

**Ana Amaro Agudo, Nazaret Martínez-Heredia, *Heritage as an educational resource in the city. Theoretical review and educational experiences for learning throughout life***

The general objective of this research is to carry out a theoretical review of the activities carried out within the framework of Educating Cities on the subject of heritage at the educational level, as a form of instrument for cities and a strategy for training citizens. Thus responding to the demands of education throughout life. A methodological strategy of a bibliometric, descriptive and cross-retrospective study in the BIECE database has been followed through two advanced searches where in the “Experience bank” section there is a culture and leisure exploration and Heritage. The final sample of experiences has been  $n = 15$ . The main results will be that during the year 2002, 2005 and 2008 in Spain, most of the educational experiences have been developed. Similarly, Barcelona, Zaragoza and Getafe are the major cities. Through the development of various experiences it is important to connect the educational function that the city has and, in this particular case, make use of the cultural historical heritage as a pedagogical tool.

*Keywords:* educational heritage; educational city; lifelong learning; experiences; BIECE.

**Olga González-Morales, Rocío Peña Vázquez, Pedro Ricardo Álvarez-Pérez, David López-Aguilar, *Factors influencing the usefulness of the teaching guide from the perspective of university students***

This paper reveals an increasing trend of research on Web 2.0 in higher education in China and eight types of representative Web 2.0 technologies, i.e., blog, microblog, wiki, RSS, SNS, instant messaging, social book-

DOI: 10.3280/CAD2020-001009

marking and podcast. It shows that Web 2.0 technologies are used in five topic areas of higher education, i.e., library, administration, teaching and learning, student development and faculty development. Moreover, Web 2.0 technologies are used differently in the five topic areas. Blog and wiki are commonly used in teaching and learning. Microblog is mainly used for administration and student development while RSS and SNS are more applicable for library. Besides, interaction and sharing are the most critical features of Web 2.0 emphasized in all topic areas. Individualization is valued more in library while collaboration is stressed in teaching and learning. These features are conducive to the design, development, and evaluation of ICTs used in higher education.

*Keywords:* teaching guide; educational resource; teaching planning; college students; higher education.

**Weiwei Qin, Jim Slotta, *Web 2.0 technologies used in higher education in China: A content analysis of journal articles from 2004 to 2017***

This paper reveals an increasing trend of research on Web 2.0 in higher education in China and eight types of representative Web 2.0 technologies, i.e., blog, microblog, wiki, RSS, SNS, instant messaging, social bookmarking and podcast. It shows that Web 2.0 technologies are used in five topic areas of higher education, i.e., library, administration, teaching and learning, student development and faculty development. Moreover, Web 2.0 technologies are used differently in the five topic areas. Blog and wiki are commonly used in teaching and learning. Microblog is mainly used for administration and student development while RSS and SNS are more applicable for library. Besides, interaction and sharing are the most critical features of Web 2.0 emphasized in all topic areas. Individualization is valued more in library while collaboration is stressed in teaching and learning. These features are conducive to the design, development, and evaluation of ICTs used in higher education.

*Keywords:* Web 2.0; interaction; higher education; content analysis; China.

**Philippe Masson, Alessandro Porrovecchio, Isabelle Joing, François Potdevin, *Inclusive education in middle school. A case study in Normandy***

The case study presented in this paper, conducted in a disadvantaged college located in a semi-rural area in Normandy, aims to describe the subjective experience of both an educational team and the students who live the daily reception of students with disabilities. Lack of specific training, job in-

security for those accompanying students with disabilities: it's a picture that would remain pessimistic if it were not for the engagement of those who do not give up and always give the best of them. In this context we can observe a strong educational alliance between the different members of the educational community, to meet the needs of these pupils.

*Keywords:* teachers' training; school life assistant; inclusive education; educational alliance; coaching.

**Daniele Pasquazi, *Sensory skills and intuitive-geometric approach in pre-adolescence: an investigation in schools***

The article presents an experimental study carry out on the perceptuo-motor action in teaching and learning Mathematics. Teaching protocols and materials proposed in the study were based on an intuitive-geometric approach, involving drawing and manipulation. A pre-test/post-test control group design involving 86 students of lower secondary school has verified that teaching methods focused on enhancing learners' geometric perception increase effective problem solving strategies of a mathematical problem.

*Keywords:* Mathematics; lower secondary school; teaching practices; intuitive-geometric approach; manipulation.

**Gabriella Agrusti, *Common sense and causality in educational research***

In Philosophy of Science common sense has taken on different definitions over the centuries. The article examines the concepts of common sense, uniformity and causality in educational research in different authors and paradigms. Embedding research in teaching and learning activities means to use evaluation and monitoring as a set of techniques to clarify problems, replacing scientific dogmatism with criteria of self-correction and reversibility of science. This could help to avoid the traps of inductivism and wrong use of common sense in developing teaching activities.

*Keywords:* common sense; causality; methods in educational research; Philosophy of Science; inductivism.