

Scuola
democratica

First
International
Conference

University of Cagliari, 6-7-8 June 2019

education and post-democracy

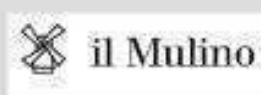


An **international opportunity** to discuss empirical and theoretical works from a variety of disciplines and fields about **education and postdemocracy**.

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Edited by Letizia Zampino & Ludovica Rubini

DEAR COLLEAGUES, DEAR FRIENDS,

It is with great pleasure that we welcomed you to Cagliari and to the 1st International Conference of the Journal «**Scuola Democratica**» and it is with as much pleasure that we collect all the submitted abstracts in the following pages.

The Conference' scientific programme has been developed by a team comprising members of the Scientific Committee and the Organizing Committee. We would like to thank the **University of Cagliari**, **CIRD** (Centro Interuniversitario per la Ricerca Didattica) and **il Mulino** for the huge support in setting up an exciting and comprehensive programme that brought together internationally focussed researchers and experts in the various fields of education as well as the numerous Convenors who were the effective pivots of the Conference.

We all met in Cagliari with a common aim: to gather new knowledge, skills and tools to join the conversation and bring studies and researches towards a more integrated set of alliances by promoting a trans- and inter-disciplinary discussions on urgent topics; fostering debates among experts and professionals; diffusing research findings all over international scientific networks and practitioners' mainstreams; launching further strategies and networking alliances on local, national and international scale; providing a new space for debate and evidences to educational policies.

The city of Cagliari offered an outstanding setting for the international conference. We hope that you enjoyed meeting as a memorable and enriching experience we will do our best to enrich and ameliorate in the forthcoming second edition.

>The Organizing Committee

TABLE OF CONTENTS

A.1. CHARACTER SKILLS FOR DEMOCRATIC LIFE.....	27
167 BEYOND ACHIEVEMENT. A COMPARATIVE LOOK INTO 15-YEAR-OLDS' SCHOOL ENGAGEMENT, EFFORT AND PERSEVERANCE IN THE EUROPEAN UNION	27
Davide Azzolini Ilaria Lievore 	27
264 COMPETENCES AND SKILLS FOR YOUTH PARTICIPATION AND CITIZENSHIP: THE CONTRIBUTION OF ERASMUS+/YOUTH IN ACTION ..	27
Maurizio Merico Maria Carmela Catone Nadia Crescenzo.....	27
285 CHARACTER SKILLS AND DEMOCRATIC VIRTUES. MEANINGS AND VISIONS EMERGING FROM THE NARRATIVES OF IMMIGRANT STUDENTS.....	28
Paolo Barabanti Mariagrazia Santagati	28
301 CHARACTER SKILLS FOR YOUNG CITIZENS: A LOOK ON PRACTICES THROUGH A CASE STUDY	29
Rita Bertozzi Tatiana Saruis 	29
388 NONVIOLENCE AND PEACE: KEY SKILLS IN PLURALIST AND DEMOCRATIC SOCIETIES.....	30
Davide Girardi Valerio Belotti 	30
458 "THE THROWING STONES WORKSHOP IS CANCELLED": CHARACTER SKILLS FOR RADICAL ACTIVISM	31
Ilaria Pitti Sharlene Swartz 	31
506 AFRICAN AND EUROPEAN YOUTH ON THE MOVE - IMPACT OF SOCIAL MOVEMENTS AND ASSOCIATIONS FOR DEMOCRATIC CITIZENSHIP BUILDING	32
Nina-Kathrin Wienkoop 	32
551 DIGITAL SKILLS FOR A DEMOCRATIC CULTURE.....	32
Monia Anzivino Marco Caiani Emanuela Dal Zotto 	32
362 THE UNIVERSITY BETWEEN PROFIT AND DEMOCRACY EDUCATION: FINDINGS OF AN EMPIRICAL RESEARCH	33
Lorenzo Barbanera 	33
A.2. TRAINING FOR DEMOCRACY IN POPULIST TIME.....	35
117 WHAT IS GLOBAL POPULISM? AND WHAT ARE THE CHALLENGES FOR DEMOCRACY?.....	35
Manuel Anselmi 	35
276 POLITICAL BEHAVIOR AND ABSTENTION OF RUSSIAN YOUTH IN THE CONTEXT OF MODERN EDUCATIONAL POLICY	35
Nataliya Velikaya 	35
402 CITIZENSHIP EDUCATION AND THE RISE OF POPULISM IN EUROPE. A SECONDARY DATA ANALYSIS.....	36
Luca Massidda 	36
441 STEREOTYPES AND OPINIONS, ATTITUDES AND EXPERIENCES OF MIGRATORY PHENOMENA IN THE POLITICAL CULTURE OF ITALIAN ADOLESCENTS AND TEENAGERS: A CASE STUDY	37
Michele Negri Flaminia Saccà 	37
465 EDUCATING FOR COMPLEXITY: FROM EDGAR MORIN TO NEW POPULISMS.....	38
Claudio D'Angelo 	38
473 SECONDARY SCHOOL STUDENTS AND HATE SPEECH BETWEEN ONLINE AND OFFLINE	39
Alessandro Bozzetti Nicola De Luigi 	39
581 HOW DO THE INNER AREAS VOTE? VOTING BEHAVIOUR AMONG POVERTY, LACK OF SERVICES AND LOW EDUCATION IN THE SARDINIAN CASE	40
Antonello Podda 	40
A.3. DEMOCRATISING HIGHER EDUCATION: EUROPEAN SOCIETIES AND FRAGILE CITIZENS(HIP).....	41
77 BREAKING THE BARRIERS? UNEQUAL PATHWAYS TO ACCESS TO HIGHER EDUCATION IN CATALONIA	41
Alejandro Montes 	41
115 CAN HIGHER EDUCATION BE TRANSFORMATIVE FOR REFUGEES IN TIMES OF DISPLACEMENT, DESPAIR AND CRISIS?.....	41
Melis Cin 	41

315	THE NARROWING OF HIGHER EDUCATION AS A SOCIAL GOOD AND THE FRAGILE CONSTRUCTION OF THE EMPLOYED GRADUATE CITIZEN	42
	Kirsty Finn 	42
412	UNIVERSITY EXPERIENCE AS AN OPPORTUNITY FOR SOCIAL EMANCIPATION AND IDENTITY DEFINITION? THE RESULTS OF A SURVEY ON YOUNG PEOPLE IN A REGION OF SOUTHERN ITALY	43
	Sabina Licursi Stefania Chimenti 	43
687	ACTIVE CITIZENSHIP INCREASES THE EMPLOYABILITY?	44
	Federica De Luca Sergio Ferri 	44
128	FINANCIAL LITERACY, CIVIC ENGAGEMENT, AND POLICY OUTCOMES	45
	Anna Lo Prete 	45
A.4. FINANCIAL AND ECONOMIC LITERACY: ACTORS AND VULNERABLE GROUPS		45
219	FINANCIAL EXCLUSION IN ITALY: DRIVERS AND TREND OF THE PHENOMENON BETWEEN 2012 AND 2016	46
	Lucia Schiona Alessandro Messina 	46
254	FINANCIAL LITERACY AND FINANCIAL EXPERIENCE OF ITALIAN ADOLESCENTS: LEARNING BY DOING?	46
	Sergio Longobardi Margherita Maria Pagliuca Andrea Regoli	46
360	GENDER DIFFERENCES IN CREDIT LITERACY AND DEBT BEHAVIOUR OF THE UK MILLENNIALS	47
	Galina Andreeva 	47
404	CAKE ECONOMICS: EVALUATING A FINANCIAL EDUCATION PROJECT TO PROMOTE ALTRUISM AMONG 8-10Y OLD CHILDREN	48
	Emanuela Emilia Rinaldi 	48
466	FINANCIAL LITERACY AND INCOME SUPPORT TO POOR FAMILIES	49
	Sandro Busso Antonella Meo Valentina Moiso 	49
478	FROM TEACHING TO TRAINING: A PSYCHOLOGICAL PERSPECTIVE OF FINANCIAL LITERACY AT SCHOOL	49
	Annalisa Valle Teresa Rinaldi Elisabetta Lombardi 	49
558	THE MAKING OF A MARKET ORIENTED UNDERSTANDING OF FINANCIAL LITERACY	50
	Marcus Wolf 	50
A.5. HOMO POLITICUS: A "CITIZENSHIP COMPETENCE"? ROOTS AND CHALLENGES OF AN OPEN QUESTION		52
166	MULTICULTURAL AND LINGUISTIC CITIZENSHIP COMPETENCES AND THEIR CHALLENGES: THE CASE OF RECOGNITION AND INTEGRATION OF HERITAGE LANGUAGES IN EDUCATION SYSTEMS	52
	Janet Duke 	52
199	COMMUNITY, EDUCATING COMMUNITY AND COOPERATIVE SKILLS	52
	Amelia Broccoli	52
206	"VERBAL QUALITY" IN VIEW OF A DEMOCRATIC SOCIETY	53
	Claudia Spina 	53
215	"IT INTERFERES WRONGLY, AND IN THE WRONG PLACE" (J. S. MILL, ON LIBERTY). HUMAN FREEDOM AND EDUCATION IN LIBERALISM AND LITERARY REPRESENTATION	54
	Laura Madella 	54
355	AGAINST ANY ORDER (NOT JUST THE LIBERAL ONE). FOR A REDISCOVERY OF THE EVALUTATIVE CONCEPTION OF THE HISTORICAL SCIENCES	55
	Luca Tedesco 	55
369	THE TRANSITION FROM ARISTOTLE'S "ΦΥΣΕΙ ΖΩΩΝ ΠΟΛΙΤΙΚΟΝ" TO HOMO POLITICUS BY COMPETENCE. EVIDENCE FROM THE FIELD.	56
	Victoria Konidari 	56
468	BILDUNG AND DEMOCRACY IN CONTEMPORARY WORLD	57
	Cosimo Di Bari 	57
622	POLITICAL SKILLS AND POLITICAL INCOMPETENCE. PIERRE BOURDIEU AND THE LINK BETWEEN EDUCATION AND POLITICS	58
	Emanuela Susca 	58
660	« INDEPENDANTS QUE POSSIBLE DE TOUTE AUTORITE POLITIQUE » ? THE PARADOXES OF CONDORCET'S REPORT ON PUBLIC EDUCATION	59
	Luana Salvarani 	59
676	THE COSMOPOLITAN COMPETENT CITIZEN OF THE INDICAZIONI NAZIONALI PER IL CURRICOLO (2012). FOR AN ARCHEOLOGY OF HOMO CIVICUS IN CONTEMPORARY ITALIAN EDUCATIONAL POLITICS	59

Daniel Boccacci 	59
A.6. CITIZENSHIP BEYOND CRISIS: EXPERIENCES OF DEMOCRACY OF THINKING IN THE EDUCATIONAL CURRICULA.....	61
150 A COMMUNITY OF PHILOSOPHICAL INQUIRY: AN EXPERIENCE BETWEEN PHILOSOPHY FOR CHILDREN AND PHILOSOPHY FOR CITIZEN 61 Fabio Mulas Claudia Atzori 	61
269 BEYOND THE TECHNOCRATIC DISFIGURATION OF DEMOCRACY? PHILOSOPHICAL INQUIRY AND EDUCATION FOR A ‘THOUGHTFUL’ PARTICIPATION.....	62
Stefano Oliverio 	62
284 PROMOTING A COSMOPOLITAN CITIZENSHIP THROUGH PHILOSOPHICAL INQUIRY.....	63
Maura Striano 	63
306 PHILOSOPHY FOR CHILDREN BETWEEN SOCIAL SKILLS AND EDUCATION FOR DEMOCRATIC CITIZENSHIP.....	63
Federico Zamengo Nicolò Valenzano 	63
A.7. A NEW DEMOCRATIC SCHOOL TO LIMIT THE POST-DEMOCRACY’S POWER.....	65
152 DEMOCRATIC SCHOOLS IN SPAIN.....	65
Rafael Feito 	65
158 PUBLIC GOVERNANCE IN SMART CITIES: EDUCATIONAL ISSUES IN A CONTINUOUSLY PLANNING SOCIETY	65
Marco Ferrari 	65
186 A NEW DEMOCRATIC SCHOOL TO LIMIT THE POST DEMOCRACY’S POWER.....	66
Simona Perfetti 	66
228 DIGITAL SCHOOL AND LIFE PROJECT. THE CENTRAL QUESTION FOR A NEW DEMOCRATIC SCHOOL	67
Alessio Fabiano	67
257 SOCIAL MEDIA, EDUCATION AND DEMOCRACY, TOWARDS NEW BALANCES?	68
Rosario Ponziano 	68
374 STARTING FROM MARGINALITY: A NEW CHALLENGE FOR DEMOCRACIES	70
Marco Manca 	70
538 RETHINKING THE RELATIONSHIP BETWEEN SCHOOL AND FAMILY: A CHALLENGE FOR A NEW DEMOCRATIC SCHOOL.....	70
Barbara Giullari Alessandro Tolomelli Fulvia Antonelli 	70
A.8. GLOBAL CITIZENSHIP COMPETENCIES AND SUSTAINABLE DEVELOPMENT EDUCATION.....	72
198 TEACHERS TRAINING ON GLOBAL CITIZENSHIP AND SUSTAINABLE DEVELOPMENT EDUCATION: TEACHERS’ DIFFICULTIES AND PERCEPTIONS. FOCUS ON “GET UP AND GOALS”! PROJECT.....	72
Gabriella Calvano 	72
221 DEVELOPING GLOBAL CITIZENSHIP COMPETENCES THROUGH AN INTERCULTURAL SCHOOL PROJECT “CONECTING WORLDS”	73
Areta Sobieraj Begoña Carmona Honorato 	73
249 INTERCULTURA ASSESSMENT PROTOCOL: ASSESSING AND ENHANCING INTERCULTURAL COMPETENCE OF INTERNATIONAL STUDENT MOBILITY IN SECONDARY SCHOOL.....	73
Mattia Baiutti 	73
259 WORK-BASED LEARNING, GLOBAL SOCIETY AND THE SCHOOL AS ENGAGED IN POLITICAL-ETHICAL SOCIALIZATION	74
Luisa Aiello 	74
338 ITALIAN SCHOOLS AND SUSTAINABLE DEVELOPMENT. A NETWORK APPROACH: THE ITALIAN CASE STUDY.....	75
Gloria Fiorani Chiara Di Gerio Loris Vergolini 	75
380 THE AFS-INTERCULTURA EDUCATIONAL PROJECT: PUPIL EXCHANGES TO DEVELOP INTERCULTURAL COMPETENCE GLOBAL CITIZENSHIP.	76
Andrea Franzoi 	76
591 EDUCATION IN NATURE: BUILDING A FUTURE.....	77
Maja Antonietti Fabrizio Bertolino Monica Guerra 	77
618 CIVIC AND CITIZENSHIP EDUCATION AND SUSTAINABLE DEVELOPMENT IN THE TEACHER TRAINING	78
Olga Bombardelli 	78
653 DEVELOPING GLOBAL CITIZENSHIP AT SCHOOL: FORMAL AND INFORMAL LEARNING EXPERIENCES IN A GLOBAL-ITALIAN PROJECT....	79
Giovanna Barzanò Lorenzo Raffio Claudia Regazzini Rossana Quarta 	79
695 GLOBAL CITIZENSHIP AND EDUCATION FOR SUSTAINABLE DEVELOPMENT AS A STUMBLING BLOCK IN ITALIAN TEACHERS TRAINING..	80

Maria Chiara Pettenati 	80
A.9. TEACHING TO TEACH SOCIAL AND CIVIC COMPETENCES IN ITALY	82
125 TEACHING FOR TOMORROW: TEACHER EDUCATION FOR AN UNCERTAIN FUTURE	82
Simon N. Leonard Bruce White Denise Macgregor 	82
302 INCLUSIVE APPROACH AND AUTHENTIC ASSESSMENT: THE ARCA MODEL	82
Davide Capperucci Ilaria Salvadori 	82
331 CIVIC AND CITIZENSHIP EDUCATION IN ITALY: RESULTS FROM IEA-ICCS 2016 ON CCE CONCEPTUALIZATION AND DELIVERY AT GRADE 8 84	
Bruno Losito Valeria Damiani Valerio Ghezzi 	84
343 PROMOTING KEY COMPETENCES RELATED TO THE SENSE OF INITIATIVE THROUGH THE DEVELOPMENT OF GROWTH MINDSET	85
ElenaLuppi Aurora Ricci 	85
405 HOW TO TEACH TO THINK CRITICALLY: THE TEACHER’S ROLE IN PROMOTING DIALOGICAL SKILLS DURING CLASSROOM DEBATES ON SOCIAL VIVID MATTERS]	86
Luisa Zecca Claudia Fredella 	86
498 TEACHING AND ASSESSING STUDENTS’ NON COGNITIVE SKILLS INSIDE CURRICULAR ACTIVITIES IN MIDDLE SCHOOL: INSIGHTS FORM AN ACTION-RESEARCH IN PROVINCE OF TRENTO.....	87
Francesco Pisanu Maurizio Gentile 	87
582 EDUCATION IN THE CITY: YOUNG CHILDREN, PUBLIC SPACES AND PARTICIPATION.....	88
Andrea Pintus Roberta Cardarello Maja Antonietti 	88
A.10. ETHICAL-POLITICAL SOCIALIZATION.....	89
503 SOCIAL CAPITAL, ASSOCIATIVE PARTICIPATION AND DEMOCRACY. THE VOTERS’ PROFILE.	89
Maria Dentale Stefania Chimenti 	89
545 THE NON-PARTY SCHOOL PROGRAM: THE DENIAL OF THE SCHOOL INSTITUTION AS AN AGENT OF POLITICAL SOCIALIZATION.	90
Aline Almeida 	90
637 SCHOOLING IN ITALIAN CONSTITUTION, CONSTITUTION WITHIN SCHOOLS. THE PROJECTS AIMING AT DEMOCRATIC PRACTICE AND THEORY PROMOTION	91
Paola Marsocci.....	91
640 EDUCATION TRAJECTORIES AND TOLERANT ATTITUDES. SOME RESULTS FROM EUROPEAN SOCIAL SURVEY	91
Giuseppe Ricotta Orazio Giancola 	91
104 THE DEMOCRATIC REVOLUTION IS BETTER THAN THE TECHNOLOGICAL REVOLUTION	92
Aali Hacene 	92
A.11. ECONOMIC AND FINANCIAL LITERACY AND ECONOMICAL CITIZENSHIP	94
182 ECONOMIC AND FINANCIAL EDUCATION FOR A GLOBAL AND SUSTAINABLE CITIZENSHIP AND LIFELONG LEARNING	94
Gabriella Aleandri 	94
426 FORMATION AND IMPLEMENTATION SPECIFICS OF FINANCIAL PRACTICES IN MODERN RUSSIAN SOCIETY.....	94
Olga Kitaitseva 	94
427 FINANCIAL EDUCATION AT SCHOOL: AN INTERNATIONAL COMPARISON FROM THE OECD PISA SURVEY	95
Carlo Di Chiacchio Sabrina Greco 	95
475 ECONOMIC CITIZENSHIP: A NEW CHALLENGE FOR THE ITALIAN SCHOOL	96
Luca Refrigeri 	96
627 FINANCIAL EDUCATION AT SCHOOL: CITIZENSHIP AND WELLBEING BUILDING	97
Michele Aglieri Monica Parricchi Paola Iannello 	97
A.13. LOCAL CASE STUDIES IN A GLOBAL EDUCATIONAL WORLD	99
103 ' SEE IT,SAY IT, SORTED'. THE 'PREVENT DUTY' ITS IMPACT ON ENGLISH SECONDARY SCHOOLS IN 'AN AGE OF ANGER'	99
Adam Peter Lang 	99
363 MERITOCRACY, JUSTICE AND DEMOCRACY: REFLECTING ON THE COUNTER-CURRENT PATHS IN STATE SCHOOL	100
José Augusto Palhares Leonor L. Torres 	100
341 LEARNING TO LEARN: A QUALI-QUANTITATIVE COMPARATIVE ANALYSIS OF CURRICOLA AND EDUCATION SYSTEMS FOR MANDATORY EDUCATION IN ITALY AND LATIN AMERICA	100

Salvatore Patera 	100
398 BUILDING A SEMI-STRUCTURED INTERVIEW AIMED TO APPROACH TEACHER REPRESENTATIONS ON LEARNING TO LEARN IN DIFFERENT CULTURAL CONTEXTS.....	101
Daniela Torti 	101
400 PATHWAY, GUIDANCE, ACADEMIC ORIENTATION, MENTOR, SECONDARY SCHOOL.....	102
David Doncel Gia Lin 	102
685 WHEN REPETITION GAINS THE STRENGTH OF A PEDAGOGY: AN ETHNOGRAPHIC STUDY IN THE BRAZILIAN AND FRENCH CONTEXT 103	
Raquel Gomes 	103
B.1. TEACHERS AND EDUCATIONAL INEQUALITY	105
122 DO THE CPIA'S EDUCATIONAL PROGRAMS AND TEACHING REPRODUCE SOCIAL INEQUALITY?.....	105
Igor Deiana 	105
192 EQUALLY PERFORMING, UNFAIRLY EVALUATED: DOES SOCIAL AND MIGRATION BACKGROUND INFLUENCE TEACHERS' DECISIONS ON GRADE REPETITION?.....	105
Guido Salza Dalit Contini 	105
270 DO HIGH SCHOOL TEACHERS GRADE FEMALES MORE GENEROUSLY? A MULTILEVEL REGRESSION ANALYSIS ON STUDENTS-TEACHERS MATCHED DATA.....	106
Ilaria Lievore Moris Triventi 	106
321 OBSERVING AND ACTING ON INEQUALITY IN AN AFTERSCHOOL SERVICE.....	107
Giada Gentile 	107
382 SCHOOL GUIDANCE AND SCHOOL CHOICE OF STUDENTS AGED 11 TO 14. RESEARCH DESIGN	108
Giuliana Parente 	108
418 TEACHERS' COUNSELLING AND SOCIAL INEQUALITIES IN TRACK CHOICE.....	109
Carlo Barone Gianluca Argentin Gianna Barbieri.....	109
530 PUSH- AND PULL-OUT PHENOMENA IN ITALIAN SCHOOLS: A RISK FOR EQUALITY?	109
Rosa Bellacicco.....	109
584 TEACHER TRAINING AND WORKING CONDITIONS: WHAT IMPACTS ON EDUCATIONAL ATTAINMENTS INEQUALITIES IN MADAGASCAR? 110	
Antonia Verger 	110
585 SOCIO-DEMOGRAPHIC CHARACTERISTICS OF TEACHERS AND IMPACT ON THE ACHIEVEMENT OF THEIR STUDENTS. EVIDENCE FROM ITALY 111	
Giovanni Abbiati Gianluca Argentin Tiziano Gerosa 	111
B.2. TACKLING INTOLERANCE AND PROMOTING CITIZENSHIP AT SCHOOL: THE STATE OF THE ART OF ACTION RESEARCH AND PROGRAM EVALUATION.....	113
286 THROUGH THE LENS OF THE BIOGRAPHICAL EVALUATION. SUGGESTIONS FROM THE EDUCATIONAL EXPERIENCE OF SUCCESSFUL IMMIGRANT STUDENTS.....	113
Mariagrazia Santagati Rita Bertozzi 	113
303 CROSS-COHORT CHANGES IN INDICATORS OF TOLERANCE AMONG ITALIAN YOUTH	114
Maria Magdalena Isac Laura Palmerio Elisa Caponera 	114
477 SELMA (SOCIAL AND EMOTIONAL LEARNING FOR MUTUAL AWARENESS) – EMPOWERING YOUNG PEOPLE AND EDUCATORS TO HACK ONLINE HATE	115
Viola Pinzi	115
520 FACING HATE SPEECH: THE THREE CIRCLES APPROACH TO EDUCATION IN CIFA'S PROJECT #IORISPETTO.....	116
Emanuele Russo 	116
654 VIDEOCONFERENCE DIALOGUE AS A COLLECTIVE PARTICIPATORY PRACTICE FOR LEARNING ABOUT TOLERANCE AND RESPECT.....	116
Lorenzo Raffio.....	116
B.3. RESIDENTIAL AND SCHOLASTIC SEGREGATION: MECHANISMS OF INCLUSION AND EXCLUSION.....	117
159 SCHOOL SEGREGATION AND HOME-SCHOOL PROXIMITY AMONG IMMIGRANT-ORIGIN YOUTHS: A CASE STUDY IN BOLOGNA, ITALY 117	
Federica Santangelo Giancarlo Gasperoni Debora Mantovani 	117

267	LIKE WITH LIKE OR TAKE A HIKE? FRIENDSHIP NETWORKS IN ITALIAN SCHOOLS	118
	Jonathan Pratschke Giovanni Abbiati 	118
353	SEGREGATED BY CHOICE: SPECIAL SCHOOLS AND STUDENTS WITH DISABILITIES	119
	Alessandra M. Straniero 	119
354	ETHNIC CONCENTRATION AND DIVERSITY IN PRIMARY AND LOWER SECONDARY ITALIAN SCHOOLS	120
	Emanuele Fedeli.....	120
417	SCHOOL SEGREGATION IN MILAN: THE "WHITE FLIGHT" DYNAMIC	121
	Marta Cordini Andrea Parma Costanzo Ranci 	121
529	SCHOLASTIC PATHS AND TERRITORIAL INEQUALITIES: WHAT THE SCHOOL CAN DO?	121
	Gianluca De Angelis.....	121
574	WHAT I WILL DO WHEN I GROW UP: ASPIRATIONS AND FUTURE PROSPECTS FOR IMMIGRANT IMMEDIATE DESCENDENTS STUDENTS 122	
	Giuseppe Gargiulo Alessio Buonomo Giustina Orientale Caputo 	122
580	DIVIDED WE STAND? IMMIGRANTS' AND NATIVES' DECISION-MAKING PROCESSES AT FIRST TRACKING IN ITALY.....	123
	Camilla Borgna Dalit Contini 	123
646	CATCHMENT AREAS AND SCHOOL SEGREGATION IN BARCELONA: A COUNTERFACTUAL ANALYSIS].....	124
	Xavier Bonal 	124

B.4. | IS IT STILL THE SAME SCHOOL? DIVERSITY MANAGEMENT AND THE OBLIVION OF DIFFERENCES..... 126

511	THE ROLE OF « HOME CULTURE » IN THE PARTNERSHIPS BETWEEN FAMILIES AND SCHOOL. CROSSED ANALYSIS OF TWO DEVICES OF INTERCULTURAL MEDIATION	126
	Severine Chauvel 	126
578	HOSTIS - HOSPES, CONNECTING PEOPLE FOR A EUROPE OF DIVERSITY: A MULTIPLE CASE STUDY APPROACH ON SCHOOL LEADERS' AND TEACHERS' PERCEPTIONS OF INTERCULTURAL EDUCATION	126
	Giambattista Bufalino Gabriella D' Aprile Maria Tomarchio 	126
609	INCLUSION WITHOUT HOSPITALITY? RETHINKING WAYS OF FORGING SCHOOL SOCIAL INTERVENTION	127
	Bruno Dionísio 	127
657	BEYOND INTEGRATION: STUDENTS OF FOREIGN ORIGINS IN A MULTILocal SPACE.....	128
	Elisabetta Perone 	128

B.5. | FEMICIDE, GENDER INEQUALITY AND EDUCATION..... 130

88	GENDER (IN)EQUALITY AND MIGRATION: THE NEW PARADIGM OF CIVIC INTEGRATION	130
	Angela Taraborrelli 	130
99	STEREOTYPE, LANGUAGE AND EDUCATION: THE ROLE OF LINGUISTIC CONSTRUCTION IN THE EDUCATIONAL RELATION	130
	Stefania Cavagnoli 	130
107	PREVENTING FEMICIDES.....	131
	Marina Calloni 	131
190	FEMICIDE, A CULTURAL TRADITION?.....	131
	Claudia Gina Hassan 	131
207	FEMICIDE IN VISUAL ARTS	132
	Rossana Buono 	132
250	IS TEACHING AND EDUCATING WITH A GENDER SENSITIVE APPROACH STILL A CHALLENGE FOR EDUCATIONAL CONTEXTS? PROBLEMS AND SUGGESTION FROM THE FIELD	132
	Lisa Brambilla Giulia Maria Cavaletto 	132
485	THE GENDER ISSUE IN MIGRANTS REPRESENTATION: A CASE STUDY ON ITALIAN SCHOOL TEXTBOOKS AND EUROPEAN ONLINE NEWSPAPERS	133
	Valentina Tudisca Adriana Valente 	133
698	VIOLENCE AGAINST WOMEN IN THE AGE OF DIGITAL REPRODUCTION.....	134
	Maria Giovanna Musso 	134

B.6. | DE-COLONIZING, DE-TERRITORIALIZING AND CREOLIZING: A PEDAGOGICAL CHALLENGE TO POST-DEMOCRACY 136

241	DIA-LOGUE OF CULTURES: READING "THE IN BETWEEN"	136
	Flavia Stara 	136

381	CHALLENGING INTERCULTURE: FROM DECOLONIZATION OF DIFFERENCES TO EXPERIENCES OF EDUCATIONAL CREOLIZATION.....	136
	Rosita Deluigi 	136
408	BEING-OTHER-TOGETHER. DE-TERRITORIALIZE THE SELF FOR A TRANSCULTURAL FUTURE.	137
	Stefano Casulli 	137
483	ANALYSIS OF MULTICULTURALISM THROUGH OFFICIAL STATISTICAL INFORMATION.....	138
	Angela Maria Digrandi Pasquale Cimmino 	138
537	A PEDAGOGY OF THE FORGOTTEN ONES TO REBUILD THE SOCIAL DIMENSION OF DEMOCRACY	139
	Giancarlo Costabile 	139
576	“COMING OUT OF PROBLEMS ALONE IS GREED. TOGETHER IT IS POLITICS.” AN APPROXIMATION TO THE POLITICAL PEDAGOGICAL PROCESS OF THE MOLACNATS	139
	Camilla Bellatalla 	139
B.7. INTERCULTURAL EDUCATION, CITIZENSHIP AND DEMOCRACY		141
136	THE CHALLENGE OF THE MULTI CULTURAL TEACHER	141
	Giulia Maria Cavaletto Roberta Ricucci 	141
188	[INTERCULTURAL PEDAGOGY: A METHODOLOGY FOR CONTEMPORARY SOCIETY	141
	Giovanbattista Trebisacce 	141
239	COMMUNITIES OF MIGRANTS, ACTIVE CITIZENSHIP IN PUBLIC SPACES AND POTENTIAL EFFECTS OF REFRAMING IN THE INTERGENERATIONAL TRANSMISSION OF FAITH	142
	Maddalena Colombo Barbara Pizzetti 	142
535	SECOND GENERATION MIGRANTS AND ACTIVE CITIZENSHIP: INTERCULTURAL EDUCATION, POST-COLONIAL STUDIES AND PARTICIPATIVE PROCESSES FROM A GENDER PERSPECTIVE.....	143
	Erika Bernacchi Tiziana Chiappelli 	143
539	THE PSYCHOMOTOR APPROACH AND NON-VERBAL LANGUAGE FOR INTERCULTURAL DIALOGUE	144
	Laura Pomari 	144
586	MIGRANTS SOULS – PEDAGOGY OF THE BORDER. DANCEMOVEMENTTHERAPY FOR INTERCULTURAL EDUCATION.....	145
	Fernando Battista 	145
607	THE ARTISTIC LABORATORIES AS AN OPPORTUNITY FOR INTEGRATION AND LEARNING.....	146
	Francesca Audino 	146
690	PROMOTING COMMUNICATION, CULTURAL DIVERSITY AND SOLIDARITY INSIDE ORGANIZATIONS. THE EDUCATIONAL EUROPEAN PROJECT CODES.....	147
	Gaia Peruzzi Raffaele Lombardi 	147
B.8. INTERCULTURAL EDUCATION AND ANTIRACISM.....		149
180	WHAT DOES “INTERCULTURAL PROJECTS” MEANS? THE ANTIRACISM COMMITMENT OF INTERCULTURAL EDUCATION IN MULTI- ETHNIC AND MONO-ETHNIC PRIMARY CLASSROOMS.....	149
	Margherita Cardellini 	149
220	RACISMS OF THE PAST TO UNDERSTAND RACISMS OF THE PRESENT. THE IMPORTANCE TO PROMOTE THE INTERCULTURAL AND ANTIRACIST COMMITMENT.	150
	Stefania Lorenzini 	150
261	WHEN ADOPTION BECOMES A COMPLICATION: FIRST EVIDENCE REGARDING THE DISCRIMINATION SUFFERED BY YOUNG ADOPTees IN ITALY DUE TO PHENOTYPIC DIFFERENCES AND/OR BECAUSE OF THEIR ADOPTIVE IDENTITY	151
	Monya Ferritti Anna Guerrieri 	151
290	INTERCULTURAL FOR LIFE, ANTIRACISM FOR SAFETY	151
	Anna Aluffi Pentini 	151
333	THE SOCIAL REPRESENTATION OF THE GYPSY WOMAN IN ITALY AND BRAZIL IN A NON-GYPSY SAMPLE: THE ANCHORING PROCESS TO THE EMOTIONAL REACTION AROUSED BY THE OBJECT OF REPRESENTATION AND TO THE VALUES SYSTEM OF RESPONDENTS	152
	Giannino Melotti 	152
390	MEDIA AND INTERCULTURAL LITERACY EDUCATION. FINDINGS FROM AN EUROPEAN PROJECT	153
	Maria Ranieri Francesco Fabbro Andrea Nardi 	153
497	MULTICULTURALISM, RACISM, AND HUMAN RIGHTS: WHAT IS HAPPENING IN EUROPEAN SCHOOLS?	154
	Fabio Berti Andrea Valzania Ilaria Pitti 	154

523	SECOND GENERATION MIGRANTS BETWEEN RACISM AND INTERCULTURALISM: FOCUS ON PARTICIPATIVE PROCESSES FROM A GENDER DIMENSION.....	155
	Tiziana Chiappelli	155
597	FORMAZIONE, PROGETTUALITÀ ED INTERVENTI INTERCULTURALI NELLA SCUOLA SICILIANA. PROCESSI, PRODOTTI E VALUTAZIONE D'IMPATTO DEL MASTER IN ORGANIZZAZIONE E GESTIONE DELLE ISTITUZIONI SCOLASTICHE IN CONTESTI MULTICULTURALI PRESSO L'UNIVERSITÀ DI CATANIA.....	156
	Giuseppe Pillera 	156
328	SOCIAL ISOLATION AND BULLYING AMONG ITALIAN STUDENT WITH IMMIGRANT BACKGROUND: IMPROVING PROTECTIVE FACTORS THROUGH ART-BASED METHODOLOGY.....	157
	Cristiana Cardinali Francesco Maria Melchiori 	157

B.9 | EDUCATION FOR INTEGRATION: MIGRATIONS, RECEPTION AND INTEGRATION AS FACTORS OF DEVELOPMENT AND SOCIAL TRANSFORMATION 159

124	REFUGEE INTEGRATION IN THE SWISS AND ITALIAN LABOUR MARKETS: CHALLENGES, GOVERNANCE AND FUTURE PERSPECTIVES..	159
	Antje Barabasch Silvia Zanazzi 	159
126	EDUCATION AND IDENTITY IN THE NEW MUSLIM GENERATIONS IN ROME.....	159
	Katiuscia Carnà	159
240	RECEPTION AND INTEGRATION OF MODERN ACTION: A SOCIOLOGICAL PERSPECTIVE.....	160
	Fabiola Balestrieri 	160
263	GIVE YOU A VOICE AND TAKE A PLACE: JOURNALISTIC EXPERIENCE OF ASYLUM SEEKERS IN SWITZERLAND	161
	Alexandra Felder 	161
351	“I’M ITALIAN AND I’M OTHER”: CITIZENSHIP IN THE MAKING AMONG SECOND GENERATION HIGH SCHOOL STUDENTS IN ROME ..	162
	Maria Grazia Galantino Francesca Farruggia 	162
444	HOPE - PREPARING A BETTER FUTURE TOGETHER - LEARNING FROM VOLUNTARY ACTIVITY WITH THE GROUPS OF REFUGEES.....	163
	Izabela Wagner 	163

B.10 | THE MODERNISATION PROCESSES AND THE DEVELOPMENT OF COMPETENCE IN ADULTHOOD 165

160	TRAINING FOR THE FUTURE: THE (LOST) CONNECTIONS BETWEEN SCHOOL AND WORLD OF WORK	165
	Manuela Palma 	165
532	“SOLEDAD:COMÛN” A NEW MODEL OF SOCIAL-LINK IN MODERN CONTEMPORANEITY	165
	Jole Orsenigo 	165
573	ADULTS AND NEW FORMS OF JOB: BETWEEN INCLUSION, EXCLUSION AND AGENCY.....	166
	Laura Selmo 	166
593	EDUCATING PARENTS TO BUILD DEMOCRACY.....	167
	Maria Elena Scotti 	167

B.11. | EDUCATE WITHIN DIVERSITIES: TEACHING INTERVENTION ANTICIPATED BY EMOTIONAL CARING 168

123	EDUCATION AND HELP RELATIONSHIP	168
	Maria Anna Formisano 	168
213	AID RELATIONSHIP: THE PLACE OF EMOTIONS	169
	Rosa laquinta 	169
246	EDUCATION,PERSON, SUFFERING: THE POSSIBILITIES OF EDUCATION	170
	Tiziana laquinta 	170
332	THE INCLUSION OF CHILDREN WITH DISABILITY IN ECEC	170
	Giovanna Pirisino Filippo Dettori 	170
366	BETWEEN GRADE RETENTION AND SOCIAL PROMOTION: INCLUSIVE STRATEGIES, CARING ATTITUDE AND A GIFT OF TIME.	171
	Maria Guida 	171
501	LEARNING FROM EMPATHY: VIOLENCE AND VULNERABILITY IN SUSAN SONTAG	172
	Daniele Garritano 	172
630	HOW TO DEAL WITH THE UNPREDICTABILITY IN THE SCHOOL? CLINICAL INTERVENTIONS WITH DISABLED STUDENTS WITH SEVERE IMPAIRMENT IN EMOTIONAL REGULATION.....	173
	Agostino Carbone 	173

B.12. | RELIGIOUS EDUCATION AND ITS ALTERNATIVES FACING MULTICULTURALISM AT SCHOOLS IN CONTEMPORARY SOCIETY: A TRANSDISCIPLINARY PERSPECTIVE 174

655	GLOBAL CITIZENSHIP EDUCATION AND IDENTITY: THE PARADIGMATIC CASE OF THE ARMENIAN CULTURE AND ITS DIDACTIC HINTS	174
	Carla Gaiba 	174
681	WORDS OF (IN)TOLERANCE. DISCUSSING RELIGIOUSLY MOTIVATED CONTROVERSIES AND HATE SPEECH WITH ITALIAN ADOLESCENCES	174
	Valeria Fabretti 	174
151	RELIGIOUS EDUCATION AND ITS ALTERNATIVES FACING MULTICULTURALISM AT SCHOOLS IN CONTEMPORARY SOCIETY:A TRANSDISCIPLINARY PERSPECTIVE	175
	Matteo Villa Marta Villa 	175
587	TEACHERS, DO NOT LEAVE THE KIDS ALONE. THE ALTERNATIVES TO CATHOLIC RELIGIOUS EDUCATION IN ITALY (AND WHY THEY ACTUALLY DON'T WORK).....	176
	Luca Bossi	176

B.13. | SOCIO-CULTURAL MINORITIES, MULTI-CULTURAL CITIZENSHIP AND ETHNOGRAPHY AT SCHOOL 178

144	UNVEILING ANTI-GYPSYISM IN ITALIAN SCHOOLS.....	178
	Stefania Pontrandolfo 	178
406	FROM CHENGDU TO ROME. SUPPORTING CHINESE DESIGN STUDENTS TO INTERACT WITH THE CITY AND PROPOSE IMPROVEMENTS	178
	Pietro Valentini 	178
442	LOOKING AT ITALIAN SCHOOLS THROUGH THE ROMANI LENS: BOSNIAN ROMA BETWEEN SCHOOL AND CAMPI NOMADI IN ROME	180
	Marco Solimene 	180
448	PROTECTION OF HISTORICAL LINGUISTIC MINORITIES IN ITALIAN SCHOOL: (DIS)JUNCTIONS OF LANGUAGE IDEOLOGIES	180
	Giorgia Decarli 	180
515	CHILDREN'S VIEWS ON INCLUSION. THE ISOTIS INTERNATIONAL PARTICIPATORY RESEARCH WITH AND FOR CHILDREN.	181
	Alice Sophie Sarcinelli Giulia Gabriella Pastori Valentina Pagani	181
617	BETWEEN IN/OUTSIDE SCHOOL: THE SCHOOL DROPOUT EXPERIENCES FOR THE YOUNG MIGRANTS	182
	Giovanna Guerzoni 	182

B.14. | PROCESSES AND MECHANISMS OF GENDER INEQUALITIES REPRODUCTION IN SCHOOL AND TRAINING PATHS: STEREOTYPES, CONSEQUENCES AND RECENT TRENDS..... 184

111	SOCIOLOGICAL APPROACH OF THE INFLUENCE OF GENDER STEREOTYPES IN SPORT EDUCATION	184
	Sara Rozenwajn Acheroy 	184
155	BEYOND GENDER STEREOTYPES IN EDUCATION. AN INTERSECTIONALITY APPROACH IN THE ANALYSIS OF WOMEN FORMATIVE TRAJECTORIES.....	184
	Marco Dionisio Terribili Letizia Zampino 	185
357	GENDER DIFFERENCES IN ACADEMIC PERFORMANCE: A COMPARISON WITH PSYCHOLOGY UNIVERSITY STUDENTS.....	186
	Mariagrazia Monaci Luca Scacchi Giorgio De Gaudenzi 	186
562	GENDER GAP IN CHOICE OF DEGREE SUBJECT AND UNIVERSITY AMONG SARDINIAN STUDENTS: EVIDENCE FROM THE COHORT 2014	187
	Gabriella Melis Mariano Porcu Isabella Sulis 	187
691	GENDER AND EDUCATION, SLOW PROGRESS: PARADOXES, CONTROVERSIES AND MISSED SOLUTIONS	188
	Domenico Carbone Fatima Farina 	188

B.15. | SCHOOLS FACING CHALLENGES OF INCLUSION AND SOCIAL JUSTICE: THE CASE OF HOMO-TRANSPHOBIA AND GENDER-BIASED DISCRIMINATION 190

118	SAFE SCHOOLS PROGRAMS.....	190
	Valentina Camporeale 	190
347	REGIONAL RESEARCH ON HOMOPHOBIC BULLYING (RACISM, GENDER VIOLENCE), IN UMBRIAN LOWER AND UPPER SECONDARY SCHOOLS: A COMPLEX STORY.....	190
	Irene Dora Maria Scierri Federico Batini 	191
469	ADDRESSING HOMOPHOBIA AND SEXISM IN THE CLASSROOM: SUPPORTING INCLUSIVE TEACHING IN HIGHER EDUCATION.....	191

Marina Franchi Alessandro Castellini 	191
493 ALLA RICERCA DI PAROLE. INSEGNANTI E FAMIGLIE OMOGENITORIALI DAVANTI ALLA SFIDA DELL'INCLUSIONE.	192
Giulia Selmi Federica De Cordova Chiara Sità	192
B.16 SERVICE LEARNING AS AN EDUCATION FOR SOLIDARITY	194
262 EXPERIENCES IN SERVICE-LEARNING FROM A COMMUNITY PSYCHOLOGY POINT OF VIEW	194
Patrizia Meringolo 	194
275 SERVICE LEARNING IN THE SCHOOL OF PSYCHOLOGY, UNIVERSITY OF FLORENCE, AND GONZAGA UNIVERSITY IN FLORENCE: SELF-EVALUATION OF THE PARTICIPANTS' EXPERIENCE.....	194
Silia Passeri Mattia Mazzaresse 	194
310 PROMOTING ACTIVE CITIZENS IN SCHOOL COMMUNITIES: THE IMPORTANCE OF WELL-TRAINED TEACHERS ON SERVICE LEARNING	195
Cristina Cecchini Elisa Guidi 	195
386 SERVICE LEARNING AS EDUCATION FOR SOLIDARITY - AN EDUCATIONAL ALTERNATIVE; AN EXPERIENCE AT SOME HIGH SCHOOLS	196
Gabriele Marini 	196
481 SERVICE-LEARNING APPROACH TO CITIZENSHIP EDUCATION AND PROFESSIONAL LEARNING: THE ROMUNICARE PROJECT	197
Sandro Turcio Marialuisa Villani 	197
516 SERVICE LEARNING AT THE SECONDARY SCHOOL: A CASE STUDY	198
Lorenza Orlandini Stefania Chipa Chiara Giunti 	198
572 SCUOLA-LAVORO E SOLIDARIETÀ: A PEDAGOGICAL ALTERNATIVE IN THE RELATIONSHIP BETWEEN EDUCATION AND WORLD OF LABOUR	199
Patrizia Lotti Francesca Betti 	199
B.17. INTERVENTIONS FOR SCHOOLS AT THE EDGE: SMALLER SCHOOLS BETWEEN INNOVATION AND INCLUSION.....	200
185 INTERVENING INTO VULNERABLE SCHOOL SCENARIOS: THE CASE OF PORTUGUESE PRIORITY INTERVENTION EDUCATIONAL AREAS	200
João Feijão 	200
244 OUTER SUBURBS: SMALL SCHOOLS IN THE IN SOME ITALIAN SOUTH REGIONS FROM ITALIAN UNIFICATION TO THE GIOLITTIAN AGE	200
Fabio Pruneri 	200
368 DISTRIBUTION, EFFICIENCY AND CHOICE: SOCIAL JUSTICE AND SMALL SCHOOLS IN RURAL AREAS IN MARKET ORIENTED EDUCATION SYSTEMS.	201
Silvie Rita Kucerova Cath Gristy Jan Smid 	201
391 SMALL RURAL SCHOOL MANIFESTO	202
Manuela Repetto Giuseppina Cannella Giuseppina Rita Jose Mangione 	202
526 EDUCATION AND INNOVATIVE APPROACHES IN ITALIAN INNER AREAS. PRACTICES AND POLICY SOLUTIONS OF THE NATIONAL STRATEGY FOR INNER AREAS	203
Daniela Luisi 	203
672 SMALL SCHOOLS IN ITALY: A FIRST FORMAL ATTEMPT AT A DEFINITION AND IDENTIFICATION OF THEIR MAIN CHARACTERISTICS ...	204
Stefania Chipa Rudi Bartolini Francesca De Santis 	204
279 THE MONTESSORI APPROACH TO EARLY CHILDHOOD EDUCATION: BENEFITS AND CHALLENGES OF MIXED-AGE CLASSROOMS AS AN ESSENTIAL MONTESSORI SCHOOLS FEATURE.....	205
Ilaria Navarra 	205
298 SMALL SCHOOLS AS PIONEERS OF INNOVATIVE DIDACTIC SOLUTION: A LITERATURE REVIEW OF THE FEATURES OF THE MULTI-GRADE TEACHING	205
Anna Frizzarin 	205
318 COMMUNITY PARTICIPATION FOR SCHOOL IMPROVEMENT: FUORICLASSE IN MOVIMENTO AND THE CASE STUDY OF AJETA AND SAN NICOLA ARCELLA (CALABRIA, ITALY).....	206
Carlotta Bellomi Rosa Mazzone 	206
326 MULTILINGUISM WITH LADIN AND CLIL METHODOLOGY.....	207
Bruno Chiozzi Daniela Sartor 	207
B.18. EMPOWERABLE SCHOOLS: PATHS FOR INNOVATION.....	209
387 ENVIRONMENTAL EDUCATION AND ACTIVE CITIZENSHIP IN SMALLER SCHOOLS TO PROMOTE INNOVATION AND INCLUSION	209

Stefania Russo 	209
437 DIGITAL & PRACTICE: WHEN TRAINING GENERATES MOTIVATION TO TEACH AND LEARN	209
Luisa Patrizia Milo Maurizio Salucci 	209
242 FREE-FOR-ALL SCHOOL	210
Alfina Berte' 	210
424 TUTORING AT SCUOLA – CITTA' PESTALOZZI AS A CONTINUED PRACTICE, ACROSS HISTORIC HERITAGE AND CONTEMPORARY INNOVATION	211
Raimonda Maria Morani Valentina Giovannini Francesca Caprino 	211
553 "MEMORIE MAGISTRALI": THE INNOVATION OF THE PAST AT THE SERVICE OF THE SCHOOL OF THE FUTURE	212
Pamela Giorgi Francesca Davida Pizzigoni 	212
C.1. [SPECIAL SESSION] GEO-POLITICS OF EDUCATIONAL POLICIES AND NEOLIBERAL WORLDWIDE HEGEMONY: FOR A CRITICAL SPACE IN THE SOCIOLOGY OF EDUCATION OF SOUTHERN EUROPE AND LATIN AMERICA	213
224 ANOTHER UNIVERSITY IS POSSIBLE: TOWARDS AN IDEA OF ACADEMIC "PLEASANT DE-GROWTH"	213
Emanuela Spanò Davide Borrelli 	213
247 HOW IS THE RHETORIC OF "EXCELLENCE" IN EDUCATION SPREAD IN EUROPE? THE EXAMPLES OF HIGHER EDUCATION AND "PARCOURS D'EXCELLENCE" IN FRANCE	214
Magali Ballatore Ariane Richard-Bossez 	214
345 HOW TO TAKE INTO ACCOUNT THE CULTURAL ASPECT IN THE ANALYSIS OF INTERVIEWS OF AN INTERNATIONAL STUDY ON LEARNING TO LEARN 215	215
Hugo Armando Brito Rivera 	215
367 IS LEARNING TO LEARN A NEOLIBERAL CONCEPT? AN INTERNATIONAL NON-EUROCENTRIC SYSTEMATIC REVIEW.	216
Cristina Stringher Francesca Scrocca 	216
371 SCHOOLS AND CHOICES: HIERARCHIES OF EXCELLENCE IN THE "VOICE" OF PARENTS	216
Virgínio Sá 	216
419 EDUCACION Y MOVILIDAD SOCIAL INTERGENERACIONAL EN ESPAÑA	217
Leopoldo Cabrera 	217
467 COMPARATIVE STUDIES IN EDUCATION AND POWER IMBALANCES: THE CASE OF SOUTHERN EUROPE	218
Donatella Palomba Carlo Cappa 	218
521 SOCIO-SPATIAL INEQUALITIES IN POSTCOMPULSORY EDUCATION IN MADRID: THE DIFFERENTIATION OF EDUCATIONAL PROVISION IN A SOUTHERN EUROPEAN URBAN SETTING	219
Javier Rujas 	219
550 PARA UMA ABORDAGEM CRÍTICA DA SOCIOLOGIA DA EDUCAÇÃO EM PORTUGAL	220
Leonor Lima Torres Bruno Dionísio Mariana Gaio Alves 	220
665 STARTING OVER FROM THE SOUTHERN. ANALYSIS OF A NEW MODEL OF TERRITORIAL EDUCATION AND DEVELOPMENT	221
Raffaele Lombardi 	221
C.2. LIFELONG EDUCATION IN TIMES OF ECONOMIC 'INTEGRATED SURVEILLANCE'	223
119 THREE PROPOSALS IN ADULT EDUCATION TO IMPROVE EMPLOYABILITY	223
Eduardo Blanco-Gómez 	223
210 RETHINKING ADULT EDUCATION: ACTORS AND DYNAMICS OF LIFELONG LEARNING POLICIES	223
Giuseppe Luca De Luca Picio 	223
209 CRITICAL OR INSTRUMENTAL SCHOOLING? ANTONIO GRAMSCI'S EDUCATIONAL PROPOSAL	224
Vanessa Lamattina 	224
411 YOUTH GUARANTEE: NATIONAL ENACTMENTS AND EFFECTS ON EUROPE'S LIFELONG LEARNING MARKETS	225
Marcella Milana Sandra Vatrella 	225
C.3. YOUTH EDUCATIONAL TRANSITIONS: CHALLENGING OR REINFORCING THE NEOLIBERAL RHETORIC ON INDIVIDUALISM, ASPIRATION AND CHOICE?	227
82 FROM THE KNOWLEDGE SOCIETY TO THE COMPETENCE SOCIETY. SOME REMARKS ON THE EUROPEAN EDUCATIONAL POLICIES	227
Elena Gremigni 	227
98 OPTION BLOCKS THAT BLOCK OPTIONS: EXPLORING INEQUALITIES IN GCSE AND A LEVEL OPTIONS IN ENGLAND	228
Jessie Abrahams 	228

105	DEMOCRATIZATION OR MASSIFICATION OF HIGHER EDUCATION? A COMPARISON BETWEEN FRANCE AND ITALY	228
	Ciro Cangiano 	228
130	HIGHER EDUCATION STUDENTS IN THE UK: A FUTURE OF POSSIBILITIES OR A LONELY ROAD?	229
	Carlos Azevedo 	229
133	AN ANALYSIS OF THE SOCIAL PHENOMENON OF “YOUTH PRECARIAT” IN TAIWAN	230
	Ying-Jie Jheng 	230
296	FROM STRUCTURATION TO ACTIVATION. INSTITUTIONAL CHANGE IN EDUCATION INSTITUTIONS.	231
	Luca Raffini Andrea Pirni 	231
325	TWO PARALLEL WORDS: FUNCTIONS, KNOWLEDGE ATTRIBUTIONS AND EXPECTED HABITUS OF POST16 ACADEMIC AND VOCATIONAL ROUTES 232	
	Aina Tarabini Judith Jacovkis 	232
395	LEGITIMATE EDUCATIONAL INEQUALITIES. CONCEPTIONS AND EXPECTATION OF MIDDLE CLASSES IN GERMANY AND CHILE ABOUT EDUCATIONAL JUSTICE.....	233
	Susann Hanspach 	233
432	MIXING BOURDIEU’S CONCEPTS AND BUSINESS’ COMMONSENSE VIEWS IN THE RHETORIC OF WIDENING PARTICIPATION INTO SELECTIVE HIGHER EDUCATION INSTITUTION IN FRANCE	233
	Marta Dos Santos Aina Tarabina 	233
494	OPEN DOOR EVENTS AS KEY DEVICES TO MAINTAIN OR TRANSFORM STATUS: A QUALITATIVE RESEARCH IN SECONDARY SCHOOLS IN BARCELONA.....	234
	Marta Curran Alba Castejón Martí Manzano 	234

C.4. | NEOLIBERALISM AND EDUCATION..... 236

80	POST-BUREAUCRATIE ET CHANGEMENT DE REFERENTIEL DANS LES SYSTEMES SCOLAIRES: QUELLE LEGITIMITE POSSIBLE POUR LES DIRECTEURS ET LES CHEFS D’ETABLISSEMENT?	236
	Cécile Roaux 	236
193	CHANGING THE POINT OF VIEW ABOUT THE ROLE OF LARGE SCALE ASSESSMENT: HOW EUROPEAN COUNTRIES MANAGE EVALUATION IN DECENTRALIZATION PROCESSES	236
	Consuela Torelli Brunella Fiore Donatella Poliandri Michela Freddano 	237
447	MANAGING ENROLMENT OF NEW STUDENTS OR ACTING AS AN HYPERMODERN INSTITUTION	237
	Christelle Manifet 	237
615	DEPOLITICIZING EDUCATION IN ITALY: FURTHER OPTIONS TO CRAFT YOUR OWN FORMATIVE PATH(S)	238
	Giorgio Giovanelli Leonardo Piromalli 	238
632	RE-THINKING EDUCATIONAL LEADERSHIP IN NEOLIBERAL TIMES: WHAT CAN ANTONIO GRAMSCI TELL US?	239
	Howard Stevenson 	239

C.5. | EDUCATION, RESILIENCE, DEMOCRACY..... 241

238	THE RE-ENCHANTMENT AND CARE POLICIES IN THE DIGITAL SOCIETY. RE-THINKING RESILIENCE, STARTING FROM B. STIEGLER’S PHILOSOPHY]	241
	Cristina Coccimiglio 	241
272	EDUCATING COMMUNITY AND RESILIENCE, A WAY TO INTEGRATE YOUNG DISADVANTAGED MIGRANTS.....	241
	Elena Ragazzi Valentina Lamonica Lisa Sella 	241
452	KNOWLEDGE DRIVEN SHARED SUSTAINABLE STRATEGIES FOR THE MEDITERRANEAN SEA, A CASE OF RESILIENCE IN A COLLECTIVE EDUCATIONAL PROCESS	242
	Monica Cariola 	242
484	‘RICILIENCE’: THE RESILIENCE OF RICE. A DOCUMENTARY FILM TELLS THE CASE OF SOCIAL LEARNING THAT IS TRANSFORMING THE ITALIAN RICE SYSTEM.....	243
	243
488	BUILDING COMMUNITIES AND THE CHALLENGE OF SUSTAINABILITY IN MOUNTAIN AREAS	244
	Giovanni Borgarello Giorgio Salza 	244
490	EXPLORING THE RELATIONSHIP BETWEEN THE FOCUS ON ACADEMIC ACHIEVEMENT IN UK EDUCATION POLICY AND ADOLESCENTS’ MENTAL HEALTH IN LONDON SCHOOLS.....	245
	Danilo Di Emidio 	245
611	RESILARIO.....	246

Paola Iotti 	246
D.1. THE TRAINING OF TEACHERS FOR A DEMOCRATIC EDUCATION OF THE CITIZEN.....	247
129 TRAINING OF TEACHERS FOR A DEMOCRATIC EDUCATION OF PUPILS IN SCHOOLS	247
Ahmet Derecik Menze Lorena 	247
184 RETHINKING INTERCULTURAL EDUCATION FOR A DEMOCRATIC SCHOOL. REFLECTIONS OF AN EMPIRICAL RESEARCH	247
Lisa Stillo Massimiliano Fiorucci 	247
200 EDUCATIONAL CONSULTING: AN INCLUSIVE RESOURCE FOR SCHOOL UNIVERSE	248
Livia Serlupi Crescenzi 	248
234 EDUCATE THE THOUGHT. THE RELATIONSHIP THEORY AND PRAXIS WITHIN THE PARADIGM OF PROFESSIONAL REFLEXIVITY	249
Maria-Chiara Michelini 	249
236 RESEARCH(AND)TRAINING FOR THE TEACHERS OF DEMOCRACY.....	250
Pascal Perillo 	250
273 THE FRAME AND THE HORIZON. PEDAGOGICAL THOUGHT AND THE TRAINING OF TEACHERS BETWEEN SUBORDINATENESS AND EMANCIPATION.....	251
Luca Odiini 	251
292 THE SKILLS-ORIENTED APPROACH IN TEACHERS FORMATION.....	252
Silvia Fioretti 	252
358 MEL LITERACY EDUCATION. A BASIC CURRICULUM FOR TEACHERS' TRAINING IN LITERACY INSTRUCTION OF YOUNG CHILDREN .	253
Tiziana Mascia 	253
556 WILL THEY BE DEMOCRATIC TEACHERS? VISIONS OF THE TEACHING PROFESSION AND SOCIO-POLITICAL PROFILE OF THE STUDENTS STARTING THE DEGREE COURSE OF PRIMARY TEACHER EDUCATION	254
Andrea Ciani Dario Tuorto 	254
370 CONSCIENTIZATION AND COMPLEXITY AS A KEY TO READING FOR CONTEMPORARY SCHOOL. CRITICAL ISSUES AND CONSCIENTIOUS INTAKES	255
Enrico Bocciolesi 	255
443 THE PEDAGOGICAL-POLITICAL INCOMMUNICABILITY IN THE TEACHERS AND EDUCATORS TRAINING: PERSPECTIVES AND STRATEGIES	256
Giuseppe Annacontini 	256
457 LEARNING TO TEACH IN A COMMUNITY OF TEACHERS: PERSPECTIVES FROM PRACTICE.	257
Gretchen Butera 	257
514 TEACHING CITIZENSHIP AND HUMAN RIGHTS IN TODAY'S EUROPE: A STUDY OF SECONDARY SCHOOL TEACHERS IN FRANCE	258
Barbara Santibanez 	258
D.2. UNIVERSITY TEACHING AS A PRACTICE OF KNOWLEDGE DEMOCRATIZATION	259
600 THE FINALITIES OF THE EUROPEAN HIGHER EDUCATION POLICIES IN THE AREA OF KNOWLEDGE-BASED ECONOMY.....	259
Abdellatif Atif 	259
101 INTERCULTURAL LEARNING (DEVELOPMENT OF COMPETENCIES) BY STUDENTS OF THE FACULTY OF EDUCATION. USING THE EXAMPLE OF INTERCULTURAL ATTITUDES AND LEARNING PROCESSES IN TEACHER TRAINING IN ITALY.....	260
Doris Kofler 	260
78 CULTIVATING THE SELF AND PERFORMING GENDER ON SOFT SKILLS PROGRAMS	260
Alison Fixsen Damien Ridge Alan Porter 	260
656 TOWARDS A COMMUNICATION MODEL FOR UNIVERSITY EDUCATION.....	261
Barbara Mazza Renato Fontana Elena Valentini 	261
663 EDUCATIONAL MODELS AND INNOVATIVE TEACHING PRACTICES IN THE UNIVERSITY EXPERIENCE	262
Floriana Falcinelli Cristina Sofia Milena Cassella 	262
297 NEW GENERATION AND THE CHANGE OF ACADEMIC WORK	263
Andrea Pirni Luca Raffini 	263
677 CHALLENGES IN HIGHER EDUCATION. TEACHING INNOVATION BETWEEN EXPERIMENTATION AND STANDARDIZATION.....	264
Gioia Pompili Assunta Viteritti 	264
D.3. TEACHING AT SCHOOL: EPISTEMOLOGIES, METHODS AND TOOLS	266
342 RETHINKING AND INTERPRETING WORK-BASED LEARNING INTERNSHIP. STUDENT'S PERSPECTIVE AND PERCEPTIONS.....	266

Cinzia Zadra 	266
243 NARRATIVE GUIDANCE AS A TOOL TO EMPOWER STUDENT’S RESILIENCE.....	266
Federico Batini Marco Bartolucci 	266
383 INNOVATIVE PEDAGOGICAL APPROACH TO LEARNING ENVIRONMENT (IPALE): A QUALITATIVE CASE STUDY	267
Roberto Melchiori Francesco Maria Melchiori 	267
462 EXPLORING THE EPISTEMOLOGY OF THE IMPLICIT CURRICULUM.....	268
Matteo Bianchini Valeria Angelini Valentina Giovannini 	268
500 DEBATE IN PRIMARY SCHOOL: AN EXPERIENCE TO DEVELOP SOFT SKILLS	269
Noemi Russo Luca Refrigeri 	269
D.4. LEARNING AS A SITUATED AND SOCIO-MATERIAL INTERACTION AND THE USE OF IMAGING TECHNOLOGIES	271
112 REFLECTING ON CLASSROOM ACTIVITIES AS MULTIMODALLY CO-CONSTRUCTED IN SPATIAL 'REALITY'.....	271
Béatrice Arend	271
183 OBJECTS THAT MATTER: THE HYBRID AND DISTRIBUTED AGENCY IN PARENT-ASSISTED HOMEWORK INTERACTIONS	271
Letizia Caronia	271
449 LEARNING TO SLEEP	274
Larissa Schindler	274
472 LEARNING AS A SITUATED AND SOCIO-MATERIAL INTERACTION AND THE USE OF IMAGING TECHNOLOGIES	274
Tiziana Tesaro 	274
592 LEARNING SAFETY AT SCHOOL: THE 'ERGOPRACTICE' EXPERIENCE.....	275
Silvia Doria Sonia R. Marino 	275
D.4. LEARNING AS A SITUATED AND SOCIO-MATERIAL INTERACTION AND THE USE OF IMAGING TECHNOLOGIES	276
689 OBSERVING LIKE AN EXPERT: USE OF EXPERT ANNOTATIONS ON FASHION DESIGNER APPRENTICES’ GAZE AND VERBALIZATIONS ...	276
Alessia Eletta Coppi Alberto Cattaneo Pierre Dillenbourg 	276
D.5. INFORMAL LEARNING AS A SITE OF ENCOUNTER, SELF-CONSTRUCTION AND RESISTANCE.....	278
113 TEACHING HEBREW AS A POLITICAL ACT: "ULPANS" FOR AFRICAN ASYLUM SEEKERS IN ISRAEL.....	278
Yael Gaulan Yuli Hatzofe 	278
137 THE TIME BANKING PROJECT – “LA BANCA DEL TEMPO”: A LIFE-SKILL AND METACOGNITIVE COMPETENCE CONSTRUCTION TOOL TO PREVENT YOUTH DISTRESS	278
Francesca Schir 	278
149 SELF-TAUGHT IMPROVISERS: JAM SESSIONS AS RESISTANCE TO THE FORMAL JAZZ CURRICULUM	279
Anselmo Roberto Paolone 	279
420 EDUCATION AND SOCIAL AND COMMUNITY THEATRE FOR AWARENESS AND BEHAVIOR CHANGE IN TWO CIFA’S DEVELOPMENT PROJECTS IN ETHIOPIA	280
Maria Alessandra Verrienti 	280
445 THE INSTAGRAM LAB: HOW WORKING-CLASS AND MIDDLE-CLASS YOUTH LEARN ABOUT THEIR CLASS POSITION?	281
Inbar Michelzon Drori 	281
479 ALTERNATIVE SCHOOL CHOICES: TOWARDS A NEW MODEL OF INSTRUCTION ?	282
Pauline Proboeuf 	282
610 THE BIRTH OF NAPPY MOVEMENT IN ITALY: LEARNING HOW TO LOVE AFRO HAIR	283
Marta Mezzanica 	283
666 NEGOTIATING MULTIPLE IDENTITIES: BRITISH-BORN BANGLADESHI WOMEN’S CONSTRUCTIONS OF ‘BEING MUSLIM’	284
Berenice Scandone Vanessa Macchia 	284
D.6. RESEARCH AND PARTICIPATORY TEACHING IN UNIVERSITY PRACTICES.....	285
76 THEATRE AS METAPHOR AND PERFORMATIVE LEARNING IN THE ACADEMIC SCENE.....	285
Francesco Cappa	285
85 THE KEYWORDS OF ACCREDITATION, FROM MINISTRY TO UNIVERSITIES.....	286
Andrea Lombardinilo 	286
179 A NEW TOOL TO TEACH ITALIAN AS A SECOND LANGUAGE.....	287
Valentina Dorato 	287

189	SHARED PLANNING OF TEACHING MATERIALS BETWEEN EDUCATION AND DESIGN	287
	Beate Weyland 	287
482	UNIVERSITY KNOWLEDGE AND DEMOCRATIC CULTURES: METHODS AND PRACTICES OF AN INNOVATIVE MODEL	288
	Fiorella Vinci 	288
567	TEACHER'S SKILLS. A CASE STUDY ON SELF-ASSESSMENT	289
	Florindo Palladino Anna Paoletta Luca Refrigeri 	289
678	MIGRANT JOURNEYS, URBAN ENCOUNTERS: PARTICIPATORY TEACHING OF ANTHROPOLOGY IN THE AGE OF POST-DEMOCRACY	290
	Francesco Vietti 	290

D.8. | CONVERGENCE BETWEEN FORMAL AND INFORMAL LEARNING 292

116	FORMAL AND INFORMAL AT UNIVERSITY: A COOPERATIVE LEARNING PROJECT ON VALORIZATION OF MINING SARDINIAN HERITAGE	292
	Emiliano Ilardi Elisabetta Gola 	292
145	THE INFORMAL AS AN EVOLUTION OF THE ACTIVISM. POSSIBLE SCENARIOS OF CONVERGENCE BETWEEN FORMAL AND INFORMAL LEARNING PRACTICES	293
	Alessio Ceccherelli 	293
212	FROM PRACTICE TO LEARNING: COMPUTER SCIENCE THE OTHER WAY ROUND.....	293
	Stefano Federici Andrea Zuncheddu Claudia Medas 	293
248	IN SEARCH OF EXPERIMENTAL HYBRID LEARNING PATHS	294
	Donatella Capaldi 	294
278	UP2UNIVERSITY: A EUROPEAN PROJECT TO INTEGRATE FORMAL AND INFORMAL LEARNING IN SECONDARY SCHOOLS	295
	Nadia Sansone Gabriella Paolini 	295
595	ATOMS&CO INTERNATIONAL PROJECT. BUILDING A DEVICE FOR THE ALLIANCE OF FAMILIES-SCHOOLS-LOCAL COMMUNITY TO COPE THE EARLY SCHOOL LEAVING	296
	Alessandro Tolomelli 	296
662	BRP AND SCHOOL DEVELOPMENT - A NEW CONVERGENCE BETWEEN FORMAL AND NON-FORMAL LEARNING IN LUXEMBURG.....	297
	Sandra Biewers Grimm 	297

D.9. | TRANSFORMING SCHOOLS BETWEEN PEDAGOGY AND ARCHITECTURE: A DEMOCRATIC LABORATORY 299

176	COLLABORATIVE DESIGN IN A DEMOCRATIC WAY: TEACHERS AND STUDENTS DESIGN TOGETHER THEIR SCHOOL ACCORDING TO PESTALOZZI'S PEDAGOGICAL PERSPECTIVE	299
	Mariagrazia Francesca Marcarini Chiara Filios Arnaldo Arnaldi 	299
187	PAD-LAB: PLANNING SCHOOLS TOGETHER BETWEEN PEDAGOGY, ARCHITECTURE AND DESIGN	300
	Beate Weyland Kuno Prey 	300
252	ALL OUT OF CLASS: WHERE, HOW, WHY	300
	Terence Leone 	300
255	PROFESSIONAL UNDERPINNING FOR LEARNING SPACE DEVELOPMENT: PULS + A STRATEGIC PARTNERSHIP FOR INNOVATION AND THE EXCHANGE OF GOOD PRACTICES	301
	Petra Regina Moog Beate Weyland 	301
329	A "DO IT YOURSELF" SCHOOL	302
	Massimo Belardinelli 	302
352	PEDAGOGY AND ARCHITECTURE OF EDUCATIONAL SPACES	303
	Francesca Astori 	303
415	FROM THE PEDAGOGICAL CONTENTS TO THE ARCHITECTURAL PROJECT	304
	Francesca Repetto Andrea Gavosto 	304
480	CULTURE AND REGENERATION OF SPACES. THE ROLE OF POLICIES.....	304
	Luca Bizzarri 	304
508	THE SCHOOL AS A SPACE FOR TEAMS – ARCHITECTURE, DEMOCRACY AND MULTI-BODY SORTITION.....	305
	Christian Kuehn 	305
590	DESIGNING DEMOCRATIC DEVICES FOR LEARNING	306
	Massimo Faiferri Samanta Bartocci Fabrizio Pusceddu 	306
697	WELLBEING AT SCHOOL: BETWEEN RESEARCH AND ACTION STARTING FROM THE SPACE	307
	Monica Parricchi 	307

D. 10. | SCHOOL SPACES: ACCOUNTABILITY, LEADERSHIP AND PARTICIPATION..... 309

211	TEACHERS AND STUDENTS VOICE IN A PARTICIPATORY SCHOOL DESIGN	309
	Grèté Brukštutė 	309
439	ENHANCING THE DIALOGUE BETWEEN THEORY AND PRACTICE IN INCLUSIVE EDUCATION: PROCESSES OF SELF-EVALUATION AND SELF-IMPROVEMENT IN SCHOOLS	309
	Silvia Dell'Anna Dario Ianes Heidrun Demo 	309
668	THE MISERY AND SPLENDOUR OF THE REPUTATIONAL EVALUATION - TEACHER CREDIBILITY BETWEEN REPUTATIONAL EVALUATION AND FUNCTIONAL ILLITERACY OF CITIZENS	310
	Rita Tegon 	310
557	PROXIMITY AND SHARED GOVERNANCE? : FORMAL EDUCATIONAL STRUCTURES AND THE YG PROGRAM IN PORTUGAL	311
	Maria Manuel Vieira Tatiana Ferreira Lia Pappámikail 	311

D.11. | TEACHING IN OTHER WORDS..... 313

233	PAVING THE WAY FOR A SUCCESSFUL MONTESSORI SCHOOLS IN THE PUBLIC SECTOR.....	313
	Barbara Caprara 	313
253	LOUD READING AS A DIDACTIC TOOL TO EMPOWER READING TEXT COMPREHENSION.....	313
	Marco Bartolucci Federico Batini Giulia Toti 	313
287	"MATHEMART – TEACHING MATHEMATICS IN THE THEATRE WORKSHOP": THE TEACHERS TRAINING.....	314
	Maurizio Bertolini 	314
317	REPRODUCING OR REDUCING INEQUALITY: EDUCATIONAL DECISION MAKING AT THE NEXUS OF MILIEU AND EDUCATIONAL FIELD.....	315
	Maria Keil 	315
456	SHADOW EDUCATION: A CRITICAL LOOK AT THE ITALIAN CONTEXT	316
	Anna Pross 	316
547	INITIAL TRAINING OF PRIMARY SCHOOL TEACHERS. EXPERIMENTATION OF A NEW TRAINEESHIP MODEL	317
	Anna Paoletta Florindo Palladino Luca Refrigheri 	317

E.1. | EVIDENCE INFORMED POLICIES IN EDUCATION: OPPORTUNITIES AND RISKS DERIVING FROM THE WIDE-SPREADING OF RESULTS COMING FROM IMPACT EVALUATION 319

289	NEW INTERMEDIATE ACTORS IN THE GOVERNANCE OF EDUCATION IN PORTUGAL: TRANSLATING EVIDENCE FOR ALL	319
	Catarina Gonçalves Luís Miguel Carvalho Sofia Viseu 	319
322	EVIDENCE-BASED REFORM IN EDUCATION: INTERNATIONAL POLICIES, PRACTICES AND CHALLENGES	319
	Marta Pellegrini Antonella Marchetti 	319
336	EVIDENCE INFORMED POLICIES IN EDUCATION: OPPORTUNITIES AND RISKS DERIVING FROM THE WIDE-SPREADING OF RESULTS COMING FROM I MPAC T E VALUA TION.....	320
	Vergolini Loris Alberto Martini Barbara Romano 	320
393	DIGITAL WELL-BEING: VALIDATION OF A DIGITAL MEDIA EDUCATION MODEL IN HIGH SCHOOLS.....	321
	Tiziano Gerosa Marco Gui 	321
474	ARE TEACHERS' RELATIONAL SKILLS A KEY LEVERAGE FOR THEIR EFFECTIVENESS? RESULTS FROM A LARGE SCALE RANDOMIZED CONTROLLED TRIAL	322
	Gianluca Argentin Giulia Assirelli Tiziano Gerosa 	322
509	INNOVATING SCHOOL-FAMILY DIALOGUE: CHALLENGES AND OPPORTUNITIES FROM AN RCT IN ITALIAN LOWER SECONDARY SCHOOLS	323
	Lisa Zaquini Gianpaolo Barbetta Francesca Maci Gianluca Argentin 	323
548	THE LABOUR MARKET RETURNS TO HIGHER EDUCATION IN ITALY. EVIDENCE FROM A NATURAL EXPERIMENT.....	324
	Joan Madia 	324

E.2. | INCLUSIVE EDUCATION: WHAT CHALLENGES FOR THE EVALUATION OF EDUCATIONAL SYSTEMS? 326

348	QUALITY INCLUSIVE EDUCATION ACCORDING TO EMBODIED COGNITIVE SCIENCE. MULTIDIMENSIONAL ANALYSIS TO CREATION/INTEGRATION OF INDICATORS FOR THE EVALUATION OF EDUCATIONAL SYSTEM	326
	Filippo Gomez Paloma Cristiana D'Anna Paola Damiani 	326
438	EVALUATION OF INCLUSIVE SCHOOL SYSTEMS: CRITICAL ISSUES AND CHALLENGES IN RESEARCH.....	327
	Dario Ianes Silvia Dell'Anna 	327

446	INCLUSIVE EDUCATION AND CORE CAPABILITIES: SCHOOL EVALUATION’S CHALLENGES TO OVERCOME EDUCATIONAL INEQUALITIES 328	
	Mattia Baglieri Valeria Pandolfini 	328
568	SCHOOL CANTEEN AS A PLACE OF INCLUSIVE EDUCATION: AN INCLUSION INDICATOR FOR SCHOOL SELF-EVALUATION?.....	329
	Michela Freddano Beba Molinari 	329
602	RE-THINKING EVALUATION OF THE EDUCATIONAL SYSTEM THROUGH A CRITICAL ANALYSIS OF THE MODEL OF PEI – PIANO EDUCATIVO INDIVIDUALIZZATO.....	330
	Veronica Berni 	330
638	INCLUSIVE EDUCATION: A THEORETICAL FRAMEWORK TO EVALUATE THE QUALITY OF INCLUSION	331
	Letizia Giampietro Sara Romiti Donatella Poliandri 	331
E.3. (SPECIAL SESSION) FOR A UP TO DATE EVALUATION NOTION		333
334	WHAT DOES SELF-EVALUATION MEAN FOR ITALIAN SCHOOLS? A COMPARISON BETWEEN PRINCIPALS AND EVALUATION TEAM MEMBERS.....	333
	Graziana Epifani Stefania Sette Elisabetta Pranterà 	333
416	EVALUATING THE ITALIAN SCHOOL SYSTEM: CHALLENGES BETWEEN LEARNING AND ACCOUNTABILITY PURPOSES.....	334
	Valeria Pandolfini Mauro Palumbo 	334
540	RE-DEFINING LEARNING AND ACCOUNTABILITY THROUGH EVALUATION. THE CASE OF ITALIAN HIGHER EDUCATION SYSTEM.	335
	Rosaria Lumino Emiliano Grimaldi Dora Gambardella 	335
570	REGENERATING THE CONCEPT OF ASSESSMENT FOR LEARNING AT UNIVERSITY	335
	Loredana La Vecchia 	335
679	THE CONTRIBUTION ANALYSIS TO THE IMPACT EVALUATION OF THE SCHOOL EVALUATION	336
	Donatella Poliandri Michela Freddano Beba Molinari 	336
E.4. LARGE SCALE ASSESSMENT SURVEYS BETWEEN RESEARCH USES AND POLICY EVALUATION.....		338
165	ITALIAN’S NATIONAL SCHOOL DATA IN THE “BIG DATA” REVOLUTION: AN ANALYSIS ON THE USE OF THIS TOOL IN EDUCATION AND BEYOND 338	
	Rita Marzoli Veronica Riccardi 	338
204	THE COMPLEX CHAINS OF EDUCATION INEQUALITIES IN ITALY. UNDERSTANDING INTERPLAYS BETWEEN ASCRIPTIVE AND SCHOOL TRACKS FACTORS.....	338
	Orazio Giancola Luca Salmieri 	338
471	BENCHMARKING ITALIAN SCHOOL SYSTEM USING ARCHETYPAL HISTOGRAMS FOR INVALSI TEST	339
	Francesco Santelli Francesco Palumbo Clelia Cascella 	339
489	LOW SKILLS AMONG YOUNG ADULTS IN SPAIN AND ITALY?	341
	Ruggero Cefalo Rosario Scandurra 	341
626	LARGE SCALE ASSESSMENT SURVEYS BETWEEN RESEARCH USES AND POLICY EVALUATION	342
	Stefania Capecchi Rita Cimmino Milos Kankaras 	342
644	TEACHERS’ WELL-BEING AT WORK. EVIDENCE FROM LARGE SCALE ASSESSMENT SURVEYS.....	342
	Barbara Barbieri Isabella Sulis Mariano Porcu 	342
F.1. FORMAL, INFORMAL AND SOCIAL LEGITIMATION: INNOVATIVE CAPACITY OF EDUCATIONAL AGENCIES IN THE DIGITAL ERA.....		344
197	“PEER” SUBJECTIVATION AND THE FORMATION OF DIGITAL COMPETENCES	344
	Roberto Serpieri Simona Tirocchi 	344
265	(R)DISCOVER NON-FORMAL EDUCATION. THE CONTRIBUTION OF EUROPEAN YOUTH POLICY	344
	Nadia Crescenzo 	344
282	WHICH MODEL OF DIGITAL WELL-BEING IS POSSIBLE FOR ITALIAN FAMILIES? VIRTUOUS EXAMPLES OF PARENTING SUPPORT IN CANADA AND SWITZERLAND.....	345
	Rosanna Labalestra 	345
403	INCIVILITY AND BULLYING: A "COMPLICATED" RELATIONSHIP. MODELS AND TRAJECTORIES OF RESEARCH.....	346
	Rossella Rega Alessandro Lovari 	346
492	CAPABILITY APPROACH AND CRITICAL THINKING TO FACE A DIGITAL ORIENTED FUTURE	347
	Giuditta Alessandrini Maria Caterina De Blasis 	347

560	MEDIA EDUCATION FROM YOUTH’S POINT OF VIEW: EXPECTATION, STEREOTYPES, NEEDS	348
	Cosimo Marco Scarcelli 	348
589	PLEASE REVIEW ME! INFORMAL LEARNING STRATEGIES DEVELOPED BY TEENAGERS IN THEIR CONNECTED LIVES.....	349
	Gabriella Taddeo Lisa Zaquini 	349
628	ROBOTICS AND AUDIO-VISUAL MEDIA: A TECHNOLOGICAL DIALOG OF LANGUAGES	349
	Lorenzo Denicolai Renato Grimaldi Sivia Palmieri 	349
664	TRAINING AND EDUCATION WITH ROBOTS IN HEALTHCARE AND MORAL ISSUES.....	351
	Maurizio Balistreri 	351
671	THE ROLE OF FAMILY AND SCHOOL IN THE DIGITAL MEDIA SOCIALIZATION: AN EMPIRICAL RESEARCH ABOUT TEENAGERS.	351
	Rosanna Marino Rossella Garuti 	351

F.02. | SCIENCE AND TECHNOLOGY IN POST-DEMOCRATIC SOCIETIES..... 353

464	THE INTEGRATING ICT PROCESS IN THE TEACHING-LEARNING CONTEXTS: A COMPARATIVE PERSPECTIVE	353
	Emanuela Proietti Stefania Capogna Maria Chiara De Angelis 	353
693	NIMBO: «NOT IN MY BODY».....	353
	Giuseppe Tiplado 	353
191	RETHINKING HUMAN BODY BETWEEN LA Y AND EXPERT KNOWLEDGE SUGGESTED BY SELF-TRACKING TECHNOLOGIES	354
	Letizia Zampino 	354
222	THE MIRROR OF THY-SELF. EXPLORING THE DIFFERENT RELATIONS OF THE QUANTIFIED-SELF	355
	Veronica Moretti Barbara Morsello 	355
299	TINKERING DEMOCRACY: HOW TO ENHANCE NEW SOCIAL PRACTICES THROUGH MAKER CULTURE	356
	Emanuele Toscano	356
309	DIGITAL MEDITATION AS A “FUNCTIONAL DECELERATION” STRATEGY: A PERSPECTIVE FROM IVY LEAGUE STUDENTS.....	357
	Antonio Maturo Veronica Moretti 	357
599	VALUES OF SAFETY, MONEY-SAVING AND CONVENIENCE AROUSED BY CONNECTED CARS EXPERTS	357
	Meihsin Lin 	358
631	CONTRAST THE SPREAD OF FAKE NEWS THROUGH UNIVERSITY TEACHING BASED ON CRITICAL THINKING.....	359
	Valeria Di Martino Giuseppe Carmelo Pillera 	359
673	BRIDGING THE GAP BETWEEN THE PHYSICAL AND CONCEPTUAL EXPLORATION OF SOCIO-TECHNICAL ISSUES: CRITICAL APPROACHES TO TECHNICAL PRACTICES AND THE “CRITICAL MAKING” APPROACH	360
	Sergio Minniti 	360

F.3. | RESEARCHING DIGITIZATION IN EDUCATION..... 361

132	SMARTPHONE Pervasiveness in Youth Daily Life as a New Form of Digital Inequality.....	361
	Marco Gui Tiziano Gerosa 	361
139	TOWARDS DIGITAL SCHOOL. THE NATIONAL SURVEY ON DIGITAL SKILLS OF TEACHERS	361
	Ida Cortoni 	361
142	ASSEMBLING DIGITAL PLATFORMS IN EDUCATION POLICY. A COMPARATIVE ANALYSIS OF ‘SCUOLA IN CHIARO’ AND ‘EDUSCOPIO’ 362	
	Paolo Landri Sandra Vatrella 	362
148	MEDIA DEVICES AND ZERO TO SIX: FOR AN EVIDENCE-BASED PRESCHOOL MEDIA EDUCATION	363
	Alice Di Leva 	363
178	THE DIGITALIZATION OF SCHOOL. SUBJECTS, NETWORKS AND IDEAS FOR A NEW EDUCATION POLITICS	363
	Danilo Taglietti Emanuela Spanò Alessia Forciniti 	363
225	POLLICINA: A MULTIMEDIA NAVIGATOR FOR CULTURAL HERITAGE. INNOVATIVE LEARNING PROCESS IN A DIGITALIZED SCHOOL. ...	364
	Maurizio Mesenzani 	364
295	DIGITAL DEVICES IN THE GOVERNING OF EDUCATION: AN EMPIRIC CASE STUDY IN THE FIELD OF CAREER GUIDANCE	365
	Antonietta De Feo Marco Romito Catarina Gonçalves 	365
300	PLATFORM EDUCATION AND DEMOCRACY: A TENTATIVE MAPPING AND A RESEARCH AGENDA.....	366
	Leonardo Piromalli Assunta Viteritti 	366
423	EXPLORING PRACTICES, PROBLEMS AND CULTURAL CHALLENGES OF ITALIAN TEACHERS IN THE DIGITAL ERA	367
	Stefania Capogna Maria Chiara De Angelis Flaminia Musella 	367
504	SERVICE DESIGN FOR ITALIAN SCHOOLS: FOSTERING CHANGES IN THE ORGANISATIONAL LIFE OF SCHOOLS COMMUNITY	369

Alessandro Pollini.....	369
512 INTERACTIVE PATHWAY FOR AN INCLUSIVE MATHEMATICS EDUCATION	369
Marina Marchisio Alice Barana Stefano Boffo 	369
604 SOCIAL DETERMINANTS OF REPRESENTATIONS OF HIGHER EDUCATION: AN ANALYSIS OF KEYWORDS USED BY HIGH SCHOOLS STUDENTS ON THEIR SEARCH ON THE INTERNET	370
Marion Valarcher	370
645 ONLINE ACTIVITIES: FROM SOCIAL INEQUALITY TO DIGITAL INEQUALITY AND COMEBACK	371
Rita Fornari 	371
670 THE SHIFT FROM PBA TO CBA IN ITALIAN NATIONAL ASSESSMENT: THE INVALSI CASE	372
Marialuisa Villani 	372
F.4. TOOLS AND METHODS FOR LABORATORY TEACHING	374
168 HOW ROBOTICS CHANGES TEACHING.....	374
Angela Gatti 	374
291 SOCIAL4SCHOOL: EDUCATING ON AWARENESS IN ONLINE SOCIAL NETWORKS	374
Simona Tirocchi Livio Bioglio Valentina Di Noi 	374
346 INTEGRATING DIGITAL CREATIVITY IN EDUCATION: TOOLS, GAME AND APPROACH FROM THE DoCENT PROJECT	375
Luigia Simona Sica Michela Ponticorvo Raffaele Di Fuccio 	375
453 SOCIAL SKILLS AND 3D PRINTER IN THE KINDERGARTEN	376
Alessia Rosa Manuela Repetto 	376
461 A RAINBOW CONNECTING EUROPE	377
Paola Attanasi Liliana Pilon 	377
470 IN3DIRE AND SUGARCAD: A COMPLETE 3D DESIGN AND PRINT SOLUTION OPTIMIZED FOR EDUCATION.....	378
Alessandro Ferrini Luca Bassani 	378
499 EDUCATIONAL ESCAPE ROOM	378
Anna Rita Vizzari 	378
502 A LIVING LAB TO CONTRAST CYBERBULLYING: A SIMULATION APPROACH THROUGH INSTANT MESSAGING SYSTEM (WHATSAPP)..	379
Enrico Maria Piras Cristina Calvi Ludovica Rubini 	380
517 CODING LESSONS IN A VIRTUAL WORLD	380
Andrea Benassi 	380
533 ACTIVE LEARNING TOOLS FOR TEACHING MARINE ROBOTICS, IOT AND CONTROL STRATEGIES SINCE THE PRIMARY SCHOOL	381
David Scaradozzi Laura Screpanti Lorenzo Cesaretti 	381
569 NEW WRITING FORMS FOR THE DIGITAL SCHOOL	382
Alberto Parola Lorenzo Denicolai Maria-Teresa Sagri 	382
G.1. CHALLENGING DISCOURSES OF MERIT AND CHOICE: STUDENTS' EXPERIENCES AND POLICY DEVELOPMENT IN CONTEMPORARY HIGHER EDUCATION	384
143 DROPOUT AND PERFORMANCE IN HIGHER EDUCATION: NEW INSIGHTS ON INEQUALITIES THROUGH THE UNITO MICRO-DATA ON FAMILIES CULTURAL CAPITAL AND WEALTH	384
Andrea Scagni 	384
280 PATTERNS AND INEQUALITIES IN HIGHER EDUCATION DECISION-MAKING WITHIN THE ITALIAN CONTEXT.....	384
Marco Romito 	384
330 WELFARISM, NEOLIBERALISM AND DIS/ABLED STUDENTS SUBJECTIVITIES IN THE POST-DEMOCRATIC ITALIAN HIGHER EDUCATION. 385	385
Francesca Peruzzo 	385
577 TOO FEW UNIVERSITY GRADUATES. INCLUSIVENESS AND EFFECTIVENESS OF THE ITALIAN HIGHER EDUCATION SYSTEM.....	387
Dalit Contini Guido Salza 	387
594 INSTITUTIONAL CULTURES AND THE EXPERIENCES OF NON-TRADITIONAL STUDENTS AT AN "ELITE" UNIVERSITY IN THE UK.....	388
Maddy Winnard 	388
410 VOCATIONAL IDENTITY PROGRESS AND SCHOOL WORK ALTERNANCE: WHEN EXPERIENCES BECOME RESOURCES.....	389
Tiziana Di Palma Giancarlo Ragozini Luigia Simona Sica 	389
G.3. THE SCHOOL-WORK ALTERNANCE POLICY AFTER THE "GOOD SCHOOL"	391

434	THE WORDS OF THE SCHOOL-WORK ALTERNANCE. EVALUATION AND ANALYSIS OF THE ROLE OF THE UNIVERSITIES.	391
	Alessandra Rimano Ludovica Rossotti 	391
491	STUDENTS LIVING AND PROMOTING LOCAL HERITAGE IN A UNESCO SITE.	391
	Franca Zuccoli Alessandra De Nicola 	391
496	LEARNER’S AGENCY FOR AN ACTIVE CITIZENSHIP. REDESIGNING EFFECTIVE LEARNING CURRICULA IN THE SCHOOL –WORK ALTERNANCE.	392
	Valerio Massimo Marcone 	392
667	PROFESSIONAL TRAINING PRACTICES IN COMPANIES: THE CASE OF ARGENTINA.	393
	Pablo Eduardo Neder Magaly Saenz San Martin 	393
675	SCHOOL WORK ALTERNANCE: PROPOSALS AND PATHS FOR YOUNG PEOPLE WITH DISABILITIES.	394
	Daniela Pavoncello Giulio Iannis 	394
G.4. FOR A NEW PARADIGM OF UNIVERSITY TO WORK TRANSITIONS: NEW ORIENTATION PRACTICES FOR SOCIO-ECONOMIC AND LABOR TRANSFORMATION.....		396
138	WHAT HAPPENS NEXT? THE TRANSITION TO EMPLOYMENT FOR GRADUATES WITH DISABILITIES AT THE UNIVERSITY OF TURIN	396
	Tania Parisi Rosa Bellacicco 	396
266	DOES TIME TO DEGREE AFFECT GRADUATES’ LABOUR MARKET OUTCOMES?	397
	Giorgia Casalone 	397
271	ANALIZING YOUNG PEOPLE’S TRANSITIONS BY EMPLOYING SHADOWING: SCHOOL AND WAITING FOR WORK.....	397
	Serena Quarta 	397
277	UNIVERSITY TO WORK TRANSITION: A STUDY ON THE NEW ORIENTATION AND PLACEMENT SERVICES	398
	Piera Rella Ludovica Rossotti Alessandra Fasano 	398
G.5. EDUCATION AND TRAINING SYSTEMS TODAY, BETWEEN ECONOMIC LOGICS AND SOCIALIZATION		400
230	WELL BEGUN IS HALF DONE. YOUTH TRANSITIONS FROM VOCATIONAL TRAINING TO THE LABOUR MARKET: EVIDENCE FROM PIEDMONT, AN ITALIAN CASE STUDY	400
	Valentina Lamonica 	400
281	THE TERRITORIAL NETWORK OF LIFELONG LEARNING IN CAMPANIA.....	401
	Raffaele Sibilio Fortini Lucia Giuseppe Luca De Luca Picione 	401
283	THE SCHOOL-FAMILY RELATIONSHIP BETWEEN PROCESSES OF SIMPLIFICATION AND REQUEST FOR COMPETENCES.....	401
	Angelo Falzarano 	401
399	CREDITS RECOGNITION FOR ADULT EDUCATION. AN ORGANIZATIONAL PROPOSAL	402
	Paola Buonanno Emilio Porcaro 	402
G.5. EDUCATION AND TRAINING SYSTEMS TODAY, BETWEEN ECONOMIC LOGICS AND SOCIALIZATION		403
413	STUDENTRY: AN EMPIRICAL RESEARCH ON THE TRANSITION FROM SECONDARY SCHOOL TO UNIVERSITY	403
	Maria Carmela Catone Paolo Diana 	403
455	VOCATIONAL LEARNING ABROAD: THE CASE OF GERMAN VET MOBILITIES.....	404
	Tabea Schlimbach Karen Hemming Valentina Cuzzocrea 	404
495	YOUTH LABOUR MARKET INTEGRATION: EVOLUTION AND DRIVERS IN EUROPEAN REGIONS	405
	Rosario Scandurra Ruggero Cefalo 	405
543	THE EDUCATION QUESTION IN ITALY BETWEEN THE EUROPEAN CHALLENGES AND THE REGIONAL DUALISM.....	405
	Giovanna Filosa Roberto Angotti Simona Carolla 	405
G.6. TRAINING EDUCATIONAL PROFESSIONALS: THE CHALLENGE OF UNIVERSITY TRAINEESHIP.....		407
157	THE CHALLENGE OF TRAINING ABOUT THE “SECOND LEVEL” OF EDUCATION: DEVELOPING AND IMPLEMENTING AN EXPERIMENTAL UNIVERSITY TRAINEESHIP	407
	Maria Benedetta Gambacorti-Passerini Andrea Galimberti 	407
163	A UNIVERSITY TRAINEESHIP EXPERIENCE FOR EDUCATORS. THE CASE OF THE BACHELOR DEGREE IN EDUCATIONAL SCIENCES, UNIVERSITY OF MILANO – BICOCCA.	407
	Francesca Oggionni Cristina Palmieri 	408
397	LA FORMAZIONE SUL CAMPO TRA ASSOCIAZIONISMO, UNIVERSITÀ E ALTERNANZA SCUOLA LAVORO	408
	Silvia Guetta 	408

436	THE SUPERVISION OF SOCIO-EDUCATIONAL PRACTITIONERS: AN INTEGRATED MODEL.....	409
	Fabio Olivieri 	409
555	PERSONALIZING TRAINING: A TAILOR IN THE ACADEMY	410
	Elisabetta Madriz Andrea Ciani 	410
563	ROLE AND SKILLS OF THE TRAINEESHIP COACH (TUTOR) IN SOCIAL PEDAGOGUES EDUCATION	410
	Silvio Premoli 	410
H.2. (SPECIAL SESSION) THE CHANGING OF ACADEMIC PROFESSION IN THE CONTEMPORARY UNIVERSITY		412
195	THE RELEVANCE OF TEACHING ACTIVITY IN THE CHANGING UNIVERSITY	412
	Roberto Moscati 	412
223	THE LOST PARADISE: CAREER ASPIRATIONS AND WORKING CONDITIONS OF ADJUNCT PROFESSORS IN ITALY (1980-2018)	412
	Barbara Grüning Gianluca De Angelis 	412
226	GAINING A BETTER UNDERSTANDING OF UNIVERSITY PUBLIC ENGAGEMENT.....	413
	Michele Rostan 	413
227	THE MIGRATION OF ITALIAN RESEARCHERS: A CONSOLIDATED TREND?.....	414
	Stefano Boffo Francesco Gagliardi 	414
235	PRECARITY, LACK OF BELONGINGNESS AND BOREDOM: BEGINNING A CAREER IN POLISH ACADEMIA	414
	Mariusz Finkielstein 	414
307	THE EXTRA-ACADEMIC ACTIVITIES OF UNIVERSITY PROFESSORS: AUTHORISATION, INCOMPATIBILITY AND LIABILITY	415
	Luca Galli 	415
311	THE FEUDALISM RELATIONSHIP IN ITALIAN UNIVERSITY: IS SUNSET COMING ON?	416
	Alfredo Marra 	416
401	HOW HARD IS BECOMING AN ACADEMIC IN ITALY ?	417
	Daniele Checchi Tindaro Cicero 	417
422	ACADEMIC CAREERS IN A RAPIDLY CHANGING WORLD: BIOGRAPHIES OF ACADEMICS WHO STAYED OR LEFT BELARUS AFTER THE YEAR 1991	418
	Svetlana Poleschuk 	418
606	NEW TEMPORAL REGIMES IN ITALIAN ACADEMIC GOVERNANCE	419
	Ilenia Picardi Maria Carmela Agodi 	419
612	EDITORIAL MEMBERSHIP: SCIENTIFIC, INSTITUTIONAL OR SOCIAL CAPITAL? A NETWORK ANALYSIS OF THE AFFILIATION OF ITALIAN SOCIOLOGISTS TO JOURNALS' EDITORIAL BOARDS.	420
	Marco Serino Maria Carmela Agodi 	420
H.4. TOOLS, MODELS AND METHODOLOGICAL PERSPECTIVES FOR SCHOOL IMPROVEMENT AND INNOVATION		421
425	POLES OF INTEGRATION. A CASE OF STUDY IN THE ROMAN SUBURBS	421
	Enrico Marani Rosanna Labalestra Carla Ghezzi 	421
605	UNMET EXPECTATIONS AND ADJUSTED INNOVATION: THE ENACTMENT OF LAW 107/2015 IN SCHOOLS.	421
	Giulia Montefiore 	421
624	TOWARDS THE CONSTRUCTION OF A PROFESSIONAL PROFILE OF THE EXPERT TEACHER.....	422
	Ilaria Salvadori	422
699	SCHOOL CHANGE AND INNOVATION: STRATEGIC PLANNING AS A LEVER FOR SCHOOL IMPROVEMENT	424
	Francesca Storai Sara Mori 	424
378	NARRATIVES AGAINST NARRATIVES. A GROUNDED AND NARRATIVE-BASED ANALYSIS OF DISCRIMINATIONS	425
	Matteo Botto 	425
459	THE MEASUREMENT OF POLITICAL IDEOLOGIES AND ITS IMPLICATIONS FOR EDUCATION. HOW CAN A LIBERALISM-CONSERVATISM INDEX SAY SOMETHING ABOUT REGRESSIVE FORMS OF POST-DEMOCRACY?	425
	Andrea Marchesi 	425
H.5. TEACHER PROFESSIONALISM, TEACHER QUALITY AND SCHOOL IMPROVEMENT IN INTERNATIONAL CONTEXTS.....		427
305	THE RESEARCH-BASED PROFESSIONALISM IN THE INITIAL TEACHER EDUCATION: A NORDIC PERSPECTIVE	427
	Beatrice Cucco 	427
313	TEACHER PROFESSIONALISM, TEACHER QUALITY AND SCHOOL IMPROVEMENT IN INTERNATIONAL CONTEXTS.....	427
	Monica Mincu 	427

316	THE GOVERNANCE OF A SCHOOL NETWORK AND IMPLICATIONS FOR INITIAL TEACHER EDUCATION	428
	Peter Davies Monica Mincu 	429
350	SCUOLINSIEME/SCHOOL TOGETHER: A CASE STUDY OF SCHOOL IMPROVEMENT OF THE FONDAZIONE PER LA SCUOLA OF THE COMPAGNIA DI SAN PAOLO.....	429
	Claudia Mandrile 	429
389	A COHESIVE ASSESSMENT SYSTEM? THE TEACHERS' POINT OF VIEW	430
	Serafina Pastore Michela Freddano 	430
505	TEACHER OPINIONS ABOUT SELF EFFICACY AND TEACHER TRAININGS: CASE OF PRIMARY SCHOOL TEACHERS WITH REFUGEE STUDENTS IN ROME.....	431
	Ceyda Şensin Oksana Stashina 	431
552	EMOTIONAL INTELLIGENCE AND CREATIVITY AT SCHOOL.....	432
	Camilla Brandao De Souza 	432

I.2. | POST-DEMOCRACY AND THE FIELD OF ARTS AND MUSIC EDUCATION..... 434

162	MUSIC EDUCATION AND MIDDLE-CLASS IDENTITIES: EXAMINING THE CONTINGENT COMMITMENT OF THE MIDDLE-CLASSES TO THE COMMON GOOD	434
	Anna Bull 	434
201	ARTISTIC DREAMS. A QUALITATIVE STUDY ON STUDENTS AT ITALIAN SECONDARY ART SCHOOLS.	434
	Anna Uboldi 	434
335	"ONE FOR THE MONEY"? THE DIGITIZATION AND "DISK CRISIS" IMPACT ON THE INCOMES OF "ORDINARY MUSICIANS": THE CASE OF SWITZERLAND	435
	Pierre Bataille Perrenoud Marc 	435
365	ART EDUCATION: A BULWARK AGAINST THE POST-DEMOCRATIC TRENDS OF MODERN STATES? CRITICAL APPROACH	436
	Marie-Pierre Chopin Jérémy Sinigaglia 	436
525	THE MUSICAL AND CHOREUTIC HIGH SCHOOL IN ITALY: STATUS AND PERSPECTIVES.....	437
	Anna Scalfaro Nicola Badolato 	437
527	TO SUCCEED OTHERWISE: STUDY OF NEW MODES OF PUNK DEMOCRATIC TRANSMISSIONS ON THE SIDELINES OF INSTITUTIONS ...	438
	Manuel Roux Luc Robène Solveig Serre 	438
633	MUSIC EDUCATION AND DEMOCRATIC EDUCATION	439
	Carla Cuomo 	439
642	MUSIC AS A TOOL, ARTS AS A DOMAIN: NON-FORMAL LEARNING TO REFRAME THE CONCEPTUALIZATION OF SOCIAL EQUITY IN THE ERA OF GLOBALIZATION, IN A POST-DEMOCRACY POLITICAL CLIMATE	440
	Simona Quaglia 	440
649	DZPLAYING AND HUMANISTIC TRANSFORMATIVE MUSIC THERAPY IN AN EDUCATIONAL PERSPECTIVE ORIENTED TOWARDS EMPOWERMENT	441
	Sergio Meloni 	441
669	ABSTRACT TITLE DO WOMEN HATE JAZZ? PRELIMINARY RESULTS FROM AN EMPIRICAL STUDY ON FEMALE PLAYING IN BRASS BANDS 441	
	Clementina Casula 	442

I.3. | [SPECIAL SESSION] EDUCATION, CULTURAL HERITAGES AND THE MEDITERRANEAN SPACE: HISTORY AND CREATIVE PROCESSES OF INTERGENERATIONAL TRANSMISSION..... 443

100	IS IT REALLY UP TO US? DiCULTHer NETWORK AND ITS IMPLICATIONS IN DEVELOPING CULTURAL HERITAGE LEARNING	443
	Letizia Bindi 	443
114	LAND ART AS A TOOL FOR HERITAGIZATION IN THE ECOHERITAGE MODEL.....	443
	Carmen Gómez Redondo 	443
308	BETWEEN SIMILARITIES AND CULTURAL DIVERSITIES: INTERCULTURAL EDUCATION MEETS INTANGIBLE CULTURAL HERITAGE. THE EXAMPLE OF TRADITIONAL GAMES.....	444
	Francesca Berti Valentina Lapicciarella Zingari 	444
319	EDUCATION IS HERITAGIZATION. ANTHROPOLOGICAL REFLECTIONS FROM SOME ETHNOGRAPHICAL CASES	445
	Katia Ballacchino 	445
651	IL CALCIO, LA STORIA, IL PATRIMONIO E L'EDUCAZIONE ATTRAVERSO LA "JEUNESSE SPORTIVE BONIFACIENNE"	446
	Didier Rey 	446

I.5. | FOR AN INTEGRATED SCHOOL: TERRITORY-INSTITUTES, PROJECTS AND TRAININGS TO BUILD AN EDUCATIVE COMMUNITY OF THE THIRD MILLENNIUM 448

106	SCHOOL AND TERRITORY JOINED THANKS TO THE PROJECT ARCEOAMBIENTE: TWENTY YEARS OF FIELD OBSERVATION	448
	Domenico Nisi 	448
109	“WALKING TO THE DISCOVERY OF...”: ETHNOGRAPHIC RESEARCH ABOUT AN EXPERIMENTAL PROJECT SCHOOL-CITIZEN TERRITORY IN NORTH ITALY SOME AREAS	448
	Marta Villa 	448
131	DISCOVERING THE DISCOVERY -IN THE FOOTSTEPS OF THE 19TH CENTURY EXPLORERS-.....	449
	Bruno Robol 	449
181	FROM PROTAGONIST CHILD TO CONSCIOUS ADULT.....	450
	Roberta Robol 	450
203	THE SCHOOL AT THE HEART OF TERRITORIAL NETWORK. THE GOOD EXAMPLE OF THE INSTITUTE SAN MARTINO DI LUPARI (PD)..	450
	Andrea Bernardi 	450
375	THE QUAMMELOT PROJECT AND THE EUROPEAN SCHOOL OF THE FUTURE.....	451
	Anna Di Giusto 	451
409	EDUCATIONAL COMMUNITY AND COMMON RESPONSIBILITY TO FOSTER CHILDREN’S FUTURE.	451
	Maddalena Sottocorno 	451
564	THE SCUOLA VIVA PROGRAM. AN EXAMPLE OF AN INTEGRATED SCHOOL	452
	Amalia Caputo Lucia Fortini 	452

I.6. | THE DEBATE: STRATEGY FOR TRAINING IN DEMOCRACY 454

161	THE ART OF FINDING ARGUMENTS IN THE DIGITAL ERA.....	454
	Letizia Mingardo 	454
214	FUTURE PHYSICIANS, CURRENT CITIZENS. A PROPOSAL FOR THE USE OF THE DEBATE WITHIN THE MEDICAL SCHOOLS.....	454
	Marco Mazzocca 	455
229	DEMOCRACY IS COMPLEXITY: RETHINKING EDUCATION TO INHABIT THE FUTURE.....	455
	Piero Dominici 	455
312	DEVELOPING SKILLS FOR THE FUTURE THROUGH THE ART OF DEBATE.....	458
	Chiara Tamanini 	458
428	DEBATE AND CONTRADICTION: NEW STRATEGIES FOR FORMING DEMOCRACY	459
	Paolo Sommaggio 	459

I.7. | LEARNING FUTURES 460

127	FUT-LABS IN THE CLASSROOM	460
	Roberto Poli	460
140	SOFT SKILLS DEVELOPMENT AND STUDENTS’ FUTURE EXPECTATIONS. A STUDY ON ITALIAN UPPER-SECONDARY STUDENTS.....	460
	Emiliane Rubat Du Mérac Pietro Lucisano Giuseppina Rita Jose Mangione 	460
175	‘IF I COMPARED THEM TO MYSELF AT THEIR AGE...’: DISCOURSES OF YOUTH FUTURES AND THE GENERATIONAL BIAS.....	461
	Valentina Cuzzocrea 	461
237	FUTURES CLINQUES AS AN INNOVATIVE PROCESS FOR LEARNING SYSTEMATIC FUTURES THINKING.....	462
	Sofi Kurki Sirkka Heinonen 	462
251	FRAMING YOUNG PEOPLE’S FUTURES: TEACHER’S NARRATIVES OF YOUTH FUTURITY.....	463
	Giuliana Mandich	463
450	WATCH THIS LIMINAL SPACE: THE FUTURE OF POSSIBILITY AND THE POSSIBILITY OF THE FUTURE IN EDUCATION	463
	Chryssa Sgouridou Christopher Turner 	463
621	OUR CHILDREN’S FUTURE IS A COMPETITION TO BE WON. PARENTS, EDUCATION AND THE NARRATIVE OF SUCCESS	464
	Caterina Satta 	464
686	“My 2035 IN THE VALLEY”: A PILOT EDUCATIONAL PROJECT FOCUSING INDIVIDUAL AND SOCIAL FUTURES USING TOOLS FROM SYSTEMS THINKING AND FROM FUTURES STUDIES.....	465
	Rocco Scolozzi Chiara Emanuelli Matilde Meazzi Paola Morizzo Paolo Anderle Irene Tessaro 	465

I.8. | FROM DATA COLLECTION TO THE CONSTRUCTION OF A RETICULAR COLLECTIVE INTELLIGENCE 467

507	BRINGING SCIENCE INTO SCHOOLS: ENVISIONING THE STUDENTS' KNOWLEDGE CO-PRODUCTION POTENTIAL	467
	Rosalba Manna Samuele Calzone Rocco Palumbo 	467
513	GOOD VERSUS BAD GOVERNANCE: THE ACT OF VALUATION IN EDUCATION	467
	Tamar Nir 	467
544	MODELS FOR THE OBSERVATION OF THE MAIN PHENOMENA CHARACTERIZING THE NATIONAL SCHOOL SYSTEM OF ITALY	468
	Simonetta Montemagni Elettra Morini Felice Dell'Orletta 	468
565	SYSTEM MONITORING, FROM REPORTING FUNCTION TO SHARED INNOVATION OF SCHOOL SYSTEM	469
	Patrizia Lotti 	469
659	MONITORING THE SCHOOL INNOVATION. THE DATA CONSTRUCTION AND MANAGEMENT IN THE SCUOLA VIVA PROGRAM.....	470
	Domenico Trezza Lucia Fortini 	470
692	AN EMPLOYABILITY INDEX TESTED THANKS TO A NATIONAL DYNAMIC ADMINISTRATIVE DATABASE	471
	Sergio Ferri Federica De Luca 	471
	INDEX OF ABSTRACTS' CODES.....	473
	INDEX OF AUTHORS.....	478

504 Service Design for Italian Schools: fostering changes in the organisational life of schools community

Alessandro Pollini | Gianni Sinni |

Keywords: Organisational Life, Service Design, School Community, Participation, Active Contribution

Projects fostering School system innovation are cultural actions leveraging upon a vision of future school as open environment for learning and developing lifelong skills as is in the Italian Digital School National Plan. The school is a complex system involving a huge community of students, parents, teachers, administrative and technical personnel where high value experiences and critical issues co-exists at the same time. The current scenario of Italian Schools' Website generally offers a very limited portfolio of digital services. Italian Schools' websites are featured by a vast heterogeneity in content and site navigation, as well as by a persistent link with third-party applications, such as the Electronic Record provided by private entities. Part of the processes are not yet digitalised, also because of a lack of connectivity in many rural areas. Finally, there's an increasing role of the school digital coach (animatore digitale) in all the main initiatives of the school, managed by her without a real engagement of the entire school. Italian Schools digital transformation is a complex and long-lasting process. A relevant step has been brought by the Italian School Service Design (2018 - BSD and LCD) project aiming at defining a standard service portal website for the Italian School at every level. Such model is thought to gather and promote all the digital services offered to the whole school community.

Method

Desk research and Qualitative research as well as Quantitative research have been carried out to lay down the design: interviews with stakeholders and school experts were particularly useful for analyzing the context. Qualitative research activities allowed to elicit user requirements, based on project target users' needs, motivations, objectives and expectations. The themes raised in the desk research were deepened in individual and collaborative sessions of focus groups, user interviews and co-design workshop involving representatives of the whole school community. The knowledge built in the first phase of the project was then elaborated into Personas, Scenarios, User Requirements and the Information Architecture of the website. The user-centred, context-based, inclusive and participatory design approaches have been applied to structure a multilayered and multifaceted project moving from user needs to best practices, from in-context activity analysis to school service and process design.

Outcomes

The project developed a standard service portal website for the Italian school within the Digital Transformation Team of the Italian Government. The standard school website is a usable and responsive service portal that covers a variety of visual, interaction and service issues, ranging from communicating identity to community life storytelling, until supporting learning scenarios' innovation and open contents management. One of the major focus of the design has been on class life: supporting the everyday relationship among schoolmates, teachers and parents met the need and the wish of each actor for belonging to, own and account for the school. The design of the new artefact is thought to foster a novel participative, inclusive and engaging governance model of the Italian School.

F.3. | Researching Digitization in Education

512 Interactive Pathway for an Inclusive Mathematics Education

Marina Marchisio | Alice Barana | Stefano Boffo |

Keywords: Automatic Formative Assessment, Inclusion, Interactive Learning Environment, Mathematics Education, Problem Solving

The recent technological revolution is affecting not only industry, but also education. On one side, schools are required to develop new skills, as digital and problem solving competences, to prepare students to face rapid transformations of the world of work. On the other side, they are pervaded of innovative tools, digital environments and technological infrastructures, which enable different cognitive and non-cognitive processes. This contribute deals with the integration of ICT in the didactic activities in Italian lower secondary school, in the context of Mathematics education. It discusses an interactive pathway, designed according to problem posing

and solving methodology and automatic formative assessment, and implemented in a virtual learning environment, aimed at developing Mathematics and problem solving competences with a special attention to the inclusion of students with special needs or challenging backgrounds.

Method

The interactive pathway was experimented in the City of Turin in 2017/2018 school year, involving six schools chosen in different areas of the city, characterized by different social and economic contexts. The digital materials were used during the Mathematics lessons in 13 classes (299 students) while other 11 classes (247 students) from the same schools composed the control group, going through the same topics in a traditional way. The digital materials were proposed in the classrooms via group-work supported by the Interactive White Board; automatically assessed assignments with interactive feedback were assigned as homework. Learning improvements were measured through a pre and a post test, while the effects of the methodologies on engagement and motivation were measured through questionnaires at the beginning and at the end of the experimentation. Teachers were involved in the design and use of the materials through focus groups.

Outcomes (expected)

The results of the learning tests show a significant improvement in Mathematics and problem solving skills in the classes which used the interactive materials, while a similar improvement cannot be detected in the control group. The effects of the interactive materials were higher in the classes located in disadvantaged contexts, both in terms of learning and in terms of engagement and motivation. According to the teachers, the methodologies were particularly appreciated by students with special needs and they turned out to be inclusive.

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F.3. | Researching Digitization in Education

604 Social determinants of representations of higher education: an analysis of Keywords used by high schools students on their search on the Internet

Marion Valarcher |

Keywords: Transition To He, Digital Studies, Social Inequalities, Representations

This presentation will analyze the representations of higher education (HE) choices held by high school students by examining the way they look up information on the Internet. The hypothesis I put forward is that the way students seek information and advice on the Internet can convey different ways of considering HE choices. The aim of this presentation is to study the social determinants of those different ways of considering HE choices. The use of the Internet by students is incited in the French context by three additional factors:

- 1) the limited and unequal degree of information and advice on their HE choices that they get from schools (Oliver et al., 2018);
- 2) the increasing offer of HE guidance and counseling on the Internet by private agencies and the voluntary sector, alongside government agencies, to fill this gap;
- 3) the introduction in 2009 of an Internet platform centralizing the HE choices of students, as well as the offers of admission from HEIs, where students can also get access to standard and customized information on HE.

Index of Abstracts' codes

7	142 pp.422
76 pp.331	143 pp.446
77 pp.47; 220; 317; 442; 452	144 pp.207; 215; 458; 507
78 pp.303	145 pp.340
8	148 pp.422
80 pp.274	149 pp.325
82 pp.264	150 pp.71
85 pp.332	151 pp.204
88 pp.150	152 pp.76; 174; 314; 493
9	155 pp.215
98 pp.265	157 pp.473
1	158 pp.50; 52; 76; 301
101 pp.302	159 pp.136
104 pp.108	160 pp.190
105 pp.265	161 pp.527
106 pp.521	162 pp.505
107 pp.151	163 pp.474
109 pp.521	165 pp.392
111 pp.214	166 pp.60; 197
113 pp.323	167 pp.31
114 pp.516	168 pp.435
115 pp.47	175 pp.535
116 pp.339	176 pp.347
117 pp.40	178 pp.423
118 pp.220	179 pp.333
119 pp.259	180 pp.172
122 pp.122; 151	181 pp.523
123 pp.194	184 pp.288
124 pp.183	185 pp.230
125 pp.95; 543	186 pp.77
126 pp.184	187 pp.348
127 pp.534	188 pp.164
128 pp.51	189 pp.334
129 pp.287	190 pp.151; 174; 428
130 pp.266	191 pp.411
131 pp.522	192 pp.122
132 pp.420	193 pp.275
133 pp.267	195 pp.479
136 pp.163	197 pp.399
137 pp.324	198 pp.52; 84; 373
138 pp.460	199 pp.61
139 pp.421	2
140 pp.534	200 pp.289
	201 pp.505
	203 pp.523
	204 pp.392
	206 pp.62; 301; 345; 470
	207 pp.152
	209 pp.261
	210 pp.260
	211 pp.359
	212 pp.341

354.....	pp.139	426.....	pp.111
355.....	pp.63	427.....	pp.112
357.....	pp.216	428.....	pp.532
358.....	pp.294	432.....	pp.271
360.....	pp.54; 167; 180; 480	434.....	pp.454
362.....	pp.38	436.....	pp.475
363.....	pp.116	437.....	pp.242
365.....	pp.508	438.....	pp.378
366.....	pp.198	439.....	pp.359
367.....	pp.250	441.....	pp.42
368.....	pp.232	442.....	pp.209
369.....	pp.64	443.....	pp.297
370.....	pp.296	444.....	pp.187
371.....	pp.251	445.....	pp.327
374.....	pp.81	446.....	pp.379
375.....	pp.524	447.....	pp.276
378.....	pp.494	448.....	pp.210
380.....	pp.54; 89; 113; 278; 530	450.....	pp.538
381.....	pp.158	452.....	pp.282
382.....	pp.125	453.....	pp.437
383.....	pp.311	455.....	pp.469
386.....	pp.227	456.....	pp.367
387.....	pp.241	457.....	pp.298
388.....	pp.34	458.....	pp.35
389.....	pp.501	459.....	pp.495
390.....	pp.177	461.....	pp.438
391.....	pp.233	462.....	pp.312
393.....	pp.372	464.....	pp.410
395.....	pp.271	465.....	pp.43
397.....	pp.475	466.....	pp.56
398.....	pp.118	467.....	pp.253
399.....	pp.468	468.....	pp.66
<hr/>		469.....	pp.222
4		470.....	pp.439
400.....	pp.119	471.....	pp.394
401.....	pp.485	472.....	pp.319
402.....	pp.41	473.....	pp.44
403.....	pp.401	474.....	pp.373
404.....	pp.55; 278	475.....	pp.112
405.....	pp.75; 99; 281; 413; 530	477.....	pp.133
406.....	pp.208	478.....	pp.57
408.....	pp.159	479.....	pp.327
409.....	pp.524	480.....	pp.354
410.....	pp.452	481.....	pp.227
411.....	pp.262	482.....	pp.335
412.....	pp.49	483.....	pp.160
413.....	pp.469	484.....	pp.283
415.....	pp.353	485.....	pp.154
416.....	pp.387	488.....	pp.283
417.....	pp.140	489.....	pp.395
418.....	pp.126	490.....	pp.284
419.....	pp.252	491.....	pp.455
420.....	pp.326	492.....	pp.402
422.....	pp.486	493.....	pp.223
423.....	pp.427	494.....	pp.272
424.....	pp.243	495.....	pp.470
425.....	pp.490	496.....	pp.455
		497.....	pp.178
		498.....	pp.101

499..... pp.440

5

501..... pp.199
 502..... pp.441
 503..... pp.104
 504..... pp.429
 505..... pp.502
 506..... pp.36
 507..... pp.542
 508..... pp.355
 509..... pp.374
 511..... pp.146
 512..... pp.430
 513..... pp.543
 514..... pp.299
 515..... pp.211
 516..... pp.228
 517..... pp.442
 520..... pp.134
 521..... pp.254
 523..... pp.179
 525..... pp.509
 526..... pp.234
 527..... pp.510
 529..... pp.141
 530..... pp.127
 532..... pp.190
 533..... pp.443
 535..... pp.166
 537..... pp.160
 538..... pp.82; 437
 539..... pp.167
 540..... pp.388
 543..... pp.471
 544..... pp.544
 545..... pp.105
 547..... pp.368
 548..... pp.375
 550..... pp.255
 551..... pp.37
 552..... pp.503
 553..... pp.244
 555..... pp.476
 556..... pp.295
 557..... pp.361
 558..... pp.58
 560..... pp.404
 562..... pp.217
 563..... pp.477
 564..... pp.525
 565..... pp.545
 567..... pp.336
 568..... pp.380
 569..... pp.444
 570..... pp.389
 572..... pp.230

573..... pp.191
 574..... pp.142
 576..... pp.161
 577..... pp.449
 578..... pp.146
 580..... pp.143
 581..... pp.45
 582..... pp.102
 584..... pp.128
 585..... pp.129
 586..... pp.168
 587..... pp.205
 589..... pp.405
 590..... pp.356
 591..... pp.90
 592..... pp.320
 593..... pp.192
 594..... pp.450
 595..... pp.344
 597..... pp.180
 599..... pp.415

6

600..... pp.301
 602..... pp.381
 604..... pp.431
 605..... pp.491
 606..... pp.487
 607..... pp.169
 609..... pp.147
 610..... pp.329
 611..... pp.285
 612..... pp.488
 615..... pp.276
 617..... pp.212
 618..... pp.91
 621..... pp.539
 622..... pp.67; 415
 624..... pp.492
 626..... pp.396
 627..... pp.114
 628..... pp.405
 630..... pp.199
 631..... pp.417
 632..... pp.278
 633..... pp.511
 637..... pp.106
 638..... pp.383
 640..... pp.107
 642..... pp.511
 644..... pp.397
 645..... pp.432
 646..... pp.144
 649..... pp.513
 651..... pp.520
 653..... pp.92
 654..... pp.135

655.....	pp.202
656.....	pp.303
657.....	pp.148
659.....	pp.546
660.....	pp.68
662.....	pp.345
663.....	pp.305
664.....	pp.407
666.....	pp.330
667.....	pp.457
668.....	pp.361
669.....	pp.514
670.....	pp.433
671.....	pp.408
672.....	pp.236
673.....	pp.418
675.....	pp.458
676.....	pp.69
677.....	pp.307
678.....	pp.337
679.....	pp.390
685.....	pp.120
686.....	pp.540
687.....	pp.50
689.....	pp.321
690.....	pp.170
691.....	pp.218
692.....	pp.547
693.....	pp.411
695.....	pp.93
697.....	pp.357
698.....	pp.155
699.....	pp.493

Index of Authors

A

Aali Hacene	pp.108
Abdellatif Atif	pp.301
Adam Peter Lang.....	pp.115
Agostino Carbone	pp.199
Ahmet Derecik	pp.287
Aina Tarabina	pp.271
Aina Tarabini	pp.270
Alba Castejón	pp.272
Alberto Cattaneo	pp.321
Alberto Martini	pp.371
Alberto Parola	pp.444
Alejandro Montes	pp.47
Alessandra De Nicola	pp.455
Alessandra Fasano	pp.463
Alessandra M. Straniero	pp.138
Alessandra Rimano	pp.454
Alessandro Bozzetti	pp.44
Alessandro Castellini.....	pp.222
Alessandro Ferrini.....	pp.439
Alessandro Lovari.....	pp.401
Alessandro Messina	pp.52
Alessandro Pollini.....	pp.429
Alessandro Tolomelli	pp.344
Alessia Eletta Coppi	pp.321
Alessia Forciniti	pp.423
Alessia Rosa.....	pp.437
Alessio Buonomo	pp.142
Alessio Ceccherelli	pp.340
Alessio Fabiano	pp.79
Alexandra Felder.....	pp.185
Alfina Berte'	pp.242
Alfredo Marra	pp.484
Alice Barana	pp.430
Alice Di Leva	pp.422
Alice Sophie.....	pp.211
Aline Almeida	pp.105
Alison Fixsen Damien.....	pp.303
Alssandro Tolomelli	pp.82
Amalia Caputo.....	pp.525
Amelia Broccoli	pp.61
Andrea Benassi	pp.442
Andrea Bernardi.....	pp.523
Andrea Ciani.....	pp.295; 476
Andrea Franzoi.....	pp.89
Andrea Galimberti	pp.473
Andrea Gavosto	pp.353
Andrea Lombardinilo	pp.332
Andrea Marchesi.....	pp.495
Andrea Nardi	pp.177
Andrea Parma	pp.140
Andrea Pintus.....	pp.102
Andrea Pirni	pp.268; 306
Andrea Regoli.....	pp.53

Andrea Scagni	pp.446
Andrea Valzania	pp.178
Andrea Zuncheddu.....	pp.341
Angela Gatti.....	pp.435
Angela Maria Digrandi	pp.160
Angela Taraborrelli	pp.150
Angelo Falzarano.....	pp.467
Anna Aluffi Pentini	pp.175
Anna Bull	pp.505
Anna Di Giusto	pp.524
Anna Frizzarin.....	pp.238
Anna Guerrieri.....	pp.174
Anna Lo Prete.....	pp.51
Anna Paoletta	pp.336; 368
Anna Pross.....	pp.367
Anna Rita Vizzari	pp.440
Anna Scalfaro	pp.509
Anna Uboldi.....	pp.506
Annalisa Valle.....	pp.57
Anselmo Roberto Paolone.....	pp.325
Antje Barabasch	pp.183
Antonella Marchetti.....	pp.370
Antonella Meo	pp.56
Antonello Podda	pp.45
Antonia Verger	pp.128
Antonietta De Feo.....	pp.425
Antonio Maturo	pp.414
Areta Sobieraj	pp.85
Arnaldo Arnaldi	pp.347
Assunta Viteritti	pp.307; 426
Aurora Ricci	pp.98

B

Barbara Barbieri.....	pp.397
Barbara Caprara	pp.363
Barbara Giullari	pp.82; 141
Barbara Grüning.....	pp.479
Barbara Mazza	pp.303
Barbara Morsello	pp.412
Barbara Pizzetti	pp.165
Barbara Romano	pp.371
Barbara Santibanez.....	pp.299
Beate Weyland.....	pp.334; 348; 350; 352
Beate Weyland Kuno Prey.....	pp.348
Béatrice Arend	pp.315
Beatrice Cucco	pp.497
Beba Molinari.....	pp.380; 390
Begoña Carmona Honorato.....	pp.85
Berenice Scandone	pp.330
Bruce White	pp.95
Brunella Fiore.....	pp.275
Bruno Chiozzi	pp.239
Bruno Dionísio.....	pp.147; 255
Bruno Losito	pp.97
Bruno Robol	pp.522

C

Camilla Bellatalla.....	pp.161
Camilla Brandao De Souza.....	pp.503
Carla Cuomo.....	pp.511
Carla Gaiba.....	pp.202
Carla Ghezzi.....	pp.490
Carlo Barone.....	pp.126
Carlo Di Chiacchio.....	pp.112
Carlos Azevedo.....	pp.266
Carlotta Bellomi.....	pp.239
Carmen Gómez Redondo.....	pp.516
Catarina Gonçalves.....	pp.369; 425
Caterina Satta.....	pp.539
Cath Gristy.....	pp.232
Cécile Roaux.....	pp.274
Ceyda Şensin.....	pp.502
Chiara Di Gerio.....	pp.88
Chiara Emanuelli.....	pp.534; 540
Chiara Filios.....	pp.347
Chiara Giunti.....	pp.228
Chiara Sità.....	pp.223
Chiara Tamanini.....	pp.532
Christelle Manifet.....	pp.276
Christian Kuehn.....	pp.355
Christopher Turner.....	pp.538
Chryssa Sgouridou.....	pp.538
Cinzia Zadra.....	pp.309
Ciro Cangiano.....	pp.265
Claudia Atzori.....	pp.71
Claudia Fredella.....	pp.99
Claudia Gina Hassan.....	pp.151
Claudia Mandrile.....	pp.500
Claudia Medas.....	pp.341
Claudia Regazzini.....	pp.92
Claudia Spina.....	pp.62
Clelia Cascella.....	pp.394
Clementina Casula.....	pp.514
Consuela Torelli.....	pp.275
Cosimo Di Bari.....	pp.66
Cosimo Marco Scarcelli.....	pp.404
Costanzo Ranci.....	pp.140
Cristiana Cardinali.....	pp.181
Cristiana D'Anna.....	pp.377
Cristina Calvi.....	pp.441
Cristina Cecchini.....	pp.226
Cristina Coccimiglio.....	pp.280
Cristina Palmieri.....	pp.474
Cristina Sofia.....	pp.305
Cristina Stringher Francesca Scrocca.....	pp.250

D

Dalit Contini.....	pp.122; 143; 449
Daniel Boccacci.....	pp.69
Daniela Luisi.....	pp.234
Daniela Pavoncello.....	pp.458

Daniela Sartor.....	pp.239
Daniela Torti.....	pp.118
Daniele Checchi.....	pp.485
Daniele Garritano.....	pp.199
Daniilo Di Emidio.....	pp.284
Daniilo Taglietti.....	pp.423
Dario Ianes.....	pp.127; 359; 378
Dario Tuorto.....	pp.295
David Doncel Gia Lin.....	pp.119
David Scaradozzi.....	pp.443
Davida Pizzigoni.....	pp.244
Davide Azzolini.....	pp.31
Davide Capperucci.....	pp.96
Davide Girardi.....	pp.34
De Luca Picio.....	pp.260
De Luca Picione.....	pp.260; 466; 526; 547
Debora Mantovani.....	pp.136
Denise Macgregor.....	pp.95
Didier Rey.....	pp.520
Domenico Carbone.....	pp.218
Domenico Nisi.....	pp.521
Domenico Trezza.....	pp.546
Donatella Capaldi.....	pp.342
Donatella Palomba Carlo Cappa.....	pp.253
Donatella Poliandri.....	pp.275; 383; 390
Dora Gambardella.....	pp.388
Doris Kofler.....	pp.302

E

Eduardo Blanco-Gómez.....	pp.259
Elena Gremigni.....	pp.264
Elena Luppi.....	pp.98
Elena Pagliarino.....	pp.283
Elena Ragazzi.....	pp.281
Elena Valentini.....	pp.303
Elettra Morini.....	pp.544
Elisa Caponera.....	pp.132
Elisa Guidi.....	pp.226
Elisabetta Gola.....	pp.339
Elisabetta Lombardi.....	pp.57
Elisabetta Madriz.....	pp.476
Elisabetta Perone.....	pp.148
Elisabetta Prantera.....	pp.385
Emanuela Dal Zotto.....	pp.37
Emanuela Emilia Rinaldi.....	pp.55
Emanuela Proietti.....	pp.410
Emanuela Spanò.....	pp.246; 423
Emanuela Spanò Davide Borrelli.....	pp.246
Emanuela Susca.....	pp.67
Emanuele Fedeli.....	pp.139
Emanuele Russo.....	pp.134
Emanuele Toscano.....	pp.413
Emiliane Rubat Du Mérac.....	pp.534
Emiliano Grimaldi.....	pp.388
Emiliano Ilardi.....	pp.339
Emilio Porcaro.....	pp.468
Enrico Bocciolesi.....	pp.296

Enrico Marani..... pp.490
Enrico Maria Piras..... pp.441
Erika Bernacchi.....pp.166; 179

F

Fabio Berti..... pp.178
Fabio Mulas..... pp.71
Fabio Olivieri..... pp.475
Fabio Pruneri..... pp.232
Fabiola Balestrieri..... pp.185
Fabrizio Bertolino..... pp.90
Fabrizio Pusceddu..... pp.356
Fatima Farina..... pp.218
Federica De Cordova..... pp.223
Federica De Luca..... pp.50; 547
Federica Santangelo..... pp.136
Federico Batini..... pp.221; 310; 364
Federico Zamengo..... pp.74
Felice Dell'Orletta..... pp.544
Fernando Battista..... pp.168
Filippo..... pp.197; 377
Fiorella Vinci..... pp.335
Flaminia Musella..... pp.427
Flaminia Saccà..... pp.42
Flavia Stara..... pp.157
Floriana Falcinelli..... pp.305
Florindo Palladino..... pp.336; 368
Fortini Lucia..... pp.466
Franca Zuccoli..... pp.455
Francesca Astori..... pp.352
Francesca Audino..... pp.169
Francesca Berti..... pp.517
Francesca Betti..... pp.230
Francesca Caprino..... pp.243
Francesca De Santis..... pp.236
Francesca Farruggia..... pp.186
Francesca Maci..... pp.374
Francesca Oggionni..... pp.474
Francesca Peruzzo..... pp.448
Francesca Repetto..... pp.353
Francesca Schir..... pp.324
Francesca Storai..... pp.493
Francesco Cappa..... pp.331
Francesco Fabbro..... pp.177
Francesco Gagliardi..... pp.482
Francesco Maria Melchiori..... pp.181; 311
Francesco Palumbo..... pp.394
Francesco Pisanu..... pp.101
Francesco Santelli..... pp.394
Francesco Vietti..... pp.337
Fulvia Antonelli..... pp.82

G

Gabriele Marini..... pp.227
Gabiella Aleandri..... pp.110

Gabiella Calvano..... pp.84
Gabiella D' Aprile..... pp.146
Gabiella Melis..... pp.217
Gabiella Paolini..... pp.343
Gabiella Taddeo..... pp.405
Gaia Peruzzi..... pp.170
Galina Andreeva..... pp.54
Gambacorti-Passerini..... pp.473
Giada Gentile..... pp.124
Giambattista Bufalino..... pp.146
Giancarlo Costabile..... pp.160
Giancarlo Gasperoni..... pp.136
Giancarlo Ragozini..... pp.452
Gianluca Argentin..... pp.126; 129; 373; 374
Gianluca De Angelis..... pp.141; 479
Gianna Barbieri..... pp.126
Gianni Sinni..... pp.429
Giannino Melotti..... pp.176
Gianpaolo Barbetta..... pp.374
Gioia Pompili..... pp.307
Giorgia Casalone..... pp.461
Giorgia Decarli..... pp.210
Giorgio De Gaudenzi..... pp.216
Giorgio Giovanelli..... pp.276
Giorgio Salza..... pp.284
Giovannibattista Trebisacce..... pp.164
Giovanna Barzanò..... pp.92
Giovanna Filosa..... pp.471
Giovanna Guerzoni..... pp.212
Giovanna Pirisino..... pp.197
Giovanni Abbiati..... pp.129; 137
Giovanni Borgarello..... pp.284
Giuditta Alessandrini..... pp.402
Giulia Assirelli..... pp.373
Giulia Maria Cavaletto..... pp.153; 163
Giulia Maria Cavaletto Roberta Ricucci..... pp.163
Giulia Montefiore..... pp.491
Giulia Selmi..... pp.223
Giulia Toti..... pp.364
Giuliana Mandich..... pp.537
Giuliana Parente..... pp.125
Giulio Iannis..... pp.458
Giuseppe Annacontini..... pp.297
Giuseppe Carmelo Pillera..... pp.417
Giuseppe Gargiulo..... pp.142
Giuseppe Luca..... pp.260; 466
Giuseppe Pillera..... pp.180
Giuseppe Ricotta..... pp.107
Giuseppe Tipaldo..... pp.411
Giuseppina Cannella..... pp.233
Giuseppina Rita..... pp.233; 534
Giuseppina Rita Jose Mangione..... pp.233
Giustina Orientale Caputo..... pp.142
Gloria Fiorani..... pp.88
Gomez Paloma..... pp.377; 378
Graziana Epifani..... pp.385
Gretchen Butera..... pp.298
Grète Brukštutė..... pp.359
Guido Salza..... pp.122; 449

H

Hans Martens.....	pp.133
Heidrun Demo.....	pp.127; 359
Howard Stevenson.....	pp.278
Hugo Armando Brito Rivera	pp.248

I

Ida Cortoni.....	pp.421
Igor Deiana.....	pp.122
Ilaria Lievore.....	pp.31; 123
Ilaria Navarra.....	pp.237
Ilaria Pitti.....	pp.35; 178
Ilaria Salvadori.....	pp.96; 492
Ilenia Picardi.....	pp.487
Inbar Michelzon Drori.....	pp.327
Irene Dora	pp.221
Irene Tessaro.....	pp.540
Isabella Sulis.....	pp.217; 397
Izabela Wagner	pp.188

J

Jan Smid	pp.232
Janet Duke.....	pp.60
Javier Rujas.....	pp.254
Jérémy Sinigaglia.....	pp.508
Jessie Abrahams.....	pp.265
Joan Madia.....	pp.375
João Feijão.....	pp.231
Jole Orsenigo.....	pp.191
Jonathan Pratschke.....	pp.137
José Augusto Palhares	pp.116
Jose Mangione	pp.534
Judith Jacovkis.....	pp.270

K

Karen Hemming	pp.469
Katia Ballacchino.....	pp.519
Katuscia Carnà.....	pp.184
Kirsty Finn.....	pp.48

L

Larissa Schindler	pp.318
Laura Madella	pp.63
Laura Palmerio	pp.132
Laura Pomari.....	pp.167
Laura Screpanti	pp.443
Laura Selmo.....	pp.191
Leonardo Piromalli.....	pp.276; 426
Leonor L. Torres	pp.116

Leonor Lima Torres.....	pp.255
Leopoldo Cabrera.....	pp.252
Letizia Bindi	pp.516
Letizia Caronia.....	pp.316
Letizia Giampietro.....	pp.383
Letizia Mingardo	pp.527
Letizia Zampino	pp.215; 411
Lia Pappámikail	pp.361
Liliana Pilon	pp.438
Lisa Brambilla	pp.153
Lisa Sella	pp.281
Lisa Stillo.....	pp.288
Lisa Zaquini.....	pp.374; 405
Livia Serlupi Crescenzi.....	pp.289
Livio Bioglio	pp.435
Loredana La Vecchia	pp.389
Lorenza Orlandini.....	pp.228
Lorenzo Barbanera.....	pp.38
Lorenzo Cesaretti	pp.443
Lorenzo Denicolai.....	pp.405; 444
Lorenzo Raffio	pp.92; 135
Loris Vergolini	pp.88
Luana Salvarani	pp.68
Luca Bassani	pp.439
Luca Bizzarri	pp.354
Luca Bossi	pp.205
Luca Galli	pp.483
Luca Massidda.....	pp.41
Luca Odini.....	pp.292
Luca Raffini.....	pp.268; 306
Luca Refrigeri	pp.113; 313; 336; 368
Luca Salmieri	pp.392
Luca Scacchi	pp.216
Luca Tedesco	pp.63
Lucia Fortini.....	pp.525; 546
Lucia Schiona.....	pp.52
Ludovica Rossotti	pp.454; 463
Ludovica Rubini	pp.441
Luigia Simona Sica.....	pp.436; 452
Luís Miguel Carvalho.....	pp.369
Luisa Aiello	pp.87
Luisa Patrizia Milo	pp.242
Luisa Zecca	pp.99

M

Maddalena Colombo	pp.165
Maddalena Sottocorno.....	pp.524
Maddy Winnard	pp.450
Magali Ballatore Ariane Richard-Bossez	pp.247
Maja Antonietti.....	pp.90; 102
Manuel Anselmi	pp.40
Manuel Roux Luc Robène.....	pp.510
Manuela Repetto	pp.233; 437
Marcella Milana	pp.262
Marco Bartolucci.....	pp.310; 364
Marco Caiani	pp.37
Marco Dionisio Terribili	pp.215

Marco Ferrari	pp.77	Maura Striano	pp.73
Marco Gui.....	pp.372; 420	Maurizio Balistreri.....	pp.407
Marco Manca	pp.82	Maurizio Bertolini	pp.365
Marco Mazzocca	pp.528	Maurizio Gentile	pp.101
Marco Romito	pp.425; 447	Maurizio Merico.....	pp.31
Marco Serino.....	pp.488	Maurizio Mesenzani.....	pp.424
Marco Solimene	pp.209	Maurizio Salucci	pp.242
Marcus Wolf.....	pp.58	Mauro Palumbo	pp.387
Margherita Cardellini.....	pp.172	Meihsin Lin	pp.415
Margherita Maria Pagliuca	pp.53	Melis Cin.....	pp.47
Maria Alessandra Verrienti.....	pp.326	Menze Lorena	pp.287
Maria Anna Formisano	pp.194	Michela Freddano	pp.275; 380; 390; 501
Maria Benedetta	pp.473	Michela Ponticorvo	pp.436
Maria Carmela Agodi.....	pp.487; 488	Michele Aglieri	pp.114
Maria Carmela Catone.....	pp.31; 469	Michele Negri.....	pp.42
Maria Caterina De Blasis.....	pp.402	Michele Rostan	pp.481
Maria Chiara De Angelis	pp.410; 427	Milena Cassella	pp.305
Maria Chiara Pettenati	pp.93	Milos Kankaras	pp.396
Maria Dentale	pp.104	Monia Anzivino	pp.37
Maria Giovanna Musso.....	pp.155	Monica Cariola	pp.282
Maria Grazia Galantino.....	pp.186	Monica Guerra	pp.90
Maria Guida.....	pp.198	Monica Mincu	pp.498; 499
Maria Keil	pp.366	Monica Parricchi	pp.114; 357
Maria Magdalena Isac	pp.132	Monya Ferritti	pp.174
Maria Manuel Vieira	pp.361	Moris Triventi.....	pp.123
Maria Ranieri.....	pp.177		
Maria Scierri.....	pp.221	<hr/> N <hr/>	
Maria Tomarchio.....	pp.146	Nadia Crescenzo.....	pp.31; 399
Maria-Chiara Michelini	pp.290	Nadia Sansone.....	pp.343
Mariagrazia Francesca Marcarini	pp.347	Nataliya Velikaya.....	pp.41
Mariagrazia Monaci	pp.216	Neder Magaly.....	pp.457
Mariagrazia Santagati.....	pp.32; 131	Nicola Badolato.....	pp.509
Marialuisa Villani.....	pp.227; 433	Nicola De Luigi.....	pp.44
Mariana Gaio Alves.....	pp.255	Nicolò Valenzano	pp.74
Mariano Porcu	pp.217; 397	Nina-Kathrin Wienkoop	pp.36
Maria-Teresa Sagri.....	pp.444	Noemi Russo	pp.313
Marie-Pierre Chopin	pp.508		
Marina Calloni.....	pp.150; 151	<hr/> O <hr/>	
Marina Franchi.....	pp.222	Oksana Stashina	pp.502
Marina Marchisio.....	pp.430	Olga Bombardelli	pp.91
Marion Valarcher	pp.431	Olga Kitaitseva	pp.111
Mariusz Finkielszstein	pp.482	Orazio Giancola.....	pp.107; 392
Marta Cordini.....	pp.140		
Marta Curran.....	pp.272	<hr/> P <hr/>	
Marta Dos Santos.....	pp.271	Pablo Eduardo.....	pp.457
Marta Mezzanzanica.....	pp.329	Pamela Giorgi Francesca.....	pp.244
Marta Pellegrini	pp.370	Paola Attanasi	pp.438
Marta Villa.....	pp.204; 521	Paola Buonanno.....	pp.468
Martí Manzano	pp.272	Paola Damiani	pp.377
Massimiliano Fiorucci	pp.288	Paola Iannello.....	pp.114
Massimo Belardinelli	pp.351	Paola Iotti	pp.285
Massimo Faiferri	pp.356	Paola Marsocci.....	pp.106
Matilde Meazzi.....	pp.540	Paola Morizzo.....	pp.540
Matteo Bianchini.....	pp.312		
Matteo Botto	pp.494		
Matteo Villa.....	pp.204		
Mattia Baglieri.....	pp.379		
Mattia Baiutti.....	pp.86		
Mattia Mazzaresse	pp.224		

Paolo Anderle.....	pp.540
Paolo Barabanti.....	pp.32
Paolo Diana	pp.469
Paolo Landri	pp.422
Paolo Sommaggio	pp.532
Pascal Perillo	pp.291
Pasquale Cimmino	pp.160
Patrizia Lotti	pp.230; 545
Patrizia Meringolo.....	pp.224
Pauline Proboeuf	pp.327
Perrenoud Marc.....	pp.507
Peter Davies	pp.499
Petra Regina Moog	pp.350
Piera Rella.....	pp.463
Piero Dominici.....	pp.529
Pierre Bataille.....	pp.507
Pierre Dillenbourg.....	pp.321
Pietro Lucisano.....	pp.534
Pietro Valentini	pp.208

R

Rafael Feito	pp.76
Raffaele Di Fuccio	pp.436
Raffaele Lombardi.....	pp.170; 256
Raffaele Sibilio	pp.466
Raimonda Maria Morani	pp.243
Raquel Gomes	pp.120
Renato Fontana.....	pp.303
Renato Grimaldi	pp.405
Ridge Alan Porter	pp.303
Rita Bertozzi	pp.33; 131
Rita Cimmino.....	pp.396
Rita Fornari.....	pp.432
Rita Marzoli.....	pp.392
Rita Tegon	pp.361
Roberta Cardarello.....	pp.102
Roberta Robol	pp.523
Roberto Angotti	pp.471
Roberto Melchiori.....	pp.311
Roberto Moscati	pp.479
Roberto Poli	pp.534
Roberto Serpieri.....	pp.399
Rocco Palumbo	pp.542
Rocco Scolozzi	pp.534; 540
Rosa Bellacicco	pp.127; 460
Rosa Mazzone	pp.239
Rosalba Manna	pp.542
Rosanna Labalestra.....	pp.400; 490
Rosanna Marino.....	pp.408
Rosaria Lumino	pp.388
Rosario Ponziano	pp.80
Rosario Scandurra.....	pp.395; 471
Rosita Deluigi	pp.158
Rossana Buono.....	pp.152
Rossana Quarta.....	pp.92
Rossella Garuti	pp.408
Rossella Rega	pp.401

Rudi Bartolini.....	pp.236
Ruggero Cefalo	pp.395; 471

S

Sabina Licursi.....	pp.49
Sabrina Greco.....	pp.112
Saenz San Martin	pp.457
Salvatore Patera.....	pp.117
Samanta Bartocci.....	pp.356
Samuele Calzone.....	pp.542
Sandra Biewers Grimm	pp.345
Sandra Vatrella.....	pp.262; 422
Sandro Busso.....	pp.56
Sandro Turcio	pp.227
Sara Mori.....	pp.493
Sara Romiti	pp.383
Sara Rozenwajn Acheroy	pp.214
Sarcinelli Giulia.....	pp.211
Serafina Pastore.....	pp.501
Serena Quarta	pp.462
Sergio Ferri	pp.50; 547
Sergio Longobardi	pp.53
Sergio Meloni	pp.513
Sergio Minniti.....	pp.418
Severine Chauvel.....	pp.146
Sharlene Swartz	pp.35
Silia Passeri.....	pp.224
Silvia Dell'Anna.....	pp.359; 378
Silvia Doria.....	pp.320
Silvia Fioretti.....	pp.293
Silvia Guetta	pp.475
Silvia Zanazzi.....	pp.183
Silvie Rita Kucerova.....	pp.232
Silvio Premoli.....	pp.477
Simon N. Leonard.....	pp.95
Simona Carolla	pp.471
Simona Perfetti	pp.77
Simona Quaglia	pp.511
Simona Tirocchi.....	pp.399; 435
Simonetta Montemagni.....	pp.544
Sirkka Heinonen	pp.536
Sivia Palmieri	pp.405
Sofi Kurki	pp.536
Sofia Viseu.....	pp.369
Solveig Serre.....	pp.510
Sonia R. Marino.....	pp.320
Sophie Merit Müller.....	pp.318
Stefania Capecchi.....	pp.396
Stefania Capogna	pp.410; 427
Stefania Cavagnoli.....	pp.150
Stefania Chimenti.....	pp.49; 104
Stefania Chipa	pp.228; 236; 352
Stefania Lorenzini	pp.173; 175
Stefania Pontrandolfo.....	pp.207
Stefania Russo.....	pp.241
Stefania Sette.....	pp.385
Stefano Boffo	pp.430; 482

Stefano Casulli.....	pp.159
Stefano Federici.....	pp.341
Stefano Oliverio.....	pp.72
Susann Hanspach.....	pp.271
Svetlana Poleschuk.....	pp.486

T

Tabea Schlimbach.....	pp.469
Tamar Nir.....	pp.543
Tania Parisi.....	pp.460
Tatiana Ferreira.....	pp.361
Tatiana Saruis.....	pp.33
Terence Leone.....	pp.349
Teresa Rinaldi.....	pp.57
Tindaro Cicero.....	pp.485
Tiziana Chiappelli.....	pp.166; 179
Tiziana Di Palma.....	pp.452
Tiziana Iaquina.....	pp.196
Tiziana Mascia.....	pp.294
Tiziana Tesauro.....	pp.319
Tiziano Gerosa.....	pp.129; 372; 373; 420

V

Valentina Camporeale.....	pp.220
Valentina Cuzzocrea.....	pp.469; 535
Valentina Di Noi.....	pp.435
Valentina Dorato.....	pp.333
Valentina Giovannini.....	pp.243; 312
Valentina Lamonica.....	pp.281; 465
Valentina Lapicciarella Zingari.....	pp.517

Valentina Moiso.....	pp.56
Valentina Pagani.....	pp.211
Valentina Tudisca.....	pp.154
Valentina Tudisca Adriana Valente.....	pp.154
Valeria Angelini.....	pp.312
Valeria Damiani.....	pp.97
Valeria Di Martino.....	pp.417
Valeria Fabretti.....	pp.203
Valeria Pandolfini.....	pp.379; 387
Valerio Belotti.....	pp.34
Valerio Ghezzi.....	pp.97
Valerio Massimo Marcone.....	pp.455
Vanessa Lamattina.....	pp.261
Vanessa Macchia.....	pp.330
Vergolini Loris.....	pp.371
Veronica Berni.....	pp.381
Veronica Moretti.....	pp.412; 414
Veronica Riccardi.....	pp.392
Victoria Konidari.....	pp.64
Viola Pinzi.....	pp.133
Virgínio Sá.....	pp.251
Vittoria Colla.....	pp.316

X

Xavier Bonal.....	pp.144
-------------------	--------

Y

Yael Gaulan.....	pp.323
Ying-Jie Jheng.....	pp.267
Yuli Hatzofe.....	pp.323