

## *Abstracts*

### **Benedetto Vertecchi, *Visalberghi and the pedagogy of the twentieth century. The turning point of the sixties***

The article offers the interpretation of current issues in education and evaluation from the point of view of Aldo Visalberghi, well-known for his engagement in introducing large scale assessment surveys in Italy. Specific reference is made to the Sixties, when the drive towards the democratization of what is now commonly referred to as “formal education” was relevant. There was a need of empirical evidences to reason upon the quality of the system of education, in a philanthropic and non-deterministic perspective. Nowadays, the discomfort related to school education is linked to a cultural crisis that affects social life and invests not only children and young people but with different the population as a whole: however, it is mostly reduced to a matter of rankings between learning levels.

*Keywords:* Visalberghi; evaluation; social crisis; Italy; determinism.

### **Guido Benvenuto, *Research as a training process: an interdisciplinary approach to permanent teacher education***

Pre-service and in-service teachers’ training is a crucial aspect of all school reforms and it is necessary to guarantee the quality of education. Throughout his career, Aldo Visalberghi researched and reflected on teachers’ training in a multidimensional perspective, paying attention to the promotion of professional habits and values (professional awareness and open-mindedness), to the development of disciplinary and methodological skills, and to the development of an interdisciplinary and collegial research-based attitude. Teacher training must emphasize their “social” function, therefore they must be trained to apply a problematic approach and a research method, to foster motivation, curiosity and critical thinking in their students.

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*Keywords:* teachers' training (multidimensional); professional habits and values; research methods; didactic experimentation; university institutions and scientific attitude.

**Gabriella Agrusti, Valeria Damiani, *Towards a European education between past and present. Visalberghi and the dialectical taste of oppositions***

The notion of a European identity is fundamental for the European Union community, that offers an high level of diversity in the well-established national communities. Promoting a sense of European identity is one of the determining elements for the development of a sense of belonging, citizenship and, last but not least, solidarity and closeness between Member States. This paper considers the implications descending from Visalberghi's works on the possibility to develop a European Education.

*Keywords:* Europe; education; identity; sense of belonging; citizenship.

**Cinzia Angelini, Teresa Savoia, *Education and language skills: the decade of awareness***

Visalberghi decisively contributed to the development of pedagogical studies in Italy. Already in the Sixties, his works opened a view on some educational aspects still debated today. One was the relation between socio-economic status and education: he strongly supported the idea that personal abilities were not linked to the family's status *tout court*, but to the learning opportunities that families could provide to their children. Language skills in particular, developed through parents-children exchange, were the key to school achievement.

*Keywords:* socio-economic status; language skills; school achievement; word gap; achievement gap.

**Cristiano Corsini, *From comparisons to rankings***

This contribution analyzes the pivotal role played by Aldo Visalberghi in promoting international large scale assessment surveys in Italy, highlighting three aspects, i.e.: translations and loans, the measures and the sense of the measure and, finally, the role of values in educational research. In comparative education, some elements offered by current international surveys, such as rankings and the alleged objectivity of data, underpin an educational policy that is expressed in terms of accountability. Visalberghi, aware that common sense is the booty of the struggle for cultural hegemony, expressed in his works the idea that research must challenge the clichés to promote changes.

*Keywords:* Visalberghi; evaluation; ILSA; accountability; added value.

**Anna Dipace, Pierpaolo Limone, *The playful feature of learning***

The article aims to highlight the extraordinary relevance of Aldo Visalberghi's approach in the field of educational innovations that give to the play-ful framework an important value in promoting learning.

The dimension of the *ludiforme* drawn by Aldo Visalberghi represents important research trajectories in teaching and learning processes.

*Keywords:* ludiforme; teaching and learning; playfulness.

**Francesco Agrusti, *Technologies, information technology and education. Visalberghi and the current debate***

Starting mainly from the texts in the archive of the journal *Scuola e Città* and from the book *Programmazione tecnologica e processi di comunicazione*, the article presents Aldo Visalberghi's thoughts and ideas on the use of technology in education. According to the pedagogist, this use must be oriented in different directions, such as collaboration or individualisation, which demonstrate the relevance of Visalberghi's thought. The danger of the market as the only guidance is then analyzed. In conclusion, is discussed the transformation that nowadays the world of education must necessarily undergo.

*Keywords:* educational technology; educational change; literature review; influence of technology; technological advancement.

**Alberto Fornasari, *Evaluation challenges in the educational process: the contribution of Aldo Visalberghi***

Visalberghi's thought and commitment recurrently focused on educational research and evaluation. Among his eclectic and versatile interests, this article pays attention to the activity of promotion and support to evaluation studies in Italy. Indeed, Visalberghi's work as a pedagogist is strongly characterized by a term, evaluation, that he took from Dewey and introduced into the Italian pedagogical debate. This complex and innovative theme for the then Italian school was faced by Visalberghi in several ways, that this article tries to retrace: the use of testing to ascertain school profit and the adoption of appropriate and reliable techniques to measure school achievement. As one of the highest types of knowledge, evaluation implies the joint commitment of all those that share responsibility for the educational action.

*Keywords:* educational research; school; assessment; evaluation; educational responsibility.

**Paolo Competella, *Involvement and shared responsibility for education processes. The idea of district***

When it was established in Italy, in 1973, the school district aimed to involve members of local communities in defining policies to improve education processes and cultural development. By analyzing the relationship between cultural heritage and school policies carried out in Italy between the 60s and the 70s, the research examines participatory model promoted by the school district. The results highlight how school district might be considered a point of reference for the improvement of participatory strategies in defining cultural policies.

*Keywords:* school district; cultural heritage; school system; cultural policies; participatory strategies.

**Jordi Planella Ribera, Marc Pallarès Piquer, *Narrare necesse est: for a pedagogy of the story***

In this work, present the results of an investigation centred in studying the narrative pedagogical forms. The aim has been to study the narrative pedagogies developed like forms of fight against determinate situations of social exclusion. From three pedagogical experiences in university contexts and from a methodology of cut hermeneutic and through the documentary analysis, tackle the forms of production of knowledges from a formative space like the seminar. A part of said micro fictions investigates from the forms of writing of the subjects of the education. This has allowed us ascertain the need of the narrative pedagogies in the formative processes and like these micro fiction constitute like forms of resistance. The investigation allows us conclude that the action to educate can be understood like a process of intervention of experiences and behaviours that qualify to the educating to decide and develop his personal project of life, as well as also to build to himself same, using the narrative experience to face the different requirements that arise in each concrete experience.

*Keywords:* theory of education; narration; biography; philosophy of education; culture; narration.

**Jorge Expósito-López, Asunción Martínez Martínez, Felix Zurita Ortega, Eva María Olmedo-Moreno, *University tutoring and guidance: how it is currently perceived by degree students at university***

New social requirements relating to the quality of university teaching call for the implementation of educational processes which prioritise the guidance and tutoring of university students. This means that any adjustment to

the current teaching model should also consider making changes to models of student guidance.

The objective of this study is to assess the views of degree students in relation to tutorial action and university guidance as given to them by university tutors. In addition it seeks to determine their knowledge relating to these issues. A questionnaire (previously developed and tested) was used to obtain data, which are analysed by means of multiple comparisons. The results offer neither a positive nor a negative assessment of the teaching procedures. They do, however, propose a set of improvements and reforms for future university study programmes which could be introduced in order to improve and develop tutorial action.

*Keywords:* guidance; tutoring; perception of students; higher education; challenges.