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Table of contents

Preface 13

THEME 1 15

Teaching critical media/digital literacy in multicultural societies

Content and Dynamics of Gender-Specific Behaviours in the Digital Educational Environment 17

Jeļena Badjanova, Dzintra Iliško, Svetlana Ignatjeva, Margarita Nesterova, Mariana Petrova

Digital Storytelling, Video making and Media Education: an Experience of University Teaching 21

Filippo Bruni

Utilising a Shared Critical Media Literacy Intervention to Challenge Stereotypical Representations of Minorities in the Classroom 25

Maria Campbell, Peter Stevenson

From Predictive Algorithms to Eudaimonia. A Critical Review on Legal, Ethical and Pedagogical Issues in Educational Data Science 29

Claudia Cavicchioli, Laura Menichetti

Digital History, Teaching and Social Inclusion in the United States Experience 33

Monica Dati

Digital Artifacts as Cultural Machines: for an Intersectional Critical Analysis of the Relationship between Power and Technology 37

Martina De Castro, Umberto Zona, Fabio Bocci

DigComp as a Theoretical Framework for Media Education. Issues and Implications 41

Andrea Garavaglia, Livia Petti, Serena Triacca

Not Just Fun and Games: The Status-quo of Commercial Games in Teaching 45

Ida Kathrine Hammeleff Jørgensen, Michael S. Debus

Learners' Spiritual Well-Being During the Pandemic in the Digital Learning Environment 49

Dzintra Iliško, Jeļena Badjanova, Svetlana Ignatjeva, Diāna Dūna

Learning and Teaching Critical Skills: An Introduction to the Common Framework of Reference for Intercultural Digital Literacies 53

Ilaria Moschini, Sandra Petroni

Developing Computational Thinking Among Preservice Teachers <i>Marta Peracaula-Bosch, Juan González-Martínez</i>	57
Digital Competence and Critical Thinking in the Citizenship Education. National Investigation and Didactic Perspectives <i>Loredana Perla, Laura Sara Agrati, Viviana Vinci, Alessia Scarinci</i>	61
Art and Citizenship: Intercultural and Civic Soft Skills in the School Projects of the Triennial Plan of Arts <i>Alessia Rosa, Gabriella Taddeo</i>	65
About University Teachers' Transmedia Profile <i>Anna Sánchez-Caballé, Juan González-Martínez</i>	69
Educating Digital Competence in Early Childhood. A Possible Model of Action <i>Maria Grazia Simone</i>	73
Digital Contexts Mediated Communication Between Teachers and Parents: a Transversal Research in a Multicultural School <i>Alessandro Soriani, Elena Pacetti</i>	77
Virtual Exchange in Teacher Education: New Challenges to Address Social Injustice and Foster Gender Equality <i>Roberta Trapè</i>	81
THEME 2	85
Decommodifying teacher (digital) education	
The Bridge Across, Not Over the Digital 'Stream': a Critical Digital Media Course for Pre-service Teachers <i>Pinar Ayyildiz</i>	87
Developing Professional Digital Competence in Collaborative Partnerships Between Teachers and Teacher Educators <i>Stine Brynildsen, Halvdan Haugsbakken, Susanne Kjekshus Koch</i>	91
Teachers' Experiences of Developing Professional Digital Competence by Participating at TeachMeets <i>Stine Brynildsen, Ilka Nagel, Irina Engeness</i>	95
Quality Culture and Knowledge Management: Learning Analytics to Improve Education and Training Services <i>Giovanna Del Gobbo, Glenda Galeotti</i>	99

Analytic Philosophy for a decommodified teacher training to coding <i>Margherita Di Stasio, Beatrice Donati, Matteo Bianchini</i>	103
Increased Legalisation and Reconfiguration of Education Into an Instrumental Commodity State? New Challenges for Nordic Teachers <i>Eyvind Elstad</i>	107
Dialectical Method and Theatre for the Training of Teachers in Citizenship Education <i>Francesco Fabbro, Colin Isham</i>	111
Digital Learning Culture at School: How to Promote it (also) Without Using Technology <i>Laura Carlotta Foschi, Graziano Cecchinato</i>	115
Challenges of Parents During Online Learning of Children in the Pandemic Period <i>Rita Loloci</i>	119
Challenges of Students' Art Education in Digital Environment at the Faculties of Teacher Education in Croatia <i>Svetlana Novaković, Jelena Blašković, Zlata Tomljenović</i>	123
First Year University Students Digital Competence Self-Perception <i>Anna Sánchez-Caballé, Mercè Gisbert-Cervera, Francesc Marc Esteve-Mon</i>	127
Student Teachers' Pedagogical Reasoning for Effective Technology Integration <i>Ottavia Trevisan, Marina De Rossi</i>	131
SYMPOSIUM – Digital Technology, Education Policy and the Commodification of Schools <i>Gianna Cappello, Juliana Elisa Raffaghelli, Elena Gabbi (discussant Maria Ranieri)</i>	135
THEME 3	141
Digital technology and equity for inclusive teaching	
The Local Context and the Curriculum. An Identity for the Small and Rural Schools <i>Alessandra Anichini, Giuseppina Cannella, Rudi Bartolini</i>	143
Non-Believers in School: Beyond the Social Stigma with Media Education and Critical Thinking <i>Gianfranco Bandini</i>	147

The Bridge21 Framework: Impact on Teachers and Implications for Equitable, Inclusive Classrooms <i>Aibhín Bray, Jake Byrne, Brendan Tangney, Elizabeth Oldham</i>	151
Case Study: Analysing Twitter Sentiment in the Context of Anti-Bullying Campaign #Neklusē (Don't be silent!) in Latvia <i>Linda Curika, Zanda Rubene</i>	155
Innovative Approaches for the Inclusion of Each and Every One <i>Giuseppe Filippo Dettori, Barbara Lettieri</i>	159
Analytic Philosophy for a Decommodified Teacher Training to Coding <i>Margherita Di Stasio, Beatrice Donati, Beatrice Donati</i>	163
Self-Assessment of Digital Competence at the End of University Studies: Outgoing Profile of Prospective Teachers <i>Floriana Falcinelli, Mirko Susta</i>	167
Technology-Enhanced Learning as a Driver of Inclusive Approaches: A Cross-Case Analysis of Teacher Training Programmes <i>Laura Fedeli</i>	171
Toward a Broader Concept of Risky Play: Methods and Tools to Encourage Risk-Taking in ECEC and Primary School Context <i>Daniela Frison, Laura Menichetti</i>	175
Applying the Bifocal Modeling Framework in the Italian School System: "Making-Science" with Special Needs Students <i>Tamar Fuhrmann, Lorenzo Guasti, Jessica Niewint, Livia Macedo</i>	179
Reading Comprehension and Technologies for Students with Deafness <i>Cristina Gaggioli, Moira Sannipoli</i>	183
Inclusive Designing Through Educational Robotics. A Training Course for Pre-Service Support Teachers <i>Francesca Gratani, Lorella Giannandrea, Alessandra Renieri</i>	187
Presentations of Persons with Disabilities in Norwegian Textbooks for Primary School. A Contribution to an Inclusive School? <i>Marte Herrebrøden, Magne Skibsted Jensen, Rune Andreassen</i>	191
Digital Technology and Equity for Inclusive Teaching <i>Douha Jemai</i>	195
Before and After the Lockdown: Analysis of the Perceptions of a Group of Students Involved in an Educational Robotics Project <i>Beatrice Miotti, Daniela Bagattini</i>	199

Moving Forwards: Using Search Tools on The Classroom <i>Emiliana Murgia, Monica Landoni, Theo Huibers, Maria Soledad Pera</i>	203
Teachers' Perceptions of their Technology Skills their use of Technology in the Classroom, and the Factors that Influence Use <i>Moya O'Brien, Aisling Costello, Eileen Winter, Grainne Hickey</i>	207
Can Digital Education Provide an Effective Bridge Between Formal and Non-Formal Education? Experiences from Teachers and Youth Workers <i>Connie O'Regan, Bernadine Brady, Cornelia Connolly, Cliona Murray, Paul Flynn, Pat Dolan, Gerry Mac Ruairc</i>	211
Pleiade: A Playful and Participatory Approach to Teacher Professional Development on Social Inclusion <i>Donatella Persico, Marcello Passarelli, Francesca Dagnino, Flavio Manganello, Francesca Pozzi, Andrea Ceregini</i>	215
Strategies for Integrating Students with Disabilities in Presence and Distance Learning <i>Natasha Poroçani, Manjola Lumani Zaçellari</i>	219
On the relationship between ethics and simulations in teacher education in Israel <i>Amalia Ran</i>	223
Build to learn <i>Margherita Maria Sacco, Elena Liliana Vitti, Alberto Parola</i>	227
Educational Technologies, Social and Emotional Learning and School <i>Alessia Signorelli</i>	231
Making Sense of Collaborative Learning Practices in the ICTPED MOOC Ammar B. Singh	235
Pediatric Chronic Illness and School Experience: Technologies for Promoting Hospital-School Link <i>Lucrezia Tomberli, Andrea Smorti, Laura Vagnoli, Elena Amore, Francesca Maffei, Enrica Ciucci</i>	239
Teacher's Thinking About Sensory Impairments and Technologies: An Exploratory Study Within a Specialisation Course <i>Viviana Vinci</i>	243

Digital Competence and Critical Thinking in the Citizenship Education. National Investigation and Didactic Perspectives

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Keywords: Social Media, Civic Education, Critical Thinking, Curriculum, Teacher Training.

1. Research topic

The development of ICT has led to an increase in new social media also in civic participation (Schulz et al., 2016, 2017; Fraillon et al., 2019). Although evidences have shown effects on the civic engagement of young people (Anduiza, Jensen & Jorba, 2012; Banaji & Buckingham, 2013), the use of social media and digital resources is still marginal in the 'every day' school context. The results of a national research on citizenship education are described (Perla, Agrati & Vinci, 2020) - the few digital components in the design of civic education teachers - and the proposals for a digital citizenship education curriculum are shared.

2. Theoretical framework

New social media play a crucial role in supporting young people's civic engagement (Kahne, Middaugh & Allen, 2014). Technologies, digital and social media define, in fact, the informal space within which to share a new culture characterized by a horizontal socialization, capable of generating informal learning communities, in which to mediate knowledge, relationships and representations of history (Bonaiuti et al., 2017; Rivoltella & Ardizzone, 2007; Rivoltella, 2015). These informal learning communities are defined by Gee as "spaces of affinity" within which people learn and actively participate, according to their skills and interests (Jenkins, 2006). These are spaces that differ from formal educational contexts as they present provisional, innovative structures capable of responding to short-term needs and temporary interests (Jenkins, 2006). It is the way we inhabit this space of the network which, as Alessandra Carenzio (2012) argues, defines the way in which we are citizens both on and off the screen. According to Meyrowitz (1995), the revolutionary significance of the media lies in the fact that the medium and the representations of reality it conveys transform the social environment and that such changes can affect the behavior of individuals. For a "full and active participation in public life and in the community and in economic life" (New London Group, 1996, p. 9) it is necessary to provide for media education interventions to develop young people the digital citizenship skills necessary to become critical consumers, responsible digital content producers and aware surfers, as stated in the document on digital civic education, skills that allow us to face the challenges of the 21st century. Bertram and Bruce said that "Teens need to learn to integrate knowledge from multiple sources, including music, videos, online databases, and other media. They need to think critically about information that can be found almost instantly around the world. They need to participate. to the types of collaboration that the new communication and information technologies allow, and which require more and more" (Jenkins, 2006: 19). The school, therefore, as a place for the transmission of knowledge and for the expression of citizenship, for personal, social and cultural development and growth, must act as a mediator

in the use and interpretation of the culture that young people produce through digital media (Rivoltella, 2015). The teacher is called to develop a critical awareness of the implications of the use of technologies in the new generations and it is no coincidence that digital competence implies critical thinking and ethical-social skills (Ala-Mutka, 2011; Janssen & Stoyanov, 2012; Calvani, 2013). The promotion of global citizenship passes from actions aimed at promoting key competences related to: critical thinking, active citizenship, holistic approach and complexity, collaborative practices, transformative learning and awareness and responsibility (ECG, 2018). Computer and Information Literacy refers to the individual ability to use technologies in order to investigate, create contents, communicate and participate in the community (Fraillon et al., 2019). Critical thinking and responsibility are the essential objectives to enable students to "identify, access, manage, integrate, evaluate, analyze and synthesize digital resources, build new knowledge, create media expressions and communicate with others in the context of life situations specific in order to allow constructive social actions and reflect on the process" (Menichetti, 2017, p. 142). Policies and research offer conceptual models - Web Literacy (Mozilla Foundation, 2013), MediaSmarts (Hoechsmann & Dewaard, 2015), DigComp (Ferrari, 2012) - useful for reflecting on the possibility of developing content based on responsibility, security, freedom of expression criteria (Perla, Agrati & Vinci, 2018). As the DigCompEdu document (2017, p. 12) highlights, children and young people are born and grow up in a world characterized by a technological ubiquity that does not necessarily involve the possession of the skills necessary for the correct use of tools. The objective of national and European policies is to develop digital skills in order to make citizens active, critical and responsible users and producers in the use of technologies (Jenkins, 2006; Recommendation 2018 / C 189/01).

3. Methodological design

We present some outcomes of the national research project "At citizenship school. Vertical curriculum design and evaluation of citizenship skills" (Perla, Agrati & Vinci, 2020), carried out by the University of Bari (Italy), in cooperation with the CREMIT research group (University of Milan), UCIIM teachers' professional association and a national network of schools (N=10; target: 72 teachers, 10 Headmasters). The project falls within the framework of professional teaching through the 'analysis of practice' devices and the collaborative research (Vinatier & Altet, 2008; Perla, 2014; 2019; Maubant & Martineau, 2011). This Project aimed at design and realize a vertical curriculum of citizenship education and, alongside, to train teachers for its development also by constructing of scoring rubrics of citizenship competences. The analysis of textual resources and didactic documentation produced by teachers involved in the study has been made through the QDA (Qualitative Data Analysis) procedure, alongside the exploratory use of the NVivo software. A questionnaire is also being administered to teachers, principals, parents and students on the critical use of social media.

4. Expected conclusions/findings

The analysis of the didactic documentation produced by the schools involved in the study shows:

- the lack of themes that are now considered central within the citizenship education policy: 'digital citizenship', soft skills, 'participation', the responsible use of ICT, 'protection' of cultural heritage', the 'correct lifestyles', affective education, the evaluation of civic competences;
- the main difficulties of teachers in designing a vertical citizenship curriculum (tendency towards solitary planning, poor approach to interdisciplinarity ecc.) as useful indicators to direct the training intervention.

Digital citizenship is defined in Article 5 of Law no. 92 of 20 August 2019 as "the ability of an individual to participate in the social, political and economic life of the country using technological tools". The promotion of an active and responsible citizen, of a global citizen, inevitably also passes through digital citizenship for which it is necessary to start digital civic education paths. The task of educators is to prepare students for the future by promoting digital literacy processes. To set up a media literacy path that starts

from kindergarten and that is transversal to all disciplines; who is able to create a space in which to be able to produce meaning, elaborate meanings, collaborate and participate in order to appropriate digital in a correct way, it is necessary to start from the system of skills that students must develop so that they can relate to and face the complexities of today's information society and be able to “make conscious and responsible use of virtual media” as can be seen from the guidelines of civic education. Furthermore, in order to overcome the difficulties of teachers, it is necessary to rethink the design and construction of the digital citizenship curriculum starting from conditions of collegiality. The curricula of civic and digital education, in fact, are characterized by a disciplinary transversality that requires the integration and contribution of different professional skills (Perla, Agrati, & Vinci 2020).

5. Relevance to international educational research

Promoting critical thinking, ethical-social skills and awareness of the implications of their use of technology through digital citizenship education represents one of the main objectives of the current European Policy Cooperation. Research findings may be used to feed the debate on citizenship education policy and teachers' training, particularly on how to integrate digital citizenship education within the interdisciplinary curriculum.

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