

Abstracts

Emma Nardi, *The context and the detail. Another way of understanding cultural visits?*

The article is divided into two parts. The first one deals with the theme of cultural heritage and explains its complexity through the analysis of how it has developed in time as a concept based on two main elements: the acknowledgment of its economic value, and even more, its political and identity value; its hereditary nature as a set of goods that, as in the life of private individuals, must pass from one generation to the next. The different phases that have determined its development are presented, providing examples taken from the history of European culture.

In the second part, the article questions about the distance between the specific complexity of the cultural heritage and the fact that more and more tourists are taking part into it. The result is a discrepancy that creates tiredness and, often, boredom. Thus, in explaining the relationship between context and detail, a way of envisaging the visits to art heritage cities is proposed, which, if subject to an experimental verification, might show how it is possible to find new and more satisfactory solutions both from a cultural point of view and for the protection of the art heritage.

Keywords: cultural tourism; heritage; Rome; cultural mediation; education.

Myriam González-Sanz, *Factors related to museum experience assessments among elementary school students. Does the use of Visual Thinking Strategies in Barcelona's Picasso Museum make an impression?*

The present study analyses elementary school student insights of two school field trips to museums. Students were asked to assess their visit to the Picasso Museum in Barcelona (MPB), where the Visual Thinking Strat-

egies (VTS) teaching method was applied, and a previous non-VTS visit to another museum. Two items from a student survey were analyzed using quantitative and qualitative content-analysis techniques, in order to determine which aspects were related to positive or negative museum assessments and potential differences between the two visit types. The findings show that a large majority of students positively assessed both museum experiences, with the categories fun, interest, and collection resulting the most salient. Nevertheless, in the MPB students placed importance on the use of VTS and more emphasis on the visit as a learning experience. It is evident that the VTS method made an impression on students, even though some aspects generated controversy among the participants.

Keywords: heritage education; museum; elementary education; student satisfaction; visual thinking strategies.

Paolo Campetella, *Travelers and visitors. Preliminary study on the use of the San Giovanni subway station in Rome*

An innovative approach of archeological heritage communication has been experienced in the San Giovanni station on the new subway Line C where commuters are invited to explore the complex stratigraphy of the site through an immersive museography, from the quay to the upper level. The research was aimed to investigate the impact of this daily crossed museological environment on commuters' perception of archeological heritage. Semi-structured interviews with a group of volunteers were used to gather information about the way of interacting with the archaeological exhibition and the understanding of its main objectives. The double function of the place, underground station and heritage interpretation center at the same time, affects daily commuters' experiences revealing the need of defining new cultural mediation strategies that might consider a new and unusual museum visitors' profile.

Keywords: archaeological heritage; San Giovanni station; interpretation center; museum visitors; urban underground space.

Lucia Lumbelli, Gisella Paoletti, Maurizio Boscarol, *Enhancing text comprehension through watching TV*

The purpose of this experimental research was to analyze the possibility of stimulating student text comprehension through a guided exploration of an amusing TV cartoon that is also difficult to be fully comprehended, using the attractiveness of dynamic images as a resource for improving text compre-

hension. 38 students of an Italian Secondary School participated to the study. They were 15 years old on average. A group of 19 student received a training for processing the cartoon comprehension difficulties, and was helped in detecting and making the required bridging inferences. A multimedia comprehension post test verified a significant difference between the two groups. The educational implications of the research concern the possibility of using interesting and motivating material for the enhancing text comprehension . The educational treatment performed gave the students the opportunity to acquire a special learning strategy that consists of consciously making the processes that good comprehenders of both written text and audiovisual narratives automatically and correctly are used to make.

Keywords: text comprehension; TV comprehension; bridging inferences; multimedia; educational strategy.

Laura Erundina Riveiro-Villodres, Francisco Javier Blanco-Encomienda, María José Latorre-Medina, *Pedagogical knowledge: assessment and initial training of teachers*

The goal that any educational system must reach is to possess a high level of quality in all the elements that make it up. One of the fundamental pillars of education is the teaching staff, who should have an effective training to teach. This study focuses on the pedagogical knowledge of the teachers of the musical teachings of the special regime of the Professional Conservatories, what is the conception that this group has about the aforementioned knowledge and to what extent they have received it during their initial training. For this research we have used a methodological approach of quantitative type. The results obtained reveal that facing the high assessment that all respondents perform on Pedagogical Knowledge a low assessment of it in the initial training of these teachers is found.

Keywords: teachers; pedagogical knowledge; initial training; quality of education.

Chiara Giberti, *Gender differences and misconceptions in operating with percentages: evidence from INVALSI tests*

International standardized assessments highlight the existence of gender differences in mathematics performances: male outperform female in many countries and in Italy this gap is remarkable. The results of Italian standardized assessment, called INVALSI test, confirm the existence and the importance of this gap. In this paper we examine three INVALSI items for Grade

10, similar in terms of mathematical content, item type and question intent. The quantitative analysis of each item, based on the Rasch Model, shows that male and female answers have distinctly different response behaviors, and these differences are similar in the three items. A pedagogical interpretation of the quantitative results led us to explain this gap in terms of a different influence of a specific misconception on males and females.

Keywords: gender gap; misconceptions; percentages; Rasch analysis; standardized assessment.