



**Scuola
democratica**
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Education and Post-Democracy
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101 years since John Dewey's
Democracy and Education

**EXPLORING PRACTICES, PROBLEMS AND CULTURAL CHALLENGES OF
ITALIAN TEACHERS IN THE DIGITAL ERA**

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Investigate the transformation processes of teacher professionalism in the encounter- clash with **digital technologies** at school

Trace the signs of change

Understand how digital innovation is sedimented in the teaching practices of the *organizational texture*, consisting of people, practices, beliefs, artifacts, uses, etc.

RESEARCH POINTS

1. How does **daily teaching practice** stand out in relation to the technological equipment available at school?

2. How does the **personal approach to digital technologies** influence professional practice and everyday teaching?

3. Through **which paths** does the teacher enhance and experiment his/her digital culture in an educational way?



Practice

Adaptation of cyclical pressures in which the subject moves

Habitus

Set of durable internalized arrangements that guide the subject by relying on proven practices ...

Style

The set of practices expresses the style that constitutes a perception and evaluation scheme through which to interpret the systems of belonging

Reconnaissance on secondary data (2012-2013)

Qualitative analysis (2014-2015)

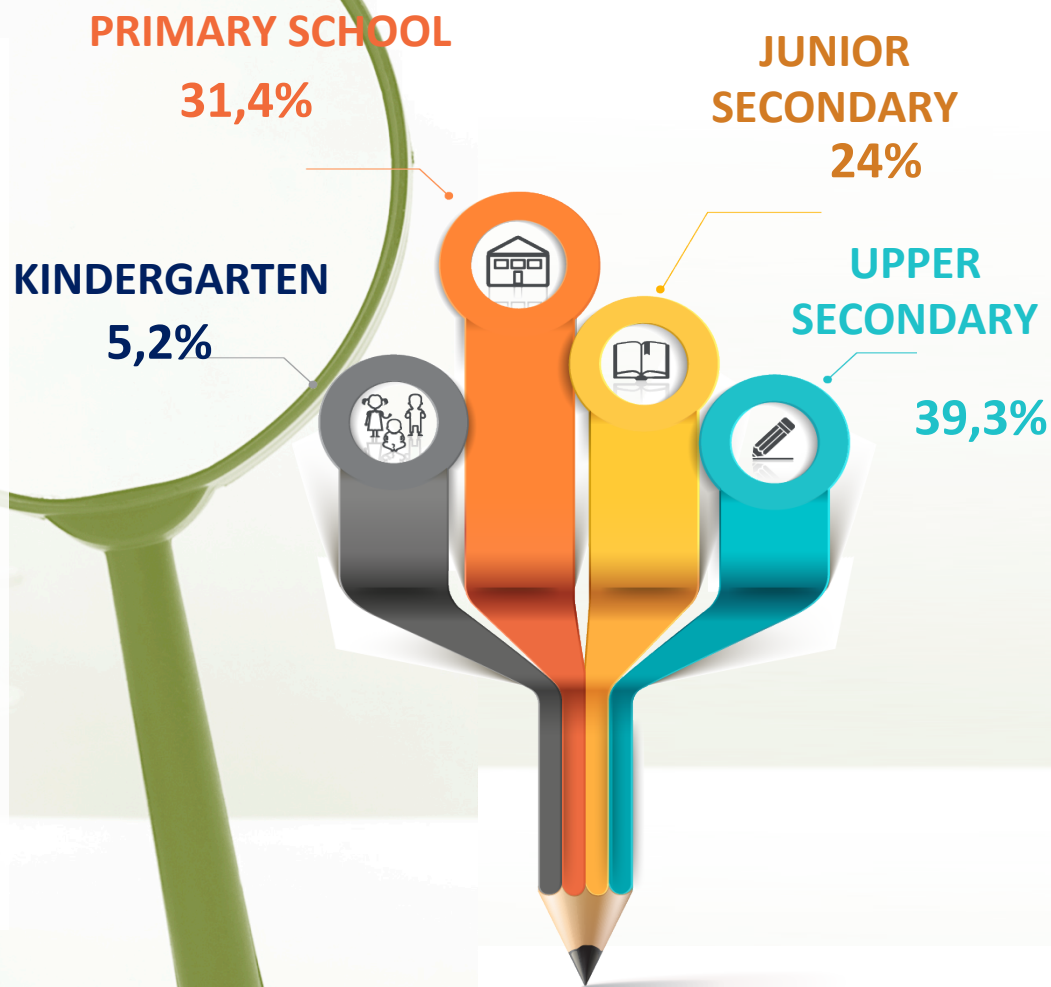
Quantitative exploratory survey (December 2015)

**Cluster Analysis SEM
(Structural Equation Modeling)**

Exploratory research

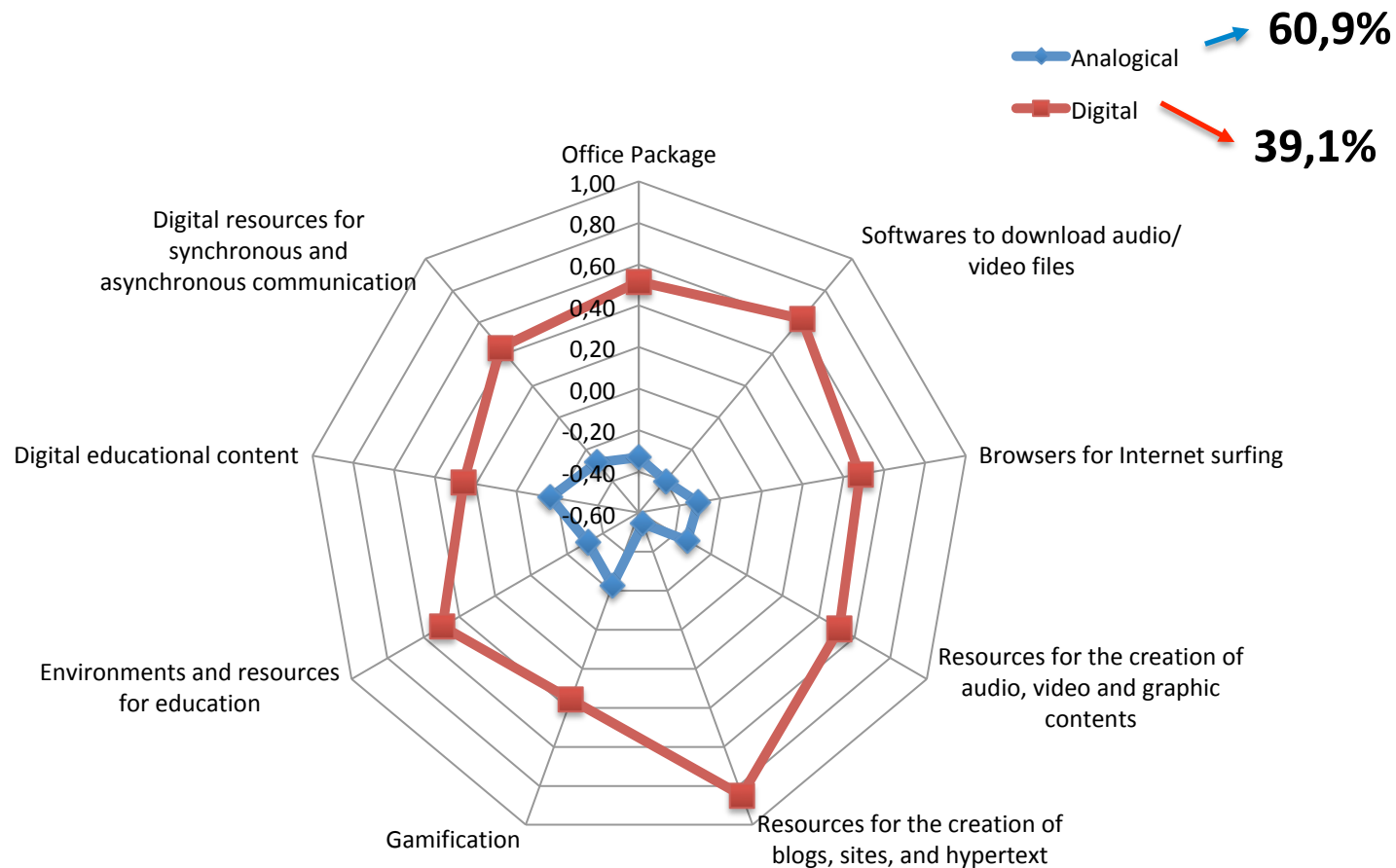
QUESTIONNAIRE SECTIONS

1. School data
2. Teacher profile
3. Use of technological equipment
4. Skills analysis
5. Motivation and professional needs
6. Personal opinion
7. Development-support needs

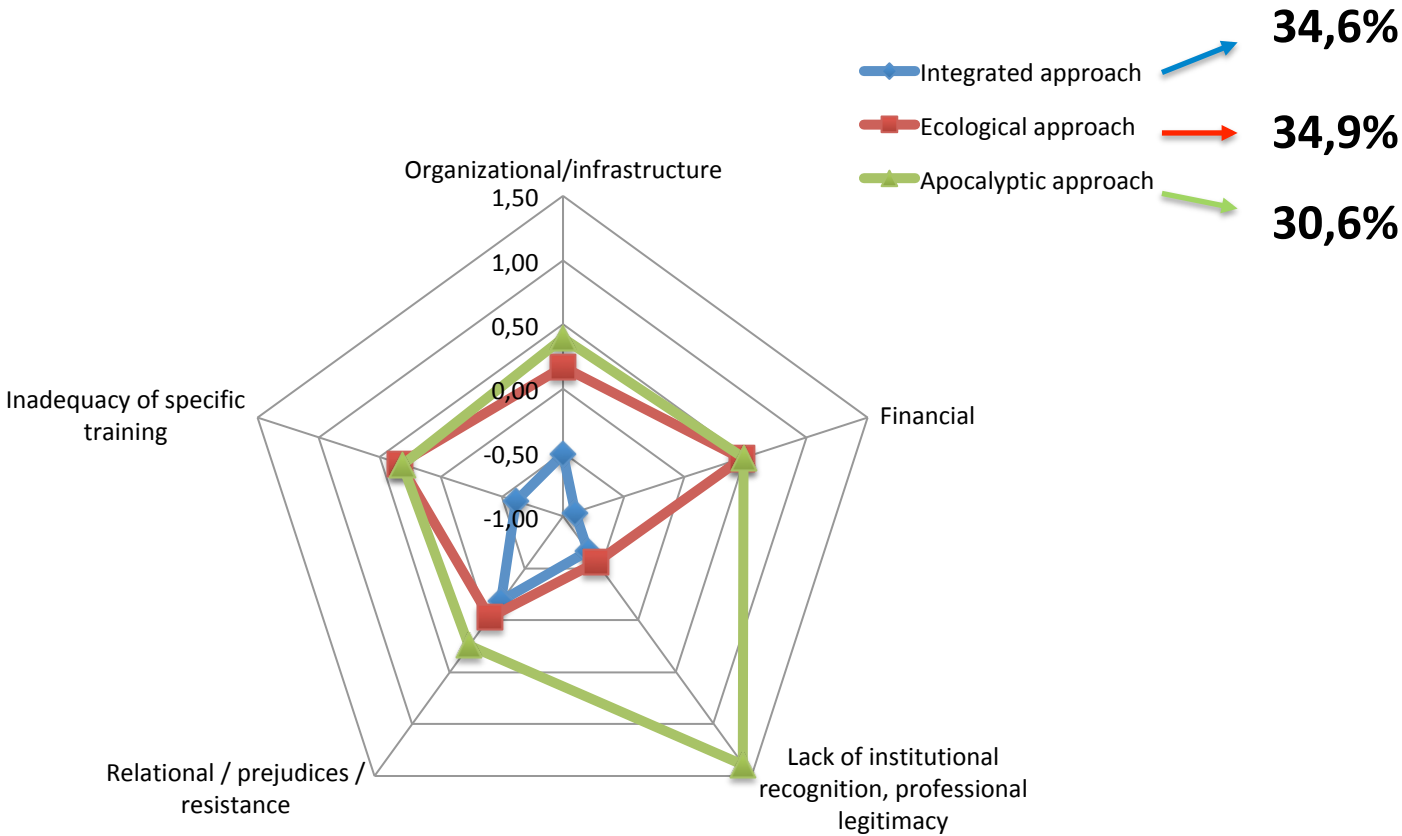


Tot. Respondents
1210

ANALOGICAL AND DIGITAL PROFILE



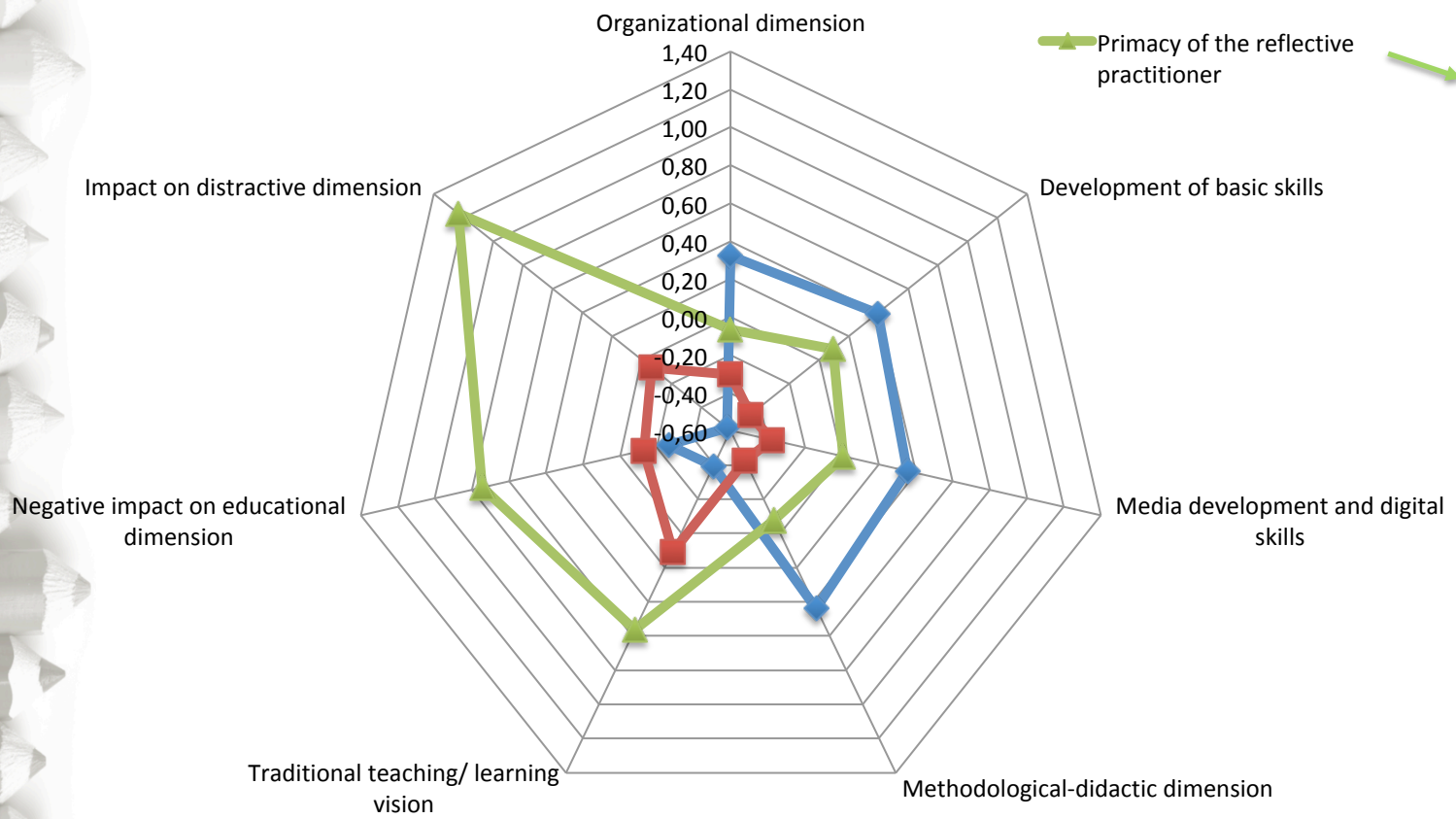
PERCEIVED CRITICALITY AND APPROACH TO PROBLEMS



BELIEFS - SHARED TACIT ASSUMPTIONS RELATED TO THE POTENTIAL AND LIMITS OF DIGITAL TECHNOLOGIES

TEACHERS AND DIGITAL CULTURE

- Primacy of technology 40,6%
- Primacy of the teacher 38,4%
- Primacy of the reflective practitioner 21%



CONCLUSIONS

BELIEFS

Orientation towards the object of the activity; access to information, pragmatic use; use/transmission of knowledge

PRACTICES

prevailing of individual experience; solitude
Analogic dimension
Tension between exploitation-exploration

ICT IN TEACHING

SOCIALITY

online community = negotiation and review of meanings and use of technology for educational purposes

CULTURE

Artifacts, norms, values, beliefs

COMMUNITY

Internal-external
Physical-Virtual

REFLECTIVE PRACTITIONER

PRACTICES

Social, organizational and
educational practices

CONTEXT

Micro, meso, macro

PROJECT

DECODE, “DEvelop COmpetences in Digital Era” (2016-2019) is **an action research project** that aims to **create the best conditions of exchange best practices in teaching digital skills.**

PARTNERSHIP

DECODE has built a **partnership (Italy, Spain, England, Finland, Romanian)** among universities, research centers, training institutions, schools, schools associations, including various approaches and experiences.

DECODE



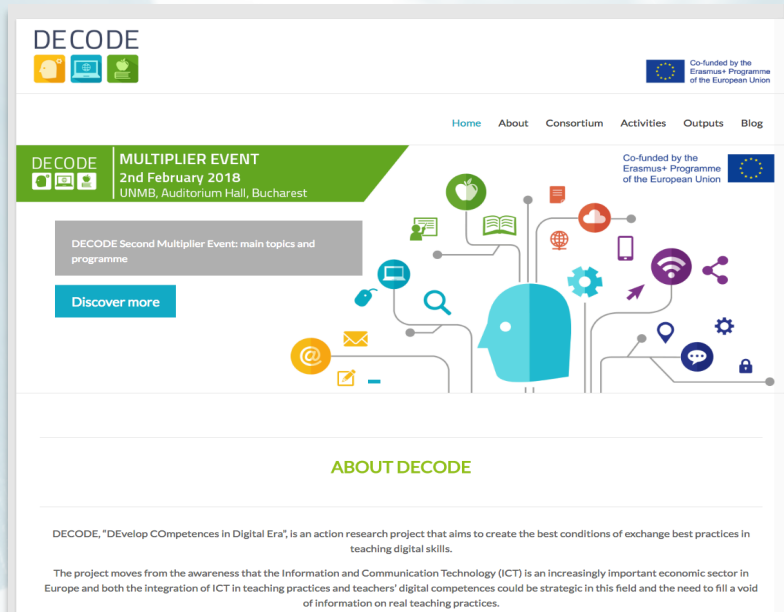
Co-funded by the
Erasmus+ Programme
of the European Union

OBJECTIVES

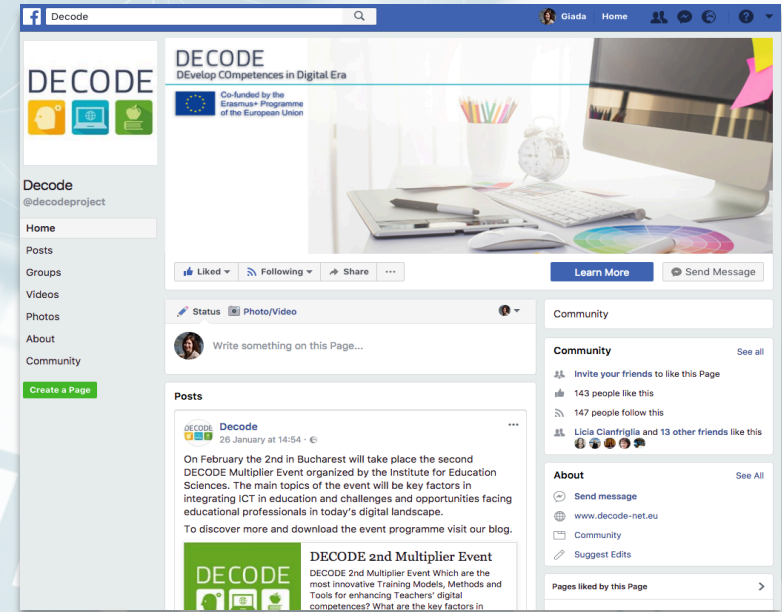
- to understand **the real organizational and educational processes**, useful in providing important sources of information to policy and decision makers;
- **to improve teachers' strategic skills in the use of ICT in education and didactical activities;**
- **the spread of best practices at European level**, and the improvement of media and digital literacy.
- **to test a new training model for teachers**, which aims at contributing to the creation of digital competences to respond the new demands of knowledge and information society to education system.

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