



**Erasmus+ KA2 Project:**

**IN.TE.M.I.S**

**INnovative TEaching Method for an Inclusive School)**

No. 2016-1-IT01- KA202-005354

*Comparative Research on innovative teaching  
and training needs of VET teachers and students  
in Italy*



This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



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**INDEX:**

1. Research
2. Report
3. Data analysis
4. Format Survey IT - EN



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## **INTRODUCTION**

In a short time in Italy there was a transition from a relatively stable society to a society characterized by many changes and discontinuity. This new scenario is ambivalent because both risks and opportunities increase in number for each person, community, companies. The environments in which the school is included are richer in cultural stimuli but also more contradictory.

With the constant advancement of technology and the globalization process, family protective spaces of small communities and traditions are fading in favor of larger and impersonal organizations. In this way reference points are lost and young people feel alone and lost.

Since physical, psychological and cultural reality is a complex, chaotic and ever-changing system, it is necessary to define connections and alternatives in order to organize the infinite complexity of reality, as well as to build distinct and differentiated identities. These are set as structures able to conquer their place in society, developing a critical control capacity of homologating phenomena, of which the society is a victim, and learning to enhance the "differences".

The human sociality, which comes from the natural tendency and the historical necessity of living together, takes place mostly within groups such as family, playmates, classrooms, sports teams, workgroups, and associations. Social behaviour does not take place only within of these direct relationships, face to face, but also in larger memberships that characterize it, as in the case of religious, political, national, ethnic memberships and so on, in addition to web networks.

The presence of individuals and groups who have different cultural references increases social complexity and seems to question not only the forms of recognition and solidarity, which are based on national identity, but the possibility to found daily relationships on a shared set of assumed notions.

We thus face with the need to find new reasons of solidarity and unity in front of the proliferation of differences.

Acting on the territory concretely means creating opportunities of meeting, exchange, knowledge, sharing and dialogue that engages the realities of the territory through proposals that create the ideal conditions for building positive relationships. It means promoting opportunities of social inclusion and awareness through the creation of formal and informal networks involving, in concrete projects of different kind, ordinary citizens, institutions, schools, youth centres and centres for the elderly, centres for social cooperation, associations, informal groups, libraries. Focusing then on the research of a common well-being, proposing experiences of participation: from organization of moments of sociality to implementation of joint projects where each participant can experiment an active role.

The task of education is to promote civic culture through humanistic culture and educating to internationalization and to respect for tradition; to interculturalism and the rediscovery of the educational value of arts; to dialogue and communication as fundamental factors of each culture; to the complete development of personality; to active participation in social and cultural life; to peace, cooperation and solidarity, to respect the elderly and life.

The educational activity cannot be reduced to a single functional purpose, but must be open to a larger project to provide student with the tools to control the external environment and to assume the role of "social actor".

The educational institution, despite the constant changes, seeks to fully realize its function making an effort, in this perspective, for the academic success of all students, with particular attention to the subject from various forms of diversity, disability or disadvantage. This involves being able to accept the challenge that diversity poses: first, in the class where the different individual situations have to be recognized and exploited, while avoiding that the difference is transformed into inequality. The aim of the school must be defined starting from the learner, with the originality of his personal journey and the openings offered by the network of relations that link it to family and social environments. The definitions and the realization of educational and teaching strategies should always take into account the uniqueness and complexity of each person, of its articulated identity, its aspirations, capacities and fragilities, in the various stages of development and training.

The student is at the centre of educational action in all its aspects: cognitive, affective, interpersonal, physical, aesthetical, ethical, spiritual, religious. In this perspective, teachers should think and realize their educational and teaching projects not for abstract individuals, but for people who live here and now, that raise precise existential questions that go in search of meaning. It is for this reason that the Italian system opens up new school horizons to keep up with the social context in which it is included.

Therefore the close link between individual and society highlights the conditions of an individual whose identity is determined by the social one. In fact every day he must choose between different possible identities, since, in its process of social adaptation, he must absorb some distinctive features that characterize the changing society.

Since the process of adaptation is a result of the learning process, it is important to emphasize that at the beginning of 1900s some scholars, such as Dewey and Piaget, described learning as a process whereby concepts are derived and are simultaneously and incessantly modified by experience. No thought is definitive because the experience is permanently present as an agent of transformation.

Learning is considered from an integrative perspective that conceives it as a holistic process of adaptation of the subject both to its physical as well as to its social context and that occurs through an involvement of perceptual, cognitive, behavioural sphere. Piaget did not mean intelligence as a deterministic and measurable factor but as a comprehensive process that allows each individual to respond actively to the stresses and to the outside world changes. This process is constructed through progressive stages that make individual development an active process of adaptation and knowledge related to the interaction between social and biological factors, including cognitive and affective dynamics, experience and knowledge. However Dewey proposed a school as an active form of life and a conception of education as a continuous re-evaluation of the experience. This in order to overcome the artificial barrier that often stood between school experiences and everyday experiences.

School then changes inspired by the social community life. According to the American philosopher and educator, the industrial revolution had changed the condition of the individual compared to the traditional societies. Whereas previously the interchange between social environment and educational processes was a natural event, which took place in the family and in the village and the culture was a patrimony of few: who wanted to emancipate themselves from an inferior position had to acquire the formal skills (reading, writing and arithmetic), the reality of modern society resulted reversed. The factory focused its productive phases in places inaccessible to children and the division of work made the working processes incomprehensible to the workers themselves. The circulation of ideas in the press was also changing the lives of traditional communities. The learning

that the students assimilated by the environment were no longer sufficient to create their bonds of solidarity necessary to give identity and cohesion in society.

Therefore the purpose of the school could no longer be only the transmission of formal skills. It had to become an opportunity to introduce learners to the social life, making them retrace, through educational activities, those evolutionary stages that were once naturally crossed. For this reason, the exercise of intelligence was no longer considered only in terms of theoretical and abstract reflection but also on the operational and practical sense, promoting exercises and manual activities. Dewey associated nature to the idea of experience: it is a continuous emergence of new forms arising from the interaction between man and the environment. Human intelligence is meant as a real reorganization agent. The intelligent human activity is not something external to nature. Knowing and doing are closely related. Ideas are plans of action to intervene and hypothesize solutions. Thought is a future plan.

According to Giddens, in order to adjust their path to a development in line with the requirements of society, the individual must experience a process of reflection on himself for the construction of the self. Giddens calls this process "reflexivity". *"The changes in individuals life have always required a psychic reorganization that in traditional cultures was often ritualized as form of rites of passage, in modern times, however, the alteration of the self must be explored and built as a part of a thoughtful process through which tie personal change to the social one"*.

In recent years, new digital technologies became part of our daily lives, causing rapid and major changes in the way we work, study, learn, communicate and live. School and education are more involved in this process of technological change thanks to their own users, the students. This is an epoch-making revolution because the school no longer has the monopoly of information and of the ways of learning.

Unlike previous generations, digital natives have a computer and an Internet connection at home and, in most cases, they learn to use these tools without mediation or help from the school.

On the "web" student is free to choose the information path, supported by sounds and images which makes the receipt of the message more intense, as all the senses are involved to receive that input. It is also true that, unless it's a specific *"educational software"*, the sources are often unreliable because everybody is allowed to enter any kind of information and that is why the subject must acquire at school and in family good critical thinking skills.

The diversity and variety of concepts to which young people are exposed through search engines, make us think about the generation gap, wider and wider, that the possession of IT skills of young creates compared to parents and sometimes also to teachers. This gap is highlighted by the difficulties in communication between increasingly different generations that compare each other in

a difficult dialogue because of the different linguistic codes and reference values. In particular a teenager, more than a child and a young person, faces a communicative closing, choosing to interact exclusively with the larger group (with internet) of peers, becoming a new social family, image that does not correspond to the one of his family of origin.

Nonetheless multimedia technologies, necessarily present in every educational system, cannot be overlooked in the curricula of schools of all levels, because other than providing technical skills, they represent a mental stimulation for the use of multiple aspects of intelligence. Indeed Gardner take as an example a girl who composes music with the computer using at the same time musical, rational and space intelligence, as well as introspective ability.

The use of the internet allows a wider and personalized knowledge, opening to individuals a view of the world, eliminating space/time barriers, allowing by means of "social networks" to maintain and cultivate relationships that long ago would have been destined to end.

The task of the school is to run a continuous work of "re-mediation" of knowledge, so that the school does not disconnect from the social context.

Italian school modernize its methods of learning using information and communication technologies.

Modern technologies offer new perspectives to teaching, as they can open up significant communicative and cooperative channels. The network learning is totally different from the one implemented in a traditional classroom. In a traditional teaching environment, the teaching-learning process unfolds in dyadic teacher-pupil relationship, in compliance with defined roles: there are those who teach and those who learn. With new technologies, schools not only develop the ability to learn but, above all, the ability to build new knowledge, in order to address possible problems that might happen in everyday life.

The digital revolution of the new millennium is transforming daily life, resulting in a deep revision of the creative construction of knowledge of all human beings. In an era characterized by multimedia, interactivity and development of large networks, new information and communication technologies (ICT) represent opportunities, enabler that can change the traditional ways of producing, organizing, cooperating, sharing and distributing knowledge, opening up new perspectives and horizons for teaching. In fact, internet and new technologies occur both as a support to traditional teaching and as a real learning environment. Information and communication technologies have initiated a number of changes in the acquisition, production and transmission of knowledge putting at our disposal an enormous wealth of tools in a few years (Ipad, LIM, E-book) and knowledge which led a real revolution in the ways of learning and teaching. Internet allows implementing interventions of distance learning, but also training initiatives in which the

network supports and integrates face training. The computer is an excellent information processing tool and a powerful communication tool. The combination of these two elements provides an excellent learning tool.

The learning supported by ICT presents different characteristics:

- Social: the learner browsing the internet is never alone, but he moves in a social space characterized by segments of knowing that the authors communicate asynchronously with other networked players and is also distinguished by virtual places that establish synchronous communication moments;
- Active: the student who learns with the use of the internet is the primary subject of its own learning. An active role in the learning process keeps high attention, gives responsibility to the learner who feels the control of its own path, inspiring him to independently construct a training program;
- Constructive: it takes shape in the continuous construction and reconstruction of concepts and the restitution of these to the network, in the form of on-line publications;
- Linear: it gives way to the plurality of paths and alternatives;
- Self-reflexive: dealing with reticular and potentially infinite paths, the learner develops metacognitive skills of self-monitoring and self-reflection. In this way the student will decide on which topic and establish its cognitive priorities;
- Set: the knowledge is related to a frame of reference, inserted within a community of practice, where knowledge is integrated and distributed;
- Contiguous: it is close to other processes of everyday life, helping to overcome distances between "school-world" and "life-world" already denounced by Papert (1994).

Nowadays most schools have numerous multimedia technologies and the best use is suggested by social constructivism.

In constructivist perspective, the teacher projects learning environments built to allow active, rich, varied and conscious paths to guide, but not direct, the student allowing the use of a variety of tools and resources. Therefore, the constructivist learning environment is a place where students can work together and help each other to learn to use a variety of tools and information resources in the common pursuit of learning objectives and problem solving activities (Wilson). In constructivist learning environments, students:

- Act in a space, real or virtual;
- Use tools, such as software and other tools of various types;
- Have access to various information resources (books, photos, websites, CD-ROM);
- Collect and interpret the information by interacting with other actors;



- Have adequate guidance and constant support from the teacher.

Below there is a list of some models of learning related to the use of new technologies in teaching:

- **Online learning (E-Learning):** using multimedia technologies and the Internet, it facilitates access to resources and services, as well as remote exchanges and collaboration at a distance.
- **Blended learning:** it combines the front traditional method in the classroom with activities mediated by computer (for example, E-learning, use of DVDs, etc.) and/or from mobile systems (such as smartphones and tablets).
- **Learning with the help of mobile devices (Mobile learning):** a form of teaching or study that occurs when a student interacts via mobile devices such as mobile phone, digital audio players, digital cameras, voice recorders, pen scanners, etc. .
- **Sustainable learning:** it develops in the learner through the **Innovative Technologies for Engaging Classroom (ITEC)** where technologies are systematically integrated in defined teaching practices. Rather than "what", ITEC indicates "how" to learn by planning and realising a product regardless of the discipline; the purpose is the acquisition of transversal skills.

Therefore, we can define the learning environment as a context of structured activities, "intentionally" set up by the teacher in which the teaching is organized so that the learning process will take place according to the expected method. Therefore the environment is considered as a "space of action" designed to stimulate and support the construction of knowledge, skills, motivations and attitudes.<sup>1</sup> For this reason learning becomes a dialogic, social and cultural process, in which the creation of meanings occurs interacting with others and within a framework necessary for the development of knowledge. Then, the interaction with others and with the cultural and social aspects of reality is important.

In this sense, an educational strategy aimed at starting a spontaneous process of transfer of knowledge, emotions and experiences from some members of a group to other members of equal status is the peer education, an intervention that puts in motion a global communication process characterized by deep and intense experience and a strong attitude of seek for authenticity and harmony between involved parties. This practice goes beyond the usual educational practice and becomes a real opportunity for the individual subject, the peer group or school class to freely discuss and develop intense transference moments.

In this scenario, individuals need new skills and knowledge to deal with the rapidly changing reality. These societies are the so-called "learning society" and their fundamental aspect is the

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<sup>1</sup> De Simone, G. (a cura di), *Epistemologia del new web*, Pensa Editore, Lecce, 2011.

recognition of the strategic importance of the heritage of explicit and communicable knowledge (codified and transferable knowledge) as well as individual tacit knowledge and interactions in specific social contexts. Teachers and students must develop their soft, intercultural, business skills. In this way we will have autonomous, active and productive individuals.

## **THE RESPONSE OF INSTITUTIONS TO TRAINING NEEDS**

The Italian school system responds to the needs expressed from the objectives set at the national level and obviously in line with European objectives.

With the "Europe 2020" strategy, the European Union aims at achieve smart, sustainable and inclusive growth. The strategy recognizes the close link between economic and social policies, focusing the attention of policy makers on the fight against poverty and social exclusion. The Strategy set very ambitious objectives, in particular defining a target of reduction by 20 million of people in poverty and social exclusion by 2020 for the whole Union. In allocating structural funds related to the period 2014-2020, the European Commission has clearly wanted to use part of the available resources to support the objectives of the Strategy.

The Cohesion policy 2014-2020, one of the 13 sectoral policies of the European Union, provides for the implementation of the Programma Operativo Nazionale - PON (literally National Operational Program) in EU countries. Among them, there is PON "Per la Scuola - competenze e ambienti per l'apprendimento" (literally "For School - skills and learning environments") to support Italian policies on Education, together with Piano "La Buona Scuola" (literally "The Good School") wanted by the government to reform Italian school with the contribution of the community. The Program involves the seven-years period 2014-2020 and is intended to finance material operations through the Fondo Europeo di Sviluppo Regionale - FESR (literally European Regional Development Fund), as well as immaterial actions, through Fondo Sociale Europeo – FSE (literally European Social Fund). A budget of about 3 billion euros is provided, divided as follows: approximately 2.2 billion allocated by the FSE for the training of students, teachers and adults; 800 million from the FESR for laboratories, digital equipment for schools and for building interventions.

The PON has a dual purpose: on the one hand pursuing equity and cohesion, helping to reduce regional disparities, strengthening schools distinguished for its delays and supporting students with more demanding;

on the other hand, promoting the excellence to ensure to everybody the opportunity to access to education and the chance of educational success and enhancement of personal merits, regardless of socio-economic context of origin.

The PON "Per la scuola" is divided into 4 axes:

- Axis I - Education: aimed at improving the quality of education system and to promote increase and compliance of skills, promoting greater participation in training and lifelong learning processes.
- Axis II - Infrastructures for education: designed to promote and support education, vocational training and continuous education with actions aimed at increasing the attractiveness of school by upgrading infrastructure, technological equipment and environments learning, ensuring adequate architectural spaces for innovative approaches of teaching.
- Axis III - Institutional and administrative capacity: aimed at increasing the institutional capacity and the efficiency of public administration in order to improve the overall governance in education.
- Axis IV - Technical assistance: aimed at improving the implementation of the Program by strengthening management capacity of funds of MIUR (Literally: Ministry of Education, University and research) and the various parties involved in the implementation, also to ensure compliance with Community and national legislation.

In terms of education policies, the Italian Government has transposed the European input, integrated within the legislation that reforms the school, the so-called " *Buona Scuola*" (Law 107)<sup>2</sup>, elaborated to respond to the needs expressed by all actors that are part of the Italian education system. The law provides additional funding of 3 billion for education and an extraordinary recruitment plan to give to school the teachers it needs and draw a line with the past on the issue of insecurity. The measure focuses on "*school autonomy*". In line with the overall objectives of the national education system and respecting the freedom of education, the educational and training choices of parents and the right to learn of the students, the autonomy is the tool and the resource through which adopt working methods, teaching timing, solutions functional for the realization of the training plans and the needs and vocations of each pupil. "Organization autonomy" allows to give to school flexibility, diversification, efficiency and effectiveness and to achieve integration and better use of resources and structures, including through the introduction and deployment of innovative technologies.

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<sup>2</sup> [https://labuonascuola.gov.it/documenti/lbs\\_web.pdf?v=1859424](https://labuonascuola.gov.it/documenti/lbs_web.pdf?v=1859424)

School principals and teachers receive the financial and operational tools to realize it. This consists in more money (the fund for schools functioning is doubled) and more human resources.

Students are guaranteed with a richer education that looks to tradition (more music and arts), but also to the future (more languages, digital competences, economics). The whole school community, including families and students, is involved in developing Piano dell'Offerta Formativa - POF (literally: educational offer plan) of their school. This is the founding document of cultural and planning identity of schools. In Italy, thanks to the law 107 a 500 € bonus is paid to professors who can spend it for their training and professional development. They can purchase publications, magazines, hardware and software useful for their discipline, attend courses for updating and qualification activities carried out by organizations accredited by the MIUR, or they can enrol at university for a degree inherent with the professional profile, see operas and film or buy tickets for museums, exhibitions, cultural events and live entertainment. At the same time, the State invests on school building, with ad hoc funds for maintenance, but also for building innovative structures.

The law "Buona Scuola", approved on July 13, 2015, provides the opportunity to organize events in schools after 16.30, on Saturdays or during classes suspension periods (summer, Christmas and Easter holidays), provides to school principals the opportunity to create routes of "Scuola aperta" (literally open school) (project sponsored by the MIUR in collaboration with ANCI and VITA).

"Scuole aperte" accept the challenge of ICT, new technologies, innovative teaching that breaks the inertia of space and time that are identically repeated for centuries.

They also create an alliance between school and territory to promote and develop a better civil coexistence and combat the dropout. In fact they are places of meeting and social integration, where active citizenship and inclusion courses are realised for the foreign community and for those who need extra attention, starting from students with disabilities. Young people are educated in the care of the commons and "come out" from school to take care of the entire district, a community whose members find new forms of relationship, marked by responsibility and mutual trust.

The diversity within the school context represent a challenge that involves all the main agents of change.

The inclusive process of students with Special needs education (bisogni educativi speciali - BES) or disabled (protected by law 104/92 or "legge quadro") is based on a complex, systemic, participated thought of all the organizations that belong to the school, so that through the actions of each of them synergistic and significant interventions can be built for these students.

The expression " Special needs education" bisogni educativi speciali (BES) had widespread use in Italy after the publication of the Ministerial Directive of 27 December 2012 "*intervention tools for children with Special Educational Needs and territorial organization for school inclusion.*" The

same Directive succinctly spells out its meaning: "The area of educational disadvantage is much broader than that explicitly referred to the presence of deficits. In each class there are students who have a special care needs for a variety of reasons: social and cultural disadvantage, specific learning and/or developmental disorders, difficulties arising from the lack of knowledge of Italian culture and language because of different cultures".

The use of acronym BES is therefore to indicate a large area of pupils for which the principle of customization of learning, as established by Law 53/2003, must be applied with special emphases in terms of peculiarities, intensiveness and duration of modifications.

Italian school develops its educational activities in line with the principles of people inclusion and integration of cultures, considering the acceptance of diversity an essential value. The school consolidates inclusive practices towards students with disabilities or with special educational needs, such as children of non-Italian citizenship, promoting their full integration through appropriate organizational and learning strategies, to be considered in the normal training planning. To face difficulties that cannot be resolved only by curricular teachers, the school makes use of the contribution of specific skills such as those of the support teachers and other professionals.

Furthermore, with specific strategies and individualized paths, it helps prevention and recovery of early school leaving and early educational failure; to this end it activates targeted resources and initiatives in collaboration with local authorities and other education agencies of the territory.

Pivoting on the tools provided by "school autonomy" "*autonomia scolastica*", that before being a set of standards is a way of understanding the relationship of schools with local, national and European communities and opening up to families and surrounding territory, school starts a process of greater responsibility shared by teachers and principals, who also favours the close connection of each school with its territory. As an educational community, the school generates a widespread relational conviviality, interwoven with affective and emotional languages, and is also able to promote the sharing of those values that make the members of society feeling as part of a real community. The school place side by side the issue of "teaching to learn" and that of "teaching to be" in fact, the goal is to enhance the uniqueness and singularity of the cultural identity of each individual student.

Today we live in an environment based on "inclusion": meaning that the process by which the school environment takes on the characteristics of an environment that meets the needs of all learners. Finally it is necessary that families actively cooperate with the school system for the educational plan of their children.

The concept of inclusion also comprises the social and work integration of individuals, promoted through activities to create connections between education and business worlds.

Thanks to school autonomy, schools implement, for specific periods of teaching, the school-work alternating<sup>3</sup>, an educational experience co-planned from school with other agencies and institutions, aimed at offering high profile and skilled educational opportunities to students.

Through this process of school-work alternating, students have the opportunity to take part for short times determined beforehand in agreement with the host structure, in the workplace adapted to stimulate their creativity and learn skills consistent with the course of study chosen in operational realities. The understanding of the activities and processes carried out within an organization, encourages the development of "Sense of initiative and entrepreneurship", which means being able to translate ideas into action. Competence that helps individuals to become aware of the context in which they work and be able to seize the opportunities that arise.

Therefore, despite the difference of roles and competences, schools and the world of work are encouraged to interact for greater educational and social co-responsibility oriented to the enhancement of the students' aspirations with a view to smart, sustainable and inclusive growth.

Starting from school year 2015/2016, the alternating training has become mandatory for students of the third year. From the current school year 2016/2017 alternating is mandatory for students in the third and fourth years. From the school year 2017/2018, all students of last three years will be involved.

It is one of the most significant innovations of the law 107 of 2015 (La Buona Scuola) in line with the principle of "scuola aperta". Model that attempts to bridge the divide between study programs based on knowledge and others who favour practical experience. Knowledge, practical skills and competencies need to go together.

School must, in fact, become the most pro-growth and new skills training effective structural policy against unemployment and mismatch between supply and demand in the job market. Therefore, he should "open up to territory", asking society to make all the students protagonists aware of the choices for the future representing an innovative educational format with respect to traditional school activities that can also be held during the suspension of educational activities and/or abroad. An experience of internship in Italy or abroad is for the learner not only a professional but also a personal growth. A cultural shift for the construction of an Italian approach to the dual system, which incorporates European best practices, combining them with the specific Italian productive and socio-cultural context.

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<sup>3</sup> [http://www.istruzione.it/alternanza/cosa\\_alternanza.shtml](http://www.istruzione.it/alternanza/cosa_alternanza.shtml)

One of the most important programs which creates a bridge with foreign countries and among the many possibilities, helps to improve and develop the skills of teachers and students, which schools can join is the EU Erasmus+ programme.

The EU Erasmus+ programme for education, training, youth and sport covers the period 2014-2020. It was established by Regulation (EU) No 1288/2013 of the European Parliament and of the Council and is structured as follows:

### **Key activity 1 - Individual mobility for learning purposes**

- Individual mobility for learning (KA1);
- Mobility of staff (especially teachers, school leaders, youth workers);
- Mobility for students in higher education and vocational education and training;
- Loans guarantee;
- Joint Masters;
- Youth Exchanges and European Voluntary;

### **Key Activity 2 - Cooperation for innovation and good practice**

Strategic partnerships between organizations in the education/training or youth sectors and other relevant actors, large-scale partnerships between educational and training institutions and the world of work.

Platforms: E-twinning between schools, eTwinning Portal European Youth sector, Youth portal for adult education.

Covenants for the knowledge and skills sector and cooperation with third countries and neighborhood countries.

Key Activity 3 - Policy reform Support for EU agenda in education, training and youth through the Open Method of Coordination, initiatives statement, EU instruments for recognition, dissemination and exploitation, political dialogue with stakeholders, third countries and international organizations.

### **Jean Monnet Actions**

Modules, Chairs, Centres of Excellence to promote teaching in European integration studies embodied in an official curriculum of a high educational institute, as well as conduct, monitor and supervise research on EU subjects, also for other educational levels such as teacher training and compulsory education

## **Sport**

Collaborative partnerships aiming to combat doping at grassroots level, notably in recreational environments such as amateur sport and fitness, support prevention and raise awareness among stakeholders involved in the fight against match fixing, as well as innovative approaches to tackle violence, racism and intolerance in sport.

With regard to national priorities set by the Programme within the school sector, they are as follows:

- Improving skills of staff of the school and enhance the quality of teaching and learning
- Widen knowledge and understanding of the policies and educational practices of European countries
- Trigger changes in terms of modernization and internationalization of schools
- Create connections between formal education, non-formal education, vocational training and job market
- Promoting mobility activities abroad for pupils and staff of the schools, also long-term
- Increase the opportunities for professional development and career of school staff
- Increase motivation and satisfaction in daily work

For Education and Vocational Training:

- Develop qualifications of post secondary and tertiary education, in accordance with the European Qualifications Framework (EQF) and focused on areas with growth potential or areas with skills shortages by aligning VET policies for local, regional and national economic development strategies
- Develop partnerships between education and job market (particularly businesses and social partners).

Through the Erasmus+ Programme, students, teachers, leaders, stakeholders can participate in educational and professional activities abroad, dealing with people, associations, private bodies and institutions in other European countries having the opportunity to meet with other social contexts, learn new languages and good practices to be imported to your country or export to others.



Students of technical and vocational schools, for example, have the opportunity to perform internships from 2 weeks to 12 months in one of the countries participating in the Programme.

The transnational mobility experience for young people sponsored by Erasmus+, facilitating the transition to job world, becomes valuable in these times of economic crisis and high youth unemployment, in this reality steeped in multiculturalism and skills needs and here because it is necessary that teachers learn how to plan and realize it at best, paying great attention to quality.

The training, whether it is included in the curriculum and school activities, or extracurricular experience realized through participation in EU programmes, is gradually becoming an integral part of the vocational training path of each individual and provides the main objective to create a link between training and acquisition of skills recognized and therefore expendable in the job market.

This can be achieved thanks to the use of all available tools for the recognition and transfer of skills with which the way has been leading towards the construction of a shared vocational training system and an European area, where the citizen freely circulates with knowledge, learning and qualifications, transferable, recognizable and expendable anywhere<sup>4</sup>. One example is the Europass Mobility, which is a valid certification at European level which comes in the form of documents which record the knowledge and skills acquired in a given European country. Another important step in the recognition of skills is ECVET, a credit transfer system developed to facilitate the recognition and transfer of learning outcomes to the acquisition of a qualification or a part. It is applied to all the qualifications of non-academic education and training systems while for academic qualifications the ECTS (European credit transfer and accumulation system) is applied. ECVET has been set up by the European Parliament and Council Recommendation of June 18, 2009. The system is not an obligation for the different education and training systems and should be developed and implemented gradually on a voluntary basis by European countries, taking into account national or regional legislation and/or current sectoral rules regarding the qualifications.

Each internship is planned as part of a quality framework, which includes a "learning agreement", previously agreed between the sending and receiving organizations to ensure a high level of quality in the realization of the activity and results of learning.

Ultimately, we can say that the Italian school system has set out towards a path of modernization and transformation, implementing initiatives, adopting tools and seizing the opportunities of change

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<sup>4</sup> <http://www.erasmusplus.it/formazione/tirocini/>

and internationalization, essential factors for the achievement of sustainable and inclusive growth objectives, established and shared both nationally and at European level.

## **INNOVATIVE TEACHING METHOD**

In order to promote an effective educational-teaching activity, a continuous experimentation of "new ways of teaching" is necessary. It requires teachers with strong flexibility and that get involved, constantly adapting their way of teaching to keep up with the times and with the growing and increasingly diverse needs of learners. For this reason, it is necessary to apply educational-teaching methodologies that are valid and effective in promoting on the one hand student learning, on the other hand their emotional-motivational wellbeing in being together at school. In teaching practice, several reference pedagogical models can be used that indicate strategies, methods and techniques that a teacher can implement to facilitate the learning process of pupils. The key issue is the role of the teacher who must understand the general objectives that students must acquire (content, knowledge, skills, competencies) and the teaching model to apply in order to facilitate the learning.

Considering the vastness of methods, the teacher uses them in order to activate in the learner transversal and metacognitive skills, transferable in other contexts for the appropriation of life skills that represent the true purpose of each cognitive and teaching- learning process.

In Italy, Avanguardie educative (educational avant-garde) are an innovation movement sponsored by the National Institute for Documentation, Innovation and Educational Research (Indire).

Avanguardie educative was born in 2014 from the joint initiative of Indire and a first group of 22 schools that have implemented innovative experiences. The Movement is open to all Italian schools committed to transform the transmission pattern of the school - which aims at create a network by identifying and supporting innovative experiences from below that can help to overcome educational, structural and organizational limitations and inertia in the the way of teaching. This intends the usage of the opportunities offered by new technologies and digital languages to change the learning environments and offer "ideas" from the experience of the schools. Each of these is a piece of a mosaic that aims to revolutionize education, time and space organization of teaching. Today about 570 schools have joined the Movement and are constantly growing: these institutes identify themselves with its inspiring principles, they daily work to rethink the transmissive model of school and provide a concrete answer to the challenges of a continuously moving knowledge society.

This Movement offers a manifesto divided into seven key points.

- 1) Change the transmissive model of school as the model based only on the transmission of knowledge "from the chair" is anachronistic. Today students learn more efficiently through active learning that takes advantage of open and reusable materials, simulations, laboratory activities, hands-on experiments, educational games, etc.
- 2) Take advantage of the opportunities offered by ICT (Information and Communications Technology) and digital languages to support new ways of teaching, learning and evaluating. These reduce the gap, opening new spaces of communication (cloud, virtual worlds, Internet of Things), reconnecting geographically isolated places and actors of the school system: from businesses to local authorities, from associations to foundations. For "Avanguardia educativa" new technologies are resources/tools through which it is possible to customize learning process and to represent knowledge. They have no positive or negative sense as this depends solely on how they are used.
- 3) Create new spaces for learning in order to ensure the smooth flow of communication processes triggered by ICT. "Scuola d'avanguardia" (literally: pioneering school) gradually rethinks spaces and places with flexible, multi-purpose, modular solutions, easily configurable according to the activity, the discipline and also for informal uses.
- 4) Rearrange time of teaching: rethinking of teaching model affects both configuration and management of learning time. This requires overcoming some organizational rigidity, such as the school calendar, class schedule and fragmentation of the disciplines in minimum units of time. This change must take account of the need for rationalization of resources, of an articulated educational programming in units and modules, of the affirmation of ICTs and their applications in the training field.
- 5) Reconnect school and knowledge society acquaintance: thanks to the spread of the Internet, contemporary society increase the value of new skills not related to a specific discipline and whose development is linked to a way of learning and operating in close connection with the surrounding reality. A school open to the evolution of knowledge is able to understand the change and improve the offered service, in synergy with the demands of the territory.
- 6) Invest in the "human capital", rethinking relations: the development of human capital allows teachers to feel directors of active teaching models and see a resource in the change. "Scuola d'avanguardia" is able to locate resources - in territory, associations, companies and informal places – in order to enrich their service through continuous innovation that guarantees the quality of the educational system.

7) Promote innovation so that it is sustainable and transferable: the aim of “Scuola d’avanguardia” is to identify innovation and make it actually workable, sustainable and reproducible in other situations. In this sense, it is necessary to find key elements that enable the transition from experience to model so that it can be transferable and sustainable in a context that has the appropriate assumptions, producing similar results.

Within three fundamental dimensions of teaching (Space, Time and Teaching), 16 innovative ideas of the Movement evolve in order to ensure school innovation:<sup>5</sup>

- **Disciplinary classrooms laboratory**

Classrooms are assigned depending on the disciplines to teach and can be redesigned and planned with a functional setting based on the specificities of the discipline. This allows a teacher to customize its workspace, adjusting it to an active laboratorial teaching, arranging furniture, materials, books, instruments, devices, softwares, according to each specific discipline in order to make it natural and easy to work on direct or mediated by digital technologies experience. In particular, teachers of humanities complain about not having an environment that suits their needs, as opposed to colleagues of science subjects who can at least count on laboratories. Nevertheless even teachers of science subjects declare unsatisfactory the artificial separation between the practical experience carried out in the laboratory and theoretical lessons in the classroom. The creation of these classrooms exceed the distinction between theoretical lesson (functional to the development of knowledge) and laboratory activity (functional to the development of skills). This allows the learner to produce experiences of study and research close to those existing in professional fields.

- **Flexible Space**

The traditional classroom, with chair, slate blackboard and desks arranged in rows, has progressively incorporated different technologies resulting in the so-called “Aula 3.0” (literally: Classroom 3.0), with more space than a traditional classroom, wired for a proper use of the necessary technological tools and organised in order to flexibly arrange the furniture. All of this encourages innovative student-centered teaching, which focuses on laboratorial and collaborative approaches enabling learners to carry out different activities. The goal is to foster an active and personal reworking of content from young people, both in the literary and science subjects. “Aula 3.0” is a modern and flexible learning environment without the need to design new buildings/structures but recovering/redefining the use of existing environments.

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<sup>5</sup> [www.indire.it](http://www.indire.it)

- **Rejected with credit**

In order to address the lack of motivation of students and their school failure, the proposal provides that all the disciplines for which the learner reached a passing grade are recorded as «credito formativo» ('training credit') in its curriculum. The following year, in case of repetition, the “teacher meeting” will take note, at its first meeting, of any positive results achieved, despite the negative overall result, and records them as the starting point of the curriculum construction and the commitments to propose to the student. The “teacher meeting” may also decide to exempt students from attending lessons in certain disciplines, once verified the maintenance of credit acquired to avoid the risk of demotivation thus reducing the risk of school dropout among students. All of this makes the training of the student "capitalizable", making consistent the individual paths of growth and development of the person.

- **Shrinking of school calendar**

In order to avoid the dispersion cognitive of learners prompted by an excessive number of disciplines offered simultaneously and to overcome the artificial fragmentation of knowledge, optimizing the management of school time, some schools are experiencing the shrinking of the school calendar. Some subjects are taught only in the 1st term, other subjects are offered only in the 2nd term. At the end of the school year the “teacher meeting” makes the final global assessment of the pupil, taking into account all the results and all assessments recorded. Some subjects are not shrunk because they require, by their very nature, a constant and continuous approach in order to ensure the learner a competence teaching (e.g. languages, physical education, etc.). This method allows teachers to project specific educational interventions with the opportunity and the time to better know the student, to identify the difficulties and to take action to support him.

- **TEAL - Technology Enabled Active Learning**

"TEAL" (Technology Enhanced Active Learning) is a teaching method that unites lectures, simulations and laboratory activities on a computer for a rich learning experience based on collaboration. It favors a project approach in training that goes beyond the logic of study as mere rote learning of written texts and integrates digital tools with the traditional ones. TEAL classroom includes a series of technological tools to be used in spaces with specific characteristics (e.g. size, brightness, etc.) and modular furniture, easily reconfigurable depending on the need. TEAL provides a classroom with a central position for the teacher, around which round tables are arranged, hosting groups of students in an odd number. The classroom is equipped with some

projection points on the walls for student groups favour. To promote education among peers, groups are made up of components with different levels of skills and knowledge. Teacher introduces the topic with questions, exercises and graphical representations. Then each group works collaboratively and operates using a device to gather information and data and perform experiments or tests. This brings the teacher to develop an innovative teaching supported by technological tools.

- **Integration CDD/textbooks**

In paragraph 1 of Article 6 of Law No. 128/2013 is stated that schools can produce their own study manuals to be allocated to classes and can process digital educational materials for specific disciplines to be used as textbooks and teaching tools for the referral subject. The construction of the book is an excuse to experiment new active teaching practices that use spaces and times of learning in a different way, through a virtuous use of technology and traditional tools and formal and informal learning. Books are the result of a research carried out by teachers in classrooms (activities that will reduce expenses on the purchase of textbooks for studying). The school is transformed into a big laboratory where you learn the process of knowledge construction through a project methodology. The realized textbooks and teaching materials are an instrument and a product of training process. This allows learners to implement active learning rather than rote learning, encouraging a project and laboratory approach in the training process.

- **Spaced learning**

Spaced learning provides a lesson divided into three times of 15-20" each, interspersed with two breaks of 10" where learners take a break from the lesson by distracting or engaging in physical or manual tasks. The method differs a lot from the way of teaching of all the teachers so a trial started in selected classes in which teachers work with two senior colleagues in planning lessons and organizing the required classroom setting. The teachers decide to use this methodology in some precise moments of the educational activity (e.g. the introduction of a new teaching unit, before test, during recovery activities, etc.) thus to be able to better assess the relapse and extend the method in the most opportune moments in the future. This method develop an active teaching methodology that goes beyond the concept of lecture, putting students at the heart of the learning process in order to obtain a method that improves the learning process, detectable through tests administered to children.

- **ICT Lab**

"ICT Lab" means activities that rotate around three technological issues defined as follow:

- Artigianato digitale (Literally: Digital handicraft): what leads to the creation of an object through technology (CAD, 3D design, 3D printing);
- Coding: activities aimed to the acquisition of computational thinking, until the ability to "dominate" the machine instructing it to "do things" rather than resort to something already created and available;
- Physical computing: ability to create programmable objects that interact with reality; the most well-known application field is robotics.

The mix of these three points can lead to interesting educational solutions: it is the basic idea of communities such as CoderDojo, Rails Girls and FabLab (also known as the "workshop of creativity"). In these communities, laboratory teaching and autonomous and cooperative learning occupy an important and extremely interesting role for school. Therefore, through these activities they develop innovative methods of knowledge representation based on problem solving and problem posing, promoting laboratory practice in training. Moreover, these stimulate creativity in teachers and students through activities that valorise new ideas and initiative, developing students' autonomous learning.

#### • **Flipped classroom**

The basic idea of "flipped classroom" is that the lesson becomes homework and class time is spent for collaborative activities, experiences, debates and laboratories. In this context, teacher does not have the role of lead actor but rather becomes a sort of "mentor", the pedagogical action director. At home, they extensively use videos and other e-learning resources as content to be studied while in class students experiment, collaborate, perform laboratory activities. It is important that the time 'earned' in the classroom thanks to flipping will be optimally used and that the resources used by the student at home are of high quality as well as being calibrated to the level of knowledge hitherto achieved by the learner. A library of content, integrated with online videos screened based on quality and accessibility, is the best starting point to reach a good result. With this method, the class becomes a place of effective teaching activities and the interaction between teacher and student and among peers is better. Many kids begin to identify personal ways of learning and show they understood contents, thanks to the fact they have learned to manage the study in relation to their own pace. Indeed this allow for a radical transformation of activities, relationships and expectations "inverting" the two key elements of the educational experience: time at school and time at home, improving educational interactions in class, thus optimizing time at school.

### • **Learning story**

“Learning story” is an approach that aims to introduce into daily practice educational activities focused on the student, using the potential offered by ICTs. Teachers write in narrative form the plan of educational activities they intend to develop with the class. Each activity is described in a flexible way and provides a set of tools to use during the lessons. The planned activities are the component that contains the ingredients for the overturning of the “frontal” traditional educational paradigm: it proposes actions, tools and activities underlying student-centered methodologies. It is a way of working that assigns the role of guide to innovation to methodological aspects with high degree of flexibility: “learning story” is not a closed story; it is a script continuously rewritten according to changes and unexpected events that emerge during the action and it takes the final form only at the conclusion. When planning lessons with student-centered activities, teachers found it interesting that the new approach provides both operational suggestions for activities to carry out and that these are enhanced by the "rational" use of ICTs. “Learning story” is an agile and flexible way, starting from the methodology to the contents, stimulates the creativity of teachers and students through activities and tools that enhance new ideas and initiative.

### • **Debate**

The "debate" is a method for the acquisition of 'life skills' that demolishes some traditional paradigms and encourages cooperative learning and peer education not only among students but also among teachers and between teachers and students. It consists of a comparison in which two teams argue and contend a statement or a topic given by the teacher. The identified argument is rarely treated in traditional teaching. From the chosen theme a debate kicks off, a formal discussion that is not free but dictated by rules and precise timing, to prepare which documentation exercises and critical analysis are needed.

This allows students to learn how to search and select the sources, develop communication skills, evaluate themselves, improve their cultural awareness and self-esteem. This method trains the brain to consider positions different from their own and not get stuck on personal opinions, develops critical thinking, broadens horizons and enriches the personal baggage of skills. People that acquire "life skills" at a young age will be adults who consciously play an active role in every decision-making process. After the comparison, the teacher evaluates the performance of the teams assigning a grade that measures the achieved competencies. Considering the aims of the methodology, technological assistance is not allowed during the debate competitions.



The inclusion of this new method teaches to go beyond the dialectical dialogue, whose purpose is to find a common meeting point; it is an inspiring invitation to experience the dialogical dialogue and develops and strengthens language, logical and relational skills.

- **Inside/outside school**

Since many years, school autonomy, agreement between the State, Regions and local authorities and EU directives have accentuated a process of transformation. All educational and training components in the region (school, family, local authorities, associations, recreational facilities, job world) are involved at different level in an action of educational responsibility towards students, according to a synergistic perspective that aims at overcoming disruption and polycentrism in the direction of systemic network idea. The school establishes a two-way link with the belonging territory, drawing from it in cultural and financial terms and proposing itself as a real opportunity and a subject capable to answer to requests from the context. School can be seen as the 'perfect square' of a physical territory, a unifying, propulsive and driving element that offers services, provide resources, cooperate in understanding cultural and educational needs of the community, working together to culture and social capital networks co-construction. The territory becomes a horizon of meaning: living space, field of study, place of transformations where directly test active and critical citizenship. This optimizes the use of resources internal and external to the school (human, financial, structural) and overcomes the fragmentation of training opportunities. The learner implements an active learning through the project approach and laboratory practice during training. In addition, the role of social intellectual returns to the school that becomes a place of cultural development, but also of civic and social participation and active citizenship.

- **Differentiated learning**

It aims at giving students a course of individualized and motivating training. Space and time of teaching are completely revolutionized in order to encourage children and teachers to have moments of sharing, discussion and reflection. Students play an active role in planning their daily activities and participating in the activities of the school in general. The classroom activities are organized in "working groups" with different tasks in rotation.

- **In addition to the subjects**

It intends to overcome the rigidity and fragmentation of disciplines in order to enhance the teaching for skills. For this purpose, school puts in place the so-called "time packaging", dividing the activities of each teacher between those related to "technical classes" and those dedicated to the

development of skills, on cross-cutting themes, according to founding nuclei of subjects identified in the programming phase.

- **Autonomous learning and tutoring**

Autonomous learning provides a time organization that gives students a completely individual space to improve the ability to study and research in order to guarantee greater autonomy and responsibility. For this activity, a mentor supports the student who can be a teacher (not judging) or a companion who helps him working closely. Then pupils not only learn to work together and achieve together or alone cognitive and social objectives, but they also learn to develop important metacognitive skills such as prediction, reflection, monitoring, self-evaluation and review.

- **Service learning**

Service learning is a pedagogical-didactic method that combines community volunteering to the acquisition of professional, methodical and social skills. Starting from real problematic situations, this methodology tries to build a teaching situation involving students in a 360-degree learning process. This enhances the student's problem solving skills and a greater involvement of him.

The training approach makes use of teaching methods aimed at developing a critical consciousness and at producing in the learner a "change" that is the goal of the training. Implementing good practices within educational institutes becomes easier if teachers are prepared to design training and educational courses. In this regard, the innovative teaching aims at enhancing students' skills through new learning methods, through experiences of comparison and sharing that enhance student participation and lead the class to achieve a much higher communicative level and problem solving skills. The purpose of the student-centered method is to give shape to learning according to the individual needs of the student. A student-centered approach requires an active, adequate preparation and intensive work during the planning phase. The student-centered approach focuses on the learning style preferences and interests of the students. Teacher creates the conditions in which students can collaborate with others, teaching on the basis of their preferred style of learning, asking questions and developing self-assessment in students. The learning experience is much more personal and enjoyable for each student. In this context, the role of the teacher changes from transmitting knowledge to facilitate learning. The facilitator's task is to define the conditions under which learning can develop, providing support in case there is a call for help, rather than providing categorical or absolute judgments. The aid must be formulated taking into account the characteristics and needs of students. The learner-centered approach allows the student to develop

the following skills: analytical skills, critical thinking, problem solving, reflective practice, interpretation of material, how to articulate an argument and presentation skills. This learning environment improves the quality and quantity of learning because students have a wide choice of what and how to learn. The learner-centered methods can also improve self-confidence degree, ability to take decisions, discussion techniques and allow students to become an integral part of the evaluation process through judgement techniques among peers and self-assessment.

**Research conducted by Essenia UETP srl in the framework of the KA2 project:**



**IN.TE.M.I.S INnovative TEaching Method for an Inclusive School**

No. 2016-1-IT01- KA202-005354

## **INTRODUCTION**

In this section the results of the research conducted by Essenia UETP on the Italian educational scenario will be illustrated. It is aimed at: showing the status quo on the situation of the Italian schools with reference to the needs of the learners and of the teachers and understanding which innovative methodologies are used. Finally, a focus on the 'flipped classrooms' method will be made.

The method chosen for the research conduction is the data collection through the use of a questionnaire. The motivation at the basis of this technique, mainly 'closed' and, in a certain sense constrictive, is to understand specifically the Italian school situation asking with specific questions directly to the relevant subjects. The questionnaire was anonymous and its confidentiality guaranteed, it was divided into 33 questions each of which detects a significant fact.

The questionnaire has been administered to 1,779 secondary schools: high schools (279), technical schools (891) and Vocational Education Schools (609).

Among them, just 90 Institutes participated in the research: 20 high schools, 47 technical and 23 vocational schools.

The time for the completion of the questionnaire was of two weeks. In the first part of the questionnaire the teachers were asked the following information: sex, age, the kind of school in which they work, the Region and the Province of the school, the subject they teach and the number of years of teaching experience. In the second part some questions to pinpoint the needs of teachers and learners, the methodologies and tools used for teaching, in particular about flipped classroom method, were asked.

The results are as follows:

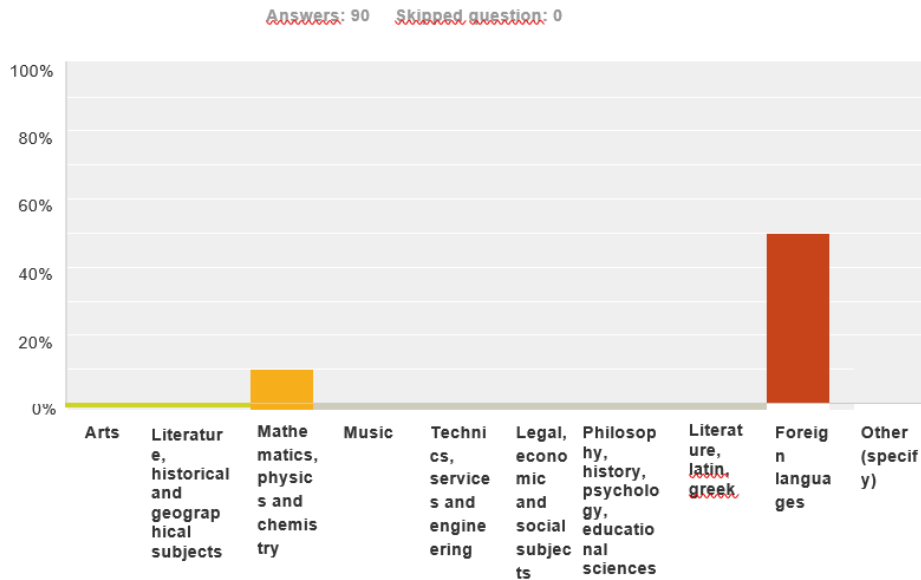
## CONCLUSION

The objective of the questionnaire was to detect what kind of innovative training is used in schools and what are the training needs of teachers and learners, and then focusing on the flipped method. The answers received were 90 in total, with a prevalence of responses from the following Regions: Campania (21.11%), Emilia Romagna and Lombardia (11.11%) and Puglia (8.89%). The minority of the responses came from Umbria and Basilicata (1.11%), Piemonte and Liguria (2.22%), Toscana and Molise (3.33%). No response was received from the teachers from Valle d'Aosta.

Answer options	Answers	
Abruzzo	4,44%	4
Basilicata	1,11%	1
Calabria	4,44%	4
Campania	21,11%	19
Emilia Romagna	11,11%	10
Friuli Venezia Giulia	1,11%	1
Lazio	7,78%	7
Liguria	1,11%	1
Lombardia	11,11%	10
Marche	2,22%	2
Molise	3,33%	3
Piemonte	2,22%	2
Puglia	8,89%	8
Sardegna	7,78%	7
Sicilia	4,44%	4
Toscana	3,33%	3
Trentino Alto Adige	2,22%	2
Umbria	1,11%	1
Valle d'Aosta	0,00%	0
Veneto	1,11%	1
<b>Total</b>		<b>90</b>

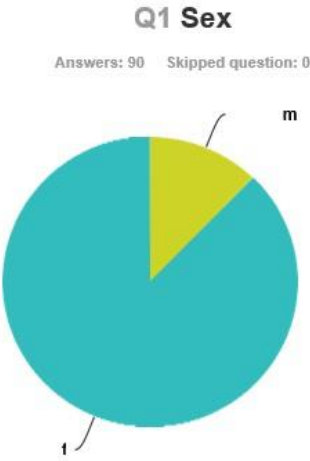
The questionnaires were submitted to teachers of secondary schools and the answers show that the number of respondents in majority teaches a foreign language (52.22%), followed by those teaching STEM subjects (11.11%).

#### Q6 Which is the subject area you teach?



Answer options	Answers
Arts	2,22% 2
Literature, historical and geographical subjects	7,78% 7
Mathematics, physics and chemistry	11,11% 10
Music	0,00% 0
Technics, services and engineering	6,67% 6
Legal, economic and social subjects	4,44% 4
Philosophy, history, psychology, educational sciences	0,00% 0
Literature, latin, greek	2,22% 2
Foreign languages	52,22% 47
Other (specify)	13,33% 12
<b>Total</b>	<b>90</b>

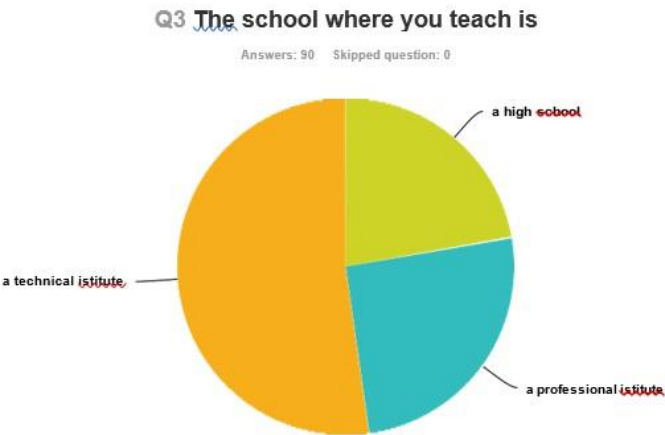
Teachers who took part in the research are predominantly female (87.78%), only 12.22% are male.



Answer options	Answers	
m	12,22%	11
f	87,78%	79
Total		90

To question n. 1: "Sex" as shown in the graph, we had answers from 90 people, specifically 11 males and 79 females with a total percentage of 12.22% males and 87.78% females.

The 52,22% of the respondents teaches in technical schools, the 25.56% in vocational schools and the 22.22% in high schools.



Answer options	Answers	
a high school	22,22%	20
a professional institute	25,56%	23
a technical institute	52,22%	47
Total		90

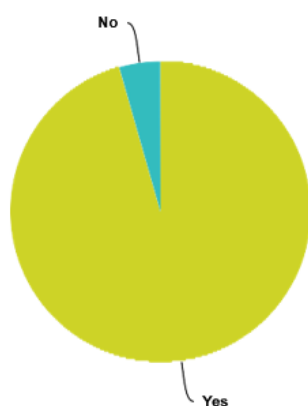
To question n. 3: “The school where you teach is” as shown in the graph, 22,22% of teachers works in a high school, 25,56% in professional institute, while most answers were given by 52,22% of teachers of technical institutes.

The ongoing social and cultural changes, also brought a change in the school system, therefore teachers in order to meet school system requirements, have to update their competences constantly.

The existence of this lifelong learning is evident from the fact that 95.56% of teachers, despite the many years of work, have updated their professional profile through training activities, compared to the 4.44% of teachers who did not participate in any training course/masters to enhance their professional profile.

**Q8 Did you take part in trainings/master/projects over the last five years for educational updates?**

Answers: 90 Skipped question: 0



Answer options	Answers	
Yes	95,56%	86
No	4,44%	4
Total		90



The need of the continuous updating originates from the fact that teachers have at their disposal a number of teaching methods and, often, it is difficult to use them properly and adapt them to the needs of each learner.

Among other things, the methods are many, but not all known by teachers, and it is for this reason that the Italian teachers every year held numerous training courses. Among the most popular we find that over the past five years, the 72,98% of teachers have attended courses on the innovative teaching and teaching methods, the 69.42% on foreign language courses, the 64.08% courses to improve their level of use of technology, the 44.5% courses on inclusion at school and the 28% on project planning, especially on the European project planning.

The percentage of 99% of teachers say they will continue to attend training courses in the coming years, according to the educational needs and the continuous changes, in particular they will continue to update their competences throughout their school career, this to improve both their teaching provision and to adopt methods aimed to meet the individual needs of learners keeping up with the times.

From the survey it results that currently, in Italy, the best known methods are represented by "Clil methodology" (Content Language Integrated Learning) with 45,68% of the answer. It is a methodological approach that involves teaching a non-language subject in foreign language, in order to integrate the learning of foreign languages and the acquisition of contents of the subject, creating learning environments that foster multilingual approaches and that develop multicultural awareness.

The 3.0 class method and role playing are known by the average Italian teachers, while the coding method is known by the 44.44% of the respondent. The 72,84% of the interviewed do not have any knowledge of the nature method, also called Ørberg method, a methodology for the teaching of Latin and Greek based on the teaching of classical languages as if they were languages currently spoken, using texts that the student can read and understand immediately without translation and without explanation in the mother tongue. The direct practice of classical languages is aimed at familiarizing students with communicative vehicles which, otherwise, he feels distant from himself and hardly penetrable. The use of the Ørberg method for teaching Latin and Greek has also been promoted by MIUR (Italian Ministry of Education).

Hardly known by the Italian teachers are the "ITEC Methodologies": the 67.90% of the interviewed doesn't know it. Also the 'business theatre' methodology - simulation of a theatre activity that develops flexibility and creativity for problem solving- results to be unknown by 66.67% of the teachers. This methodology uses the techniques of theater not to replace, but to integrate and support those of traditional education and actively involving and pleasantly motivating participants in an experiential, entertaining and at the same time very effective and efficient way. This method manages to combine two seemingly distant contexts, the world of work, based on the organization of production with concrete objectives and rational profit, and the art of theater, based on playful and creative fiction aimed expressiveness and aesthetics.

The 58,02% of the teachers uses in their classes the "brainstorming" method; with this methodology the student is lead to develop its creativity, to find alternative solutions to various problems. It allows also the emerging of ideas, also unusual, that are then analyzed by the group members.

The 53,09% of the teachers uses the "learning by doing", a methodology that allows learners to learn by practical experiences. The teachers consider as innovative the following methodologies: "Clil" (37,04%), the "peer education" (33.33%) and the "learning by doing" (32.10%). These are all methodologies that have been used for many years in schools, but still considered the most innovative.

According to the answers of the Italian teachers, the inclusion is favored by the "cooperative learning" (39,51%), a specific teaching methodology through which students learn in small groups, helping each other and feeling of co-responsible of the mutual path. The teacher assumes the role of facilitator and organizer of activities, structuring "learning environments" in which the students, encouraged by a positive relational climate, transform each learning activity in a process of "group problem solving", achieving the objectives whose realization requires the personal contribution of everyone.

Even the "peer education"(35,80%), the laboratory teaching (34,57%) and the "learning by doing" (32.10%) are the methodologies that, according to the Italian teachers, promote the inclusion in the learning environment. From the research emerges that the methodologies supported by technological tools that facilitate the inclusion are few. In fact only the 2.47% of the teachers believes that "Methodologies Itec" are inclusive, and the 9.88% of the teachers who answered positively to the method "TEAL". The majority of participants in the research, the 66.67%, of the teachers carries out their profession from more than 20 years and a 26.67% from 10 to 20 years.

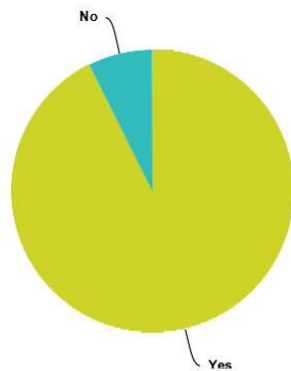
**Q11 By virtue of continuous update of educational system, some methodologies are listed below. Complete the table on the basis of your experience.**

	Own theoretical knowledge	Any knowledge	Own practical experience	Used in your school	Considered innovative	Promote social inclusion	Total answers
Classroom 3.0	38,27% 31	35,80% 29	18,52% 15	14,81% 12	29,63% 24	20,99% 17	81
TEAL method (Technology Enhanced Active Learning)	27,16% 22	50,62% 41	18,52% 15	7,41% 6	13,58% 11	9,88% 8	81
Debate	30,88% 25	44,44% 36	16,05% 13	7,41% 6	11,11% 9	11,11% 9	81
Coding (activities for the acquisition of computational thinking)	44,44% 36	33,33% 27	16,05% 13	18,52% 15	24,69% 20	12,35% 10	81
Project Work	32,10% 26	12,35% 10	55,56% 45	33,33% 27	29,63% 24	23,46% 19	81
Business Game	33,33% 27	45,68% 37	7,41% 6	17,28% 14	9,88% 8	9,88% 8	81
Role Playing	34,57% 28	8,64% 7	51,85% 42	35,80% 29	19,75% 16	27,16% 22	81
Outdoor training	18,52% 15	46,91% 38	17,28% 14	16,05% 13	9,88% 8	9,88% 8	81
Business theatre	20,99% 17	66,67% 54	2,47% 2	9,88% 8	3,70% 3	3,70% 3	81
Brain Storming	29,63% 24	6,17% 5	58,02% 47	40,74% 33	22,22% 18	22,22% 18	81
Learning story	29,63% 24	49,38% 40	18,52% 15	9,88% 8	6,17% 5	3,70% 3	81
Laboratory teaching	25,93% 21	2,47% 2	50,62% 41	58,02% 47	29,63% 24	34,57% 28	81
Cooperative Learning	27,16% 22	6,17% 5	51,85% 42	53,09% 43	30,86% 25	39,51% 32	81
Spaced Learning	25,93% 21	59,26% 48	8,64% 7	6,17% 5	9,88% 8	6,17% 5	81
Blended Learning	39,51% 32	27,16% 22	22,22% 18	23,46% 19	18,52% 15	12,35% 10	81
Mobile learning	27,16% 22	48,15% 39	14,81% 12	14,81% 12	17,28% 14	8,64% 7	81
Itec methodology	20,99% 17	67,90% 55	3,70% 3	2,47% 2	3,70% 3	2,47% 2	81
Learning by doing	32,10% 26	8,64% 7	53,09% 43	50,62% 41	32,10% 26	32,10% 26	81
Peer education	28,40% 23	7,41% 6	48,15% 39	53,09% 43	33,33% 27	35,80% 29	81
Cil methodology	45,68% 37	4,94% 4	40,74% 33	49,38% 40	37,04% 30	22,22% 18	81
Quberg methodology	20,99% 17	72,84% 59	3,70% 3	1,23% 1	4,94% 4	2,47% 2	81

The research focused, as previously said on the flipped method, that in the last years is spreading in all Italian schools: in fact the percentage of knowledge of this method among the interviewed is 92.59% and only the 7.41% claimed having never heard about it.

**Q12 Have you ever heard about the “Flipped classroom” method?**

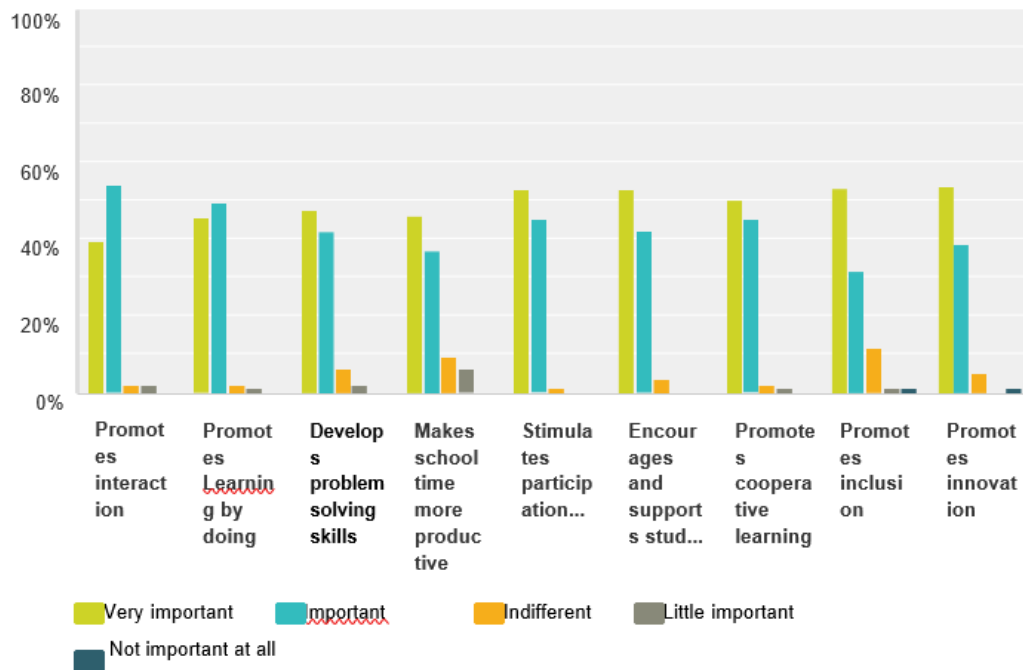
Answers: 81 Skipped question: 9



Answer options	Answers	
Yes	92,59%	75
No	7,41%	6
Total		81

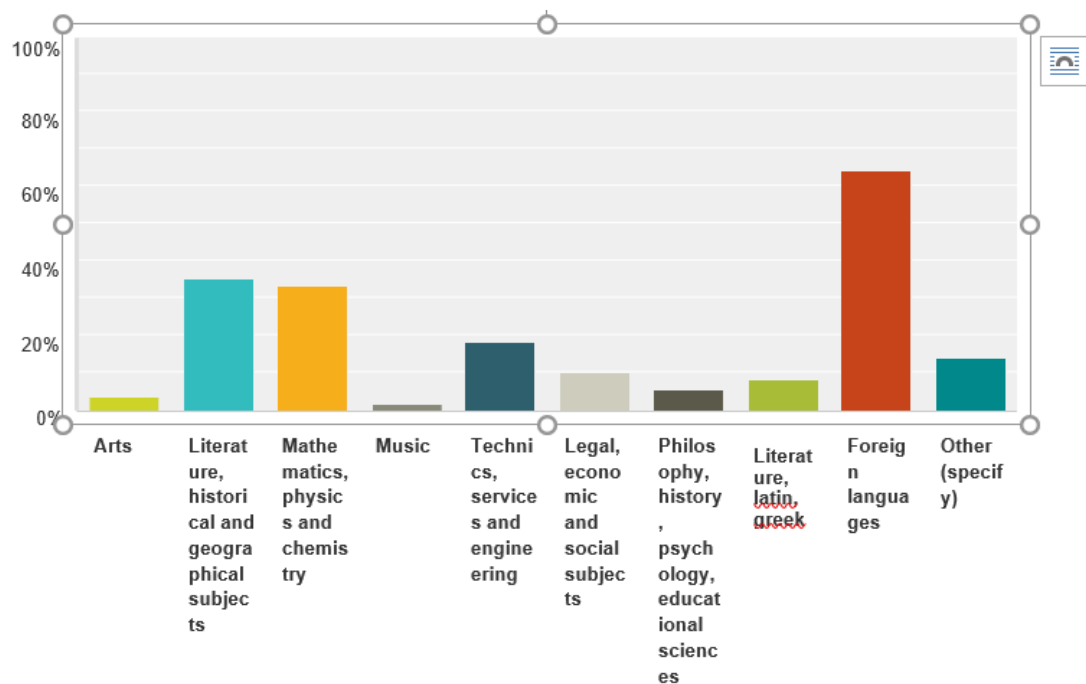
The teachers think that this method contributes to encourage many teaching techniques such as innovation, inclusion, and also promotes learners in cooperative learning, learning by doing, the problem solving skills by stimulating the participation and motivation. So the flipped method encourages and supports educational activities centered on the student, enhancing the interaction.

**Q13 Below are some strengths of the "Flipped classroom" model. Indicate the degree of importance**



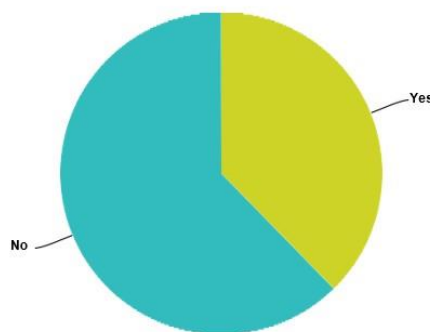
Despite the benefits that this method can bring and the awareness of teachers themselves, only the 25.33% of teachers declares using it, the 38.67% says that it is used within the school, while the 38.67% adfirm not using it. The research shows that this method is used mainly for teaching foreign languages (64.58%) , while the 35.42% uses it for teaching history and geography and 33.33% for teaching STEM subjects.

**Q15 In which subject is the "Flipped classroom" model used in your school?**



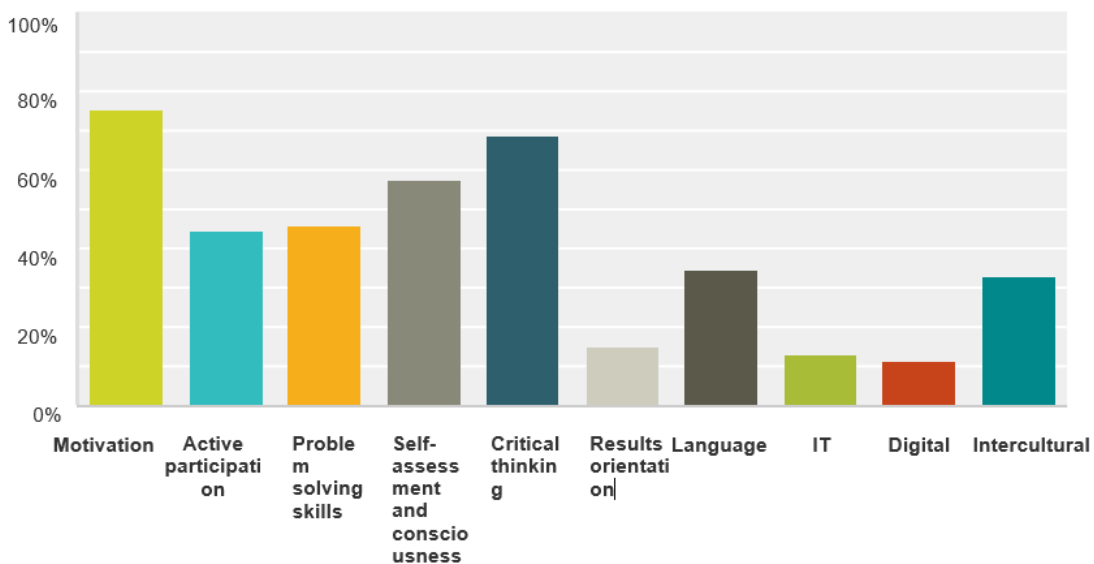
Despite the numerous methods applied at schools, according to teachers their use fails to meet the training and educational needs of the learners: in fact, we have a total of 62.30% of negative responses. The 75,41% of the teachers interviewed thinks that the learners are not motivated, the 68,85% also believes that they fail to develop a critical thinking, the 57.38% that learners do not develop self-assessment and awareness, 45.90% claims that they do not have a capacity for problem solving and the 44,26% that they lack of participation. The main causes that negatively affect the training of the learners are, in order of relevance: socio-cultural (80,33% )of the socio-economic (45,90%) personal motivation (34.43%).

**Q16 Do you think that the methods used at school can satisfy education and training needs of the learner?**

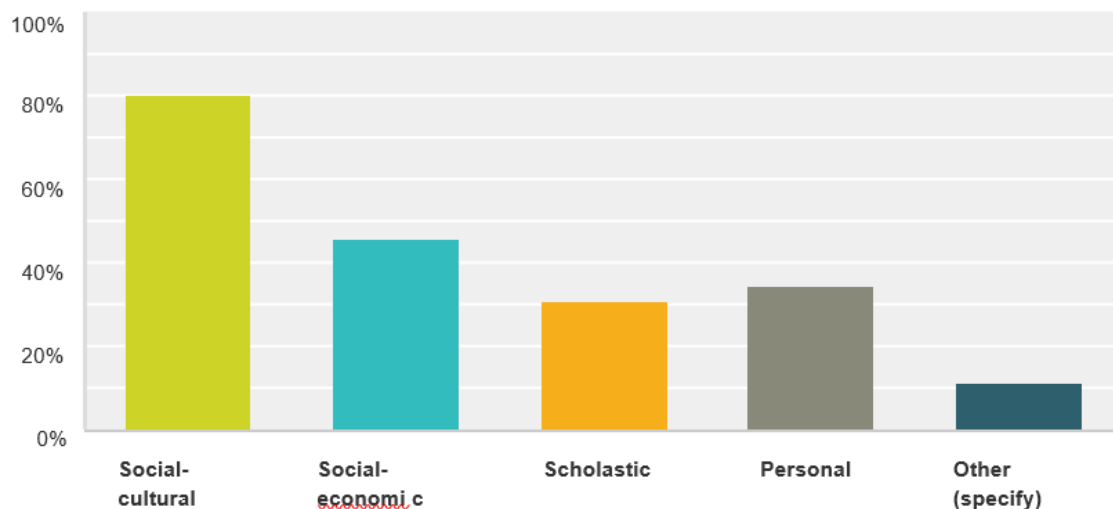


The question shows that according to the teachers methodologies used in the schools cannot satisfy education and training needs of the learner, indeed 62,30% gave a negative answer.

**Q17 Which of the following attitudes are generally less developed in learners? (Multiple answers allowed).**

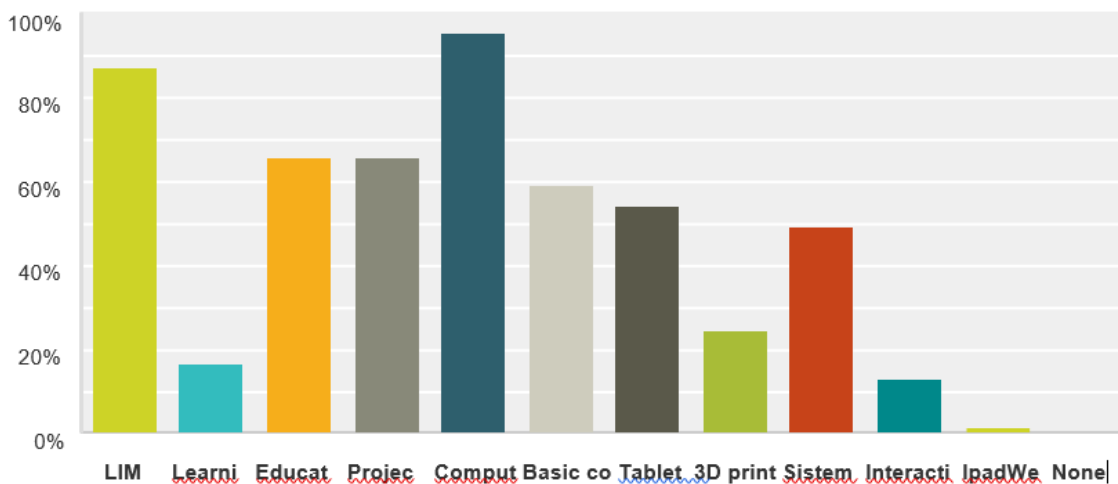


**Q18 Which of the following are the main causes that have a negative impact on school and educational training of the learner in your school? (Multiple answer allowed).**



The technological supports most used in schools are: computers (95.08%), the LIM, the interactive whiteboard (86.89%) and educational software (65.57%). The internet connections (59.02%), tablets (54.10%), audio and video systems (49,18%), also have a good percentage of use at school.

**Q20 Please indicate which technological devices are used by the teachers in your school. (Multiple answer allowed).**



Teachers use the technologies to: prepare their lessons (78.69%); to browse and search content to show to students in classroom (67.21%); to have online communication with parents and students through electronic attendance register (60,66%). A minority (31.15% of the teachers) use the "Office software". In addition, teachers use in class material searched on the internet (80,33%), material already online (67.21%), digital material they created (59.02%) and offline digital materials (52.46%). Most teachers use the email to communicate (88,52%) and produces texts using the Word program (80,33), creating multimedia presentations (49,18) and finally participating in social networks (42.62%). Few however are using spreadsheets (21,31%), while a 4,92% of the interviewed claim to feeling at ease by downloading educational resources on websites.

**Q21 How do you use technology in teaching? (Multiple answers allowed).**

Answer options	Answers	
Browse and/or search for content on the Internet to prepare lessons	78,69%	48
Browse and/or search for content on the Internet to be used by students during class	67,21%	41
Lead the kids to find and select reliable sources on the Internet	63,93%	39
Create educational content, exercises and digital activities for students	52,46%	32
Create online questionnaires	36,07%	22
Teach children the creative use of digital tools	32,79%	20
Communicate online with parents/students via email, social networks, etc	47,54%	29
Communicate online with parents/students via the electronic register	60,66%	37
Use ICT to give feedback and/or evaluate students	14,75%	9
Exchange materials, resources, and views with colleagues through the web and/or dedicated tools	45,90%	28
Teach children to work in a collaborative network	42,62%	26
Use the office suite	31,15%	19
Not using	0,00%	0
Total answers: 61		

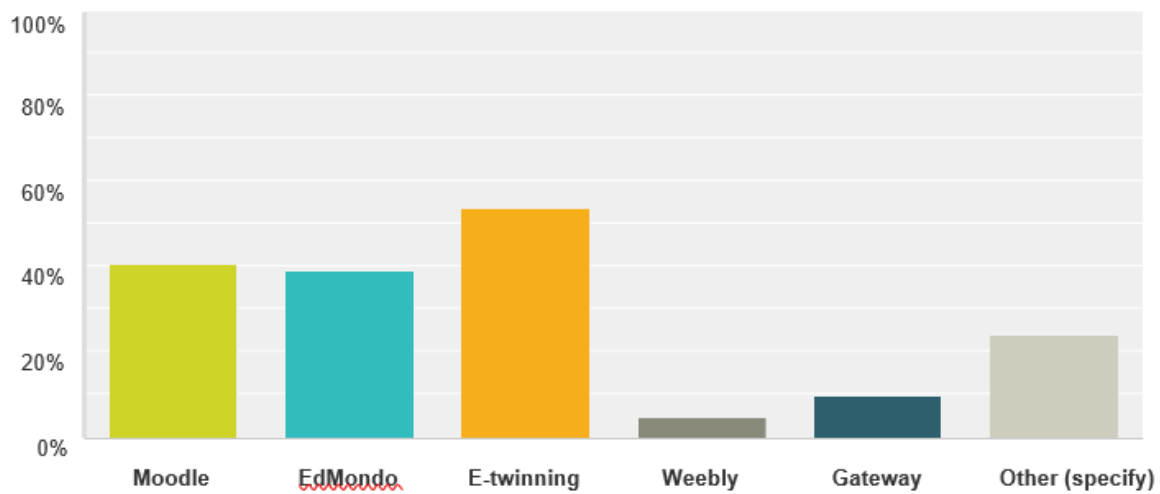
Possible obstacles related to the use of educational technologies are related to: poor knowledge (50.82%), lack of skills to use them (54,10%) and lack of appropriate equipment (65.57%). The less affecting factor is the rigidity of education and training systems (26,23%).

**Q25 Which are the possible obstacles related to the use of educational technology? (Multiple answers allowed).**

Answer options	Answers	
Rigidity of education and training systems	26,23%	16
Lack of knowledge of the technological tools	50,82%	31
Complexity of preparatory activities	37,70%	23
Lack of knowledge in the use of such methodologies	54,10%	33
Lack of adequate equipment	65,57%	40
Greater commitment to provide educational materials	32,79%	20
Other (specify)	6,56%	4
Total answers: 61		

Besides the training courses attended by teachers, they use other tools to update their educational and personal profile; among them we find platforms and websites. The most used platform are moodle (40,98%), e-twinning (54.10%) and edmondo (39,34%), the less used are weebly (4.92%) and gateway (9.84%).

**Q23 Among the platforms listed below, which are used by you or by your school? (Multiple answers allowed).**



Among the sites used by interviewed teachers also to identify new educational opportunities we find: Indire (65.57%) of MIUR- Italian Ministry of Education (63,93%) and Erasmus Plus (62.30%). A good ratio is represented by Orizzonte Scuola website (45.90%), while are barely used Isfol website (13,11%) and the Ministry of Labor website (9.84%).

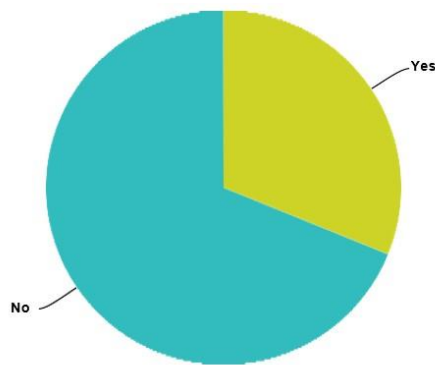
**Q26 Which are the sites you are using to update on school news? (Multiple answers allowed).**

Answer options	Answers	
www.miur.it	63,93%	39
www.indire.it	65,57%	40
www.orizzontescuola.it	45,90%	28
www.erasmusplus.it	62,30%	38
www.lavoro.gov.it	9,84%	6
www.isfol.it/www.inapp.org	13,11%	8
Total answers: 61		



In Italy, an movement for the educational innovation is represented by “Avanguardia Educative”. (litterally: Educational Avant-garde), sponsored by the National Institute for Documentation, Innovation and Educational Research (Indire). This movement is known only by the 31.15% of the teachers, while the 68,85% of teachers do not know it.

**Q27 Have you ever heard about the “Avanguardia Educative” movement?**



Despite the prevalence of teachers do not know the movement, a good percentage of them claims to have knowledge of the "flipped classroom" method (68,85%), the autonomous learning and tutoring (54,10%), flexible space (50,82%), integration ccd /textbooks (44,26%), while they don't have not any knowledge on the following topics : rejected with credit (77.05%), teaching for scenarios (68.85%), the teal method and beyond disciplines (67.21%).

Furthermore, the 47,54% of teachers claims to have at disposal within their school disciplinary laboratory classrooms; the 34.43% uses the flipped model followed by a 27,87% of ict lab and a 26,23% of integration cdd/textbooks.

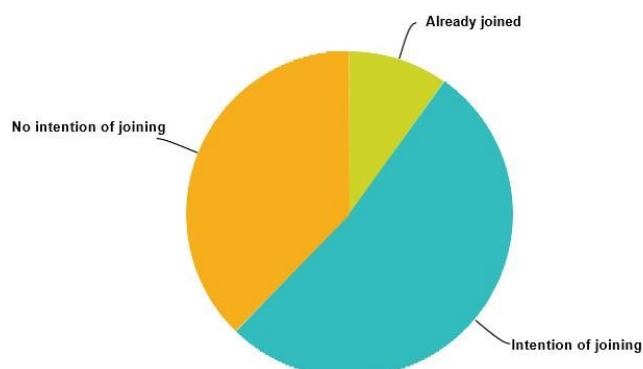
Moreover, it is clear that for the teachers is crucial to exploit the opportunities offered by ITC and the digital languages to support new ways of teaching, learning and evaluate (67.21%), the 63,97% adfirms to transform the transmissive pattern of the school into active learning, the 50.82% considers important to create new learning spaces with flexible, multi-purposes, modular and easily configurable solutions, according to the activity carried out and also for informal uses. In addition, the 54.10% believes that it is important to invest in the "human capital", allowing teachers to feel more and more directors of active teaching models and see the change as a resource.

**Q29 Which of the following points do you consider most important and should be developed by "Avanguardie Educative" movement? (Multiple answers allowed).**

Answer options	Answers
Transforming the <del>transmissive</del> model of school through active learning	63,93% 39
Using the opportunities offered by ICT and the digital languages to support new ways of teaching, learning and assessment	67,21% 41
Create new spaces for learning with flexible, multi-purpose, modular and easily configurable solutions according to the activity carried out and also for informal use.	50,82% 31
Reorganize the time of doing school through overcoming some organizational rigidity.	62,30% 38
Reconnect the knowledge of the school and the knowledge of the society thanks to the spread of the Internet.	27,87% 17
Investing in the "human capital" allows teachers to feel more and more directors of active teaching models and see change in a resource.	54,10% 33
Promote innovation because it is sustainable and transferable to other contexts producing similar results.	45,90% 28
Total answers: 61	

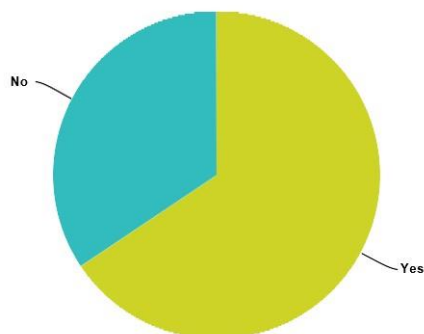
Up to now, only the 9.84% of the Italian schools has joined the movement "Avanguardie Educative", while the 52.46% of the teachers says that the school in which they work plans to join this educational vanguard movement , against 37.70% that it will not join.

**Q30 Q What is the position of your school about the Movement?**



Although only the 9,84% of schools have joined the movement, the 65.57% of teachers claim that the actions promoted by their school have features that can satisfy the "Avanguardie Educative" objectives, while the 34,43% of the teachers says that their schools fail to meet the movement's points.

**Q32 Do you believe that actions implemented by your school aim to satisfy the points of “Avanguardia Educative” movement?**

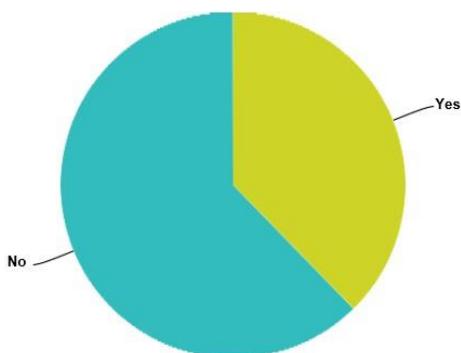


To improve the training offer, according to the 54.10% of the teachers, it is necessary to renovate school facilities, while the 47.57% of the teachers highlights the importance of including in the school system job shadowing activities. Only the 4.92% of teachers claims that the alternanza scuola-lavoro (alternating training), the activation of apprenticeships and afternoon activities should not be included within the school context.

**Q31 Below there are some strategies to invest in to improve the quality of training. Complete the table according to their application.**

To improve the educational system is necessary, according to the 62,30% of teachers, to increase the funds for education, as the ones that the school has available are not enough to foster innovation: only 37,70% of the interviewed believes they are sufficient .

**Q33 Do you believe that school policies and funds for education are enough to promote innovation?**

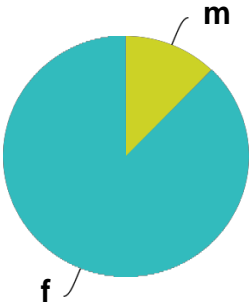




Erasmus+



Q1 Sex  
Answers: 90  
Skipped question: 0



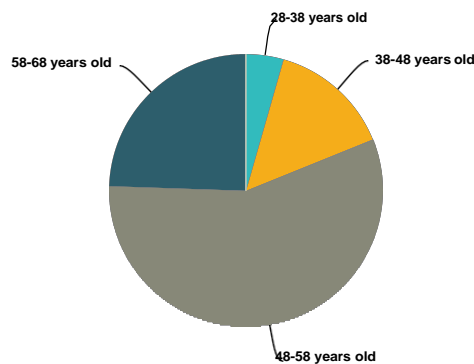
Answer options	Answers	
m	12,22%	11
f	87,78%	79
Total	90	

To question n. 1: "Sex" as shown in the graph, we had answers from 90 people, specifically 11 males and 79 females with a total percentage of 12.22% males and 87.78% females.

Q2 You are between:

Answers: 90

Skipped question: 0



Answer options	Answers	
18-28 years old	0,00%	0
28-38 years old	4,44%	4
38-48 years old	14,44%	13
48-58 years old	56,67%	51
58-68 years old	24,44%	22
Other (specify)	0,00%	0
Total		90

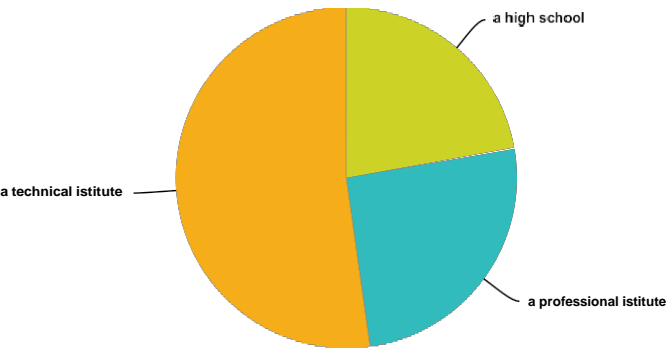
To question n. 2 : “You are between” as shown in the graph, 4,44% of teachers is between 28 and 38 years old; 14,44% is between 38 and 48 years old; 24,4% is between 58 and 68 years old. Most answers were given by 56,67% of teachers that is between 48 and 58 years old.

No teacher aged between 18 and 28 years old answered the question.

Q3 The school where you teach is

Answers: 90

Skipped question: 0



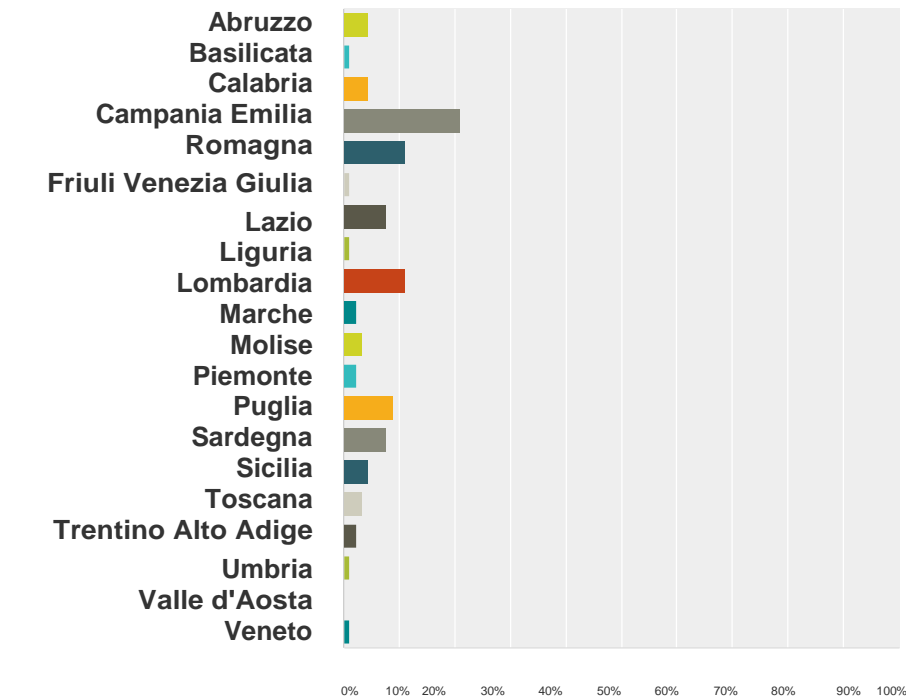
Answer options	Answers	
a high school	22,22%	20
a professional istitute	25,56%	23
a technical istitute	52,22%	47
Total		90

To question n. 3: “The school where you teach is” as shown in the graph, 22,22% of teachers works in a high school, 25,56% in professional institute, while most answers were given by 52,22% of teachers of technical institutes.

Q4 Region of the school:

Answers: 90

Skipped question: 0



Answer options	Answers	
Abruzzo	4,44%	4
Basilicata	1,11%	1
Calabria	4,44%	4
Campania	21,11%	19
Emilia Romagna	11,11%	10
Friuli Venezia Giulia	1,11%	1
Lazio	7,78%	7
Liguria	1,11%	1
Lombardia	11,11%	10
Marche	2,22%	2
Molise	3,33%	3
Piemonte	2,22%	2

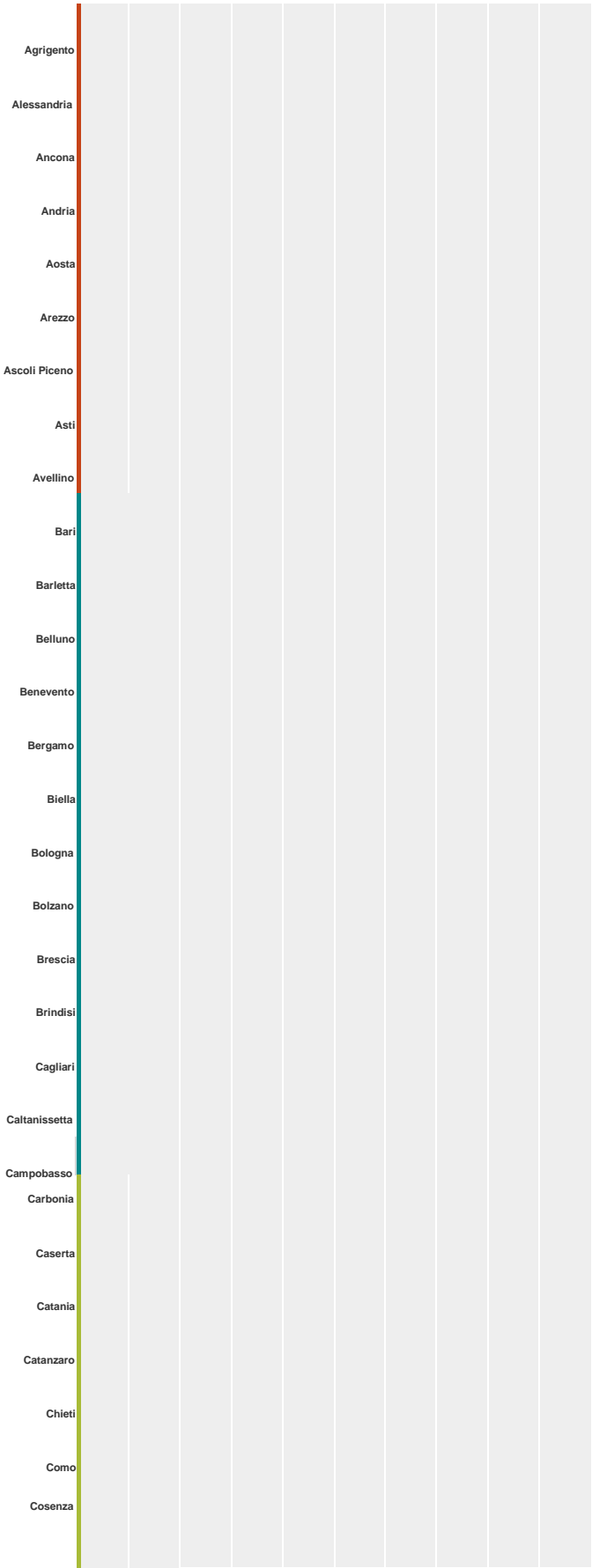
Puglia	8,89%	8
Sardegna	7,78%	7
Sicilia	4,44%	4
Toscana	3,33%	3
Trentino Alto Adige	2,22%	2
Umbria	1,11%	1
Valle d'Aosta	0,00%	0
Veneto	1,11%	1
<b>Total</b>		<b>90</b>

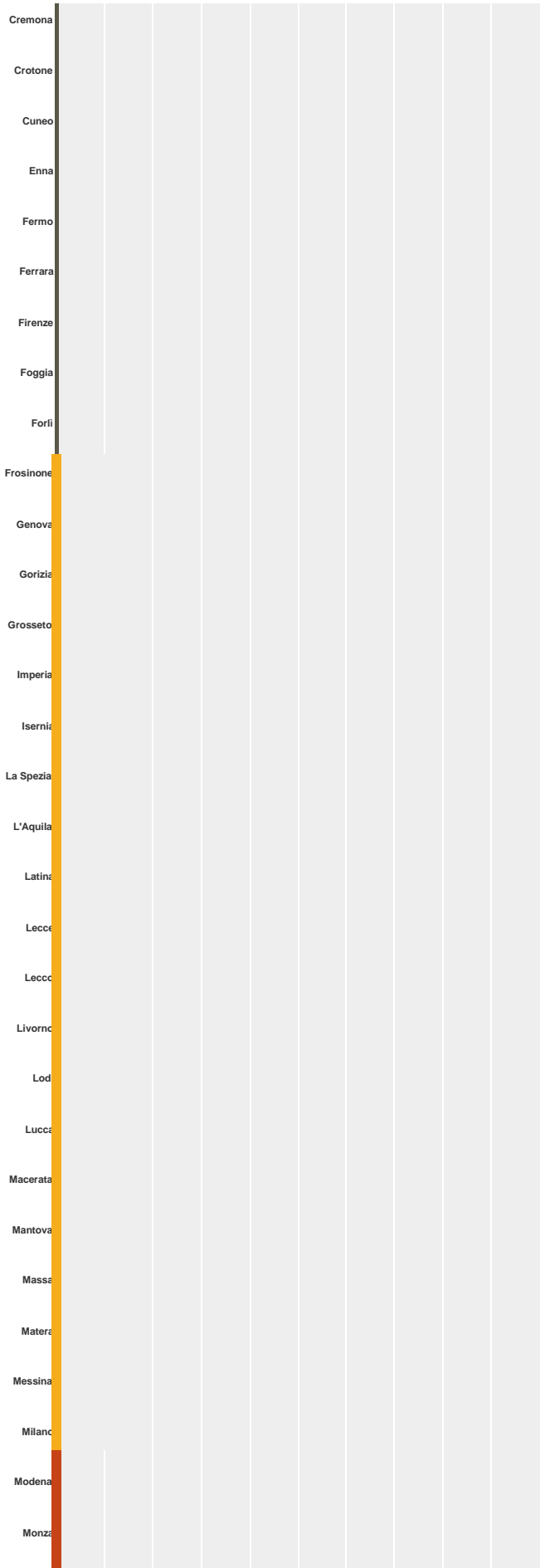
To question n. 4: "Region of the school" as shown in the graph, most answers were given by teachers from Campania (21,11%), in equal percentage from Emilia Romagna and Lombardia (11,11%). No answers came from teachers from Valle D'Aosta.

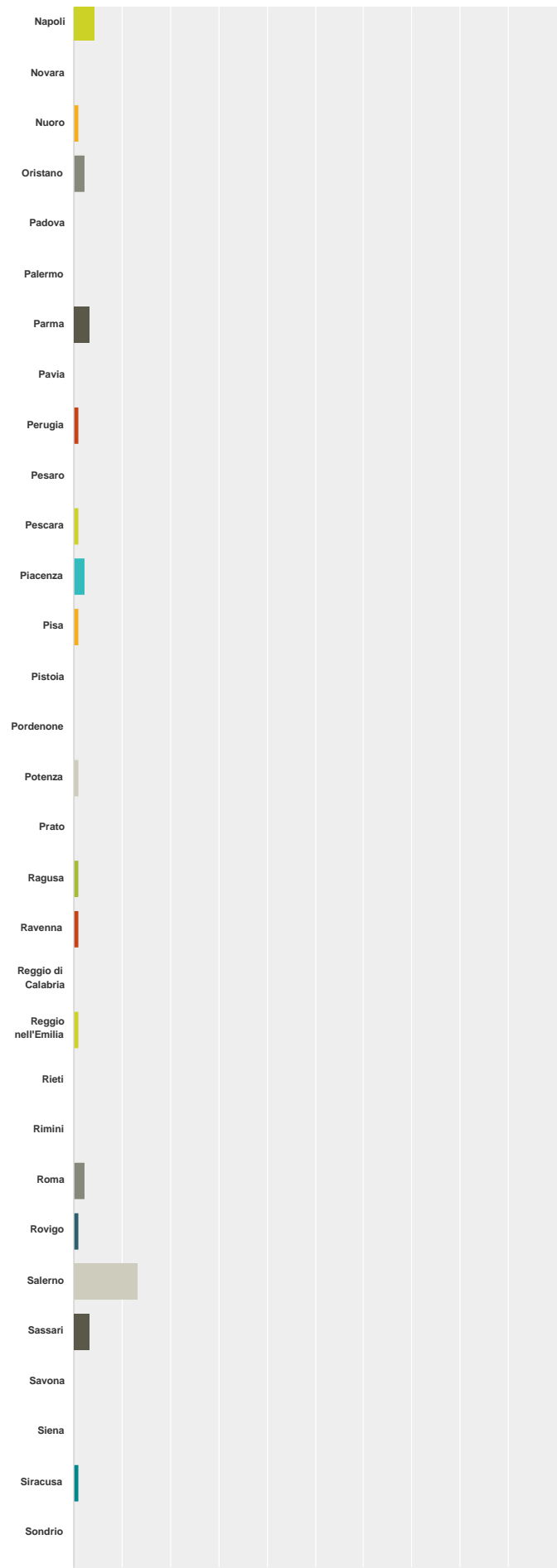


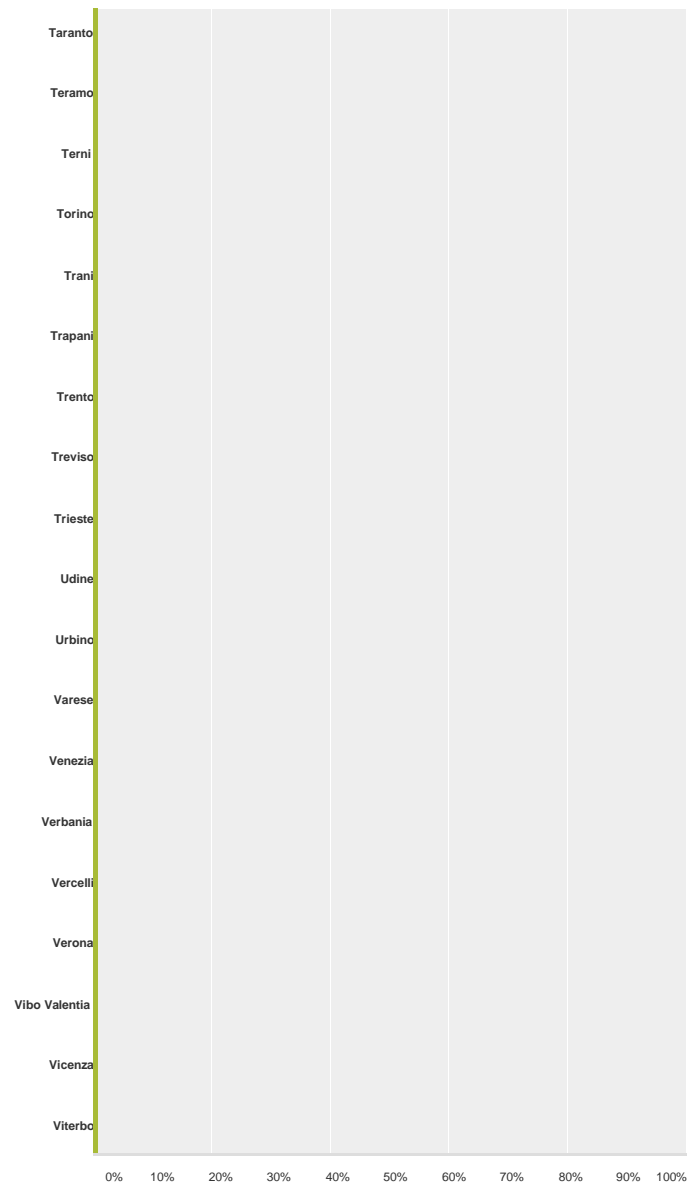
Q5 Province of the school:

Answers: 90    Skipped question: 0









Answer options	Answers	
Agriqento	1,11%	1
Alessandria	0,00%	0
Ancona	0,00%	0
Andria	0,00%	0
Aosta	0,00%	0
Arezzo	0,00%	0
Ascoli Piceno	0,00%	0
Asti	0,00%	0

Avellino	<b>1,11%</b>	1
Bari	<b>5,56%</b>	5
Barletta	<b>0,00%</b>	0
Belluno	<b>0,00%</b>	0
Benevento	<b>0,00%</b>	0
Bergamo	<b>1,11%</b>	1
Biella	<b>0,00%</b>	0
Bologna	<b>1,11%</b>	1
Bolzano	<b>0,00%</b>	0
Brescia	<b>3,33%</b>	3
Brindisi	<b>1,11%</b>	1
Cagliari	<b>1,11%</b>	1
Caltanissetta	<b>0,00%</b>	0
Campobasso	<b>3,33%</b>	3
Carbonia	<b>0,00%</b>	0
Caserta	<b>2,22%</b>	2
Catania	<b>0,00%</b>	0
Catanzaro	<b>1,11%</b>	1
Chieti	<b>1,11%</b>	1
Como	<b>1,11%</b>	1
Cosenza	<b>2,22%</b>	2
Cremona	<b>0,00%</b>	0
Crotone	<b>0,00%</b>	0
Cuneo	<b>1,11%</b>	1
Enna	<b>1,11%</b>	1
Fermo	<b>0,00%</b>	0

Ferrara	1,11%	1
Firenze	1,11%	1
Foggia	1,11%	1
Forlì	0,00%	0
Frosinone	3,33%	3
Genova	0,00%	0
Gorizia	1,11%	1
Grosseto	1,11%	1
Imperia	0,00%	0
Isernia	0,00%	0
La Spezia	0,00%	0
L'Aquila	0,00%	0
Latina	0,00%	0
Lecce	1,11%	1
Lecco	0,00%	0
Livorno	0,00%	0
Lodi	1,11%	1
Lucca	0,00%	0
Macerata	2,22%	2
Mantova	0,00%	0
Massa	0,00%	0
Matera	0,00%	0
Messina	0,00%	0

Milano	<b>3,33%</b>	3
Modena	<b>2,22%</b>	2
Monza	<b>0,00%</b>	0
Napoli	<b>4,44%</b>	4
Novara	<b>0,00%</b>	0
Nuoro	<b>1,11%</b>	1
Oristano	<b>2,22%</b>	2
Padova	<b>0,00%</b>	0
Palermo	<b>0,00%</b>	0
Parma	<b>3,33%</b>	3
Pavia	<b>0,00%</b>	0
Perugia	<b>1,11%</b>	1
Pesaro	<b>0,00%</b>	0
Pescara	<b>1,11%</b>	1
Piacenza	<b>2,22%</b>	2
Pisa	<b>1,11%</b>	1
Pistoia	<b>0,00%</b>	0
Pordenone	<b>0,00%</b>	0
Potenza	<b>1,11%</b>	1
Prato	<b>0,00%</b>	0
Ragusa	<b>1,11%</b>	1
Ravenna	<b>1,11%</b>	1
Reggio calabria	<b>0,00%</b>	0

Reggio Emilia	1,11%	1
Rieti	0,00%	0
Rimini	0,00%	0
Roma	2,22%	2
Rovigo	1,11%	1
Salerno	13,33%	12
Sassari	3,33%	3
Savona	0,00%	0
Siena	0,00%	0
Siracusa	1,11%	1
Sondrio	0,00%	0
Taranto	0,00%	0
Teramo	2,22%	2
Terni	0,00%	0
Torino	1,11%	1
Trani	0,00%	0
Trapani	0,00%	0
Trento	2,22%	2
Treviso	0,00%	0
Trieste	0,00%	0
Udine	0,00%	0
Urbino	0,00%	0
Varese	1,11%	1
Venezia	0,00%	0



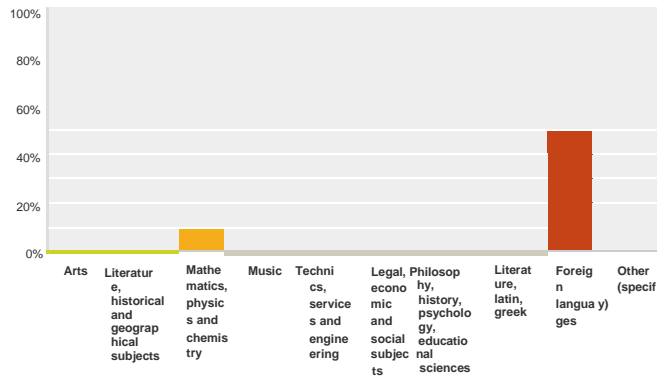
Verbania	0,00%	0
Vercelli	0,00%	0
Verona	0,00%	0
Vibo Valentia	1,11%	1
Vicenza	0,00%	0
Viterbo	2,22%	2
<b>Total</b>		<b>90</b>

13,33% answered from Salerno.

## Q6 Which is the subject area you teach?

Answers: 90

Skipped question: 0



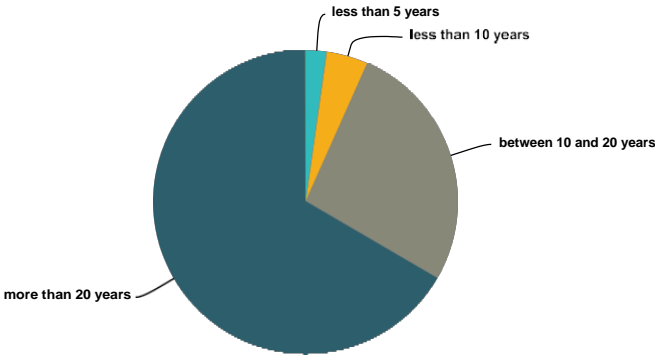
Answer options	Answers
Arts	2,22% 2
Literature, historical and geographical subjects	7,78% 7
Mathematics, physics and chemistry	11,11% 10
Music	0,00% 0
Technics, services and engineering	6,67% 6
Legal, economic and social subjects	4,44% 4
Philosophy, history, psychology, educational sciences	0,00% 0
Literature, latin, greek	2,22% 2
Foreign languages	52,22% 47
Other (specify)	13,33% 12
<b>Total</b>	<b>90</b>

To question n.6 : “Which is the subject area you teach?” as shown in the graph, most answers were given by 52,22% of teachers who teaches foreign languages, 11,11% mathematics, physics and chemistry and 13,33% teaches other subjects.

Q7 For how many years have you been teaching?

Answers: 90

Skipped question: 0



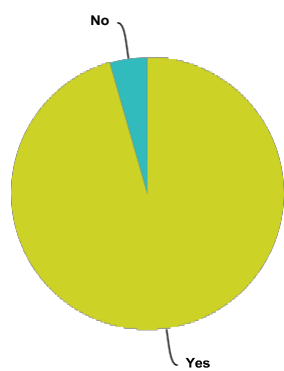
Answer options	Answers
less than 1 year	0,00% 0
less than 5 years	2,22% 2
less than 10 years	4,44% 4
between 10 and 20 years	26,67% 24
more than 20 years	66,67% 60
Total	90

To question n.7: “For how many years have you been teaching?” most answers were given by 66,67% of teachers who are teaching for more than 20 years and 26,67% of teachers who are teaching for 10-20 years.

Q8 Did you take part in trainings/master/projects over the last five years for educational updates?

Answers: 90

Skipped question: 0



Answer options	Answers	
Yes	95,56%	86
No	4,44%	4
Total		90

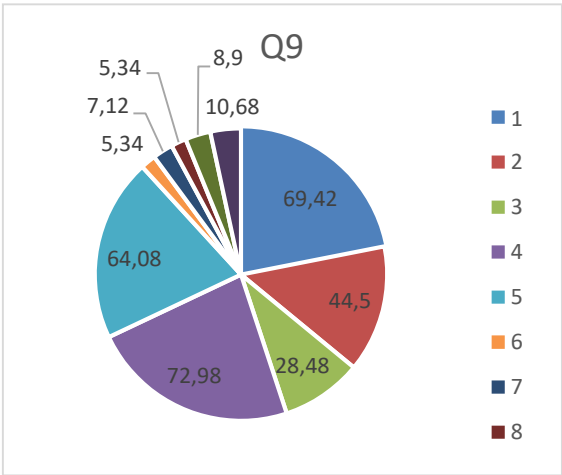
To question n. 8 “Did you take part in trainings/master/projects over the last five years for educational updates?” as shown in the graph, 95,56% of teachers implemented its own training, against 4,44% of teachers who did not take part in trainings/master.

Q9 Which trainings did you attend?

Answers: 78

Skipped question: 12

To question n.9 “Which trainings did you attend?” 78 teachers answered while 12 skipped the question.



1	2	3	4	5	6	7	8	9	10
FOREIGN LANGUAGES	INCLUSION	EUROPEAN PROJECT PLANNING	DIDACTIC AND METHODOLOGIES	DIGITAL SCHOOL	SAFETY	ALTERNATION SCHOOL WORK	INFORMATIC	OTHER	NOT SPECIFIED
39	25	16	41	36	3	4	3	5	6
69,42%	44,5%	28,48%	72,98%	64,08%	5,34%	7,12%	5,3%	8,9%	11%

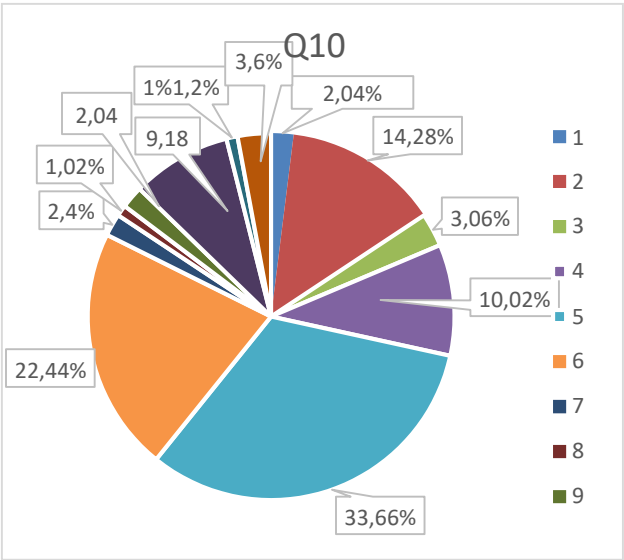
D

Q10 Are you willing to attend trainings in the future? If yes, specify what kind.

Answers: 70

Skipped question: 20

To question n. 10 “Are you willing to attend trainings in the future?” 70 answered affirmatively and 20 skipped the question.



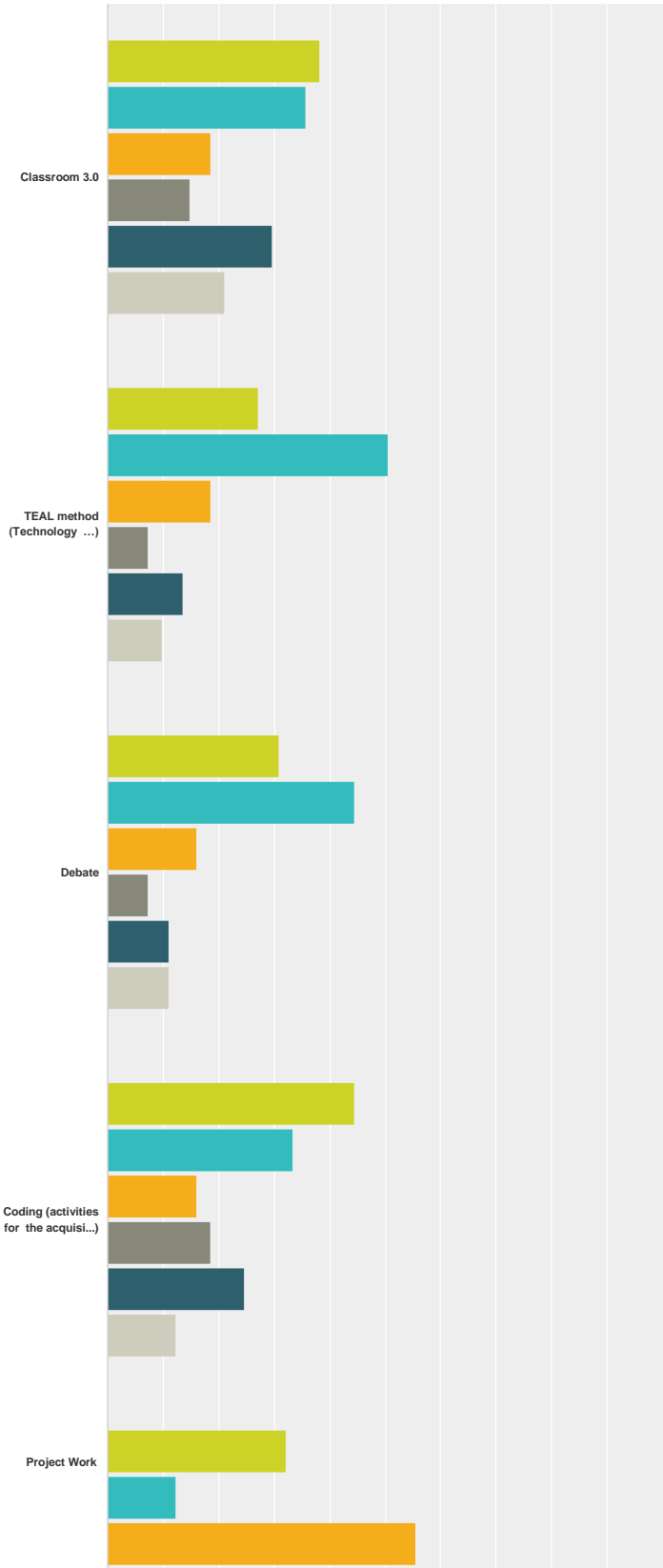
1	2	3	4	5	6
SCHOOL NEEDS	FOREIGN LANGUAGES	INCLUSION	PROJECT PLANNING	DIDACTIC AND METHODOLOGIES	DIGITAL SCHOOL
2	14	3	10	33	22
2,04%	14,28%	3,06%	10,2%	33,66%	22,44%

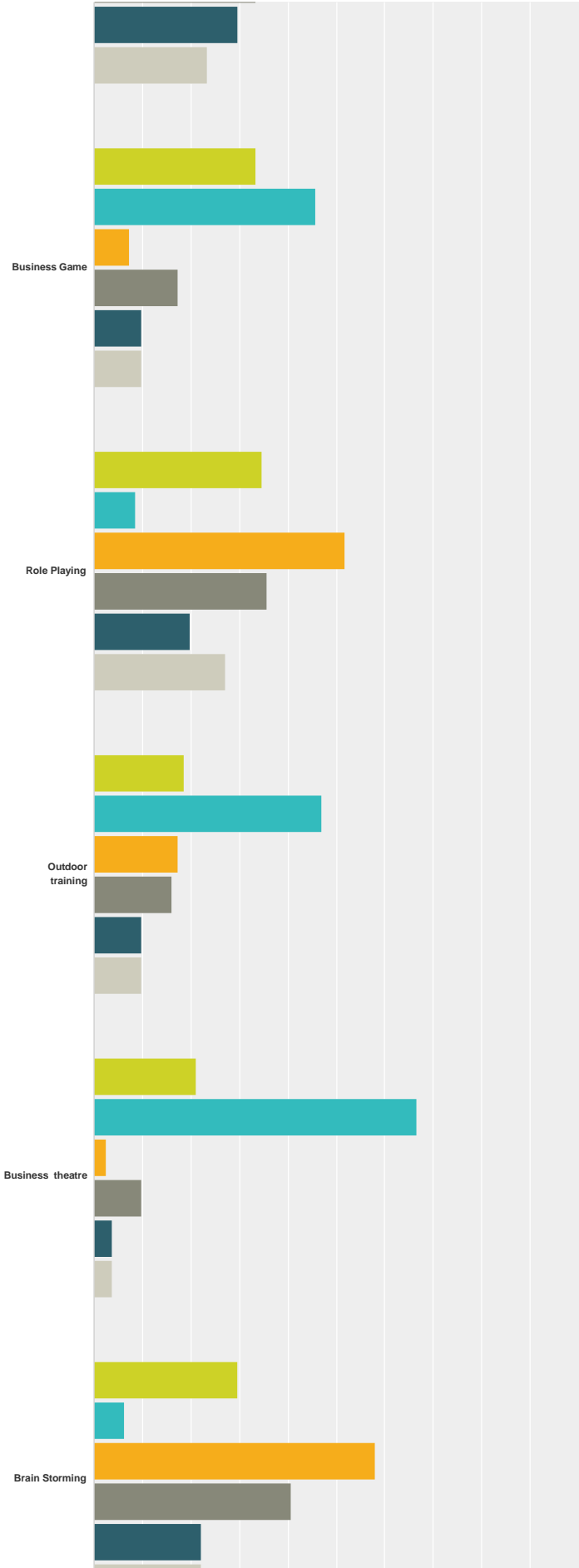
7	8	9	10	11	12
BULLYING	ALTERNATION SCHOOL WORK	INFORMATIC	YES, NOT SPECIFIED	NO	OTHERS
2	1	2	9	1	3
2,4%	1,02%	2,04%	9,18%	1,2%	3,06%

**Q11 By virtue of continuous update of educational system, some methodologies are listed below. Complete the table on the basis of your experience.**

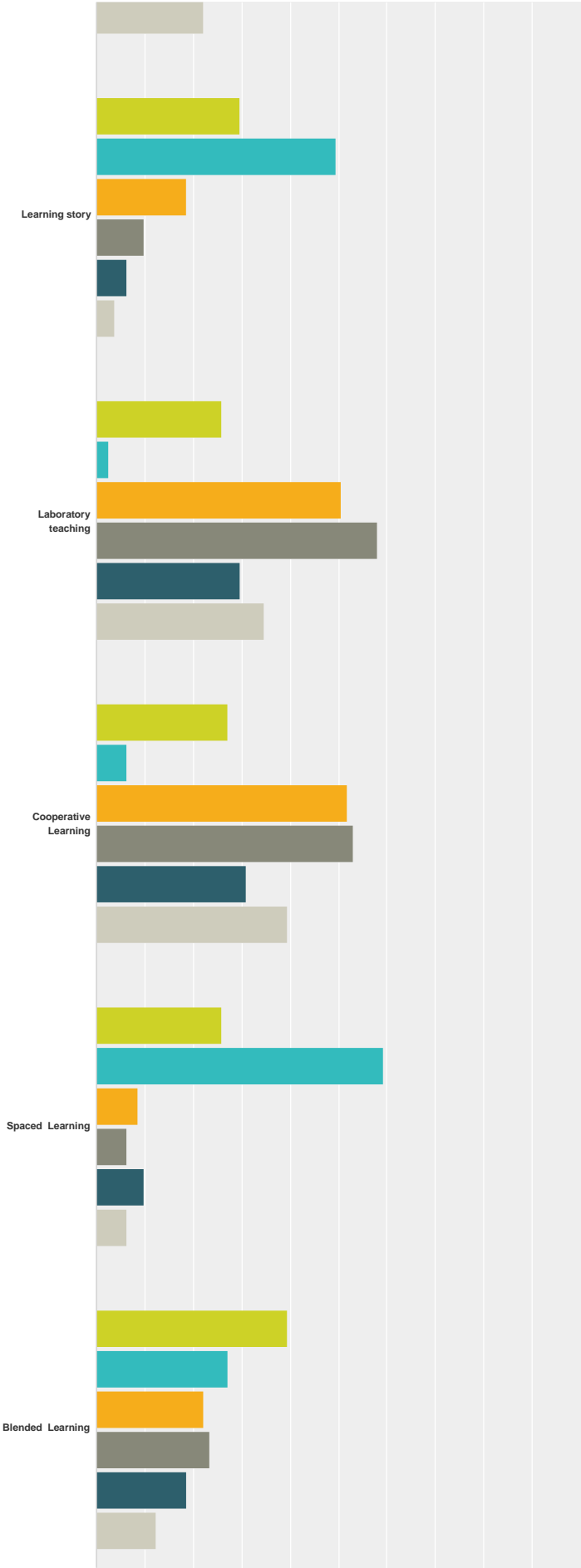
**Answers: 81**

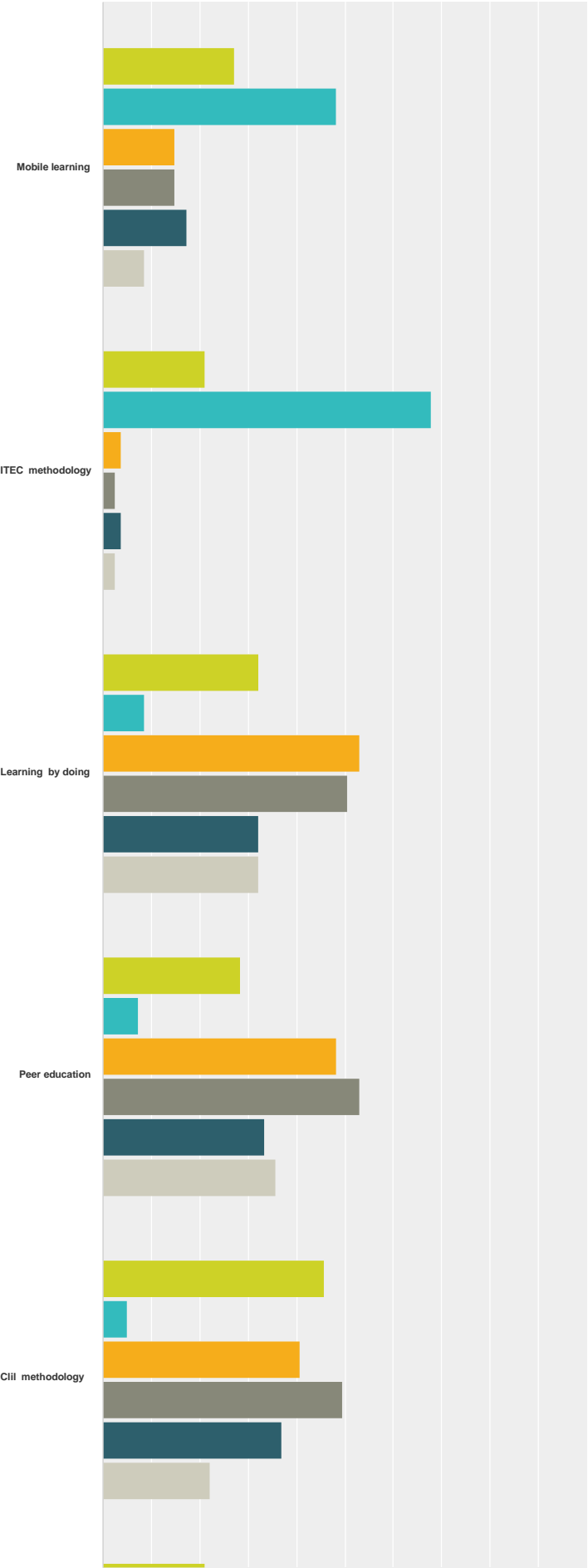
**Skipped question: 9**

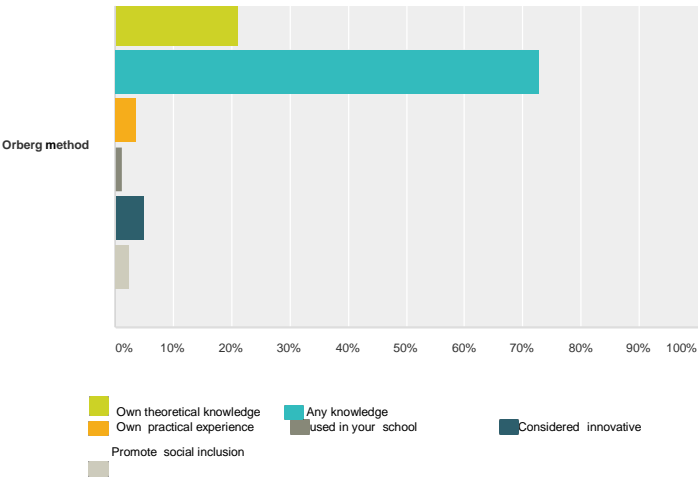












	Own theoret ical	Any knowled ge	Own practic al	Used in your	Consid ered innovat	Prom ote social	Total answe rs
Classroom 3.0	38,27% 31	35,80% 29	18,52% 15	14,81% 12	29,63% 24	20,99% 17	81
TEAL method (Technology)	27,16% 22	50,62% 41	18,52% 15	7,41% 6	13,58% 11	9,88% 8	81
Debate	30,86% 25	44,44% 36	16,05% 13	7,41% 6	11,11% 9	11,11% 9	81
Coding (activities for the acquisition of	44,44% 36	33,33% 27	16,05% 13	18,52% 15	24,69% 20	12,35% 10	81
Project Work	32,10% 26	12,35% 10	55,56% 45	33,33% 27	29,63% 24	23,46% 19	81
Business Game	33,33% 27	45,68% 37	7,41% 6	17,28% 14	9,88% 8	9,88% 8	81
Role Playing	34,57% 28	8,64% 7	51,85% 42	35,80% 29	19,75% 16	27,16% 22	81
Outdoor training	18,52% 15	46,91% 38	17,28% 14	16,05% 13	9,88% 8	9,88% 8	81
Business theatre	20,99% 17	66,67% 54	2,47% 2	9,88% 8	3,70% 3	3,70% 3	81
Brain Storming	29,63% 24	6,17% 5	58,02% 47	40,74% 33	22,22% 18	22,22% 18	81
Learning story	29,63% 24	49,38% 40	18,52% 15	9,88% 8	6,17% 5	3,70% 3	81

Laboratory teaching	<b>25,93%</b> 21	<b>2,47%</b> 2	<b>50,62%</b> 41	<b>58,02%</b> 47	<b>29,63%</b> 24	<b>34,57%</b> 28	81
Cooperative Learning	<b>27,16%</b> 22	<b>6,17%</b> 5	<b>51,85%</b> 42	<b>53,09%</b> 43	<b>30,86%</b> 25	<b>39,51%</b> 32	81
Spaced Learning	<b>25,93%</b> 21	<b>59,26%</b> 48	<b>8,64%</b> 7	<b>6,17%</b> 5	<b>9,88%</b> 8	<b>6,17%</b> 5	81
Blended Learning	<b>39,51%</b> 32	<b>27,16%</b> 22	<b>22,22%</b> 18	<b>23,46%</b> 19	<b>18,52%</b> 15	<b>12,35%</b> 10	81
Mobile learning	<b>27,16%</b> 22	<b>48,15%</b> 39	<b>14,81%</b> 12	<b>14,81%</b> 12	<b>17,28%</b> 14	<b>8,64%</b> 7	81
Itec methodology	<b>20,99%</b> 17	<b>67,90%</b> 55	<b>3,70%</b> 3	<b>2,47%</b> 2	<b>3,70%</b> 3	<b>2,47%</b> 2	81
Learning by doing	<b>32,10%</b> 26	<b>8,64%</b> 7	<b>53,09%</b> 43	<b>50,62%</b> 41	<b>32,10%</b> 26	<b>32,10%</b> 26	81
Peer education	<b>28,40%</b> 23	<b>7,41%</b> 6	<b>48,15%</b> 39	<b>53,09%</b> 43	<b>33,33%</b> 27	<b>35,80%</b> 29	81
Clil methodology	<b>45,68%</b> 37	<b>4,94%</b> 4	<b>40,74%</b> 33	<b>49,38%</b> 40	<b>37,04%</b> 30	<b>22,22%</b> 18	81
Orberg methodology	<b>20,99%</b> 17	<b>72,84%</b> 59	<b>3,70%</b> 3	<b>1,23%</b> 1	<b>4,94%</b> 4	<b>2,47%</b> 2	81

To the following question: “By virtue of continuous update of educational system, some methodologies are listed below. Complete the table on the basis of your experience”.

38,27% of teachers theoretically knows the methodology classroom 3.0., only 18,52% own a practical knowledge. 14,85% of schools where the answering teachers work apply it.

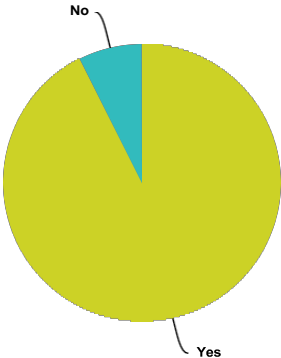
Concerning TEAL method, 50,62% of teachers doesn't own any knowledge, while 27,16% own only theoretical knowledge, 18,52% owns practical knowledge and 7,41% of schools uses it.

The most applied methods are brain storming (58,02%) and project work (55,56%), as shown in the graph. Teachers do not have any practical knowledge of Orberg method (72,84%). Only 3,70% has practical knowledge, the same happens for itec methodology (only 3,70% has practical knowledge). Laboratory teaching is the most used in schools (58,02%).

Q12 Have you ever heard about the “Flipped classroom” method?

Answers: 81

Skipped question: 9



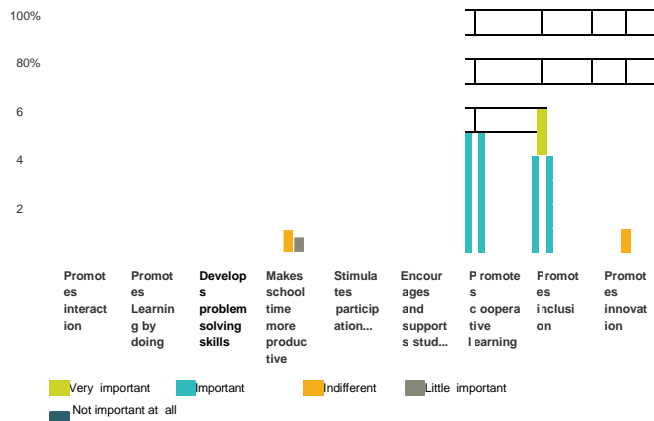
Answer options	Answers	
Yes	92,59%	75
No	7,41%	6
Total		81

To question n. 12 “Have you ever heard about the “Flipped classroom” method?” 92,59% answered yes, 7,41% answered no.

**Q13 Below are some strengths of the "Flipped classroom" model. Indicate the degree of importance.**

**Answers: 75**

**Skipped question: 15**



	Very important	Important	Indifferent	Little important	Not important at all	Total
Promotes interaction	40,00% 30	54,67% 41	2,67% 2	2,67% 2	0,00% 0	75
Promotes Learning by doing	45,95% 34	50,00% 37	2,70% 2	1,35% 1	0,00% 0	74
Develops Problem solving skills	48,00% 36	42,67% 32	6,67% 5	2,67% 2	0,00% 0	75
Makes school time more productive	46,67% 35	37,33% 28	9,33% 7	6,67% 5	0,00% 0	75
Stimulates participation and	53,33% 40	45,33% 34	1,33% 1	0,00% 0	0,00% 0	75
Encourages and supports student-	53,33% 40	42,67% 32	4,00% 3	0,00% 0	0,00% 0	75
Promotes cooperative learning	50,67% 38	45,33% 34	2,67% 2	1,33% 1	0,00% 0	75
Promotes inclusion	53,33% 40	32,00% 24	12,00% 9	1,33% 1	1,33% 1	75
Promotes innovation	54,05% 40	39,19% 29	5,41% 4	0,00% 0	1,35% 1	74

To the question: "Below are some strengths of the "Flipped classroom" model. Indicate the degree of importance." According to 54,05% of teachers it is very important to promote innovation.

According to 53,33% it is very important to promote inclusion.

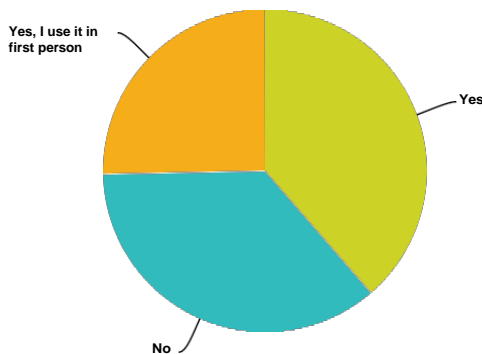
It is also important that it promotes interaction (54,67%), learning by doing (50%), stimulates participation and motivation of the learner (45,33%) and promote cooperative learning (45,33%).

According to 1,33% it is indifferent that the model stimulates participation and motivation of the learner and promotes interaction (2,67%). Lastly, according to 1,35% it is not important at all that promotes innovation.

Q14 Is the “Flipped classroom” model used in your school?

Answers: 75

Skipped question: 15



Answer options	Answers	
Yes	38,67%	29
No	36,00%	27
Yes, I use it in first person	25,33%	19
Total	75	

To question n.14: “Is the “Flipped classroom” model used in your school?”

25,33% of teachers states that he uses it in first person while 38,67% states that it is used in its school.

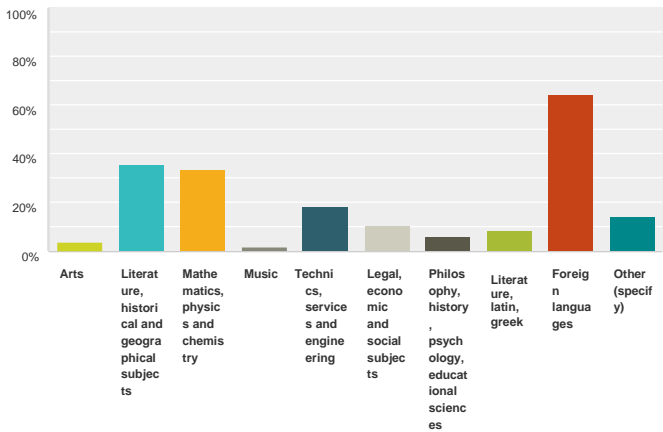
38,67% states that it is not used.



Q15 In which subject is the "Flipped classroom" model used in your school?

Answers: 48

Skipped question: 42



Answer options	Answers
Arts	4,17% 2
Literature, historical and geographical subjects	35,42% 17
Mathematics, physics and chemistry	33,33% 16
Music	2,08% 1
Technics, services and engineering	18,75% 9
Legal, economic and social subjects	10,42% 5
Philosophy, history, psychology, educational sciences	6,25% 3
Literature, latin, greek	8,33% 4
Foreign languages	64,58% 31
Other (specify)	14,58% 7
<b>Total answers: 48</b>	

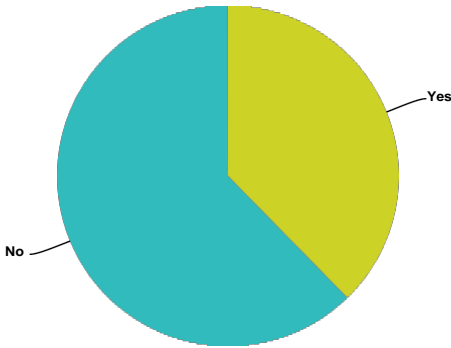
The following question shows that the method is used mainly in teaching foreign languages (64,58%) while 35,42% uses it for teaching literature, historical and geographical.

A good percentage is also found in the teaching of Mathematics, physics and chemistry.

Q16 Do you think that the methods used at school can satisfy education and training needs of the learner?

Answers: 61

Skipped question: 29



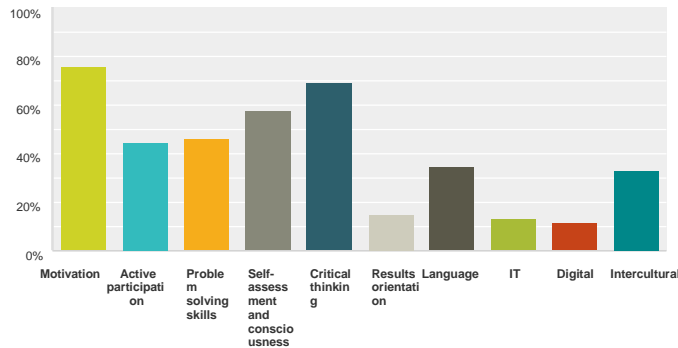
Answer options	Answers	
Yes	37,70%	23
No	62,30%	38
Total		61

The question shows that according to the teachers methodologies used in the schools cannot satisfy education and training needs of the learner, indeed 62,30% gave a negative answer.

**Q17 Which of the following attitudes are generally less developed in learners? (Multiple answers allowed).**

**Answers: 61**

**Skipped question: 29**



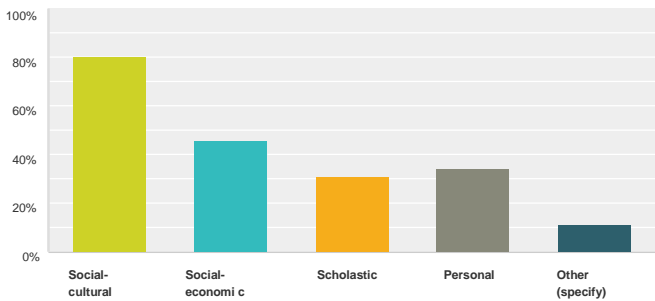
Answer options	Answers	
Motivation	75,41%	46
Active participation	44,26%	27
Problem solving skills	45,90%	28
Self-assessment and consciousness	57,38%	35
Critical thinking	68,85%	42
Results orientation	14,75%	9
Language skills	34,43%	21
IT skills	13,11%	8
Digital skills	11,48%	7
Intercultural skills	32,79%	20
<b>Total answers: 61</b>		

The question shows that the less developed skills are motivation (74,41%), critical thinking (68,85%), self-assessment and consciousness (57,38%).

**Q18 Which of the following are the main causes that have a negative impact on school and educational training of the learner in your school? (Multiple answer allowed).**

**Answers: 61**

**Skipped question: 29**



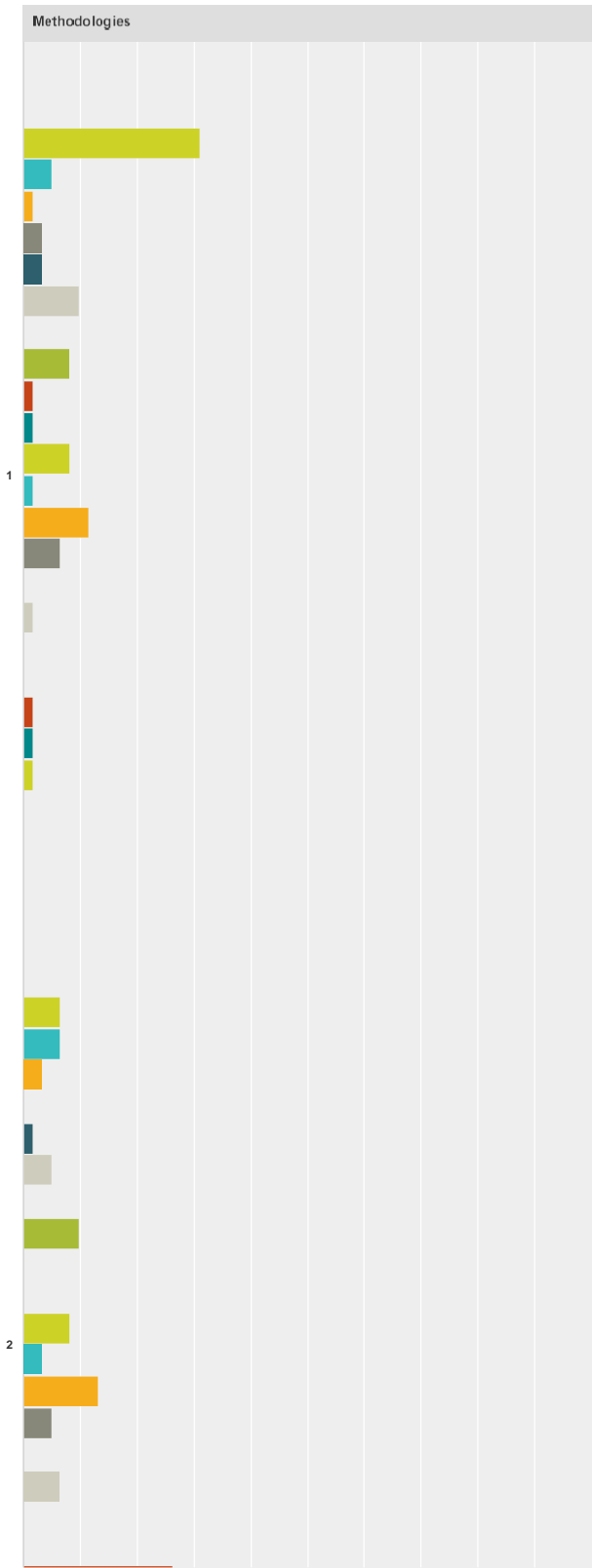
Answer options	Answers	
Social-cultural	80,33%	49
Social-economic	45,90%	28
Scholastic	31,15%	19
Personal motivations	34,43%	21
Other (specify)	11,48%	7
Total answers: 61		

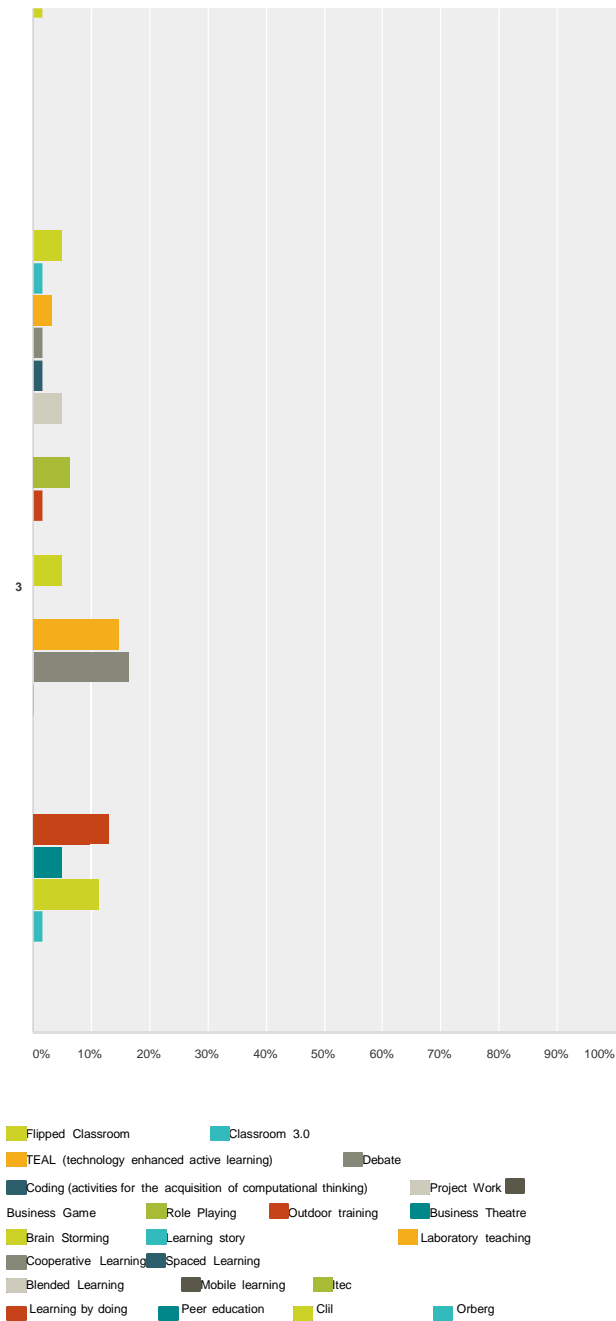
The causes that negatively affect the training of the learner are mainly social-cultural (80.33%) and social-economic (45.90%), a high percentage is also found in personal motivations (34,43%).

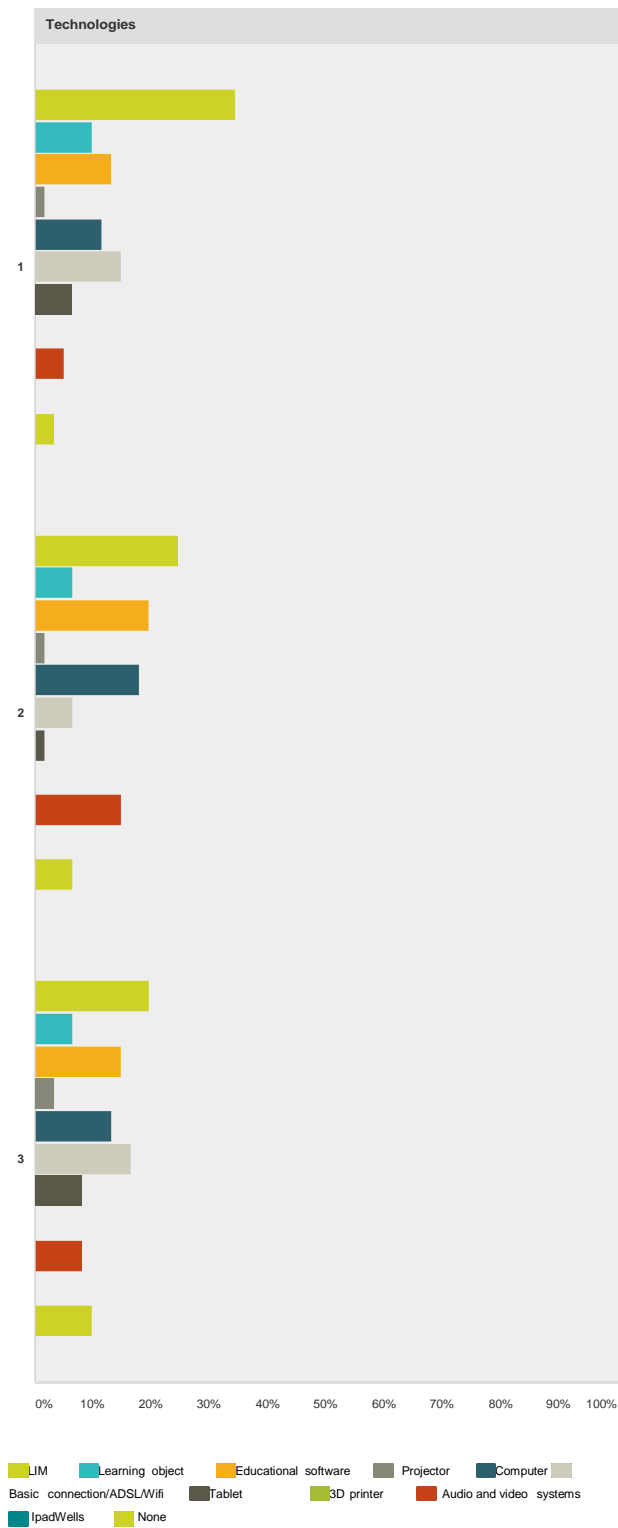
**Q19 Indicate, in order of importance, three methodologies that you consider most suitable for teaching your subject, combining a technology.**

**Answers: 61**

**Skipped question: 29**







Methodologies																
	Flipped Classroom	Classroom 3.0	TEAL (technology enhanced active learning)	Debate	Coding (activities for the acquisition of computational thinking)	Project Work	Business Game	Role Playing	Outdoor training	Business theatre	Brain Storming	Learning story	Laboratory teaching	Cooperative Learning	Spaced Learning	Blended Learning
1	31,15% 19	4,92% 3	1,64% 1	3,28% 2	3,28% 2	9,84% 6	0,00% 0	8,20% 5	1,64% 1	1,64% 1	8,20% 5	1,64% 1	11,48% 7	6,56% 4	0,00% 0	1,64% 1
2	6,56% 4	6,56% 4	3,28% 2	0,00% 0	1,64% 1	4,92% 3	0,00% 0	9,84% 6	0,00% 0	0,00% 0	8,20% 5	3,28% 2	13,11% 8	4,92% 3	0,00% 0	6,56% 4
3	4,92% 3	1,64% 1	3,28% 2	1,64% 1	1,64% 1	4,92% 3	0,00% 0	6,56% 4	1,64% 1	0,00% 0	4,92% 3	0,00% 0	14,75% 9	16,39% 10	1,64% 1	4,92% 3

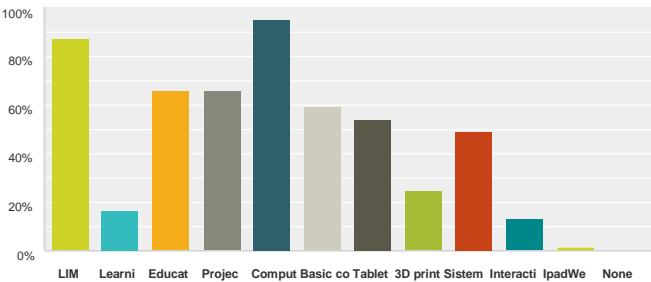
Technologies												
	LIM	Learnina object	Educational software	Projector	Computer	Basic connection/ ADSL/wifi	Tablet	3D printer	Audio and video systems	loadWells	None	Total
1	34,43% 21	9,84% 6	13,11% 8	1,64% 1	11,48% 7	14,75% 9	6,56% 4	0,00% 0	4,92% 3	0,00% 0	3,28% 2	61
2	24,59% 15	6,56% 4	19,67% 12	1,64% 1	18,03% 11	6,56% 4	1,64% 1	0,00% 0	14,75% 9	0,00% 0	6,56% 4	61
3	19,67% 12	6,56% 4	14,75% 9	3,28% 2	13,11% 8	16,39% 10	8,20% 5	0,00% 0	8,20% 5	0,00% 0	9,84% 6	61



**Q20 Please indicate which technological devices are used by the teachers in your school. (Multiple answer allowed).**

**Answers: 61**

**Skipped question: 29**



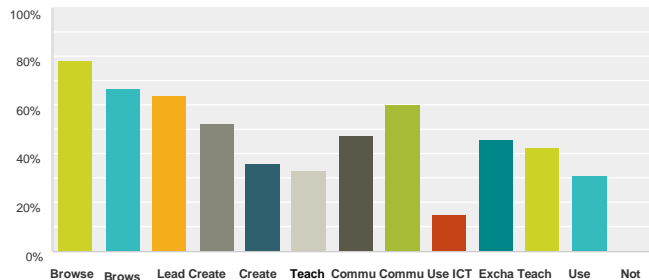
Answer options	Answers	
LIM	86,89%	53
Learning object	16,39%	10
Educational software	65,57%	40
Projector	65,57%	40
Computer	95,08%	58
Basic connection/ADSL/Wifi	59,02%	36
Tablet	54,10%	33
3D printer	24,59%	15
Audio and video systems	49,18%	30
Interactive screens	13,11%	8
IpadWells	1,64%	1
None	0,00%	0
Total answers: 61		

Technological tools most commonly used in schools are computers (95.08%), LIM (86.89%) and educational software (65.57%). Basic connections/ADSL/wifi (59.02%), tablet (54.10%) and audio and video systems (49,18%) also have a high percentage of use.

**Q21 How do you use technology in teaching? (Multiple answers allowed).**

**Answers: 61**

**Skipped question: 29**



Answer options	Answers	
Browse and/or search for content on the Internet to prepare lessons	78,69%	48
Browse and/or search for content on the Internet to be used by students during class	67,21%	41
Lead the kids to find and select reliable sources on the Internet	63,93%	39
Create educational content, exercises and digital activities for	52,46%	32
Create online questionnaires	36,07%	22
Teach children the creative use of digital tools	32,79%	20
Communicate online with parents/students via email, social	47,54%	29
Communicate online with parents/students via the electronic	60,66%	37
Use ICT to give feedback and/or evaluate students	14,75%	9
Exchange materials, resources, and views with colleagues through the web and/or dedicated tools	45,90%	28
Teach children to work in a collaborative network	42,62%	26
Use the office suite	31,15%	19
Not using	0,00%	0
<b>Total answers: 61</b>		

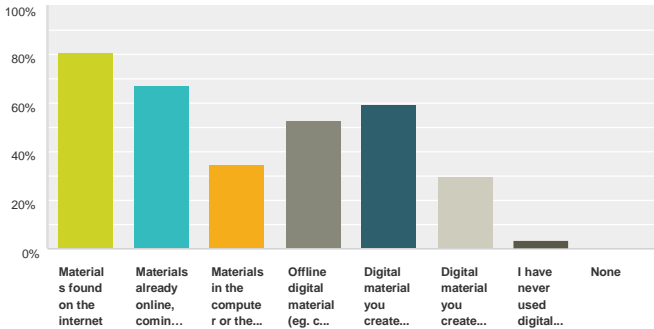
The following question shows that teachers use technology to prepare their lessons (78.69%), browsing and searching contents to show to students in classroom (67.21%). Teachers also state they communicate online with parents and students through electronic register (60,66%).

Office packages are little used (percentage 31,15).

Q22 Which of the following types of digital educational tools did you use with kids? (Multiple answers allowed).

Answers: 61

Skipped question: 29



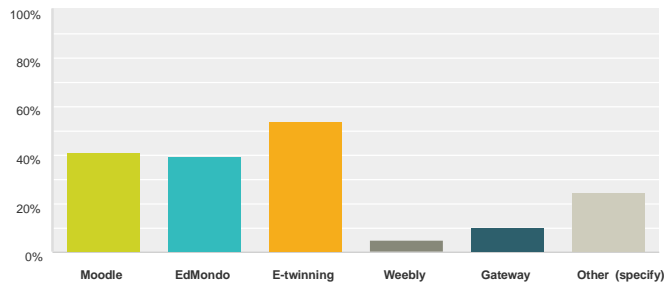
Answer options	Answers
Materials found on the internet	80,33% 49
Materials already online, coming from institutional educational resources	67,21% 41
Materials in the computer or the school network (platforms, web site)	34,43% 21
Offline digital material (eg. cd-rom)	52,46% 32
Digital material you created	59,02% 36
Digital material you created with your colleagues	29,51% 18
I have never used digital educational materials	3,28% 2
None	0,00% 0
Total answers: 61	

From this question we can state that teachers use materials found on the internet (80,33%), materials already online (67.21%) and offline digital materials (52.46%).

**Q23 Among the platforms listed below, which are used by you or by your school? (Multiple answers allowed).**

**Answers: 61**

**Skipped question: 29**



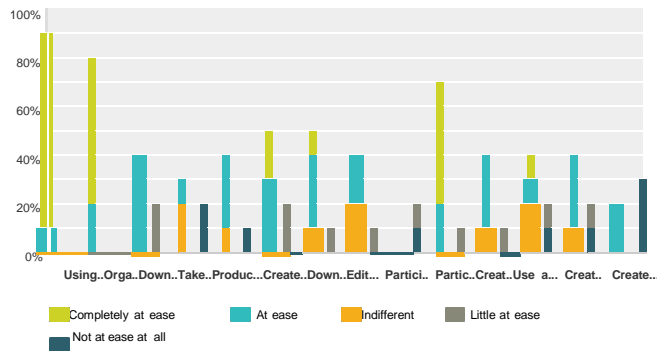
Answer options	Answers	
Moodle	40,98%	25
EdMondo	39,34%	24
E-twinning	54,10%	33
Weebly	4,92%	3
Gateway	9,84%	6
Other (specify)	24,59%	15
Total answers: 61		

The most used platforms are Moodle (40,98%), E-twinning (54,10%) and EdMondo (39,34%); the less used are Weebly (4,92%) and Gateway (9,84%).

## Q24 To what extent do you feel at ease with the following activities?

Answers: 61

Skipped question: 29



	Completely at ease	At ease	Indifferent	Little at	Not at ease at	Total
Using the e-mail to communicate	88,52% 54	9,84% 6	1,64% 1	0,00% 0	0,00% 0	61
Organize files on your computer in folders	80,33% 49	18,03% 11	0,00% 0	1,64% 1	0,00% 0	61
Download or upload educational resources	40,98% 25	36,07% 22	3,28% 2	19,67% 12	0,00% 0	61
Take pictures, video or digital audio	21,31% 13	26,23% 16	14,75% 9	21,31% 13	16,39% 10	61
Produce texts using the word program	36,07% 22	37,70% 23	11,48% 7	8,20% 5	6,56% 4	61
Create a multimedial presentation	49,18% 30	31,15% 19	3,28% 2	14,75% 9	1,64% 1	61
Download or install software on your PC or tablet	49,18% 30	37,70% 23	8,20% 5	4,92% 3	0,00% 0	61
Edit and/or publish photos, videos, digital audio	37,70% 23	39,34% 24	13,11% 8	8,20% 5	1,64% 1	61
Participate in a social network	27,87% 17	31,15% 19	21,31% 13	14,75% 9	4,92% 3	61
Participate in a discussion in a forum	72,13% 44	18,03% 11	3,28% 2	6,56% 4	0,00% 0	61
Create online texts containing links	42,62% 26	36,07% 22	4,92% 3	13,11% 8	3,28% 2	61
Use a spreadsheet	37,70% 23	24,59% 15	16,39% 10	14,75% 9	6,56% 4	61
Create online questionnaires	27,87% 17	39,34% 24	6,56% 4	21,31% 13	4,92% 3	61
Create a database	19,67% 12	19,67% 12	8,20% 5	27,87% 17	24,59% 15	61

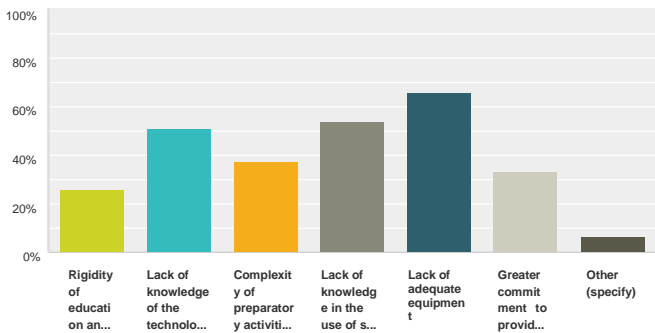
Most teachers uses e-mail to communicate (88,52%) and produces texts using the word program (80,33%), creates multimedial presentations (49,18%) and takes part in social network (42,62%). Few of them use spreadsheets (21,31%).

They don't feel at ease in download or upload educational resources on Internet (4,92%).

Q25 Which are the possible obstacles related to the use of educational technology? (Multiple answers allowed).

Answers: 61

Skipped question: 29



Answer options	Answers	
Rigidity of education and training systems	26,23%	16
Lack of knowledge of the technological tools	50,82%	31
Complexity of preparatory activities	37,70%	23
Lack of knowledge in the use of such methodologies	54,10%	33
Lack of adequate equipment	65,57%	40
Greater commitment to provide educational materials	32,79%	20
Other (specify)	6,56%	4
Total answers: 61		

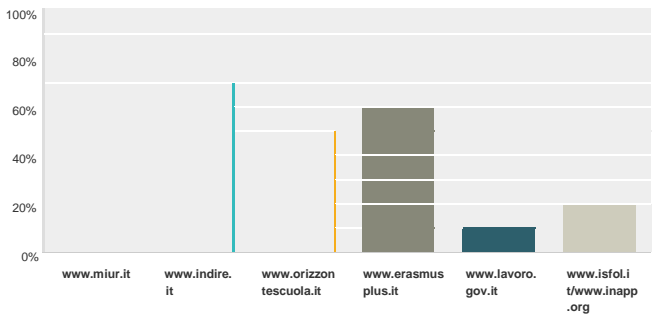
The question "Which are the possible obstacles related to the use of educational technology?" shows that the obstacles of technological tools are the lack of knowledge of them (50.82%), lack of knowledge in the use of these tools (54, 10%) and lack of adequate equipment (65.57%). Rigidity in education and training systems is less influent (26,23%).



Q26 Which are the sites you are using to update on school news?  
(Multiple answers allowed).

Answers: 61

Skipped question: 29



Answer options	Answers	
www.miur.it	63,93%	39
www.indire.it	65,57%	40
www.orizzontescuola.it	45,90%	28
www.erasmusplus.it	62,30%	38
www.lavoro.gov.it	9,84%	6
www.isfol.it/www.inapp.org	13,11%	8
Total answers: 61		

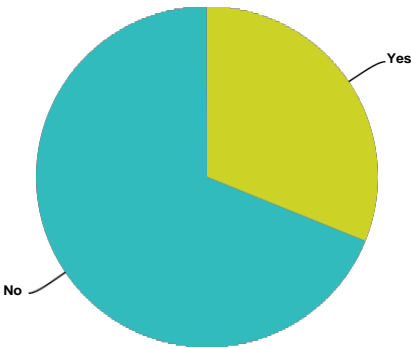
The question “Which are the sites you are using to update on school news?” shows that 63,93% of teachers uses platforms such as Indire (65,57%), miur (63,93%) and erasmus plus (62,30%). Orizzonte scuola has a good percentage (45,90%).

Isfol (13,11%) and lavoro (9,84%) are less used.

**Q27 Have you ever heard about the “Avanguardie Educative” movement?**

**Answers: 61**

**Skipped question: 29**



Answer options	Answers	
Yes	31,15%	19
No	68,85%	42
Total		61

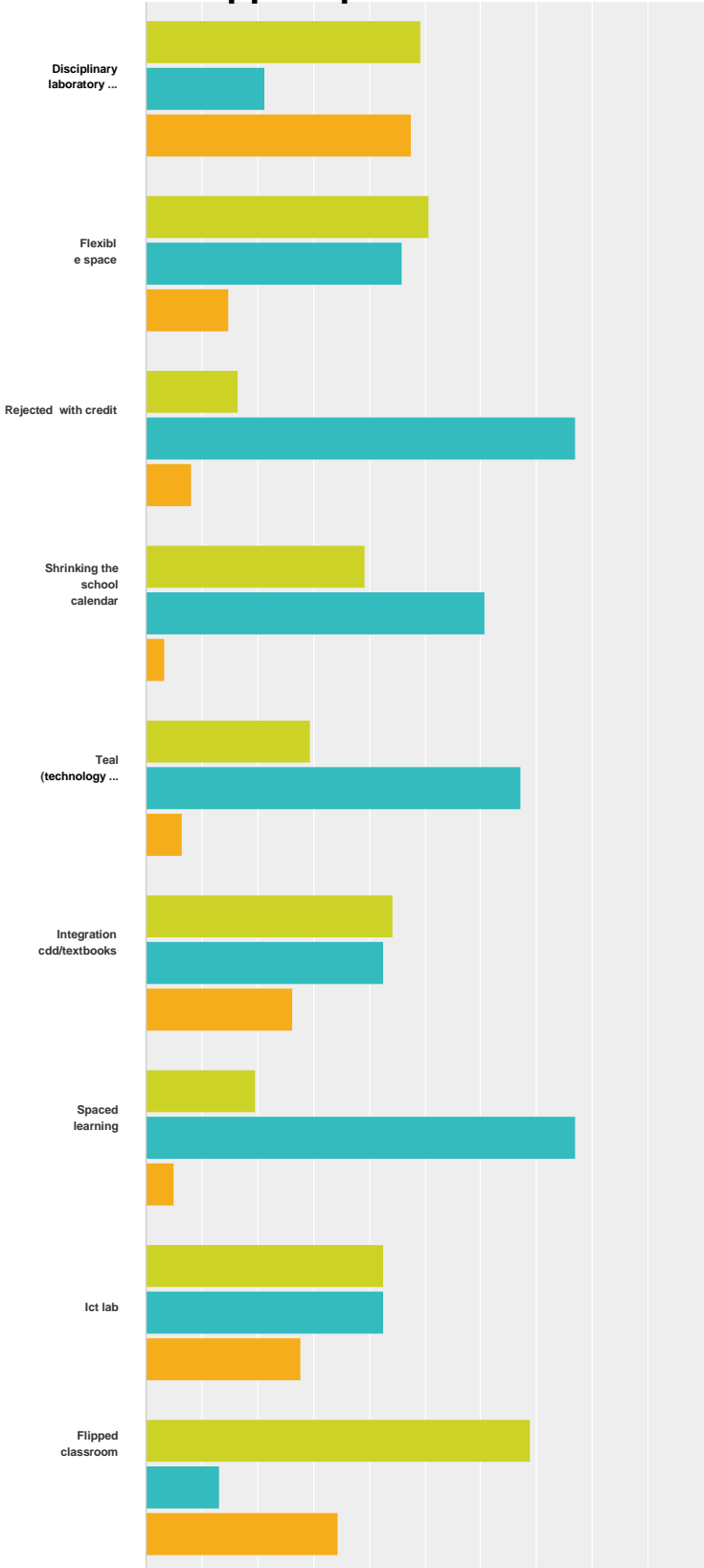
68,85% of teachers does not know “Avanguardie Educative” movement.

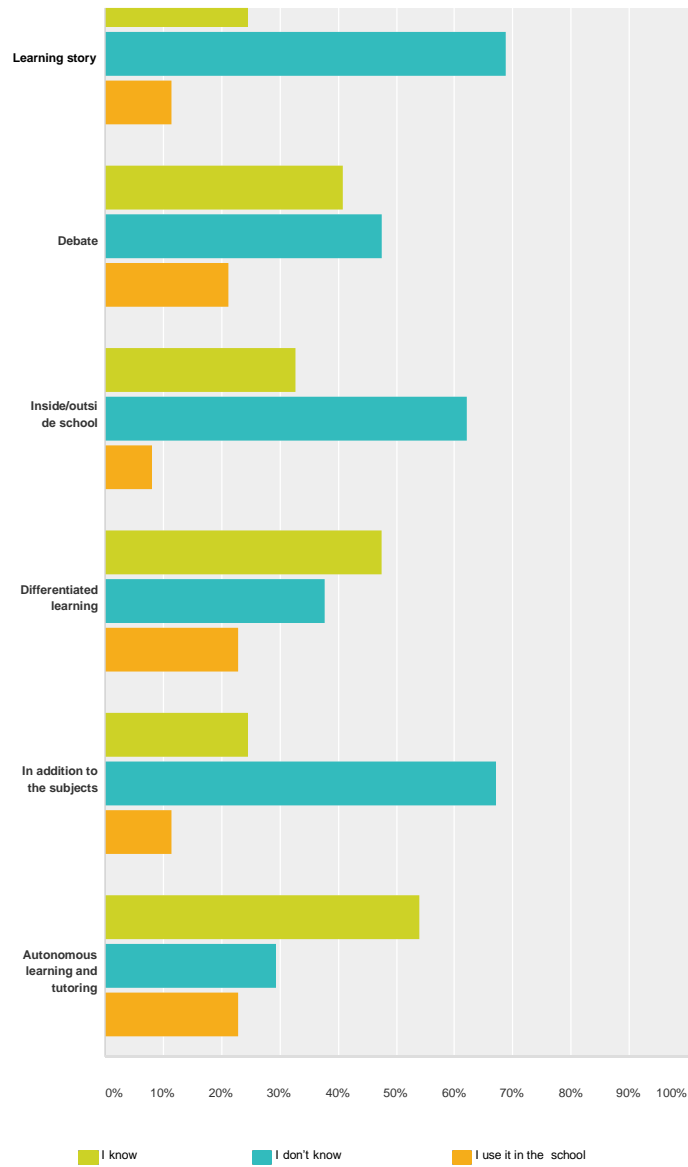
Only 31,15% knows it.

**Q28 Below the points related to the movement. Indicate which you know and which are implemented in your school.**

**(Multiple answers allowed).**

**Answers: 61 Skipped question: 29**





	I know	I don't know	I use it in the school	Total answers
Disciplinary laboratory Classrooms	49,18% 30	21,31% 13	47,54% 29	61
Flexible space	50,82% 31	45,90% 28	14,75% 9	61
Rejected by credit	16,39% 10	77,05% 47	8,20% 5	61
Shrinking the school calendar	39,34% 24	60,66% 37	3,28% 2	61
Teal (technology enhanced active learning)	29,51% 18	67,21% 41	6,56% 4	61

Integration cdd/textbooks	<b>44,26%</b> 27	<b>42,62%</b> 26	<b>26,23%</b> 16	61
Spaced learning	<b>19,67%</b> 12	<b>77,05%</b> 47	<b>4,92%</b> 3	61
ICT lab	<b>42,62%</b> 26	<b>42,62%</b> 26	<b>27,87%</b> 17	61
Flipped classroom	<b>68,85%</b> 42	<b>13,11%</b> 8	<b>34,43%</b> 21	61
Learning story inside/outside of school	<b>24,59%</b> 15	<b>68,85%</b> 42	<b>11,48%</b> 7	61
Debate	<b>40,98%</b> 25	<b>47,54%</b> 29	<b>21,31%</b> 13	61
Inside/outside school	<b>32,79%</b> 20	<b>62,30%</b> 38	<b>8,20%</b> 5	61
Differentiated learning	<b>47,54%</b> 29	<b>37,70%</b> 23	<b>22,95%</b> 14	61
In addition to the subjects	<b>24,59%</b> 15	<b>67,21%</b> 41	<b>11,48%</b> 7	61
Autonomous learning and tutoring	<b>54,10%</b> 33	<b>29,51%</b> 18	<b>22,95%</b> 14	61

To the question “Below the points related to the movement. Indicate which you know and which are implemented in your school”, as shown in the graph, the point related to “Avanguardia Educative” movement the most known is flipped classroom (68,85%), indeed 34,43% of teachers uses it in the school (exactly 21 teachers out of 42 who know it).

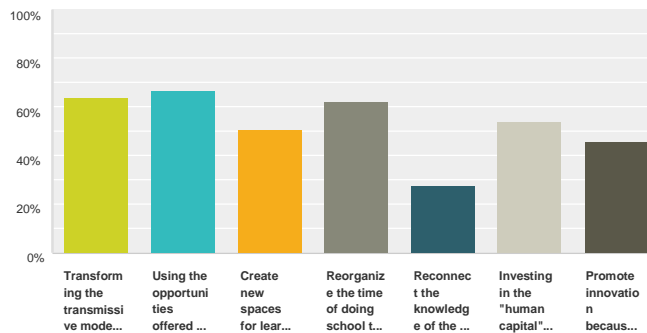
54,10% knows autonomous learning and tutoring and 29,51% doesn't know it. Compared to a theoretical knowledge of this point, only 22.95% put it into practice.

77,05% doesn't know Spaced learning.

**Q29 Which of the following points do you consider most important and should be developed by "Avanguardia Educative" movement? (Multiple answers allowed).**

**Answers: 61**

**Skipped question: 29**



Answer options	Answer
Transforming the transmissive model of school through active learning	63,93 % 39
Using the opportunities offered by ICT and the digital languages to support new ways of teaching, learning and assessment	67,21 % 41
Create new spaces for learning with flexible, multi-purpose, modular and easily configurable solutions according to the activity carried out and also for informal use.	50,82 % 31
Reorganize the time of doing school through overcoming some organizational rigidity.	62,30 % 38
Reconnect the knowledge of the school and the knowledge of the society thanks to the spread of the Internet.	27,87 % 17
Investing in the "human capital" allows teachers to feel more and more directors of active teaching models and see change in a resource.	54,10 % 33
Promote innovation because it is sustainable and transferable to other contexts producing similar results.	45,90 % 28
<b>Total answers: 61</b>	

From the question "Which of the following points do you consider most important and should be developed by "Avanguardia Educative" movement?" shows that according to teachers, it is necessary to use the opportunities offered by ICT and the digital languages to support new ways of teaching, learning and assessment (67,21%). 63,97% answered "Transforming the transmissive model of school through active learning".

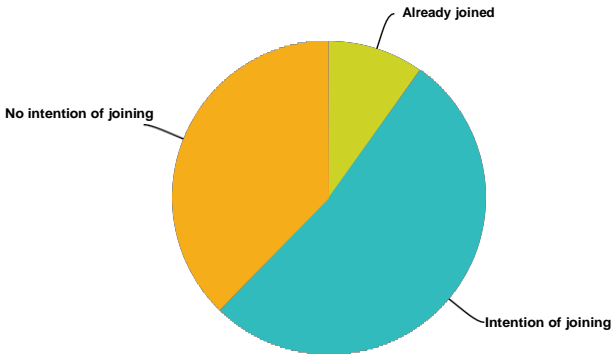
Only 27,87% answered "Reconnect the knowledge of the school and the knowledge of the society thanks to the spread of the Internet."



Q30 Q What is the position of your school about the Movement?

Answers: 61

Skipped question: 29



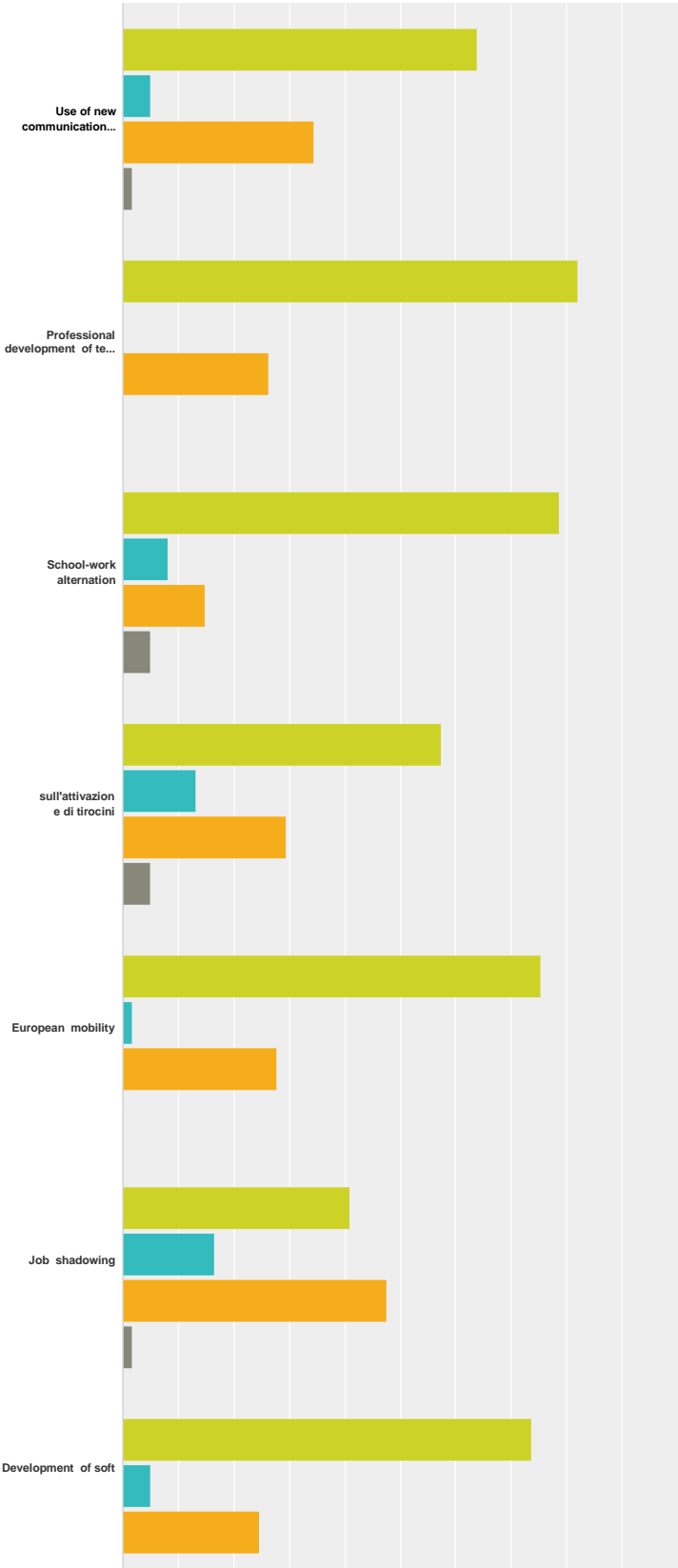
Answer options	Answers	
Already joined	9,84%	6
Intention of joining	52,46%	32
No intention of joining	37,70%	23
Total	61	

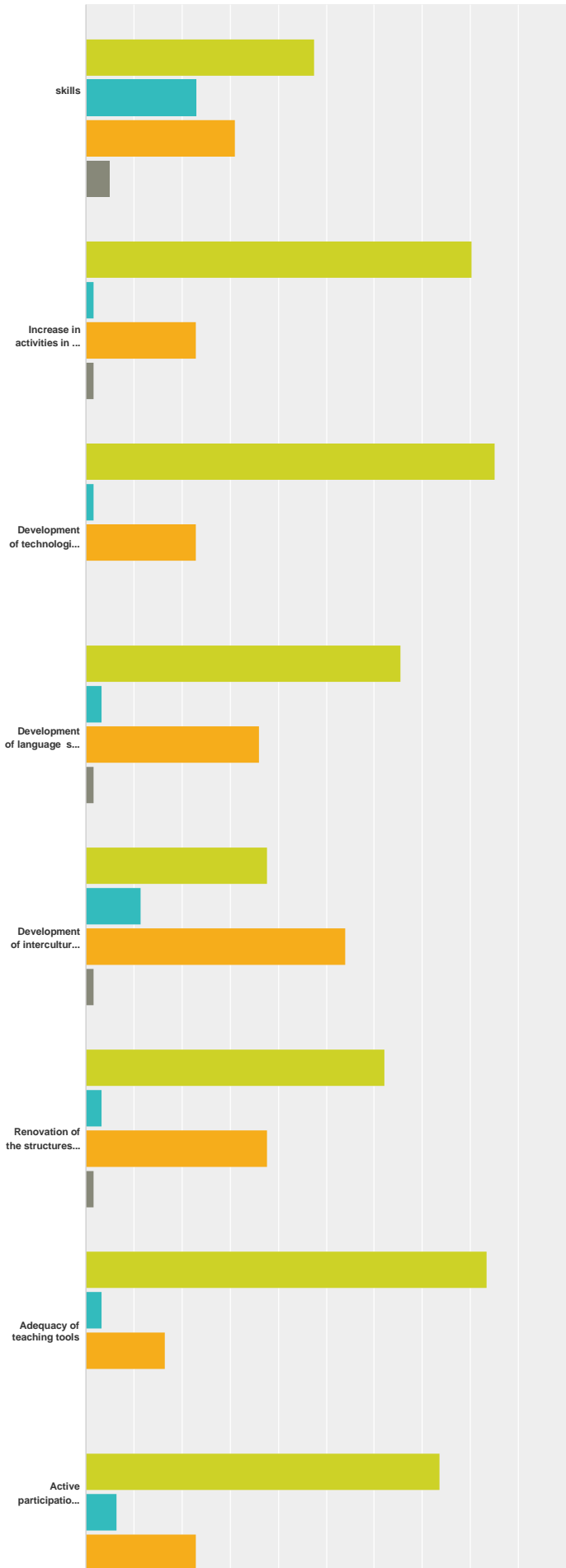
52,46% of teachers is willing to join “avanguardie educative”, 37,70% is not. Only 9,84% already joined!

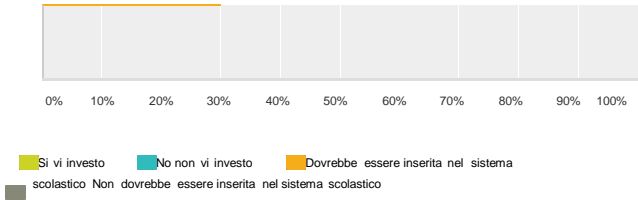
Q31 Below there are some strategies to invest in to improve the quality of training. Complete the table according to their application.

Answers: 61

Skipped question: 29







	Yes, you invest	No, you don't invest	Should be included in the school system	Shouldn't be included in the school system	Total answers
Use of new communication	<b>63,93%</b> 39	<b>4,92%</b> 3	<b>34,43%</b> 21	<b>1,64%</b> 1	61
Professional training of teachers	<b>81,97%</b> 50	<b>0,00%</b> 0	<b>26,23%</b> 16	<b>0,00%</b> 0	61
School-work alternation	<b>78,69%</b> 48	<b>8,20%</b> 5	<b>14,75%</b> 9	<b>4,92%</b> 3	61
Activation of internships	<b>57,38%</b> 35	<b>13,11%</b> 8	<b>29,51%</b> 18	<b>4,92%</b> 3	61
European mobility	<b>75,41%</b> 46	<b>1,64%</b> 1	<b>27,87%</b> 17	<b>0,00%</b> 0	61
Job shadowing	<b>40,98%</b> 25	<b>16,39%</b> 10	<b>47,54%</b> 29	<b>1,64%</b> 1	61
Development of soft skills	<b>73,77%</b> 45	<b>4,92%</b> 3	<b>24,59%</b> 15	<b>0,00%</b> 0	61
Increase in activities in the afternoon	<b>47,54%</b> 29	<b>22,95%</b> 14	<b>31,15%</b> 19	<b>4,92%</b> 3	61
Development of technological skills	<b>80,33%</b> 49	<b>1,64%</b> 1	<b>22,95%</b> 14	<b>1,64%</b> 1	61
Development of language skills	<b>85,25%</b> 52	<b>1,64%</b> 1	<b>22,95%</b> 14	<b>0,00%</b> 0	61
Development of intercultural skills	<b>65,57%</b> 40	<b>3,28%</b> 2	<b>36,07%</b> 22	<b>1,64%</b> 1	61
Renovation of the structure	<b>37,70%</b> 23	<b>11,48%</b> 7	<b>54,10%</b> 33	<b>1,64%</b> 1	61
Adequacy of teaching tools	<b>62,30%</b> 38	<b>3,28%</b> 2	<b>37,70%</b> 23	<b>1,64%</b> 1	61
Active participation in projects financed by	<b>83,61%</b> 51	<b>3,28%</b> 2	<b>16,39%</b> 10	<b>0,00%</b> 0	61
Active participation in projects financed by	<b>73,77%</b> 45	<b>6,56%</b> 4	<b>22,95%</b> 14	<b>0,00%</b> 0	61

Teachers invest in language training (85,25%), professional training (81,97%), active participation in projects financed by European funds (83,61%), development of technological skills (80,33%).

Only 22,95% invest in the increase in activities in the afternoon.

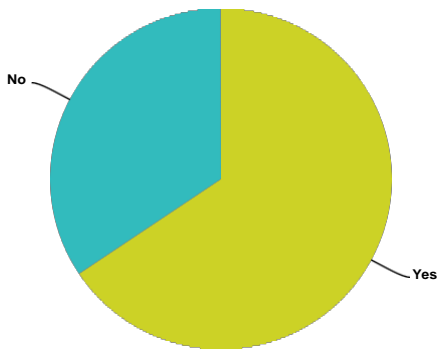
54,10% of teachers states that more should be invested in renovation of the structure.

School-work alternation and activation of internships should not be activated according to 4,92% of teachers

Q32 Do you believe that actions implemented by your school aim to satisfy the points of “Avanguardia Educative” movement?

Answers: 61

Skipped question: 29



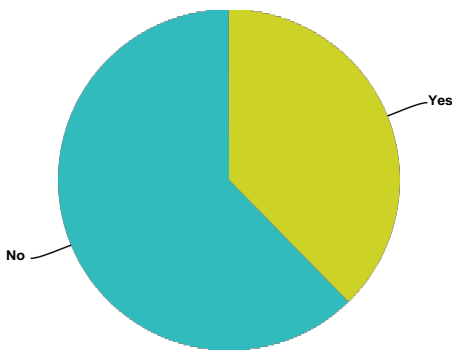
Answer options	Answers	
Yes	65,57%	40
No	34,43%	21
Total		61

The actions promoted by school satisfy “avanguardia educative” movimento for 65,57% of teachers

Q33 Do you believe that school policies and funds for education are enough to promote innovation?

Answers: 61

Skipped question: 29



Answer options	Answers	
Yes	37,70%	23
No	62,30%	38
Total		61

62,30% affirms that school policies and funds for education are not enough to promote innovation while 37,70% states they are enough





Erasmus+



*Ricerca comparata sulla didattica innovativa e sul fabbisogno formativo degli insegnanti VET e degli studenti in Italia*

\* 1. Sesso

\* 2. Ha un'età compresa tra i:

☐ 18-28 anni

☐ 28-38 anni

☐ 38-48 anni

☐ 48-58 anni

☐ 58-68 anni

☐ Altro (specificare)

\* 3. La scuola in cui presta servizio è

☐ un liceo

☐ un Istituto Professionale

☐ un Istituto Tecnico

\* 4. Regione della scuola:

\* 5. Provincia della scuola:

\* 6. La Sua materia di insegnamento a quale area disciplinare si riferisce?

- ☐ Discipline artistiche
- ☐ Discipline letterarie storiche e geografiche
- ☐ Discipline matematiche, fisiche e chimiche
- ☐ Discipline musicali
- ☐ Discipline tecniche, dei servizi e ingegneristiche
- ☐ Discipline giuridiche, economiche e sociali
- ☐ Filosofia, storia, psicologia, scienze dell'educazione
- ☐ Lettere, latino, greco
- ☐ Lingue straniere
- ☐ Altro (specificare)

\* 7. Da quanti anni svolge la Sua professione?

- ☐ meno di 1 anno
- ☐ meno di 5 anni
- ☐ meno di 10 anni
- ☐ Dai 10 ai 20 anni
- ☐ Più di 20 anni

\* 8. Ha partecipato a corsi di formazione/master/progetti negli ultimi 5 anni per aggiornamenti didattici?

- ☐ Sì
- ☐ No



Erasmus+



***Ricerca comparata sulla didattica innovativa e sul fabbisogno formativo degli insegnanti VET e degli studenti in Italia***

\* 9. A quali corsi di formazione ha partecipato?

10. Intende seguire corsi di formazione in futuro? In caso di risposta affermativa indichi quali.

\* 11. In virtù dell'aggiornamento continuo del sistema didattico elenchiamo di seguito alcune metodologie. Completate la tabella in base alla sua esperienza.

	Possiede conoscenza teorica	Non possiede alcuna conoscenza	Possiede competenza pratica	La sua scuola la utilizza	La ritiene innovativa	Favorisce l'inclusione sociale
Classe 3.0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Metodo TEAL (Technology Enhanced Active Learning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Debate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coding (le attività volte all'acquisizione del pensiero computazionale)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Role Playing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teatro d'Impresa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Possiede conoscenza teorica	Non possiede alcuna conoscenza	Possiede competenza pratica	La sua scuola la utilizza	La ritiene innovativa	Favorisce l'inclusione sociale
Brain Storming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning story (didattica per scenari)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Didattica Laboratoriale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spaced Learning (apprendimento intervallato)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blended Learning (apprendimento misto)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mobile learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Metodologia Itec	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning by doing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Metodologia Clil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Metodo Orberg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\* 12. Ha mai sentito parlare del modello "Flipped Classroom"?

☐ Si

☐ No



Erasmus+



**Ricerca comparata sulla didattica innovativa e sul fabbisogno formativo degli insegnanti VET e degli studenti in Italia**

\* 13. Di seguito alcuni punti di forza relativi al modello "Flipped Classroom". Indichi il loro grado d'importanza.

	Molto importante	Importante	Indifferente	Poco importante	Per niente importante
Favorisce l'interazione	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Favorisce il Learning by doing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sviluppa capacità di Problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rende il tempo-scuola più produttivo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stimola la partecipazione e la motivazione del discente	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incoraggia e sostiene le attività didattiche centrate sullo studente	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Favorisce il cooperative learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Favorisce l'inclusione	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Favorisce l'innovazione	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 14. All'interno del suo istituto scolastico viene utilizzato il modello "Flipped Classroom"?

- ☐ Sì
- ☐ No
- ☐ Sì, lo utilizzo in prima persona



Erasmus+



*Ricerca comparata sulla didattica innovativa e sul fabbisogno formativo degli insegnanti VET e degli studenti in Italia*

\* 15. In quale disciplina viene utilizzato il modello “Flipped classroom” nella sua scuola?

- ☐ Discipline artistiche
- ☐ Discipline letterarie storiche e geografiche
- ☐ Discipline matematiche, fisiche e chimiche
- ☐ Discipline musicali
- ☐ Discipline tecniche, dei servizi e ingegneristiche
- ☐ Discipline giuridiche, economiche e sociali
- ☐ Filosofia, storia, psicologia, scienze dell'educazione
- ☐ Lettere, latino, greco
- ☐ Lingue straniere
- ☐ Altro (specificare)



Erasmus+



***Ricerca comparata sulla didattica innovativa e sul fabbisogno formativo degli insegnanti VET e degli studenti in Italia***

\* 16. Ritiene che le metodologie utilizzate a scuola riescano a soddisfare il fabbisogno educativo e formativo del discente?

☐ Sì

☐ No

\* 17. Quali tra le seguenti attitudini sono generalmente meno sviluppate nei discenti?  
(E' possibile indicare più di una risposta).

- ☐ Grado di motivazione
- ☐ Partecipazione attiva
- ☐ Capacità di problem solving
- ☐ Autovalutazione e consapevolezza
- ☐ Pensiero critico
- ☐ Orientamento al risultato
- ☐ Competenze linguistiche
- ☐ Competenze informatiche
- ☐ Competenze digitali
- ☐ Competenze interculturali

\* 18. Quali tra le seguenti sono le principali cause che incidono negativamente sulla formazione scolastica ed educativa del discente nella sua scuola?

(E' possibile inserire più di una risposta).

- ☐ Socio-culturali
- ☐ Socio-economico
- ☐ Scolastiche
- ☐ Personali
- ☐ Altro (specificare)

\* 19. Indichi, in ordine d'importanza, tre metodologie che ritiene più idonee per l'insegnamento della Sua materia, abbinando una tecnologia.

	Metodologie	Tecnologie
1	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>
3	<input type="text"/>	<input type="text"/>

\* 20. Indichi quali supporti tecnologici vengono utilizzati dal personale docente nella sua scuola.

(E' possibile indicare più di una risposta).

- ☐ LIM
- ☐ Learning object
- ☐ Software didattici
- ☐ Proiettore
- ☐ Computer
- ☐ Connessione base/ADSL/Wifi
- ☐ Tablet
- ☐ Stampante 3d
- ☐ Sistemi di audio e video
- ☐ Schermi interattivi
- ☐ IpadWells
- ☐ Nessuna



\* 21. In che modo utilizza la tecnologia nella didattica?

(E' possibile indicare più di una risposta).

- ☐ Sfogliando e/o cercando contenuti in Internet per preparare le lezioni
- ☐ Sfogliando e/o cercando contenuti in Internet da far usare agli studenti durante le lezioni
- ☐ Guidando i ragazzi a individuare e selezionare fonti attendibili in rete
- ☐ Creando contenuti educativi, esercizi e attività digitali per gli studenti
- ☐ Creando questionari online
- ☐ Insegnando ai ragazzi l'uso creativo di tool digitali
- ☐ Comunicando on line con i genitori/studenti tramite e-mail, social network, etc
- ☐ Comunicando on line con i genitori/studenti tramite il registro elettronico
- ☐ Usando le ICT per dare feedback e/o valutare gli studenti
- ☐ Scambiando materiali, risorse e opinioni con colleghi tramite il web e/o ambienti dedicati
- ☐ Insegnando ai ragazzi a lavorare in rete in maniera collaborativa
- ☐ Utilizzando il pacchetto office
- ☐ Non la utilizzo

\* 22. Quali delle seguenti tipologie di materiale didattico digitale ha utilizzato con la sua classe?

(E' possibile indicare più di una risposta).

- ☐ Materiale che ha cercato in rete
- ☐ Materiale già presente online, proveniente da risorse educative istituzionali
- ☐ Materiale presente nei computer o nella rete della scuola (piattaforme, sito web)
- ☐ Materiale digitale offline (es. cd-rom)
- ☐ Materiale digitale creato da lei
- ☐ Materiale digitale creato in team con i suoi colleghi
- ☐ Non ho mai usato materiali didattici digitali
- ☐ Nessuna tipologia

\* 23. Tra le seguenti piattaforme quali vengono utilizzate da lei o dalla sua scuola?  
(E' possibile indicare più di una risposta).

☐ Moodle

☐ EdMondo

☐ E-twinning

☐ Weebly

☐ Gateway

☐ Altro (specificare)

\* 24. In che misura si sente a suo agio con le seguenti attività?

	Pienamente a mio agio	A mio agio	Indifferente	Poco a mio agio	Per niente a mio agio
Usando l'e-mail per comunicare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Producendo testi usando il programma word	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creando testi online contenenti link	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usando un foglio di calcolo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scaricando o installando software su computer o tablet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creando una presentazione multimediale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scaricando o caricando risorse educative da e su siti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facendo foto, video o audio digitali	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modificando e/o pubblicando foto, video, audio digitali	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organizzando i file nel computer in cartelle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partecipando ad un social network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partecipando ad una discussione in un forum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creando questionari online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creando e mantenendo un blog o un sito	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 25. Quali sono i possibili ostacoli correlati all'utilizzo delle tecnologie didattiche?

(E' possibile indicare più di una risposta).

- ☐ Rigidità dei sistemi di istruzione e formazione professionale
- ☐ Scarsa conoscenza degli strumenti tecnologici da utilizzare
- ☐ Complessità delle attività preparatorie
- ☐ La mancanza di competenze dell'utilizzo di tali metodologie
- ☐ La mancanza di attrezzature adeguate
- ☐ Maggior impegno per erogare materiali didattici
- ☐ Altro (specificare)

\* 26. Quali sono i siti che utilizza per il suo aggiornamento professionale e per individuare nuove opportunità scolastiche?

(E' possibile indicare più di una risposta).

- ☐ [www.miur.it](http://www.miur.it)
- ☐ [www.indire.it](http://www.indire.it)
- ☐ [www.orizzontescuola.it](http://www.orizzontescuola.it)
- ☐ [www.erasmusplus.it](http://www.erasmusplus.it)
- ☐ [www.lavoro.gov.it](http://www.lavoro.gov.it)
- ☐ [www.isfol.it/www.inapp.org](http://www.isfol.it/www.inapp.org)

Altro (specificare)

\* 27. Ha mai sentito parlare del movimento "Avanguardie Educative"?

- ☐ Sì
- ☐ No

\* 28. Di seguito si elencano i punti di questo movimento. Indichi quelli a lei noti e quali vengono utilizzati nella sua scuola

(E' possibile indicare più di una risposta).

	Possiedo conoscenza	Non possiedo conoscenza	Lo utilizzo nella mia scuola
Aule laboratorio disciplinari	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spazio flessibile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bocciato con credito	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compattazione del calendario scolastico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teal (tecnologie per l'apprendimento attivo)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrazione cdd/libri di testo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spaced learning (apprendimento intervallato)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ict lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flipped classroom (la classe capovolta)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Didattica per scenari	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Debate (argomentare e dibattere)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dentro/fuori la scuola	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apprendimento differenziato	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oltre le discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apprendimento autonomo e tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\* 29. Quali tra i seguenti aspetti ritiene più importanti da dover sviluppare del movimento "Avanguardie Educative"?

(E' possibile indicare più di una risposta).

- ☐ Trasformare il modello trasmissivo della scuola attraverso l'apprendimento attivo
- ☐ Sfruttare le opportunità offerte dalle ICT e dai linguaggi digitali per supportare nuovi modi di insegnare, apprendere e valutare
- ☐ Creare nuovi spazi per l'apprendimento con soluzioni flessibili, polifunzionali, modulari e facilmente configurabili in base all'attività svolta e per usi anche di tipo informale.
- ☐ Riorganizzare il tempo del fare scuola attraverso il superamento di alcune rigidità organizzative.
- ☐ Riconnettere i saperi della scuola e i saperi della società della conoscenza grazie anche alla diffusione della Rete.
- ☐ Investire sul "capitale umano" consente agli insegnanti di sentirsi sempre più registi di modelli di didattica attiva e vedere nel cambiamento una risorsa.
- ☐ Promuovere l'innovazione perché sia sostenibile e trasferibile in altre realtà producendo risultati analoghi.

\* 30. Qual è la posizione della sua scuola riguardo al Movimento?

- ☐ Ha già aderito
- ☐ Intende aderire
- ☐ Non intende aderire

\* 31. Di seguito alcune strategie su cui investire per migliorare la qualità dell'offerta formativa.  
Completate la tabella in base alla loro applicazione.

	Si vi investo	No non vi investo	Dovrebbe essere inserita nel sistema scolastico	Non dovrebbe essere inserita nel sistema scolastico
sull'utilizzo di nuovi canali di comunicazione	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sull'aggiornamento professionale dei docenti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sull'alternanza scuola lavoro	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sull'attivazione di tirocini	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sulla mobilità europea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sull'attività di job shadowing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sullo sviluppo delle competenze trasversali	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sull'incremento delle attività pomeridiane	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sullo sviluppo di competenze tecnologiche	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sullo sviluppo di competenze linguistiche	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sullo sviluppo di competenze interculturali	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sul rinnovamento della struttura	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sull'adeguatezza degli strumenti didattici	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sulla partecipazione attiva a progetti finanziati da fondi europei	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sulla partecipazione attiva a progetti finanziati da fondi nazionali	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Altro (specificare)

\* 32. Ritiene che le azioni promosse dalla sua scuola mirino a soddisfare i punti del movimento "Avanguardie Educative"?

☐ Sì

☐ No

\* 33. Pensa che le politiche scolastiche ed i fondi destinati all'istruzione riescano a favorirne l'innovazione?

☐ Si

☐ No





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*Ricerca comparata sulla didattica innovativa e sul fabbisogno formativo degli insegnanti VET e degli studenti in Italia*

\* 34. Sex

\* 35. You are between:

- ☐ 18-28 years old
- ☐ 28-38 years old
- ☐ 38-48 years old
- ☐ 48-58 years old
- ☐ 58-68 years old
- ☐ Other (specify)

\* 36. The school where you teach is

- ☐ a high school
- ☐ a professional institute
- ☐ a technical institute

\* 37. Region of the school:

\* 38. Province of the school:

\* 39. Which is the subject area you teach?

- ☐ Arts
- ☐ Literature, historical and geographical subjects
- ☐ Mathematics, physics and chemistry
- ☐ Music
- ☐ Technics, services and engineering
- ☐ Legal, economic and social subjects
- ☐ Philosophy, history, psychology, educational sciences
- ☐ Literature, latin, greek
- ☐ Foreign languages
- ☐ Other (specify)

\* 40. For how many years have you been teaching?

- ☐ less than 1 year
- ☐ less than 5 years
- ☐ less than 10 years
- ☐ between 10 and 20 years
- ☐ more than 20 years

\* 41. Did you take part in trainings/master/projects over the last five years for educational updates?

- ☐ Yes
- ☐ No



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VET e degli studenti in Italia*

\* 42. Which trainings did you attend?

43. Are you willing to attend trainings in the future? If yes, specify what kind.

\* 44. By virtue of continuous update of educational system, some methodologies are listed below. Complete the table on the basis of your experience.

	Own theoretical knowledge	Any knowledge	Own practical experience	Used in your school	Considered innovative	Promote social inclusion
Classroom 3.0	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TEAL method (Technology Enhanced Active Learning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Debate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coding (activities for the acquisition of computational thinking)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Project Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business Game	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Role Playing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business theatre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brain Storming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning story	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laboratory teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cooperative Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spaced Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blended Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mobile learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Itec methodology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning by doing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cliil methodology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Orberg methodology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\* 45. Have you ever heard about the “Flipped classroom” method?

☐ Yes

☐ No



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\* 46. Below are some strengths of the "Flipped classroom" model. Indicate the degree of importance.

	Very important	Important	Indifferent	Little important	Not important at all
Promotes interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotes Learning by doing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops Problem solving skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Makes school time more productive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stimulates participation and motivation of the learner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages and supports student-centered learning activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotes cooperative learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotes inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotes innovation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 47. Is the "Flipped classroom" model used in your school?

- ☐ Yes
- ☐ No
- ☐ Yes, I use it in first person



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*Ricerca comparata sulla didattica innovativa e sul fabbisogno formativo degli insegnanti VET e degli studenti in Italia*

\* 48. In which subject is the "Flipped classroom" model used in your school?

- ☐ Arts
- ☐ Literature, historical and geographical subjects
- ☐ Mathematics, physics and chemistry
- ☐ Music
- ☐ Technics, services and engineering
- ☐ Legal, economic and social subjects
- ☐ Philosophy, history, psychology, educational sciences
- ☐ Literature, latin, greek
- ☐ Foreign languages
- ☐ Other (to specify)



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\* 49. Do you think that the methods used at school can satisfy education and training needs of the learner?

☐ Yes

☐ No

\* 50. Which of the following attitudes are generally less developed in learners? (Multiple answers allowed).

- ☐ Motivation
- ☐ Active participation
- ☐ Problem solving skills
- ☐ Self-assessment and consciousness
- ☐ Critical thinking
- ☐ Results orientation
- ☐ Language skills
- ☐ IT skills
- ☐ Digital skills
- ☐ Intercultural skills

\* 51. Which of the following are the main causes that have a negative impact on school and educational training of the learner in your school? (Multiple answer allowed).

- ☐ Social-cultural
- ☐ Social-economic
- ☐ Scholastic
- ☐ Personal motivations
- ☐ Other (specify)

\* 52. Indicate, in order of importance, three methodologies that you consider most suitable for teaching your subject, combining a technology.

	Metodologie	Tecnologie
1	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>
3	<input type="text"/>	<input type="text"/>

\* 53. Please indicate which technological devices are used by the teachers in your school. (Multiple answer allowed).

- ☐ LIM
- ☐ Learning object
- ☐ Educational software
- ☐ Projector
- ☐ Computer
- ☐ Basic connection/ADSL/Wifi
- ☐ Tablet
- ☐ 3D printer
- ☐ Audio and video systems
- ☐ Interactive screens
- ☐ IpadWells
- ☐ None



\* 54. How do you use technology in teaching? (Multiple answers allowed).

- ☐ Browse and/or search for content on the Internet to prepare lessons
- ☐ Browse and/or search for content on the Internet to be used by students during class
- ☐ Lead the kids to find and select reliable sources on the Internet
- ☐ Create educational content, exercises and digital activities for students
- ☐ Create online questionnaires
- ☐ Teach children the creative use of digital tools
- ☐ Communicate online with parents/students via email, social networks, etc
- ☐ Communicate online with parents/students via the electronic register
- ☐ Use ICT to give feedback and/or evaluate students
- ☐ Exchange materials, resources, and views with colleagues through the web and/or dedicated tools
- ☐ Teach children to work in a collaborative network
- ☐ Use the office suite
- ☐ Not using

\* 55. Which of the following types of digital educational tools did you use with kids? (Multiple answers allowed).

- ☐ Materials found on the internet
  - ☐ Materials already online, coming from institutional educational resources
  - ☐ Materials in the computer or the school network (platforms, web site)
  - ☐ Offline digital material (eg. cd-rom)
- 
- ☐ Digital material you created
  - ☐ Digital material you created with your colleagues
  - ☐ I have never used digital educational materials
  - ☐ None

\* 56. Among the platforms listed below, which are used by you or by your school? (Multiple answers allowed).

- ☐ Moodle
- ☐ EdMondo
- ☐ E-twinning
- ☐ Weebly
- ☐ Gateway
- ☐ Other (specify)

\* 57. At what extent do you feel at ease in performing the following activities?

	Completely at ease	At ease	Indifferent	Little at ease	Not at ease at all
Using the e-mail to communicate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organize files on your computer in folders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Download or upload educational resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take pictures, video or digital audio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Produce texts using the word program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create a multimedial presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Download or install software on your PC or tablet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Edit and/or publish photos, videos, digital audio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in a social network	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in a discussion in a forum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create online texts containing links	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a spreadsheet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create online questionnaires	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create a database	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 58. Which are the possible obstacles related to the use of educational technology? (Multiple answers allowed).

- ☐ Rigidity of education and training systems
- ☐ Lack of knowledge of the technological tools
- ☐ Complexity of preparatory activities
- ☐ Lack of knowledge in the use of such methodologies
- ☐ Lack of adequate equipment
- ☐ Greater commitment to provide educational materials
- ☐ Other (specify)

\* 59. Which are the sites you are using to update on school news? (Multiple answers allowed).

- ☐ [www.miur.it](http://www.miur.it)
- ☐ [www.indire.it](http://www.indire.it)
- ☐ [www.orizzontescuola.it](http://www.orizzontescuola.it)
- ☐ [www.erasmusplus.it](http://www.erasmusplus.it)
- ☐ [www.lavoro.gov.it](http://www.lavoro.gov.it)
- ☐ [www.isfol.it/www.inapp.org](http://www.isfol.it/www.inapp.org)

Other (specify)

\* 60. Have you ever heard about the “Avanguardie Educative” movement?

- ☐ Yes
- ☐ No

\* 61. Below the points related to the movement. Indicate which you know and which are implemented in your school. (Multiple answers allowed).

	I know	I don't know	I use it in the school
Disciplinary laboratory Classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexible space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rejected by credit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shrinking the school calendar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teal (technology enhanced active learning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integration cdd/textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spaced learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ICT lab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flipped classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning story inside/outside of school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Debate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inside/outside school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiated learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In addition to the subjects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Autonomous learning and tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\* 62. Which of the following points do you consider most important and should be developed by "Avanguardia Educativa" movement? (Multiple answers allowed).

- ☐ Transforming the transmissive model of school through active learning
- ☐ Using the opportunities offered by ICT and the digital languages to support new ways of teaching, learning and assessment
- ☐ Create new spaces for learning with flexible, multi-purpose, modular and easily configurable solutions according to the activity carried out and also for informal use.
- ☐ Reorganize the time of doing school through overcoming some organizational rigidity.
- ☐ Reconnect the knowledge of the school and the knowledge of the society thanks to the spread of the Internet.
- ☐ Investing in the "human capital" allows teachers to feel more and more directors of active teaching models and see change in a resource.
- ☐ Promote innovation because it is sustainable and transferable to other contexts producing similar results.

\* 63. What is the position of your school about the Movement?

- ☐ Already joined  
☐ Intention of joining  
☐ No intention of joining

\* 64. Below there are some strategies to invest in to improve the quality of training. Complete the table according to their application.

	Yes, you invest	No, you don't invest	Should be included in the school system	Shouldn't be included in the school system
Use of new communication channels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional training of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School-work alternation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activation of internships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
European mobility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job shadowing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of soft skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increase in activities in the afternoon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of technological skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of language skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of intercultural skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Renovation of the structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adequacy of teaching tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Active participation in projects financed by European funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Active participation in projects financed by national funds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other (specify)

\* 65. Do you believe that actions implemented by your school aim to satisfy the points of “Avanguardie Educative” movement?

☐ Yes

☐ No

\* 66. Do you believe that school policies and funds for education are enough to promote innovation?

☐ Yes

☐ No