



Proceedings of the 2nd 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"

**Proceedings of the 2nd
International Conference of
the Journal Scuola
Democratica**
REINVENTING EDUCATION

VOLUME III

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

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 978-88-944888-7-6

Reinventing Experiential Learning Activities in Primary School 2

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

"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	59
<i>Serafina Pastore</i>	

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

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

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

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	
<i>Marco Alviti, Luca Bassi and Maria Elena Scotti</i>	197
WHICH TRAJECTORIES TO TRAIN 'SECOND LEVEL' EDUCATIONAL PROFESSIONALS? REFLECTIONS ABOUT A UNIVERSITY TRAINEESHIP FACING COVID-19 PANDEMIC	
<i>Maria Benedetta Gambacorti-Passerini and Paola Eginardo</i>	205
RAISING AWARENESS OF STUDENTS' PROFESSIONAL IDENTITY. AN ONLINE INTERNSHIP PATH FOR FUTURE EDUCATORS AT THE UNIVERSITY OF CATANIA	
<i>Roberta Piazza and Valeria Di Martino</i>	215
THE INTERNSHIP OF THE BACHELOR'S DEGREE COURSE IN EDUCATION OF THE UNIVERSITY OF MILANO-BICOCCA IN TIME OF PANDEMIC	
<i>Elisabetta Marazzi, Benedetta Pozzoli, Marialisa Rizzo and Silvia Tognetti</i>	227
INSPIRING AND PREPARING A COMPREHENSIVE VIEW OF THE PROFESSIONAL ROLE OF EDUCATOR: A SIMULATED TRAINEESHIP EXPERIENCE	
<i>Claudia Secci and Andrea Spano</i>	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	
<i>Alessandro Bozzetti and Nicola De Luigi</i>	247
UNIVERSITY 2030: THINKING ABOUT A STRUCTURAL CHANGE	
<i>Giovanni Ragone</i>	261
THE HARD PATH OF ACADEMIC STABILISATION INTO A NEOLIBERAL EUROPEAN ACADEMIC FRAMEWORK	
<i>Marialuisa Villani, Sanja Djerasic and Orazio Giancola</i>	271

University Third Mission and the Local Environment 284

PUBLIC ENGAGEMENT AND GENDER DIFFERENCES IN ITALY: EXPLORING THE GAP BY ACTIVITY AND DISCIPLINE	
<i>Monia Anzivino</i>	285
TERRITORIAL DEVELOPMENT AND 'THIRD MISSION'	
<i>Donatella Capaldi and Alessio Ceccherelli</i>	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	
<i>Stefania Massaro and Loredana Perla</i>	309
HYBRIDITY AND EDUCATIONAL VIRTUALITY. WHAT DID 2020 LEAVE US?	
<i>Sergio Ricardo Quiroga</i>	319
THE TRANSITION TO ONLINE TEACHING IN TIMES OF PANDEMIC: AN EXPERIENCE OF TEACHERS' TRAINING IN EUROPEAN HIGHER EDUCATION	
<i>Marc Romero, Teresa Romeu, Montse Guitert and Pablo Baztán</i>	329
ADDRESSING COMPLEX REAL-WORLD CHALLENGES IN SOFTWARE ENGINEERING EDUCATION THROUGH THE INTEGRATION OF GAMIFICATION AND CROWDSOURCING	
<i>Mercedes Ruiz, Manuel Trinidad and Alejandro Calderón</i>	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 Scierri</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
--	------

Faculty Development Design: A Curricular Training Model for Academic Professional Development

Loredana Perla, Viviana Vinci and Alessia Scarinci

Università degli Studi di Bari Aldo Moro, loredana.perla@uniba.it

Università Mediterranea, Reggio Calabria, viviana.vinci@unirc.it

Università degli Studi di Bari Aldo Moro, alessia.scarinci@uniba.it

ABSTRACT: *The need to support the quality of academic teaching is clearly recognised at international level. In particular, assessing and promoting the pedagogic competences of the university teachers appears a priority task, albeit complex, aimed to improve teaching and to increase learning outcomes. The recent COVID-19 pandemic, which suddenly forced teachers to introduce hybrid models and practices in their teaching, accelerated the process of raising awareness about the need for high quality professional development and for an advancement in the field of Digital Scholarship. The University of Bari has started, on the basis of the needs analysis emerging from the PRODID research project, the structuring of pilot training paths for the professional development of university teachers in UNIBA Teaching Learning Laboratory (TLL). The curricular model is based on adult learning and methodologies for professional learning, in particular the so-called 'artefacts'. The training model for the university teacher requires a research posture of co-construction and ample space dedicated to the epistemological dialectic between disciplinary teacher and didactic.*

KEYWORDS: *Faculty Development, Teaching Learning Center, Higher Education, Curricular model, Digital Scholarship.*

1. International policies in Higher Education for Faculty Development

The issue of Faculty Development (FD) gained a renewed attention both at institutional and theoretical level (Felisatti, Serbati, 2017; Felisatti, Clerici, 2020; Lotti, Lampugnani, 2020; Perla, Vinci, 2021a, 2021b). As argued by O'Sullivan and Irby (2011) FD «is one mechanism for improving the instructional competencies of teachers and the institutional policies required to promote academic excellence» (421):

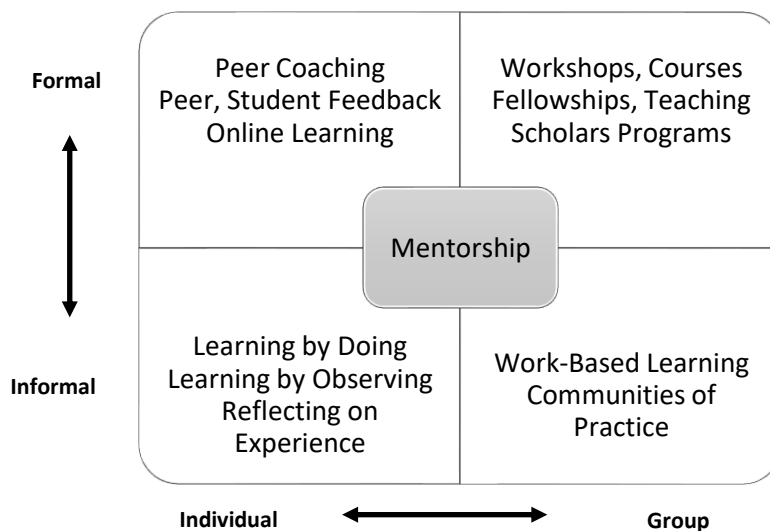
The traditional, linear model of faculty development research assumes a causal chain of events, starting with a faculty development program, continuing through changes in actions of individual faculty participants to changes in the actions of learners, and culminating in changes to patient care. [...] The new model for faculty development research

suggests that faculty development is embedded in two communities of practice (the faculty development community and the workplace community) and, to bring about desired change, requires the interaction of four primary components (facilitator, participants, context, and program) with their associated processes (mentoring and coaching; relationships and networks; organizations, systems, and cultures; and tasks and activities) – all in the workplace (O’Sullivan, Irby, 2011, 422, 424).

Sorcinelli (2007) identified a constellation of issues that coalesced around three primary challenges and forces of change: the changing professoriate (facing a growing array of changing roles and responsibilities that will require them to engage in ongoing professional growth: expanding faculty roles, finding balance, needs of new faculty), the changing nature of the student body (increasing multiculturalism and diversity, the challenges of the underprepared student), the changing nature of teaching, learning, and scholarship (emphasizing learner-centered teaching, integrating technology into teaching and learning, emphasizing assessment of student learning outcomes, expanding definitions of scholarship, building interdisciplinary collaborations).

FD activities can move along two dimensions: from individual (independent) experiences to group (collective) learning, and from informal approaches to more formal ones (Steinert, 2010).

FIG. 1. Faculty Development Approach



As Steinert (2014) pointed out, includes both formal and informal activities that address the multiple roles and responsibilities of faculty members in a variety of settings; has a role in sustaining professionals as teachers, educators, leaders and managers, researchers and scholars; it can help to enhance academic and career development; it can promote change at the individual and organizational level; can help to support

curricular change; it can also support the accreditation and certification of teachers and educators.

faculty members can develop expertise through experience, observation, and reflection; they can also improve their skills as teachers and educators through peer coaching, learner feedback, online learning, and workplace learning, often by being a member of a community of practice. Thus, faculty development programs can differ in format (e.g. from one-time workshops to longitudinal programs) and purpose (e.g. from focusing on teaching beliefs and skills to educational leadership and scholarship), in both individual and group settings, using a variety of educational strategies. Mentors can also help faculty members enhance their teaching effectiveness (Steinert 2016, 770).

Each higher education institution should develop adequate strategies to enhance teaching and to improve the quality of learning promoting pedagogical innovation, including the use of digital technologies.

The professional development of university teachers has long been a policy priority of Higher Education on a global scale, and a strategic driver for the improvement of student learning (Felisatti, 2016; Saroyan, Amundsen, 2004). Indeed, Universities are called to respond to new challenges, including: the heterogeneity of students and the need to promote their 'hard' as well as 'soft' skills; the reorganization of courses to ensure greater coherence with the emerging professions; the rethinking of teaching.

The reform inspired by the Bologna process has led to institutional changes in the way of organizing teaching:

- to harmonise higher education systems in the European area in order to achieve a common understanding not so much of curricula as of course structures;
- to promote the development of teaching skills and develop monitoring and evaluation strategies (ENQA, 2015) to ensure that adequate levels of teaching quality and student service are achieved.

As early as 2013, the European Commission recommended that European universities 'care for' the pedagogical training of teachers along the lines determined by ENQA (2007). The intent is to recognize and certify the pedagogical competences of academics in designing, delivering and assessing learning (Biggs, Tang 2007; Felisatti, Serbati, 2017; Perla, Vinci 2018, 2018b, 2021b; Perla, 2018; Vinci, 2020). Two issues are highlighted in the report *Modernisation of Higher Education in Europe: Academic Staff* (EC 2017). The first concerns the lack of initiatives aimed at the lifelong professional development of professors (which, if present, remain isolated and episodic). The second regards the lack of activities targeted at PhDs and young researchers.

In recent decades, Teaching and Learning Centers have been built at international level and they provide validation and valorization of

academics' competences developed through training (Felisatti, Serbati, 2017).

The need for research processes and innovation in teaching methods has become even more pressing with the 2020 pandemic emergency. In that circumstance, all universities were forced to improvise and hybridize teaching with digital tools. The traditional scholarship of teaching and learning of the Italian university has thus been transformed into a field of experimentation of practices (Perla et al. 2021).

As Perla, Scarinci and Amati (2020) point out, the pandemic has placed teachers in front of the need to redesign their teaching action, considering technologies no longer simple tools for the transmission of knowledge: teaching is redefined as a mediated action with a high potential for hybridization.

University teaching occurs across a range of complex competences and tailored strategies to be accomplished throughout the experience. It can only be promoted and enhanced (rather than evaluated) through reflective and transformative training practices that engage professors by means of participatory, multi-level, multi-stakeholder survey methods – such as questionnaires, focus groups, interviews, site-visits, syllabi analysis, analysis of trainer and/or supervisor notes, students evaluation of teaching, monitoring of learning outcomes achievement, logbooks – as well as qualitative-quantitative and mixed-methods research approaches (Stes *et al.*, 2010).

These tools can account for the plurality and complexity of the effects of education.

2. Italian experiences for innovation in Higher Education

The Italian higher education system has appeared, for many years, reluctant and unable to develop effective policies for change, within a highly centralised system, in which the opportunities for training and professional development of staff have been for decades nil or, mostly, characterised by 'fragmented' approaches: disconnected from the organisation's objectives, perceived as a 'luxury' or as an unnecessary cost (also because, as already mentioned, not subject to evaluation), localised at departmental level and not at system level, based on content-based, strictly disciplinary training paths. These approaches should leave place, instead, to 'formalised' ones – systemic, integral parts of career development, linked to human resources needs and individual self-assessment needs, more focused on skills, carried out by trainers with a specific expertise – and 'focused', in which training and professional development are considered permanent, adaptive processes, essential for the survival of the organisation, linked to organisational strategies and individual goals, based on on-the-job training and entrusted to managerial responsibility (Brown, Sommerlad, 1992; Harrison, 2009). Recalling McCaffery's (2019) reflections, university vocational training

should respond to the acronym 'Career Learning' (pp. 265-266), i.e. be, literally, Comprehensive, Anticipatory, Research-based, Exemplary, Embedded, Reflective and have curricular design criteria such as Linked and interconnected, Empowering and transformative, Adaptable and dynamic, Reflective and improvement-oriented, Non-hierarchical, Interactive, Network and group-based, Generative and knowledge-creating.

Several delays are confirmed on this regard for the Italian case (Luzzatto, Turri, 2016): the rate of graduates remains the lowest in Europe; the number of dropouts is among the highest; unemployment among graduates reaches 25%, thus showing a mismatch between market offer and demand.

After the phase of reorganization of the educational paths and the one related to the introduction of evaluation strategies for quality assurance (ANVUR), the Italian path to the Bologna process now requires promoting teaching and learning practice.

In the absence of a national university policy, many Italian universities – also driven by Faculty Development actions carried out at the international level (Sorcinelli et al. 2006; Viteritti *et al.*, 2020) – have been experimenting for less than a decade from below training programs (for new faculty or those already in service) aimed at improving the quality of university teaching. These experiences are emerging in individual universities (Lotti, Lampugnani, 2020; Perla, Vinci, 2021b) and they still lack visibility, recognition and national coordination. Moreover, there is a lack of models for assessing the outcomes of training – as intended from the perspective of assessment and feedback for learning (Grion *et al.*, 2017) – capable of monitoring the impacts of faculty development initiatives and enhancing the plurality of training experiences, which run the risk of fragmentation and compartmentalization.

Only very recently, also in Italy, has the importance of supporting teaching professionalism and the development of innovative teaching methodologies assumed a central role at a regulatory level – see AVA Guidelines 2017, *Guida alla scrittura degli ordinamenti didattici a.a. 2018/19*; CUN, Ministerial Decree no. 06 of 07/01/2019 *Autovalutazione, valutazione, accreditamento iniziale and periodico delle sedi and dei corsi di studio*; the Guidelines drawn up by the QUARC_docente group¹, which emphasise the valorisation of the relationship between teaching and research and identify a path that starts from the identification of criteria for 'good teaching'² – and in research: pioneering, in this direction, is the

¹ Established in 2015, the ANVUR Working Group on the qualification and recognition of teaching skills in the university system, called QUARC_docente (Qualification and Recognition of the Teaching Skills of Teachers in the University System), has drawn up a number of strategic guidelines for enhancing teaching professionalism and improving the quality of teaching and learning processes.

² The characteristics of didactics enunciated by the QUARC_doctor guidelines are: the centrality of the student; didactic innovation and learning methodologies; ICT;

PRODID project, born on the initiative of Ettore Felisatti at the University of Padua (Felisatti, Serbati, 2015) and subsequently implemented by the network of Italian universities (Bari, Camerino, Catania, Florence, Foggia, Genoa, Turin) constituting the Italian Association for the promotion and development of didactics, learning and teaching in universities (initiatives shared on the occasion of the conference held in Bari on 28 June 2017 – ASDUNI Network, 2017 – and of the conference Faculty development and enhancement of the teaching skills of university teachers held in Genoa on 23-24 May 2019).

3. Uniba case-study: a curriculum model in higher education

The University of Bari has started, on the basis of the needs analysis emerging from the PRODID research project (Perla, Vinci, 2018a, 2018b), the structuring of pilot training paths – personalized according to different target groups (see Tab. 1) – for the professional development of university teachers in UNIBA Teaching Learning Laboratory (TLL)³, located at the Department of Education Sciences, Psychology, Communication.

TAB. 1. *Structure of the training activities of the first edition of F*

<i>Target group</i>				
New recruits, CSD coordinators, heads of teaching units, accreditation group, department directors, first-year teachers. 167 people, of which 47 Researchers; 108 1st or 2nd level teachers newly recruited through transfer or qualification; 12 Coordinators of the Schools undergoing an ANVUR accreditation visit.				
<i>Training modules</i>				
<i>Disciplinary syllabi and constructive alignment</i> (teaching methods and evaluation practices with the learning objectives and learning outcomes as expected)	<i>Didactic mediation</i> (Knowledge bases, skills and tools for the implementation of learner-centred teaching interventions for small and large groups)	<i>Effective communication and public speaking</i> (basic knowledge and skills for effective content communication aimed at student participation/involvement)	<i>Design and assessment</i> (knowledge bases, skills and tools for a 'competence-based' approach to the discipline)	<i>Interdisciplinary knowledge</i> (shared reflection on the pedagogical and technological components of disciplinary knowledge content. Inter/transdisciplinary connection)

TLL is a multidisciplinary center primarily utilizes pedagogical knowledge but it also integrates different disciplines to create a broad understanding of teaching-learning processes and their dimensions: the content pedagogical knowledge, the sources that generate it, the methods of its transmission (Shulman, 1987).

monitoring and evaluation of learning; internationalisation; lifelong/lifewide learning and employability.

³ UNIBA TLL is member of ASDUNI (<https://asduni.it>).

The first broader course in university pedagogy was developed in 2018; this was a one-year course targeted for university teachers, which concentrated on Syllabus design, university teaching and on assessing students' learning outcomes.

The main practices of this TLL Centre are:

1. to coordinate and organize courses on university pedagogy for teachers, researchers and doctoral students within all discipline at the University of Bari,
2. to carry out research on faculty development programs for the quality enhancement of teaching and learning and University's strategic development, above all, disciplinary didactic research in which devices, toolkits and joint co-designs with the area of pedagogical disciplines can be tried out;
3. to coordinate the research and the use of digital tools for enhancing teaching and learning at the university
4. to improve teachers' skills and understand the factors of high-quality teaching through assessing the outcomes and impacts of academic development.

The curricular model of TLL is based on the recursiveness between theory and practice and on the representation of the teacher's knowledge as 'professional', practical (Damiano, 2013): it is necessary to understand how this 'sophisticated' knowledge (Perla *et al.*, 2019) is actually carried out in concrete reality, analyzing the variables, the processes that take place, the procedures, the techniques used.

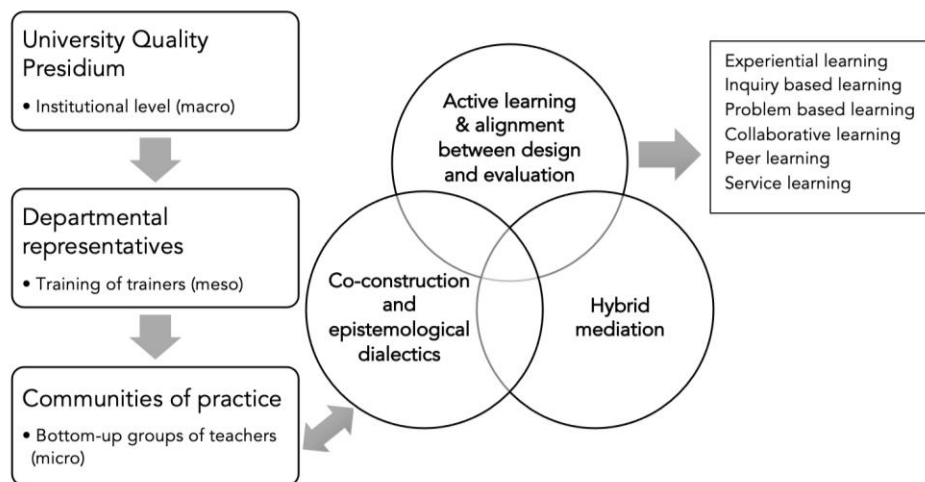
The model underlying these activities – already tested by the Faculty of Engineering (LTH) of Lund University in Sweden – considers pedagogical competence in teaching (Tågerud, 2010, 61) as a spiral process (according to the model inspired by Kolb's Learning Cycle: Kolb, 1984) in which theoretical knowledge (Theory: knowledge of teaching and learning), pedagogical practice (Student learning-Teaching) and teaching skills (Teaching skills: planning of teaching; observation of teaching and learning) interact. TLL includes interdisciplinary teams (Newell, 1994) composed of teachers from different epistemological perspectives who can cooperate in course design and peer learning practices (Perla, Vinci 2021b).

The Uniba curricular model has several cascading target levels:

- at an institutional level (*macro*), the University Quality Presidium;
- at the level of training for trainers (*meso*), the departmental managers;
- at the level of groups of teachers (*micro*), the communities of practice constituted from below.

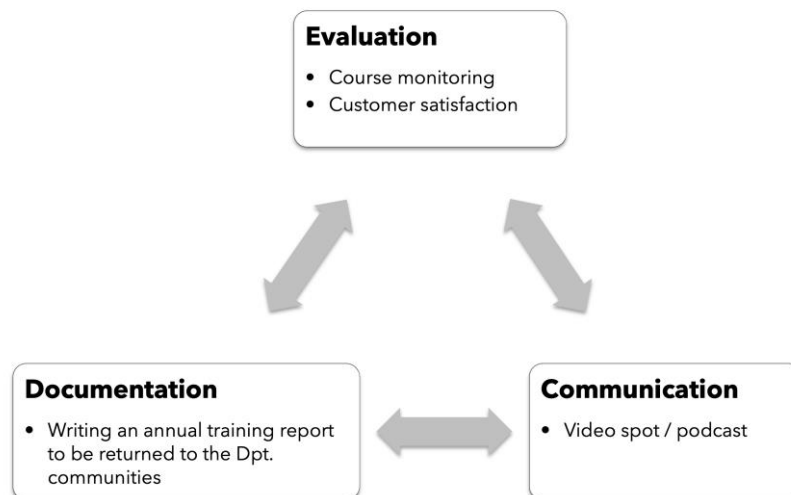
The three main axes of the model concern:

- active learning and alignment between design and evaluation;
- hybrid mediation;
- co-construction and epistemological dialectics.

FIG. 2. *UNIBA curricular model*

The model also provides:

- evaluation actions, such as monitoring the path and customer satisfaction actions;
- documentation actions, such as the drafting of an annual training report to be returned to the departmental communities;
- communication actions, such as short video spots and podcasts to be advertised on the University website.

FIG. 3. *UNIBA curricular model: evaluation, communication, documentation*

The training model underlying this knowledge requires knowledge of all the tools – mediators (active, iconic, symbolic), didactic formats, devices for assessing disciplinary and transversal learning – which do not directly produce learning, but create the conditions for learning to take place through processes of translation, transposition, metaphorisation, substitution of experience (Damiano, 2013; Agrati, 2020). This wealth of knowledge is not easily transferable into the competences of a 'pure' disciplinary researcher also because the disciplinary communities do not

encourage research in disciplinary didactics. For this reason, a serious co-research work is needed, to be started in all possible places, because only by scientifically nourishing the epistemological dialectic between knowledge will it be possible to overcome the obstacle of curricular compartmentalization.

The curricular model is based on adult learning (Knowles, 1980) and methodologies for professional learning, in particular the so-called 'artefacts', which Orland-Barak and Maskit (2017) classify at three levels:

- communication artefacts such as stories, images, cases, videos, simulations, portfolios, lesson-studies, action-research;
- devices that facilitate the generation of practices, for example storytelling or video-recording, analysis of practice, observation or documentation of experience or, again, such as mediated communication devices (educational technologies);
- artefacts and devices that deal with how to facilitate the dynamics of relationships in order to operate negotiations of experience).

The training model for the university teacher requires a research posture of co-construction and ample space dedicated to the epistemological dialectic between disciplinary teacher and didactic. The training modules designed in the TLL have therefore been constructed on the basis of a constant dialectic (and subject of video research) between the group of researchers of general didactics and the disciplinary target groups.

Conclusion and next step

The experience of the TLL Uniba represents an example of modelling a training pathway – personalised, certified, learner-centered and functional to promote active learning (Coryell, 2017) – for Faculty Development.

The training design in Uniba, which is in the full experimental phase, is showing the need for a connection with other experiences at national level and for a framework for the Italian context including professional standards useful for the development of teaching competences and strategical for appraisal, recognition and enhancement systems.

In the Italian system, unlike other national contexts, there is no shared definition of a didactic profile of teaching on which to direct promotion, development and monitoring actions. The adoption of a professional framework, to be developed in a negotiated and shared form, would allow not only to have a model of analysis of teaching practice, but also to develop scientific devices and projects in support of professional quality, also facilitating the academic organizations in the choices for the provision of rewards currently too dependent on organizational aspects and the opinions of students.

In order to meet this need, ANVUR has recently proposed the setting up of a specific working group⁴, with the task of drawing up a framework document to clarify, stimulate, guide and propose on the issues of competence and assessment in the teaching field. The aim of the document is to encourage the strengthening of quality assurance actions, with specific attention to the development of systems for the professional quality of teaching and the implementation of strategies for training, experimentation, evaluation and recognition in which the universities, with their own bodies (Quality Chairs, Evaluation Boards, Joint Committees, Commissions, etc.) are the main protagonists. The document, to be drawn up in terms of 'guidelines for a system for recognising and enhancing the teaching skills of university lecturers', is to be seen as a proposal to be presented to a broader debate between all the players in the field and aimed at promoting a joint reflection on the subject of university lecturing, capable of permanently encouraging and supporting innovation in teaching, while respecting the responsible autonomy of the universities.

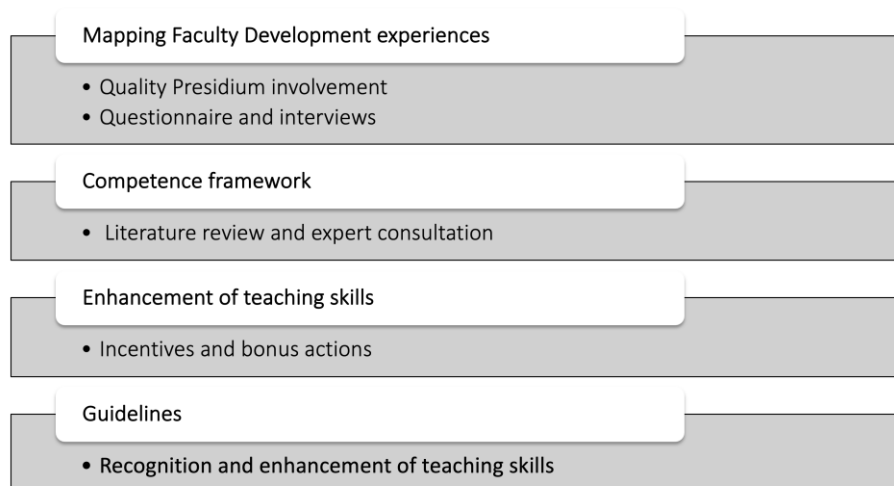
A roadmap is envisaged which envisages the following steps:

1. exploration and mapping of the Faculty Development training experiences that are being experimented locally, in a situated manner, in many Italian universities: in order to carry out this reconnaissance, the involvement of the governance bodies responsible for the improvement of university teaching is envisaged (first and foremost the University Quality Control) and the combined use of mixed research methods, of a qualitative-quantitative type (questionnaires and interviews with privileged witnesses);
2. definition of competence standards and profiles of university teachers, which are functional both for the enhancement of the quality of university teaching and for the professional recognition of teachers: in order to formalise the competence framework, the group will make use of the results of the exploratory research on Faculty Development experiences, the literature review and the consultation of experts;

⁴ This is the working group entitled 'Recognition and enhancement of the teaching skills of university teachers' (Resolution No. 40 of 25/02/2021) consisting of the following national and international experts: Javiera Atenas (University of Suffolk), Giovanni Betta (University of Cassino and Lazio Meridionale), Filomena Corbo (University of Bari Aldo Moro), Elisabetta Corsi (University of Roma La Sapienza), Ettore Felisatti (University of Padova), Anna Catherine Isaacs (University of Pisa), Pierpaolo Limone (University of Foggia), Bianca Maria Lombardo (University of Catania), Mercedes Lopez Aguado (University of Leon), Carlo Mariconda (University of Padova), Marisa Michelini (University of Udine), Loredana Perla (University of Bari Aldo Moro), Anna Serbati (University of Padova), Alfred Tenore (California University of Science and Medicine), Viviana Vinci (Mediterranea University of Reggio Calabria); see: <https://www.anvur.it/gruppo-di-lavoro-ric/gruppo-di-lavoro-riconoscimento-e-valorizzazione-delle-competenze-didattiche-della-docenza-universitaria/>.

3. identification of incentives and rewarding actions for the enhancement of the teaching skills of teachers participating in Faculty Development training courses;
4. formulation of 'Guidelines for a system of recognition and enhancement of the teaching skills of university teachers'.

FIG. 4. *Objectives of the ANVUR group*



The Group, made up of experts from the Italian academic world, will operate for one year within ANVUR and will benefit from scientific coordination by an external expert and technical and organisational coordination by the Agency's staff.

References

- Agrati, L.S. (2020). *Mediazione e insegnamento. Il contributo di Peirce al sapere didattico*, Milan, Franco Angeli.
- Biggs, J., Tang, C. (2007). *Teaching for Quality Learning at University*, Buckingham, Open University Press/McGraw Hill.
- Brown, H., Sommerlad, E. (1992). «Staff Development in Higher Education-Towards the Learning Organization?», *Higher Education Quarterly*, 46, 174-89.
- Coryell, J. (2017). «Learning to teach: Adult learning theory and methodologies for creating effective learning environments and promoting students' active learning», in E. Felisatti, A. Serbati (eds), *Sviluppare la professionalità docente e innovare la didattica universitaria*, Milan, Franco Angeli, pp. 53-66.
- Damiano, E. (2013). *La mediazione didattica. Per una teoria dell'insegnamento*, Milan, Franco Angeli.
- European Commission, (2013). *High Level Group on the Modernisation of Higher Education Report to the European Commission on Improving the quality of teaching and learning in Europe's higher education institutions*, Luxembourg, Publications Office of the European Union

- EC, (2017). *Modernisation of Higher Education in Europe: Academic Staff*, Luxembourg, Publications Office of the European Union.
- ENQA, (2007). *European standards and guidelines for internal quality assurance within higher education institutions*, Helsinki, ENQA.
- ENQA, (2015). *Standards and Guidelines for Quality Assurance in the European Higher Education Area*, Brussels, ENQA.
- Felisatti, E. (2016). «Strategie di sistema per la promozione della professionalità docente in università. Dalla valutazione della didattica all'intervento sul campo», *Excellence and Innovation in Learning and Teaching*, 1, 5–16.
- Felisatti, E., Clerici, R. (2020). *Bisogni, credenze e pratiche nella docenza universitaria. Una ricerca in sette Atenei italiani*, Milan, Franco Angeli.
- Felisatti, E., Serbati, A. (2015). «Apprendere per imparare: formazione e sviluppo professionale dei docenti universitari. Un progetto innovativo dell'Università di Padova», *Giornale Italiano della Ricerca Educativa*, 14 (8), 323-39.
- Felisatti, E., Serbati, A. (2017). *Preparare alla professionalità docente e innovare la didattica universitaria*, Milan, Franco Angeli.
- Grion, V., Serbati, A., Nicol, D., Tino, C. (2017). «Ripensare la teoria della valutazione e dell'apprendimento all'università: un modello per implementare pratiche di peer review», *Giornale Italiano della Ricerca Educativa*, 10 (19), 209-29.
- Harrison, R. (2009). *Learning and Development*, London, Chartered Institute of Personnel and Development.
- Knowles, M. (1980). *The modern practice of adult education: From pedagogy to andragogy*, Englewood Cliffs, Cambridge Adult Education, Prentice Hall.
- Kolb, D.A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*, Englewood Cliffs, Prentice-Hall.
- Lotti, A., Lampugnani, P. (2020). *Faculty Development e valorizzazione delle competenze didattiche dei docenti nelle università italiane*, Genoa, GUP Genova University Press.
- McCaffery, (2019). *The higher education manager's handbook. Effective Leadership and Management in Universities and Colleges*, London and New York, Routledge.
- Newell, W.H. (1994). «Designing Interdisciplinary Courses», *New Directions for Teaching and Learning*, 58, 35-51.
- O'Sullivan, S., Irby, D.M. (2011). «Reframing research on faculty development», *Academic Medicine*, 86, 421-8.
- Orland-Barak, L., Maskit, D. (2017). *Methodologies of Mediation in Professional Learning*, Cham, Springer.
- Perla, L. (2018). «Formare il docente alla didattica universitaria: il cantiere dell'innovazione», in M. Michellini (ed) *Riflessioni sull'innovazione didattica universitaria*, Udine, Forum, pp. 79-88.
- Perla, L., et al. (2021). «Oltre l'era Covid-19: dall'emergenza alle prospettive di sviluppo professionale», *Excellence and Innovation in Teaching and Learning*, 2, 18-37.
- Perla, L., Agrati, L.S., Vinci, V. (2019). «The 'Sophisticated' Knowledge of e-Teacher. Re-shape Digital Resources for Online Courses», in D. Burgos *et al.*

- (eds) *Higher Education Learning Methodologies and Technologies Online. HELMeTO 2019. Communications in Computer and Information Science*, Cham, Springer, pp. 3-17.
- Perla, L., Scarinci, A., Amati, I. (2021). «Metamorphosis of space into digital scholarship. A research on hybrid mediation in a university context», in L.S. Agrati et al. (eds) *Bridges and Mediation in Higher Distance Education, Communications in Computer and Information Science*, 1344, pp. 226-39.
- Perla, L., Vinci, V. (2018a). «Dall'analisi dei bisogni formativi dei docenti universitari all'organizzazione del Teaching Learning Laboratory: la ricerca PRODID presso l'Università di Bari», *Education Sciences, Society*, 2, 120-40.
- Perla, L., Vinci, V. (2018b). «TLL (Teaching Learning Laboratory) e formazione dialettica dei docenti universitari alla didattica: primi passi verso la certificazione della competenza pedagogica in Uniba», *Lifelong Lifewide Learning*, 15 (32), 68-88.
- Perla, L., Vinci, V. (2021a). «Editoriale Special Issue Faculty Development and Digital Scholarship: questioni di ricerca nell'istruzione superiore», *Excellence and Innovation in Learning and Teaching*, 5-9.
- Perla, L., Vinci, V. (2021b). «Modellistiche co-epistemologiche per la formazione del docente universitario: il progetto Prodid Uniba», *Excellence and Innovation in Learning and Teaching. Special Issue*, 11-30.
- QUARC_docente (2017). *Qualificazione e Riconoscimento delle Competenze didattiche del docente nel sistema universitario*, ANVUR.
- Saroyan, A., Amundsen, C. (2004). *Rethinking higher education: From a course design workshop to a faculty development framework*, Sterling, VA, Stylus Publishing.
- Shulman, L.S. (1987). «Knowledge and teaching: Foundations of the new reform», *Harvard Educational Review*, 57 (1), 1-22.
- Sorcinelli, M.D. (2007). «Faculty development: The challenge going forward», *Peer Review*, 9 (4), 4-8.
- Sorcinelli, M.D., Austin, A., Eddy, P.L., Beach, A. (2006). *Creating the future of faculty development*, San Francisco, Jossey-Bass.
- Steinert, Y. (2010a). «Becoming a better teacher: From intuition to intent», in J. Ende (ed) *Theory and practice of teaching medicine*, Philadelphia, PA, American College of Physicians, pp. 73-93.
- Steinert, Y. (2014). *Faculty Development in the Health Professions. A Focus on Research and Practice*, Cham, Springer.
- Steinert, Y. et al. (2016). «A systematic review of faculty development initiatives designed to enhance teaching effectiveness: A 10-year update», BEME Guide, N. 40, *Medical Teacher*, 38 (8), 769-86.
- Stes, A., Coertjens, L., Van Petegem, (2010). «Instructional development for teachers in higher education: impact on teaching approach», *Higher education*, 60 (2), 187-204.
- Tågerud, Y. (2010). «Pedagogical competence – experiences from an institution in the process of being merged», in Å, Ryegård, K., Apelgren, T., Olsson, (eds) *A Swedish perspective on pedagogical competence*. Uppsala University.

- Vinci, V. (2020). «Sviluppo professionale dei docenti e innovazione didattica universitaria: prima edizione della Summer School sull'Higher Education nell'Università Mediterranea di Reggio Calabria», in A., Lotti, A. Lampugnani (eds) *Faculty Development and valorizzazione delle competenze didattiche dei Docenti nelle Università Italiane*, Genoa, GUP, pp. 219-34.
- Viteritti, A., Piromalli, L., Pompili, G. (2020). «The academic profession in the making. Teaching innovation, digital, accountability and other challenges», *Scuola Democratica*, 3.

ISBN 978-88-944888-7-6

**Proceedings of the 2nd 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/>