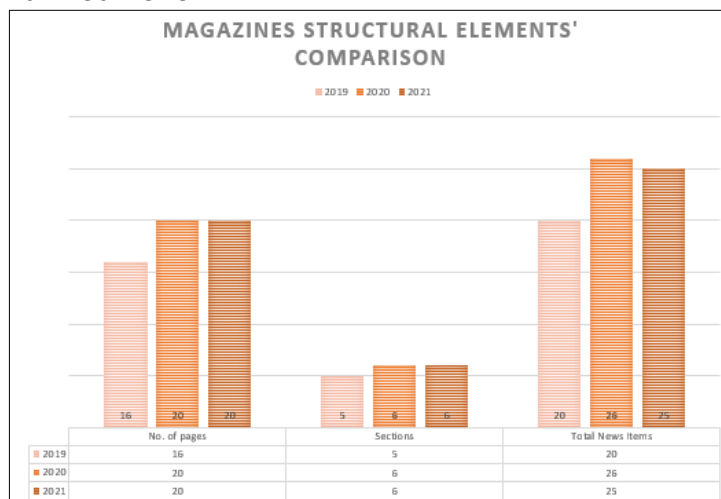
#### 3.1. Comparing three editions

The next phase of the research focused on comparing three different editions of *La Gazzetta Olimpica*, those realized from 2019 to 2021. These were analysed from a comparative perspective with the aim of observing any changes in structure and format; identifying the topics and actors that were most prominent in the three editions; analysing the journalistic formats used; and monitoring the development of students' journalistic skills. Specific attention was paid to the coverage of the COVID-19 issue. The aim was to observe how primary school children represented their own daily experience using journalistic means and if and how the pandemic has altered this representation.

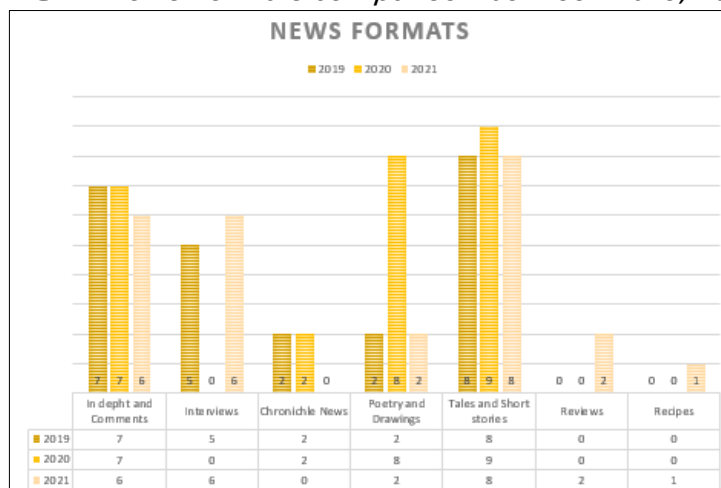
The first area on which the analysis focused was the structure of the three editions, to compare whether the realization of the magazine in distance learning mode led children and teachers to make significant changes in terms of design and production. An initial observation reveals a significant increase in the foliation and number of articles: while the 2019 edition counted 16 pages and 20 articles, the following reached 20 pages and 25 articles. This variation is reflected in the number of sections into which the magazines have been divided: five in 2019, six in 2020 and 2021 (Fig. 1). It is interesting to look at the titles of these sections and the way they have been categorised using a technique, that of thematisation, typical of journalism (Marletti, 1985). In 2019, the sections are named 'Primo Piano' ('Close Up'); 'Il Villaggio', a space dedicated to places, characters and events the Villaggio Olimpico district; 'Il Caso', which focuses on in-depth journalistic investigation into a case of presumed food poisoning at the school cafeteria; 'Scuola ed Escursioni' and 'Tempo Libero', dedicated to outdoor and leisure time activities. Some of them were maintained in the 2020 edition ('Tempo Libero', 'Il Villaggio ieri oggi

and domani'), and there is also a section named 'Scuola', that represent children's link with the lockdown, demonstrating how in their perception the difficulties related to the coronavirus are connected to the distance from school, classmates and teachers. 'Scuola and Lockdown' section is given a rich in-depth report of 7 pages in the beginning of the magazine, that shows how children have learned the mechanisms of newsworthiness, newsmaking and agenda building. It is interesting the presence of a space dedicated to local news ('Cronaca'), as is traditional in the press, in which the story of events in the neighbourhood, considered interesting and significant by the pupils alternates with personal experiences related to lockdown. The only section that is common to the three editions is 'Il Villaggio': it is placed at the opening of the 2021 edition and replaces the one dedicated to the 'Lockdown', which does not even appear in the titles of the other sections. In the 2021 edition new sections are added, such as 'Sport' and, above all, 'Recensioni' ('Reviews') and 'Ricette' ('Recipes'), formats less linked to the direct experience of the pupils.

**FIG. 1.** *Gazzetta Olimpica structural elements: comparison between 2019, 2020, 2021 editions*

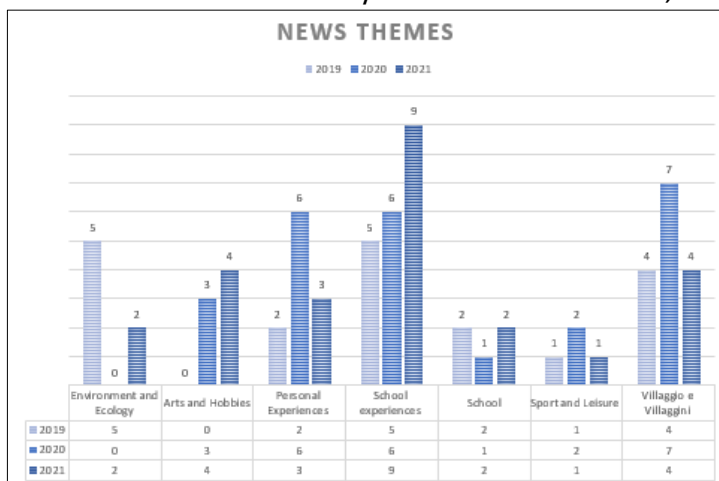


**FIG. 2.** *News Formats comparison between 2019, 2020, 2021 Gazzetta Olimpica*





**FIG. 3.** *News Themes comparison between 2019, 2020, 2021 - Gazzetta Olimpica*



The positioning and organisation of the articles follows the logic of 'newsworthiness' and 'thematization'; the subdivision into sections follows, although with exceptions linked to the school and personal experiences of the young journalists, the typical structure of a newspaper. Moreover, a real 'agenda' (Shaw, 1979) could be established, as the result of processes of news selection and hierarchization, for each of the three editions of *La Gazzetta Olimpica*. This evidence was also found during the observation of the April-May 2020 lessons.

Other variables based on which the three editions of the magazine were compared are the *News Format* and the *Main Themes* on which they focus. The three editions have in common the prevalence of journalistic formats of *In-Depth Analysis* and *Tales and Short Story*, which together account for 2/3 of the total number of articles produced each year.

*Tales and Short Story* are predominant respectively with 8 articles out of 20 in 2019, 9 out of 26 the following year and 8 out of 25 in the last edition analysed. The importance of the narrative format of the *Tales* derives from the importance of *Personal Experiences* and *School Experiences*, issues on which the majority of articles written by pupils in the various editions are concentrated.

This trend towards a narrative approach to journalism suggests several observations. On the one hand, it refers to the pedagogical importance of storytelling (Ohler, 2008), a tool that is evidently also useful in helping the pupils' first approach to the language and style of journalism, an objective that also emerges from the choice of devoting ample space to issues of proximity. On the other, it reflects the consolidated relationship between journalism and storytelling. *In-Depth* news are also mainly focused on local issues. In fact, the articles are dedicated to stories related to *Villaggio and Villagini*, the neighbourhood where the school is located and its inhabitants, and to *School Experiences*. However, there is also space for a rich focus on the *Environment*.

The comparison of Formats and Themes has given an idea of the centrality of personal experiences, and of the story form. However, by

widening the perspective, these data can suggest some cues concerning the differences between the edition realised in class and the two realised in distance learning mode. The first significant variation in the edition produced during the 2020 lockdown is the total absence of the *Interviews* format. This absence can obviously be explained by the social distancing imposed during the first phase of the pandemic, which prevented the pupils from conducting the interviews with villagers, shopkeepers, representatives of associations and other organisations in the neighbourhood that characterised the other two editions. In the 2020 edition, the space dedicated to Poems and Drawings will increase considerably, compensating for the interviews, rising from 2 articles in 2019 to 8 in 2020.

The 2021 edition also presents some innovations in terms of themes and formats. While *Chronicle* is disappeared, new formats emerge such as the already mentioned *Reviews* and *Recipes*, typical and increasingly frequent formats in modern magazines. In the first case, reviews are dedicated into books and films, while in the second, some family recipes and others tested in the classroom are proposed. Focusing exclusively on the *Themes*, it is interesting to note that the most marked variations concern the most frequent themes, *Personal Experiences*, *School Experiences* and *Villaggio and Villagini*. The first category of articles grows significantly in the edition made in lockdown going from 2 articles in 2019 to 6 in 2020. Similarly, the content dedicated to Village and Villages increased in the 2020 edition from 4 in 2019 to 7 in 2020. These changes are probably also due to the pandemic and the lockdown. The trend is different, for the theme *School Experiences*, which is the dominant theme of the last edition, with 9 articles out of a total of 26, compared to 5/20 in 2019 and 6/25 in 2020. This may be a manifestation of the changes to which students were forcibly subjected during the two years of the pandemic. If in 2020, as already discussed, the choice to focus on certain themes or formats might have been dictated by the impossibility of producing content that presupposed socialisation passages; in 2021 it is probably the need to return to collectively that determines the abundance of articles dedicated to school, lessons, classmates and teachers.

The last aspect analysed relates to the *Main Characters* and the *Signature* of the news. The choice of analysing these two variables is primarily dictated by the wish to investigate the work of the children at the level of the production 'routines'.

In this case, however, the survey did not provide any significant differences between one year and another, but only, especially in the case of the *Characters*, confirmation of trends already recorded. In all three editions of *La Gazzetta Olimpica*, the main protagonists of the students' articles are the students themselves. The *Students* category, which includes all the stories in which the subject or the main point of view is that of the students, accounts for more than half of the total in all the editions of the Gazzetta. This figure confirms the importance of the

proximity dimension in the children's approach to the creation of articles and magazines. In this case, this dimension is even closer, entering the intimate and private sphere of the pupils' lives. Personal experiences that have affected them become, through elementary processes of newsmaking, newsworthy facts. An approach, certainly didactic and educational but also journalistic, that does not even suffer the influence of the pandemic.

The choice of assigning articles to single pupils or groups also does not change significantly due to distance learning mode, except in a proactive manner. In the 2019 and 2020 editions, the articles are more or less equally distributed between individual and collective signatures, with a slight propensity for the collective ones. In 2021 this difference becomes more pronounced. There are 20 articles signed collectively, and only 5 individual ones. This choice was probably dictated by the children's desire to get back together, and to make the teachers' work on the magazine more collaborative and collective, after a year spent away from each other.

As already demonstrated through the content analysis, the result of these schoolworks is a product that has clearly visible some characteristics and strategies typical of journalism, skills that young journalists have developed during the preparatory lessons and the work in the 'field'.

Among these certainly is the ability to interpret and report facts and realities selected on the basis of interest and packaged with journalistic style and language.

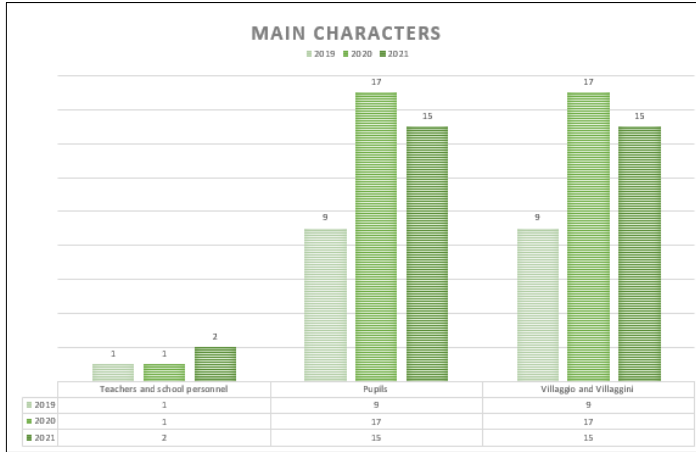
The final study, which looks at the 2020 and 2021 editions, aims to explore how the pupils saw and represented the world during the lockdown months. All references to COVID-19 in the articles produced by the children were traced using specific keywords. The pandemic was not considered as an issue in itself but as an attribute of other themes. This is because, on the one hand, none of the children's texts explicitly focus on the virus and its health and social implications; on the other hand, because it is even more interesting to find out which aspects related to the pandemic are most crucial for young students.

For further investigation, the presence of the theme was classified into three variables according to the role within the text: *Protagonist Title*; *Protagonist*; *Secondary*. Finally, the references to the Formats, Themes and Protagonist Actors, which emerged in the previous analysis, were traced. This will make it possible not only to measure the relevance of the virus topic in the Gazette as a whole, but also to highlight its connections.

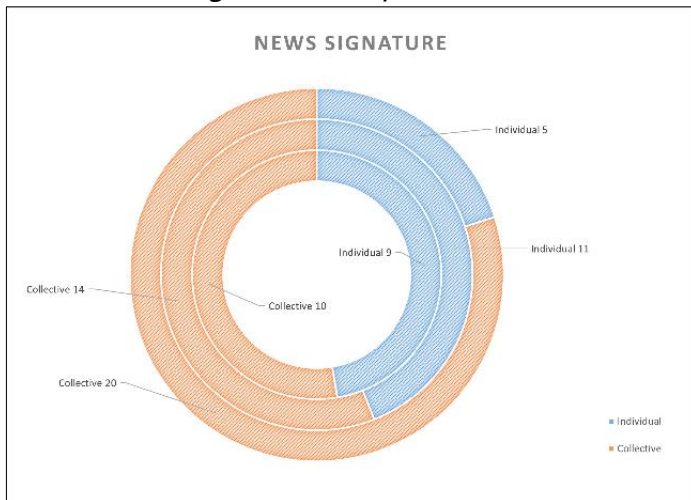
From a purely quantitative point of view, the COVID-19 topic is undoubtedly relevant, but it does not exceed half of the total number of articles. There are 10 articles out of 26 in 2020 and 8 out of 25 in 2021 that refer directly or indirectly to the coronavirus. Looking at these references in more detail on the basis of the above categories, it can be seen that in the 2020 edition the COVID-19 topic is more central to the narrative. In 10 articles examined, it is the *Protagonist* in three and mentioned in the *Title*

in the other three. In 2021, on the other hand, while maintaining a certain relevance, it becomes a complementary topic, being *Secondary* 6 times out of 8.

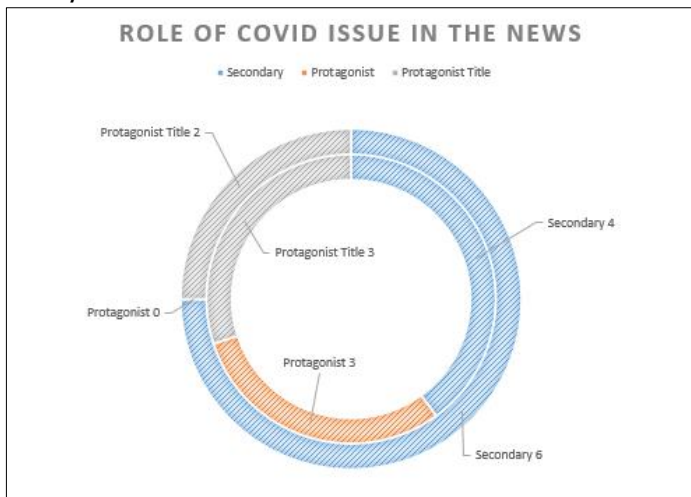
**FIG. 4.** *Main Characters in news, comparison between 2019, 2020, 2021 Gazzetta Olimpica*



**FIG. 5.** *News Signature comparison between 2019, 2020, 2021 Gazzetta Olimpica*



**FIG. 6.** *Role of COVID-19 issue in the news between 2020 and 2021 Gazzetta Olimpica*

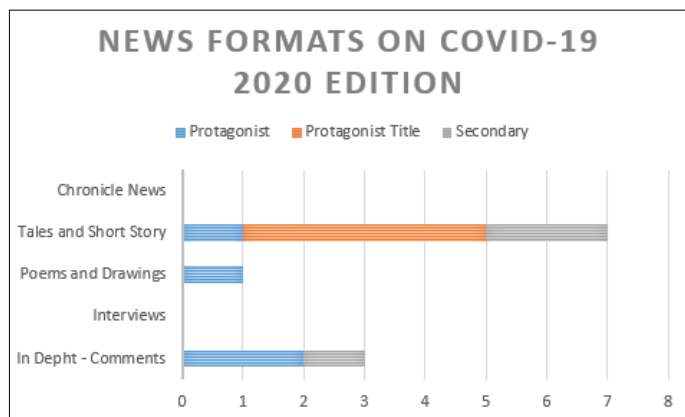


In the 2020 edition, the COVID-19 issue and its implications receive ample space both on the front page and in a 7-page special (with 6 dedicated articles). The 2021 issue opens with an in-depth look at the return to normality after a year of pandemic. The reference to COVID-19, however, is often incidental, operating more as a context than a protagonist.

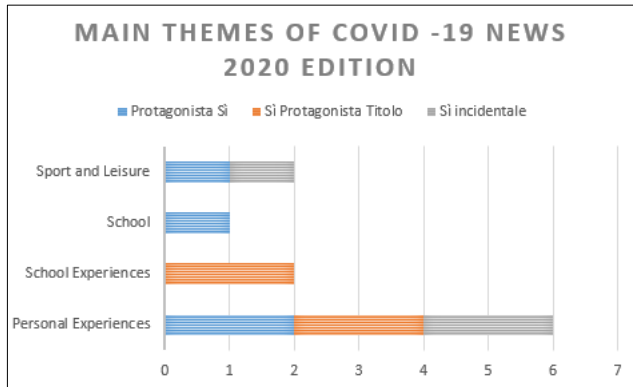
The data confirms this tendency also looking at the connections with the other themes. In 2020 the pandemic, is essentially represented through the format of the *Tale and Short Story*. Central are the *Personal Experiences* of the young students, themes and protagonists that cover more than 2/3 of the total articles (Fig. 7). This shows how students related the hardships of the pandemic mainly to the private and personal dimension, less to the school or neighbourhood. Many of the articles are dedicated to how the students spent the lockdown period, to their feelings after the first return to normality. Three articles are devoted to the school, focusing on forced closure and the new element of remote learning. There is also an interesting article devoted to video games and hobbies that kept the children company during the lockdown.

In the 2021 edition the pandemic loses its centrality and becomes a complementary element. in this edition it is in the *Interviews* that references to the COVID-19 are most frequently found. In the interviews the pandemic was often used as a 'ritual' or contextual question, very rarely playing an important role. The space of *Personal Experiences* decreases in favour of *School, School Experiences* and *Villaggio and Villaggiini*. A sign that after a year of pandemic the social dimension, obviously of proximity, the school and the neighbourhood, returns principal. The secondary role of the COVID-19 topic could be explained by the children's adaptation to what in 2020 was an emergency and in 2021 has become customary. The pupils, like the rest of the citizens, have become accustomed to the consequences of the pandemic and do not consider it a destabilising or extraordinary element but rather an everyday one.

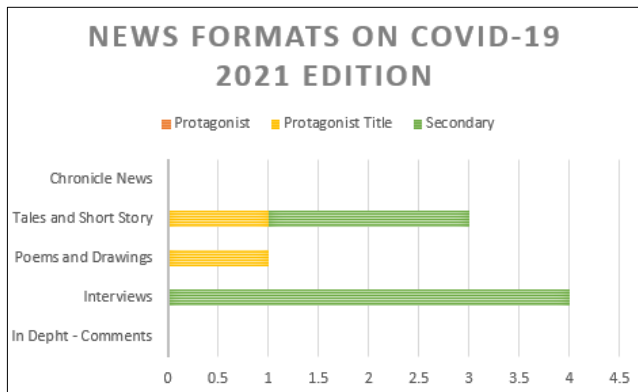
**FIG. 8.** News Formats of COVID-19 news in 2020 Gazzetta Olimpica



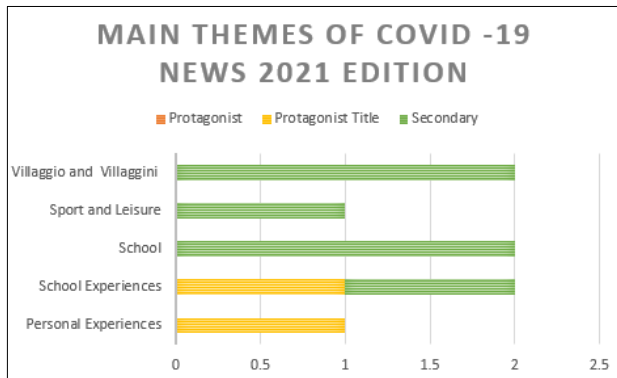
**FIG. 9.** *Main themes of COVID-19 news in 2020 Gazzetta Olimpica*



**FIG. 10.** *News Formats of COVID-19 news in 2021 Gazzetta Olimpica*



**FIG. 11.** *Main Themes of COVID-19 news in 2021 Gazzetta Olimpica*



## References

- Beard, C. (2010), *The Experiential Learning Toolkit: Blending Practice with Concepts*, London, Kogan Page.
- Borden, S. L. (2007), *Journalism as practice: MacIntyre, virtue ethics and the press*, Aldershot, Ashgate.
- Dewey, J. (1925), *Experience and Nature*, Chicago, Open Court.
- Iverson, J. O., McPhee, R. D. (2008), «Communicating through knowing through communities of practice: Exploring internal communicative processes and

- differences among CoPs», *Journal of Applied Communication Research*, 36 (2), 176–99.
- Kolb, D. A. (1971), *Individual Learning Styles and the Learning Process*, Working Paper #535–571, Sloan School of Management, Massachusetts Institute of Technology.
- Kolb, D. A. (1984), *Experiential Learning: experience as the source of learning and development*, Englewood Cliffs, Prentice Hall.
- Kolb, D. A., Rubin, I. M., McIntyre, J. (1979), *Organizational Psychology: An Experiential Approach*, Englewood Cliffs, Prentice Hall.
- Kolb, A. Y., Kolb, D. A. (2013), *The Kolb Learning Style Inventory 4.0: A Comprehensive Guide to the Theory, Psychometrics, Research on Validity and Educational Applications*, Boston: Hay Resources Direct.
- Marletti, C. A. (1985), *Prima e dopo. Tematizzazione e comunicazione politica*, Turin, RAI-ERI.
- McQuail, D. (1983), *Mass Communication Theory: An Introduction*, London, SAGE.
- Ohler, J. (2008). *Digital storytelling in the classroom: new media pathways to literacy, learning, and creativity*, Thousand Oaks, Corwi
- Panarese, P., Tumolo, E. (2005), *Piccoli inviati speciali. Leggere e scrivere il giornale in classe*, Rome, Carocci.
- Shaw, E. F. (1979), «Agenda Setting and Mass Communication Theory», *Gazette – International Journal for Mass Communication Studies*, 25 (2), 96–105.

**ISBN 978-88-944888-9-0**

Proceedings of the 2<sup>nd</sup> International Conference of the Journal Scuola Democratica  
REINVENTING EDUCATION  
VOLUME III  
Pandemic and Post-Pandemic Space and Time

---

Edited by: The Organizing Committee the 1st International Conference of the Journal Scuola Democratica.  
<https://www.rivisteweb.it/issn/1129-731X>

Published by: ASSOCIAZIONE "PER SCUOLA DEMOCRATICA" - Via F. Satolli, 30 – 00165 – Rome (IT)  
FILE IN OPEN ACCESS

This book is digitally available at: <https://www.scuolademocratica-conference.net/proceedings-2/>