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REINVENTING EDUCATION

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BOOK OF ABSTRACTS



**2nd International Conference of the journal “Scuola
Democratica”**

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The Covid-19 pandemic brought about changes in the processes of teaching and learning in higher education institutions and affected all possible areas of the higher education process. The main challenges faced by teachers are how to further ensure a sustainable learning process by using digital resources and analysing peculiarities of the transition from the traditional to e-learning, aspects of communication with other teachers and students at a distance, etc. The following research focuses on the opinion of teachers, which reveals their experiences in the following process of changes; it is sought to reveal how the pandemic affected teachers' professional growth, how it changed their competencies, which of the competencies were lost and which became a sign of professional growth and will be further developed. The opinion of teachers of the Klaipėda University Faculty of Social Sciences and Humanities on the changes of their professional competencies during the Covid-19 pandemic was chosen as the research object. The aim of the research is to reveal peculiarities of professional development and growth of teachers of higher education institutions during the Covid-19 pandemic. According to qualitative content analysis of university teachers' answers, the concept of their role, the nature of teaching/learning methods and organization have changed, subject knowledge had to be adapted to suit online studies. A striking feature is that though there was no time to prepare for these conditions, teachers were forced to find a creative and an innovative commitment to act, learn, improve and demonstrate adaptability and flexibility by strengthening teacher-student communication in a virtual environment, using new online platforms, and ensuring appropriate follow-up study activities. It has also become clear that the constantly changing role of teachers, especially during a pandemic, requires more creative thinking and time for creating new teaching/learning methods, modules, and this implies extensive online/digital trainings. A variety of digital and technical tools have been used for distance learning. The research showed that distance learning in a higher education institution caused difficulties for teachers during the pandemic, but teachers were able to quickly master digital programs, manage information flows, collaborate with colleagues and students, engage in self-education, help students address the concerns raised that have really increased during the quarantine period, and at the same time maintain the continuity of the study process.

511 A Competency Model For Obesity Prevention And Healthy Lifestyles Education Through The Interdisciplinary And Sustainable Paradigm Of Telemedicine

Massaro, Stefania (University of Bari, Italy) · Perla, Loredana (University of Bari, Italy)

Keywords: citizenship education, health education, telemedicine, digital health, quality of life

Over last years citizenship education has been emerging in its task related to health education, according to WHO definition of 'health' as complete well-being (1948) and with consideration of reformulations emphasizing individual's resources to cope and self-manage (Huber et al., 2011) stressing citizen's capacity to participate in his own health with skills of inquiry, critical thinking, problem solving and evaluation, cultivating personal and social responsibility (Massaro, 2013; Caron, 2016; Perla, 2020). The covid-19 pandemic has shown need to support community building, social cohesion and resilience, placing local well-being and participation at the forefront of dealing with perspective health and environmental crisis (Lauriola P. et al., 2021).

Referring to health as a 'complex problem' urging transdisciplinary research perspectives at present, hereby we present a research-based project addressing obesity prevention through the interdisciplinary paradigm of telemedicine including medicine, education, biomedicine and computer science, with the aim to develop

scientific knowledge and evidence-based practices to be translated into an educational competency model for obesity prevention and health promotion.

Through an AI-based and patient-centered e-health framework, the project provides a holistic and sustainable approach to health literacy involving children and families in best practices on obesity and engaging in empowerment processes of psychosocial development, meant to support an independent and positive attitude through experiential learning within the salutogenic perspective. Objective is the development of life-long capacities of informed decision and self-care in primary and secondary prevention settings, qualifying health education as education to an active citizenship promoting knowledge and participation of the person in the context according to a community-based approach with aim of well-being and quality of life.

The present study constitutes a first working basis for experimenting telemedicine in healthcare and school settings. We present an exploratory research conducted with 250 students of Educational Sciences and Psychology aimed at investigating preliminarily

social impact of weight-bias and eating disorders and students' involvement in an educational competency models to promote healthy lifestyles and wellbeing. The first results highlighted strong connections between educational and clinical knowledge as urgent need to build more inclusive school and social systems and the emergence of new need of digital citizenship addressing the person's active participation in new digital health systems, made by health apps and medical devices, going from everyday wearables to telemedicine sensors.

461 Digital Transformation In Higher Education: The Challenge Of A New Governance

Proietti, Emanuela (UNIVERSITA DEGLI STUDI ROMA TRE, Italy) · Cecchini, Giulia (UNIVERSITA DEGLI STUDI ROMA TRE, Italy)

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The scenario we are living – due to the pandemic – is representing an opportunity to rethink Higher Education (HE) system. Challenges do not concern only pedagogical aspects. Additional element needs to be addressed: IT governance and decision-making. Increased use of information technology changes in the role of the IT organisation and, consequently, the related decision-making model should reflect this change.

The objective of the abstract is to present the theoretical framework of the Erasmus+ Project ECOLHE Empower Competences for On life Learning in HE. It aims at highlighting experiences, practices and competencies of teachers, researches and university staff members active in the digital field, in order to foster the dissemination of best practices in training and skills development for "online" learning in HE, according to the new experience of a hyperconnected reality (Floridi, 2014).

Organizations are increasingly characterized as learning organizations, subject to solicitations that transform their distinctive traits in relation to structures, processes, but also to their culture, towards new logics, more open, less hierarchical, flat, networked and adhocratic (Cocozza, 2014).

Key competences for lifelong learning and the learning to learn competence - as strategic resources for working and living - redefine the educational, political and social dimension that qualifies the relationship between state and citizen, in a new, more inclusive and democratic form. So, lifelong learning becomes an entitlement. ECOLHE aims to analyse the role of the University.

The transformation of organisational, professional and educational models that radically alter rules, boundaries and autonomy of those who work daily in educational contexts, should suggest a global rethink of the education model and the idea of digital innovation to be pursued (Capogna, Cianfriglia, Cocozza, 2020; Proietti, 2020).

HE institutions can be observed as complexes organizations, carefully considering structural and cultural dimensions, the governance and the leadership of these innovation processes.

Universities should complete their transformation from "exclusive owners" of knowledge to organisers, enhancers and promoters of widespread knowledge in society and the world of economy. While not forgetting, of course, the creation of new knowledge, which remains a distinctive element of Universities, through research. This aspect has been analysed especially in terms of new teaching methodologies, which put the learner at the centre, without realising that the centrality of the learner also changes the role of the university (Palumbo & Proietti, 2019).

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