

Abstracts

Vincenzo Bonazza, Paolo Pasetti, Francesco Milito, *School assessment under review. An empirical study in primary and lower secondary schools of the Calabria region*

This research, aimed at primary and lower secondary school educators teaching in the Calabria region, investigated any potential change in the teachers' beliefs and attitudes towards school assessment. More specifically, the questionnaire was developed around 7 main themes: the types of docimological tools used; the quality of training and continuous professional development; the functions of assessment adopted in practice; students' self-assessment: tools and methods; the spread or lack of common sense; how recent innovations have been perceived.

Thus, it was an important opportunity, to test the extent, if any, to which the docimological behavior required from a school that addresses the entire population – and made official by the Italian legal framework of recent decades – has changed.

The survey is connected to the complex issue of the initial and continuing training of teachers, being aware that a different approach to training in comparison to the abstract and transmissive model is oriented towards the real school challenges faced by teachers every day.

Keywords: assessment, evaluation, teacher training, empirical study, competency-based teaching.

David Martínez-Maireles, David Capperucci, Mila Naranjo Llanos,
Contextual Contrast of Assessment Practices in Catalonia and Tuscany

For teachers, assessment practices continue to be an aspect of the educational process that presents certain difficulties, which is why in many countries regulation at different levels has been proposed. This article proposes a descriptive analysis of the assessment practices of pre-school, primary and secondary school teachers of seven schools in Catalonia (Spain) and four in Tuscany (Italy). The study focuses on three criteria for the planning and development of assessment practices: the perception of importance, competence and use. The most relevant results of this study using the ActEval assessment practices questionnaire (Quesada et al., 2013) show low student participation and coordination between teachers in the planning and implementation of the assessment practices in both regions. As a general conclusion, there is greater alignment between the three criteria in Tuscany than in Catalonia.

Keywords: assessment practices, assessment planning, assessment innovation, student participation, assessment competence.

Tiziana Testani, *Expected culture and democratic beliefs of future primary school teachers*

This article presents a reflection on teachers' professional development and analyzes initial teacher education of primary school teachers in Italy over time. Reflection on initial teacher education should address not only course programs but also how these programs are able to change beliefs and attitudes of future teachers, within the framework of pedagogical values of a democratic and inclusive school.

The second part of this article presents the main results of a survey aimed to explore democratic teaching beliefs, values and attitudes of future primary school teachers, in particular their beliefs regarding justice, freedom, confidence in the teaching effect, effectiveness of formative assessment function, reflective teaching. The survey was conducted on a non-probabilistic sample of 299 students attending the Primary Teacher Education Degree, in the academic year 2022/2023.

Keywords: democratic teaching beliefs, initial teacher education, Italy, primary school teachers.

Maja S. Vukadinović, Nataša Papić-Blagojević, Ana Jovičić Vuković,
The effect of demographic variables on the assessment of cooperation and objectivity of the teaching process of higher education institutions

This study explores the effect of demographic variables on the students' assessments of cooperation and objectiveness regarding the teaching process in higher education institutions. The study included 361 students, aged between 18 and 24, who were mostly women (64.8%). Demographic variables measured were gender, the year of study, the model of financing, place where they live, previous education and higher education institution they currently attend. The effectiveness of the teaching process was measured by the students' ratings of cooperation (*cooperation, collegiality, teamwork and creativity*) and objectiveness (*objective grading system, availability of professors, quality and knowledge*). The students evaluated each of these on a five-point Likert scale (1 = strongly disagree; 5 = strongly agree). The results have shown that the institution which students attend has a strong effect on their ratings of cooperation and objectiveness. Possible directions for improving the teaching process and its outcomes are discussed.

Keywords: demographic variables, cooperation, objectiveness, students, teaching process, higher education institutions.

José María Rubio-Valdivia, Ginés David López-García, Antonio Granelo-Gallegos,
Effects of interpersonal teaching style on academic engagement in pre-service teachers. The mediating role of academic confidence and effort

The aim of present study was to analyze the mediating role of academic confidence and academic effort between teacher interpersonal style (i.e., autonomy support and controlling climate) and academic engagement. An observational, descriptive, cross-sectional, and non-randomized design was used. Three hundred and thirty-two Master's Degree students in Secondary Education Teaching from several Andalusian universities aged between 18 and 48 years ($M = 24.49$; $SD = 4.76$) participated in the study. The predictive relationships between the scales of interpersonal teaching style, academic self-concept and academic engagement were analyzed using a path analysis model. The main results show that autonomy support has a direct and positive predictive effect on academic engagement. In addition, the relevance of academic effort as a mediator for the positive prediction between autonomy support and engagement is highlighted. This study underlines the importance of autonomy support style as a facilitator

and supporter of confidence, effort and academic engagement in the training of future teachers.

Keywords: academic self-concept, Self-determination theory, student teacher, teacher training.