

Abstracts

G. Agrusti, G. Asquini, I. Vannini, *Educational poverty, cultural disadvantage and social inclusion inside and outside the school. Research-Based Professional Development in the post-Covid era*

Educational poverty and socio-economic, linguistic and cultural disadvantage are multidimensional concepts and refer to numerous areas of deprivation concerning the individual and the socio-economic context in which s/he is placed. The exclusion from educational experiences that allow the acquisition of multiple alphabetic processes exacerbates a multi-generational spiral of inequalities, hinders social mobility and prevents, especially children, from acquiring knowledge and basic critical thinking skills to plan the future with respect to socio-relational, professional and political-cultural dimensions. To address these educational emergencies the conceptual structure of the WHO ICF 2011 encourages to identify, within school and home contexts the material, cultural, social barriers in order to promote the implementation of facilitators. The initial phase of the project presented in this article involved over 1,300 students in five different urban Italian schools to analyse constraints and opportunities of the school contexts selected and to design tailored Research-Based Professional Development interventions.

Keywords: students achievement inequalities, key competences, inclusion, implicit early school leaving, Research-Based Professional Development.

V. Damiani, A. Ciani, A. Bevilacqua, *Educating for citizenship through democratic learning environments: the perspectives of school principals*

The project “The school as a democratic learning environment: promoting civic and citizenship education through the whole-school approach in the first cycle of education”, financed under the PRIN 2022 projects – Next Generation EU, is built upon the studies conducted on democratic learning environments for civic and citizenship education and aims at its promotion through a whole-school approach. This article presents the first results of the analysis of the school contexts, conducted through the methodology of the multi-perspective case study. In particular, it is focused on analyzing the semi-structured interviews conducted with the school principals of the six schools involved in the project. The interviews tackled topics such as the school characteristics, the curriculum for civic and citizenship education, democratic learning environments at school, and the professional development of teachers. The analysis highlighted that democratic learning environments are still an unexplored area in the participating schools, where activities with external groups and organizations are the most common form of initiative.

In the second phase of the project, in-service training will be implemented with the teachers of the selected schools to promote teaching and learning activities aimed at developing students’ citizenship competence and democratic learning environments to experience citizenship in the classroom, at school and beyond the school walls.

Keywords: civic and citizenship education, Italy, whole-school approach, school principals.

F. Batini, C. Corsini, *Preventing school dropout with shared reading aloud in middle schools*

This study investigates the impact of shared reading aloud on preventing school dropout in middle schools, specifically targeting students aged 11 to 14. The research is part of the Prin “Aloud! Reading aloud to stop the decline of reading literacy in the secondary schools (middle school). Read aloud to prevent early school leaving and promote equity of learning opportunities. A contribution from educational research to the rebirth and resilience of the country”, a collaboration between the University of Perugia and Roma Tre University. The project aims to integrate shared reading aloud into the middle school curriculum to enhance literacy and cognitive skills, thereby reducing early school leaving and promoting educational equity.

The research employs a quasi-experimental design involving 36 classes (approximately 900 students) randomly assigned to either an intervention or

a control group. In the intervention group, 80 hours of curriculum time are dedicated to reading aloud narrative fiction, while the control group continues with regular academic activities. Teachers in the intervention group receive intensive training on shared reading aloud method.

The project's broader goal is to demonstrate that systematic and intensive reading aloud can enhance educational outcomes and prevent school dropout, particularly in socioeconomically disadvantaged areas. The preliminary findings support the integration of shared reading aloud into educational practices to foster a more equitable learning environment and promote long-term academic success.

Keywords: shared reading aloud, preventing dropout in middle school, reinforcing literacy for school success, effects and benefits of shared read aloud stories from 11 to 14 years old, empowerment through shared reading aloud.

B. Ceviz, R. Baki, *Harmonizing Education: Exploring Factors Affecting Acceptance of AI-Supported Mobile Apps in Music Education*

Preferring artificial intelligence-supported applications in music education is crucial for ensuring sustainability. These applications can provide students with a more effective and personalized learning experience by delivering content tailored to their needs and promoting efficient resource utilization in music education. Artificial intelligence (AI) technology, which has recently experienced significant advancements, is now being incorporated into various aspects of life, including education. Mobile education applications (MEA), synthesizing all the qualities of modern education, are now benefiting from AI technology.

This study aims to present a comprehensive framework that identifies the factors influencing the acceptance of Artificial Intelligence Supported Mobile Education Applications (AISMEA) to establish an AI ecosystem contributing to sustainable development. To achieve this goal, the explanatory power of six independent variables (Perceived Usefulness, Perceived Ease of Use, Social Influence, Trust, Facilitating Conditions, and Design) on the intention to use AISMEA was investigated. Within the scope of the research, 407 students enrolled in a private educational institution were instructed to use one of three AISMEAs providing services in different areas of music education (piano instruction, classical guitar instruction, and music theory instruction). Subsequently, they were asked to share their experiences. The collected data were analyzed using a two-stage approach, revealing that Perceived Usefulness, Trust, and Design variables had a positive and significant impact on the intention to use AISMEA. The

theoretical and managerial findings derived from this study are expected to contribute to researchers, educational institutions, and system developers.

Keywords: Artificial Intelligence, Sustainable Education, Mobile Education Applications, Technology Adoption, Instrumental Education, Music Theory Instruction.

D. Capperucci, M. Dodman, R. Ruiz-Cecilia, J.R. Guijarro-Ojeda, *The RESPOND Teacher Professional Profile and Portfolio for Global Competence*

This paper presents the first product of the RESPOND European Erasmus+ project on the mutually sustaining relationship between teacher professional development and overall school development. The focus is on the RESPOND Teacher Professional Profile and Portfolio for Global Competence, developed as a tool for building a teacher professional profile and promoting a self-assessment process within a framework of sustainable teacher professional development in professional learning environments and communities. The paper presents an overview of the RESPOND project, illustrates each of the components of the profile and portfolio, and concludes with a reflection on the aims and the intended impact of the tool.

Keywords: RESPOND, teacher professional profile, portfolio, global competence, sustainability.

M. Conte, *World of work and future prospects: what perception in young NEETs? An exploratory study*

This study aims to explore the impact of achieved education level and different positions in relation to the labor market on the self-representation processes among a sample of young NEETs (Not in Education, Employment, or Training) residing in the Puglia region. The core of the study revolves around distinguishing between the self-perceptions of proactively job-seeking young NEETs and those classified as inactive, aiming to outline the moderating effect of education on such perceptions and on the expectations of integration into the labor market and society. The contribution calls for a critical reflection on the modes of support and the interventions proposed, advocating for an intervention paradigm that enhances the empowerment of individual potentials and skills beyond merely compensating for possible deficiencies.

This reflection extends to all educational agencies, which are called to collaborate by recognizing the multifaceted nature of the NEET category,

promoting paths capable of valuing the diversity of experiences and expectations of these youths.

Keywords: NEET, employability, hope, youth, future.

A. Tinterri, M. di Padova, M.C. Dicaldo, A. Basta, A. Dipace, *Reflective e-portfolio in Team-based Learning: evidence from a pilot study*

Team-Based Learning (TBL) is an active, learner-centred methodology whose popularity is growing in higher education. It is structured around a combination of autonomous study, individual and group assessment, and teamwork. Splitting students in teams promotes responsibility, interaction, and mutual feedback; however, assessing individual contribution to team success can be problematic. In academic year 2023/2024, an experimental course of TBL took place at the University of Foggia; here, TBL has been combined with the use of e-portfolio as part of summative assessment, with the aim of promoting and documenting student reflection both towards the activities and the learning process. This contribution investigates both student perceptions and learning achievements, discussing the potential of e-portfolio as a part of the TBL methodology.

Keywords: e-portfolio, TBL, assessment, active learning, higher education.