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# TABLE OF CONTENTS

<b>STREAM A. Educational Inequalities and Social Justice.....</b>	<b>52</b>
<b>A.01. Academic Learning Losses “in” and “after” the Pandemic: Data, Policies, and Analyses.....</b>	<b>52</b>
COVID-19 in the Aftermath: A Comparative International Analysis.....	52
Darlene Ciuffetelli Parker (Brock University, Canada).....	52
The Pandemic, Socioeconomic Disadvantage And Learning Outcomes In Italy.....	53
Drazio Giancola (Università di Roma “Sapienza”, Italy) · Luca Salmieri (Università di Roma “Sapienza”, Italy).....	53
Toward the ‘Continuum in Education’? The Pandemic as a Challenge to Rethink the Co-operation Between Formal, No-formal and Informal Education.....	54
Maurizio Merico (University of Salerno, Italy) · Fausta Scardigno (University of Bari, Italy).....	54
The Impact of the Pandemic and School Closures on Cognitive Learning Outcomes: Evidence from PISA.....	55
Jose Pena (University of Pavia, Italy) · Kristoff De Witte (KU Leuven, Belgium) · Louis Volante (Brock University, Canada).....	55
PISA, Popular Media, and Political Rhetoric: a Comparative Analysis of Public Policy Discourses in Italy and Canada.....	56
Teresa Pullano (University of Milan, Italy) · Paola Mattei (University of Milan, Italy) · Camila Lara (Brock University) · Louis Volante (Brock University).....	56
COVID-19 and Learning Loss: A Global Perspective.....	57
Louis Volante (Brock University) · Drazio Giancola (University of Rome “Sapienza”).....	57
<b>A.02. Education and labour market inequalities.....</b>	<b>58</b>
Intersectional Educational Inequalities And School-to-work Transitions. The Case of Young People From Working-Class Neighbourhoods In Brussels.....	58
Géraldine André (UCLouvain Belgium) · Andrew Crosby (UCLouvain Belgium).....	58
Early School Leavers And Labour Market Integration: A Comparative Analysis Between Spain, Germany And Italy.....	59
Francesca Carta (ISTAT, Italy).....	59
Vocational Education and Training and Inequalities: a supply-side Analysis.....	60
Sandra D’Agostino (INAPP, Italy) · Silvia Vaccaro (INAPP, Italy).....	60
Young People’s Transition From Education To The Labour Market And Territorial Inequities: Outcomes From INAPP Plus Survey.....	61
Laura Evangelista (INAPP, Italy) · Concetta Fonzo (INAPP, Italy).....	61
<b>A.03. Education, evolution of welfare measures and new inequalities.....</b>	<b>62</b>
New Welfare And Social Inequalities. The Italian Case Of Vocational Education And Training.....	62
Paola Buonanno (Università degli Studi di Napoli “Federico II”, Italy) · Raffaele Sibilio (Università degli Studi di Napoli “Federico II”, Italy) · Angelo Falzarano (Università degli Studi di Napoli “Federico II”, Italy).....	62
Welfare Regimes and School-to-work Transitions: Institutions and Subnational Variation.....	63
Ruggero Cefalo (University of Vienna, Austria) · Rosario Scandurra (University Autònoma of Barcelona).....	63
Rethinking Education as a Common Good for the New Welfare.....	64
Luca De Luca Picione (University of Naples “Federico II”, Italy) · Lucia Fortini (University of Naples “Federico II”, Italy) · Marianna Giordano (IRS Campania) · Domenico Trezza (University of Naples “Federico II”, Italy).....	64
Towards Climate Justice In Education: A Transformative Change.....	65
Angelo Falzarano (Università degli Studi di Napoli “Federico II”, Italy) · Sibilio Raffaele (Università degli Studi di Napoli “Federico II”, Italy) · Paola Buonanno (Università degli Studi di Napoli “Federico II”, Italy).....	65
Mapping Needs in Europe and Italy: poverty, inequality and critical policy roles.....	66
Mirella Ferrari (Università degli Studi di Milano – Bicocca, Italy).....	66
The Complexity Of Youth. Education, Identity, Citizenship Of Contemporary Young Generations.....	67
Roberto Flauto (Università degli Studi di Napoli Federico II, Italy).....	67
Social Justice And Ecological Crisis: Two Sides Of The Same Coin.....	68
Stefano Galiano (MIM, Italy).....	68

Protection Of Higher Education Students With Special Needs In The Italian Social Policies Framework.....	69
Valentina Ghibellini (University of Sassari, Italy).....	69
Lifelong Learning and Territorial Inequalities.....	70
Umberto Pagano (Università "Magna Grecia" di Catanzaro, Italy) · Annunziata Alfano (Università Unitelma / Sapienza di Roma, Italy).....	70
<b>A.D4. Educational choices: theoretical approaches, methodological challenges, and case studies.....</b>	<b>71</b>
Schooling Inequality: Aspirations, Opportunities and the Reproduction of Social Class in England.....	71
Jessie Abrahams (University of Bristol, United Kingdom).....	71
Students' Choices In Educational Transitions: Trends And Gaps From A Systematic Literature Review.....	72
Paula Arboix Caldentey (Autonomous University of Barcelona, Spain) · Mariona Farré Vidal (Autonomous University of Barcelona, Spain) · Sara Gil Morales (Autonomous University of Barcelona, Spain).....	72
"Is Choice Fundamentally Just an Illusion?" – Practitioners Perceptions of Choice in the Early Childhood Workforce in England.....	73
Ruby Brooks (Manchester Metropolitan University, United Kingdom) · Mel Hall (Manchester Metropolitan University, United Kingdom).....	73
Highly Selective Study Choices and Social Inequality Under Ecuador's Higher Education Access System.....	74
Maria Francisca Bustamante Sage (Universitat Autònoma de Barcelona, Spain).....	74
Decoupling Housing and School Choices: Perspectives of Middle- and Upper-Class Parents Across Two French Cities.....	75
Audrey Chamboredon (CRIS, Sciences Po, France).....	75
Prospect Theory as a Tool to Rethink School and Reducing Dropout.....	76
Chiara Corona (Filosofazione, Italy).....	76
Can We Talk About "Choice" In Vocational Training In France? A Case-Study.....	77
Guillaume Cuny (Université D'Evry / Université Paris-Saclay, France).....	77
Social Inequalities In Upper Secondary Track Choices And Imagined (Im)mobilities In Rural Catalonia (Spain).....	78
Mariona Farré (Autonomous University of Barcelona, Spain).....	78
"I'm Sure I'm Made for This". Youth Narratives of Choice, Vocation, and Predestination in Educational Futures.....	79
Sara Gil Morales (Universitat Autònoma de Barcelona).....	79
Choices of Upper-secondary Education as Identity and Aspirational Becoming: the Case of Children of Morocco and Pakistan Migrants in Barcelona.....	80
Martí Manzano Moliner (Autonomous University of Barcelona, Spain).....	80
Higher Education Choices And Social Recognition: Empirical And Theoretical Insights.....	81
Carlos Palma-Amestoy (Universidad Católica de Chile / Centro de Estudios de Conflicto y Cohesión Social, Chile).....	81
Teaching Orientation ? Highschool Teachers Faced With The Implementation Of Orientation Support Since The ORE Law In France.....	82
Chloé Pannier (Centre de recherche en Éducation de Nantes, France).....	82
Navigating Youth Transitions in the Tyrol-South Tyrol-Trentino Euroregion: A Quantitative Investigation of the Psycho-social Antecedents of Career Adaptation.....	83
Francesco Pisanu (Autonomous Province of Trento, Italy) · Luca Menghini (University of Pauda, Italy) · Enrico Perinelli (University of Trento, Italy) · Franco Fraccardi (University of Trento, Italy).....	83
Subject Choices And Social Inequalities: The Example Of The New Baccalauréat In France.....	84
Faustine Vallet-Giannini (IREDU, University of Burgundy, France).....	84
<b>A.D5. In the interstices of education: subjects, spaces and processes for social justice.....</b>	<b>85</b>
How Can Educational Research Assume An Intersectional Approach? A Case Study On Homelessness In Brescia.....	85
Monica Amadini (Università Cattolica del Sacro Cuore, Italy) · Annalisa Pasini (Università Cattolica del Sacro Cuore, Italy).....	85
New Educational Paradigms After The Pandemic? The Challenge Of The Educational Community.....	86
Francesca Bianchi (University of Siena, Italy).....	86
The Young Member Generation as an Opportunity for Social Transformation: Social Justice Within the Italian Cooperative Credit Banks.....	87
Alba Francesca Canta (University of Roma Tre, Italy).....	87

Digital Transformation and AI in Youth Work: Perceived Lights and Shadows at Policy Level.....	88
Alessandra Coppola (University of Salerno, Italy) · Debora Barletta (Agenzia di Promozione Integrata per i Cittadini in Europa APICE).....	88
The Public Sphere As A Meeting Space: Young Adults Participation Between Speech and Relationship.....	89
Eleonora Farina (Università di Milano-Bicocca) · Stefano De Francesco (Sigmund Freud University, Austria) · Alessandro Pepe (Università di Milano-Bicocca).....	89
Desegregation Policies: Economic, Educative And Emotional Family Impacts.....	90
Andrea Jover Pujol (Universitat Autònoma de Barcelona, Spain) · Martí Manzano Moliner (Universitat Autònoma de Barcelona, Spain) · Berta Llos (Universitat Autònoma de Barcelona, Spain) · Andreu Termes (Universitat Autònoma de Barcelona, Spain).....	90
Juvenile Offenders and Education: Which Tools to Pursue Social Justice?.....	91
Arianna Monniello (Sapienza Università di Roma, Italy).....	91
Intersections Between Disability And Migratory Background In Educational Contexts.....	92
Maria Giulia Pascariello (Università degli Studi di Bari, Italy).....	92
Building Welfare Strategies Against Social Exclusion: A Mixed Methods Research In The Tuscan Territory.....	93
Antonietta Riccardi (IRPPS -CNR, Italy) · Irene Psaroudakis (Department of Political Science, University of Pisa).....	93
From Little Criminals to Skilled Workers. Strategies and Rhetorics on Professional Training in the Juvenile Penal System Arena.....	94
Fabio Ricciardi (Università di Padova, Università Ca Foscari di Venezia, Italy).....	94
<b>A.06. Inequalities in education and labour market outcomes.....</b>	<b>95</b>
Critical Analysis of the Educational Projects of Barcelona state schools: A survey of neoliberal educational discourse.....	95
Gianluca Coeli (University of Girona, Spain).....	95
Higher Education And Innovative Entrepreneurship.....	96
Piero Esposito (Università di Cassino e del Lazio Meridionale, Italy) · Francesco Ferrante (Università di Cassino e del Lazio Meridionale, Italy) · Sergio Scicchitano (John Cabot University, Rome, Italy).....	96
The math gender gap in Italy and Poland: empirical evidence from PISA Data.....	97
Valentina Ferri (INAPP, Italy) · Giovanna Di Castro (INAPP, Italy) · Giovanna Filosa (INAPP, Italy).....	97
Migrants and Their Children: an Analysis of the Educational and Labor Market Ethnic Penalty Across Migrant Generations in Western Europe.....	98
Giorgio Piccitto (University of Milano-Bicocca, Italy).....	98
Educational And Economic Status Differentials: A Composition Approach To Social Origin Dimensions.....	99
Federica Rizzi (Università "La Sapienza", Italy) · Orazio Giancola (Università "La Sapienza", Italy).....	99
Being NEET In Italy in the Post-COVID-19 Era.....	100
Marialuisa Villani (Università di Bologna, Italy) · Riccardo Prandini (Università di Bologna, Italy).....	100
<b>A.07. Language learning for social justice: How university language programmes can contribute to reducing inequalities and empower minoritized communities.....</b>	<b>101</b>
Empowering Minoritized Communities through Translation, Interpreting, and Language Learning: Opportunities for Community-engaged Teaching and Research.....	101
Frank Austermuehl (Nottingham Trent University, United Kingdom) · Amy Wang (Nottingham Trent University, United Kingdom).....	101
Removing Language and Cultural Barriers through Active Learning and International Collaboration in Translator Education: The SLIT Experience.....	102
Silvia Bernardini (University of Bologna, Italy) · Gaia Ballerini (University of Bologna, Italy) · Patrycja Lidia Stempniewicz (University of Bologna, Italy).....	102
Intercultural Competence Training as a Means of Social Inclusion for University Students.....	103
Stella Susan Bunnag (Nottingham Trent University, United Kingdom) · David Prickett (Universität Potsdam, Germany).....	103
English Language Teachers and Culturally Responsive Approach to Managing Classroom Behavior.....	104
Jirina Karasova (Masaryk University, Czech Republic) · Martin Fico (Masaryk University, Czech Republic).....	104
Indigenous Heritage, War Refugees or Language for Academic Purposes: Exploring language centres´ social justice and vulnerable communities empowerment potential.....	105
Libor Stepanek (Masaryk University, Czech Republic).....	105
<b>A.08. Mapping School Segregation.....</b>	<b>106</b>

Teachers' Segregation in the Italian School System. New Evidence, 2017-2022.....	106
Giovanni Antonini (Politecnico di Milano).....	106
School Segregation And Compositional Effects On The Reading And Mathematics Performance Of Primary School Students In Europe.....	107
Daniel Bianchi (Universidad de La Laguna, Spain) · Gabriela Sicilia (Universidad Politécnica de Cataluña, Spain) · Leopoldo Cabrera (Universidad de La Laguna, Spain).....	107
An Overview Of The Effects Of Gentrification On Education Inequalities.....	108
Xavier Bonal (Universitat Autònoma de Barcelona, Spain).....	108
Unmasking Sorting Patterns In Lower Secondary Schools.....	109
Emanuele Fedeli (University of Trento, Italy).....	109
Socially Distinct Clusters Of Schools Across The UK: Institutional Stratification Across Unequal Systems Of Education.....	110
Sol Gamsu (Durham University, United Kingdom) · Hakan Forsberg (Uppsala University, Sweden).....	110
School Segregation and School Dropout in Primary Schools: a Case Study in Bologna.....	111
Irene Giunchi (Università di Bologna, Italy).....	111
What Works Against School Segregation? Measuring the Effect of Desegregation Policies in Barcelona.....	112
Sheila Gonzalez Motos (Universitat de Barcelona, Spain) · Edgar Quilabert (Universitat Autònoma de Barcelona, Spain) · Adrián Zancajo (Universitat Autònoma de Barcelona, Spain).....	112
Residential and School Segregation of Children in French Metropolitan Areas.....	113
Marco Oberti (Sciences Po – CRIS, France) · Quentin Ramond (Centre for Economics and Social Policy, Universidad Mayor, Chile).....	113
<b>A.09. Popular and non-formal education in the fight against educational inequalities.....</b>	<b>114</b>
Territorial Pacts: Possible Tools to Limited Social Exclusion.....	114
Martina Bonci (University of Macerata, Italy).....	114
What Is Educational Poverty? Meanings, Representations, And Discursive Practices Of Popular Educators In Rome.....	115
Matteo Cerasoli (La Sapienza – University of Rome, Italy).....	115
Social Justice Education: A New Cultural Approach to Education.....	116
Francesca Cubeddu (IRPPS-CNR Rome, Italy) · Lucia Picarella (Universidad Católica de Colombia, Colombia).....	116
Shaping Desires. A Workshop to Give Voice to Children from Popular Schools.....	117
Giulia Franchi (Università Roma Tre, Italy).....	117
People And Popular Education: Reflections On Their Pedagogical Value In The Contemporary Society.....	118
Alice Locatelli (Università degli studi di Bergamo, Italy).....	118
Popular Education: A Bridge To Prevent And Combat Early School Leaving And Juvenile Criminality.....	119
Angelica Padalino (Università di Foggia, Italy).....	119
Alberto Manzi's Popular Education. Adult Literacy Between Italy And South America In The Second Half Of The 20th Century.....	120
Claudia Paganoni (University of Verona, Italy).....	120
<b>A.10. Preventing early school leaving: risk factors, effective interventions and policies.....</b>	<b>121</b>
Dropout <sup>2</sup> : The Dropout On School Data Dropout.....	121
Arianna Beri (Università degli Studi di Bergamo, Italy) · Laura Sara Agrati (Università Telematica Pegaso, Italy) · Marco Lazzari (Università degli Studi di Bergamo, Italy).....	121
Review of Factors Underlying the School Dropout Phenomenon in Instruments Used with Students, Parents, and Teachers.....	122
Giovanni Bonaiuti (Università di Cagliari, Italy) · Marta De Angelis (Università del Molise, Italy) · Arianna Marras (Università di Salerno, Italy) · Stefania Morsanuto (Università telematica Pegaso, Italy).....	122
Gamification As A Tool For Preventing Early School Leaving: A Possible Perspective?.....	123
Filippo Bruni (Università del Molise, Italy) · Livia Petti (Università del Molise, Italy) · Marta De Angelis (Università del Molise, Italy).....	123
Building the Educational Future in Catania: Successful Synergies in the Metropolitan Observatory against School Dropout.....	124
Carlo Colloca (University of Catania, Italy) · Roberta Piazza (University of Catania, Italy).....	124

Preventing Early School Leaving: Objectives and Milestones of a PRIN 2022.....	125
Valeria Di Martino (University of Palermo, Italy) · Marta Pellegrini (University of Cagliari, Italy) · Rosa Vegliante (University of Salerno, Italy).....	125
The Implementation Of The NRRP: Results, Good Practices And National Strategy to Prevent Early School Leaving And School Drop-out.....	126
Simone Frega (Scuola Superiore Sant'Anna, Italy).....	126
Supporting Students' Motivation: a Key Factor to Reduce Intentions to Drop Out of High School.....	127
Sara Germani (Sapienza University of Rome, Italy).....	127
An Investigation About The Risk Factors Of School Dropout In Campania.....	128
Deborah Gragnaniello (University of Salerno, Italy) · Rosanna Tammara (University of Salerno, Italy) · Maria Tiso (University of Salerno, Italy).....	128
The Role of Teachers in the Framework of Self-Determination Theory: a Research-Training Project.....	129
Sergio Miranda (Università di Salerno, Italy) · Ludovico Vespasiani (Università di Salerno, Italy).....	129
Early school leaving in Camorra Territories: An Exploratory Research on the Motivation to Study.....	130
Carmen Lucia Moccia (University of Salerno, Italy) · Fausta Sabatano (University of Salerno, Italy) · Paola Aiello (University of Salerno, Italy).....	130
Mapping the Studies of Programs Tackling Early School Leaving: Evidence and Gaps of the Research.....	131
Carmen Pannone (University of Cagliari, Italy) · Daniela Fadda (University of Cagliari, Italy) · Ylenia Falzone (University of Palermo, Italy) · Laura Francesca Scalas (University of Cagliari, Italy) · Giuliano Vivanet (University of Cagliari, Italy).....	131
Activities and Methodologies of the "Provaci Ancora Sam" Project to Combat School Failure and Early School Leaving.....	132
Francesco Pongiluppi (University of Turin, Italy) · Paolo Bianchini (University of Turin, Italy).....	132
Stepping out of Failure Stories by Stepping in the Kepler Lab: a Quasi-Experiment on Affective-Motivational and Instructional Mechanisms of Progressing.....	133
Marco Spampinato (University of Pisa, Italy) · Andrea Conficoni (IUSVE & Cooperativa sociale La Esse, Italy).....	133
Educational policies and the Neet phenomenon in Campania Region.....	134
Rosa Vegliante (University of Salerno, Italy) · Margherita Coppola (University of Salerno, Italy).....	134
<b>A.II. Social, Gender and Origin-Related Inequalities in the School System: A Full Perspective.....</b>	<b>135</b>
How Are Inequalities Generated in Schools? An Attempt to Construct Research Tools and Data.....	135
Giovanni Abbiati (Università di Brescia) · Gianluca Argentin (Università di Milano-Bicocca) · Patrizia Falzetti (INVALSI) · Tiziano Gerosa (SUPSI) · Giuseppina Le Rose (INVALSI) · Elisa Manzella (Università Cattolica del Sacro Cuore di Milano) · Emanuele Pavolini (Università di Milano Statale).....	135
Education levels and participation in the labor market: Social, Gender and Origin-Related Inequalities.....	136
Barbara Baldazzi (ISTAT, Italy).....	136
Students' Attitudes Towards Open-ended Mathematics Items in Paper- and Computer-based Assessment: the Case of Missing Answers.....	137
Clelia Cascella (INVALSI, Italy) · Francesco Annunziata (INVALSI, Italy) · Laura Palmerio (INVALSI, Italy).....	137
Gender-related Horizontal Segregation at University: the Role of Math Ability in Predicting Enrolment and Career in STEM Courses in Italy.....	138
Patrizia Giannantoni (INVALSI, Italy) · Patrizia Falzetti (INVALSI, Italy).....	138
Subjective Socioeconomic Status and Life Satisfaction among High School Students: the Mediating Role of Teacher-Student Relationships.....	139
Shanyan Lin (Department of Psychology, University of Turin, Torino, Italy) · Sofia Mastrokoulou (Department of Psychology, University of Turin, Torino, Italy) · Matteo Angelo Fabris (Department of Psychology, University of Turin, Torino, Italy) · Claudio Longobardi (Department of Psychology, University of Turin, Torino, Italy).....	139
The Vertical And Intertemporal Structure Of Educational Inequalities In Italy.....	140
Adamo Lo Cicero (Università La Sapienza, Italy) · Leonardo Alaimo (Università La Sapienza, Italy) · Drazio Giancola (Università La Sapienza, Italy).....	140
An Intersectional Approach to Students' Endorsement of Gender Equality using Multilevel Analysis of Individual Heterogeneity and Discriminatory Accuracy -MAIHDA.....	141
Natalia López-Hornickel (University of Bath, United Kingdom) · Diego Carrasco (Measurement Centre MIDE UC, Pontificia Universidad Católica de Chile) · Andrés Sandoval-Hernández (University of Bath, United Kingdom).....	141
A Century of Inequalities of Educational Opportunities in Italy: Variations in the Effects of Social Origins Across Cohorts and Genders.....	142
Mario Lucchini (University of Milano Bicocca, Italy) · Antonio Schizzerotto (University of Trento, Italy).....	142
Unravelling Rural-Urban Educational Inequality in Contemporary China: Educational Migration amid Rural-Urban	

Disparity and Rural Origin-Based Pedagogical Stereotype in Guizhou Province.....	143
Ji Shi (King's College London, United Kingdom).....	143
<b>A.12. The analysis of educational choices: empirical evidences, research approaches, and theoretical implications.....</b>	<b>144</b>
Non-Predicted Trajectories: Educational Choices Over The Reproduction Of Predicted Path.....	144
Matteo Bonanni (La Sapienza University of Rome, Italy) · Drazio Giancola (La Sapienza University of Rome, Italy).....	144
Working-Class Girls At University: Spaces Of Freedom Or Compromise Solutions? .....	145
Ciro Cangiano (University of Naples Federico II, Italy).....	145
Do Decentralized Campuses Promote Equality of Educational Opportunity? The Case of the University of Turin.....	146
Federica Cornali (University of Turin, Italy) · Valentina Goglio (University of Turin, Italy).....	146
I'll Be a Doctor: Medical Specialization Choices from a Gender Perspective.....	147
Joselle Dagnes (University of Torino, Italy) · Domenico Carbone (University of Piemonte Orientale, Italy).....	147
Methodological Opportunities and Challenges in Investigating the Educational Choices of Newcomers in Sweden.....	148
Eric Larsson (Stockholm University, Sweden) · Björn Ivermark (Stockholm University, Sweden) · Anna Ambröse (Södertörn University, Sweden).....	148
Emerging Youth, Ideal Ages of Transition to Adulthood and Students' Post-diploma School Choices.....	149
Giuliana Parente (Università degli studi di Milano, Italy).....	149
The Choice Of Field Of Study At The Tertiary Level: The Analytic Approach Of Mapping 2.0 And Main Results.....	150
Federica Rizzi (Università "La Sapienza", Italy) · Adamo Lo Cicero (Università "La Sapienza", Italy) · Drazio Giancola (Università "La Sapienza", Italy).....	150
Parental Birth Order and the First Stage of Tracking into Schools: Evidence from General Upper Secondary Educational Attainment in Finland.....	151
Jan Saarela (Åbo Akademi University, Finland) · Camilla Härtull (Åbo Akademi University, Finland).....	151
School Choice and Job Expectations Of Italian Pupils After The Covid19 Pandemic.....	152
Marialuisa Villani (Università di Bologna, Italy).....	152
<b>STREAM B. Epistemologies and Decolonial Perspectives.....</b>	<b>153</b>
<b>B.02. Critical unschooling and the decolonisation of education: ideas, challenges and practices of collective liberation for social justice.....</b>	<b>153</b>
Unschooling in Italy: Navigating Idealisations, Constraints, and Decolonising Promises.....	153
Anna Chinazzi (University of Milano-Bicocca, Italy) · Emilio Ruffolo (University of Calabria) · Angela Biscaldi (University of Milan).....	153
Critical Unschooling: Practicing Unschooling and a Closer Look.....	154
Morena Franzin (LAIF - L'associazione Istruzione Familiare, Italy).....	154
Free Play And Its Benefits For A Democratic Society.....	155
Marco Leali (LAIF - L'associazione Istruzione Familiare, Italy).....	155
Education and Schools (plus HE) as Abusive and the Responsibility for Inner Safety.....	156
Helen E. Lees (Light on Thinking, Italy).....	156
Critical Unschooling: an Educational Choice for Self-Determination and a Challenge to the Dominant Concept of Success and Well-Being.....	157
Valeria Melloni (LAIF - L'Associazione Istruzione Familiare, Italy).....	157
Critical Unschooling: A Conscious Psychosocial Strategy Against the Influences of Individualism and Neoliberalism And For a More Compassionate Society.....	158
Elena Piffero (LAIF - L'Associazione Istruzione Familiare, Italy).....	158
Critical Unschooling: Practices and Experiences by a Teenager.....	159
Aurora Reolon (LAIF - L'associazione istruzione familiare, Italy).....	159
Benefits Of An Unschooling Experience.....	160
Jacopo Silvestre (LAIF - L'Associazione Istruzione Familiare, Italy).....	160
Critical Unschooling For A Democratic Idea Of Childhood And Adolescence.....	161
Nunzia Vezzola (LAIF - L'Associazione Istruzione Familiare, Italy) · Carlo Leali (LAIF - L'Associazione Istruzione Familiare, Italy).....	161

<b>B.03. Decolonising Education, Schools, and Universities: time, spaces, subjectivities, and research practices.....</b>	<b>162</b>
The School as a Fragmented and Experimental Field: Emerging Subjectivities, New Spaces and New Times in Two Emancipatory Practices.....	162
Adriano Cancellieri (Università Milano-Bicocca, Italy) · Fabrizia Cannella (Università luav di Venezia).....	162
Despite the Claims: a Phenomenological Approach to the Disciplinary Note.....	163
Caterina Donattini (La Sapienza University, Italy).....	163
Beyond Deficit Thinking: From Epistemic Subjugation to the Decolonisation of Thought and Knowledge in the Classroom.....	164
Paola Dusi (Università degli studi di Verona, Italy).....	164
Decolonising Education by Reckoning with Racism at School? Methodological Reflections from Two Anti-racist Researches in Primary and Secondary Schools.....	165
Annalisa Frisina (University of Padova, Italy) · Filomena Gaia Farina (University of Padova, Italy).....	165
Social Boundaries in Educational Worlds: Suggesting a Theoretical and Methodological Perspective.....	166
Luca Giliberti (University of Parma, Italy) · Annavittoria Sarli (University of Parma, Italy) · Michela Sempredon (University of Parma, Italy).....	166
Academic Emancipatory Practices for Future Decolonial Teachers.....	167
Giulia Gozzelino (Università di Torino, Italy) · Federica Matera (Università di Torino, Italy).....	167
The Phenomenon of Homeschooling: a Counter-Hegemonic or Hyper-Neoliberal Practice?.....	168
Chiara Lanini (UNIGE, Italy) · Francesca Lagomarsino (UNIGE, Italy) · Jacob Garrett (Università Ca' Foscari Venezia, Italy).....	168
<b>B.05. Navigating Boundaries: Mobilities and Social Justice in Contemporary Education.....</b>	<b>169</b>
(Im)mobilities Through Educational Spaces: The Impact Of Educational Provision And Planning In Upper Secondary Transitions.....	169
Mariona Farré (Autonomous University of Barcelona, Spain).....	169
Becoming a "space Defector" or when Inequalities Meet Social Justice in Architectural Education, the Case of the Nantes architecture School.....	170
Bettina Horsch (ENSA Nantes – Nantes Université) · Pauline Ouvrard (ENSA Nantes – Nantes Université).....	170
Young People's Social Space: On The Interrelation Of Local And Social Mobility.....	171
Maria Keil (University of Tuebingen, Germany).....	171
Better-off abroad? The overqualification of Eastern EU migrants in Western Europe.....	172
Maria Giulia Montanari (University of Milan, Italy).....	172
No Way Home? The experience of homecoming between social and spatial mobility.....	173
Alessandra Polidori (Université de Neuchâtel, Italy) · Flora Petrik (University of Tübingen) · Giulia Salzano (Università di Perugia).....	173
Educational Challenges for Refugees and Host Country Students Resulting from War in Ukraine – Learning from the Polish Case.....	174
Bohdan Szklarski (University of Warsaw, Poland).....	174
<b>B.06. Stereotypes, Risks, and Myths: New Challenges for Education.....</b>	<b>175</b>
Neuromyths And Gender Stereotypes.....	175
Valeria Minaldi (Independent Researcher, Italy).....	175
The School Work Transition Of Young People With Migration Background.....	176
Giustina Orientale Caputo (University of Naples Federico II, Naples, Italy, Social Science Department) · Stefania Capecchi (University of Naples Federico II, Naples, Italy, Political Science Department) · Fortuna Liccione (University of Naples Federico II, Naples, Italy, Political Science Department).....	176
School Dropout and Active Citizenship. An Experience in Lombardy.....	177
Lisa Sacerdote (University of Milano-Bicocca, Italy) · Annaletizia La Fortuna (IIS Paolo Frisi Milano, Italy) · Nicola Morea (IIS Paolo Frisi Milano, Italy) · Luisa Zecca (University of Milano-Bicocca, Italy).....	177
Inclusion Beyond the Conflict: Perspectives on Inclusive Education in the East-Jerusalem Conflict.....	178
Arianna Taddei (University of Macerata, Italy) · Tommaso Santilli (University of Macerata, Italy) · Samah Halwany (University of Macerata, Italy).....	178
<b>STREAM C. Neoliberalism in/and Education.....</b>	<b>179</b>
<b>C.01. Adult learning and education for a socially just society: appraising policy and practice.....</b>	<b>179</b>

Health Promotion and Co-planning of an Affectivity and Sexuality Education Laboratory with Adults with Intellectual Disabilities, Parents and Social Workers.....	179
Gabriele Buono (Cooperativa Spes Onlus, Italy; University of Genoa) · Carmen Ferraro (Cooperativa Spes Onlus, Italy).....	179
Adult Learning Policies in Europe in the Face of the Dual Economic and Political Crisis.....	181
Sandra D'Agostino (INAPP, Italy) · Silvia Vaccaro (INAPP, Italy).....	181
The Erasmus+ Programme (2018-2022) in Portugal: Promoting social Justice?.....	182
Paula Guimaraes (Instituto de Educação, Universidade de Lisboa, Portugal) · Natalia Alves (Instituto de Educação, Universidade de Lisboa, Portugal) · Carmen Cavaco (Instituto de Educação, Universidade de Lisboa, Portugal) · Carolina Pereira (Instituto de Educação, Universidade de Lisboa, Portugal) · Ana Luisa Rodrigues (Instituto de Educação, Universidade de Lisboa, Portugal) · Carlo Menitra (Instituto de Educação, Universidade de Lisboa, Portugal).....	182
Is Social Justice Associated With Social Cohesion: The Case of Adult Education Participation in a European Perspective.....	183
Petya Ilieva-Trichkova (IPS-BAS, Bulgaria) · Pepka Boyadjieva (IPS-BAS, Bulgaria).....	183
The Impact Of The Erasmus+ Programme On Adult Education In Slovenia From Equality Perspective.....	184
Borut Mikulec (University of Ljubljana, Faculty of Arts, Slovenia).....	184
Changes towards social inclusion? The institutional trajectory of the Italian Adult Learning System and its inclusion potential.....	185
Marcella Milana (University of Verona, Italy) · Margherita Bussi (University of Louvain, Belgium).....	185
Democratic Education? Learner Voice and Adult Education in Ireland.....	186
Thomas Murray (ADONTAS, Ireland) · Aisling Meyler (ADONTAS, Ireland).....	186
Abilitating Digital Learning to Innovate VET and Adult Education: Field Practices Supporting Policy Implementation.....	187
Elena Pacetti (Alma Mater Studiorum Università di Bologna, Italy) · Serena Foracchia (Demetra Formazione S.r.l.) · Laura Zambrini (Demetra Formazione S.r.l.) · Alessandro Soriani (Alma Mater Studiorum Università di Bologna, Italy).....	187
Skills Development for Social Justice?: A Critical Reading of Adult Education Policies in the European and the Greek Context.....	188
Eleni Prokou (Panteion University of Social and Political Sciences, Hellenic Open University) · Giorgos Koulaouzides (Hellenic Open University).....	188
<b>C.02. Affirming social justice in education? Post-critical vistas.....</b>	<b>189</b>
Mingling and Resonance. Education as Guarding the World.....	189
Paolo Bonafede (Università degli studi di Trento, Italy) · Federico Rovea (Istituto Universitario Sophia, Italy).....	189
Exploring the Social (in)justice of Educational Assemblages.....	190
Paolo Landri (CNR IRPPS, Italy).....	190
Justice in the Perspective of Postcritical Theory of Education. A Critical Argument.....	191
Astrid Meczowska-Christiansen (Polish Naval Academy, Poland).....	191
Radicalization and Post Critical Perspective.....	192
Claudio Melacarne (University of Siena, Italy).....	192
Cultivating Epistemic Virtue and Justice Through a Pedagogy of 'Dwelling'.....	193
Aline Nardo (University of Edinburgh, United Kingdom).....	193
Principled Normativity and/or the Genesis of Values: On Critique/Post-critique, Pragmatism and Inclusion.....	194
Stefano Oliverio (University of Naples Federico II, Italy) · Matteo Santerelli (University of Bologna Alma Mater Studiorum).....	194
Towards An Affirmative Account Of Critical Capabilities Through An Education Of The Senses.....	195
Alexander Pessers (KU Leuven, Belgium).....	195
The Promise of Social Justice through Digitalization in Education.....	196
Pia Rojahn (FernUniversität in Hagen, Germany).....	196
Examining the Normative Assumptions of the "Inclusion Paradigm" in Education Through the Lens of Three Theories of Social Justice.....	197
Marie Verhoeven (UCLouvain _ university of Louvain, Belgium) · Amandine Bernal Gonzalez (UCLouvain _ university of Louvain, Belgium).....	197
Education, Democracy and Social Justice.....	198
Joris Vlieghe (KU Leuven, Belgium) · Piotr Zamojski (Polish Naval Academy, Poland).....	198
<b>C.03. Education as Commons, Democratic Values, Social Justice and Inclusion in Education.....</b>	<b>199</b>
"All Sciences Are Equals, But Some Sciences Are More Equal Than Others:" Constructing Children's STEM Educa-	

tion As A Pedagogical Need.....	199
Davide Cino (Università degli Studi di Milano – Bicocca, Italy).....	199
An Inclusive Glance on Local Heritage: Fostering Engagement Among High School Students.....	200
Marianna Di Rosa (University of Florence, Italy) · Sara Ovidi (Convitto Nazionale Vittorio Emanuele II Cagliari, Italy) · Nicoletta Zucca (Convitto Nazionale Vittorio Emanuele II Cagliari, Italy).....	200
Pedagogies Of Social Enquiry For Democracies Of The Commons.....	201
Jean-François Dupeyron (université de Bordeaux, France).....	201
Patti Digitali (Digital Pacts): a Collective Approach to Digital Education.....	202
Marco Gui (University of Milano-Bicocca, Italy) · Stefania Garassini (University of Milano-Bicocca, Italy) · Marco Grollo (University of Milano-Bicocca, Italy) · Simone Lanza (University of Milano-Bicocca, Italy).....	202
Students' Attitudes Towards Fundamental Democratic Values: The Construction of a Measurement Instrument.....	203
Lianne Hoek (University of Amsterdam, Netherlands, The).....	203
Inclusion and Exclusion through Time? A Commons Perspective on Time.....	204
Sylvia Jade (University Osnabrück, Germany) · Judith von der Heyde (Fliedner University of Applied Sciences, Germany).....	204
The Challenges Of Commercial Digital Platforms Entering Schools.....	205
Ainara Moreno-Gonzalez (Universitat de Barcelona, Spain) · Diego Calderón-Garrido (Universitat de Barcelona, Spain) · Pablo Rivera-Vargas (Universitat de Barcelona, Spain).....	205
Conditions And Potentials For Educational Commons To Promote More Equal And Inclusive Education – A Swedish Case Study.....	206
Liselott Mariett Olsson (Malmö University, Sweden) · Robert Lecusay (Stockholm University, Sweden).....	206
Rethinking the Relationship Between Education and Society: the Relevance of the Thought of William Kilpatrick.....	207
Manuela Laura Palma (Università Milano-Bicocca, Italy).....	207
Children as Cultural Actors: Participation and Active Citizenship Through Heritage Education.....	208
Ludovica Sebastiano (Free University of Bozen, Italy) · Francesca Berti (Free University of Bozen, Italy) · Simone Seitz (Free University of Bozen, Italy).....	208
<b>C.04. For social justice? Critical perspectives on discourses of diversity and professionalism in education.....</b>	<b>209</b>
Professionalism at The Expense of Reformism? Professional Identities of Social Work University Students as An Obstacle to Fighting Social Injustice.....	209
Katerina Cidlinska (Faculty of Arts, Charles University in Prague, Czech Republic) · Daniel Stepanek (Institute of Social Work, University Hradec Králové) · Katerina Samalova (Faculty of Arts, Charles University in Prague, Czech Republic).....	209
ReSearching Diversity.....	210
Zeynep Demir (Bielefeld University, Germany).....	210
Social Justice or Backlash Politics? Critical Perspectives on Feminization in Education.....	211
Nina Fárová (University of Hradec Králové, Czech Republic) · Johanna Maria Pangritz (University of Hradec Králové, Czech Republic).....	211
Sense and Sensibility: Teaching Research Methodology to Special Educators Through Journaling.....	212
Lucie Jarkovská (Masaryk University, Czech Republic).....	212
<b>C.05. Global governance and education: implications for policy and practice.....</b>	<b>213</b>
HE Students and Graduates : Desirable Migrants in Europe? Examining European migration Promotion Policies.....	213
Magali Ballatore (AMU, France).....	213
Analysing Epistemic Governance in Higher Education Policymaking Between Helsinki and Brussels: The Case of Ministerial Working Groups and Parliamentary Committees.....	214
Katri Eeva (Tampere University, Finland).....	214
Advocate for European education! Coalition-building and policy learning among Brussels-based NGOs.....	215
Marcella Milana (University of Verona, Italy).....	215
Advocating for Education in Italy. The Rise of New Philanthropic Organizations.....	216
Arianna Montemurro (University of Strasbourg, France).....	216
To What Extent Are Learning Outcomes Configuring a Policy Instrument in the EU.....	217
Xavier Rambla (Universitat Autònoma de Barcelona, Spain).....	217
Futures of Education and Strategic Anticipation in Scotland, the US, and the OECD: Imaginaries, Modes of Gover-	

nance, and Democratic Representation.....	218
Tore Bernt Sorensen (University of Glasgow, United Kingdom).....	218
Between Spatial and Social Justice – The Case of Lifelong Learning Policymaking.....	219
Jozef Zelinka (University of Münster, Germany) · Marcelo Parreira do Amaral (University of Münster, Germany).....	219
<b>C.06. Social (in)equalities, democracy and education.....</b>	<b>220</b>
Generations, Education and Common Values: a study on five Italian cohort-generation, from the Reconstruction to the Z-gen.....	220
Matteo Bonanni ("La Sapienza" University of Rome, Italy).....	220
Educational Commons for Reversing Inequalities and Foster Participation: Interviewing the Italian Policymakers.....	221
Gianna Cappello (University of Palermo, Italy) · Marianna Siino (University of Palermo, Italy).....	221
Too Much Singularity? School Communities And The Neoliberal Standard.....	222
Concetta Giusto (Università di Pisa, Italy).....	222
The « cités éducatives » and the Individualization of Public Policies in Education.....	223
Cintia Indarramendi (UNIVERSITE PARIS 8, France).....	223
On The Meritocratic Logic: Singularities And Self-made-talent.....	224
Aurora Maria Lai (Università di Pisa, Italy).....	224
Education and Social Cohesion in Europe: Testing the Post-Modernization Thesis.....	225
Loris Vergolini (University of Bologna, Italy).....	225
<b>C.08. University studies and changes in habitus.....</b>	<b>226</b>
Access needs Success: a Bourdieusian perspective on widening participation in South African Higher Education.....	226
Benedicte Alexina Melanie Brahic (Manchester Metropolitan University) · Nicola Ingram (University College Cork) · Aradhana Mansingh (Mancosa).....	226
University Studies And Changes In Habitus. Exploratory Research On First-generation Students.....	227
Elena Gremigni (University of Pisa).....	227
From One Class to the Next – The Socializing Effects of Going Through an Equal Opportunity Program.....	228
Magali Nonjon (Sciences Po Aix, France).....	228
To Leave or Not to Leave: Experiences of University-Student Dropouts in Croatia.....	229
Iva Odak (Institute for social research in Zagreb, Croatia) · Nikola Baketa (Institute for social research in Zagreb, Croatia) · Branislava Baranović (Institute for social research in Zagreb, Croatia) · Saša Puzić (Institute for social research in Zagreb, Croatia).....	229
Promoting Digital Citizenship for Social Justice. An Overview of Study Programs from European Universities.....	230
Magda-Elena Samoila (Alexandru Ioan Cuza University of Iasi, Romania) · Nicoleta Laura Popa (Alexandru Ioan Cuza University of Iasi, Romania) · Monica Assante (Alexandru Ioan Cuza University of Iasi, Romania).....	230
<b>STREAM D. Policy and Governance in Education.....</b>	<b>231</b>
<b>D.01. Co-operation, education and social justice.....</b>	<b>231</b>
Agreeing to (dis)agree – Exploring the Dynamic and Mutable Possibilities of Co-operative Pedagogy.....	231
Joanna Dennis (Manchester Metropolitan University, United Kingdom).....	231
On Evaluating Schools: Reflecting On OFSTED And The Inspection Of Co-operative Schools in England.....	232
Cath Gristy (University of Plymouth, United Kingdom).....	232
Co-operative Academy Trust School Governance and parental participation in decision-making: Illusionary, Silencing and Civilising – (un)Democratic and (un)Cooperative Practices.....	233
Janet Elizabeth Hetherington (Staffordshire University, United Kingdom).....	233
Co-operative Education and Learning – Histories and Visions.....	234
Tom Woodin (UCL, United Kingdom).....	234
<b>D.02. Continuing Vocational Training in Italy, between Unresolved Issues and New Scenarios.....</b>	<b>235</b>
Continuing Vocational Training in Italy: Unresolved Issues and New Scenarios.....	235
Roberto Angotti (INAPP – Istituto Nazionale per l'Analisi delle Politiche Pubbliche (National Institute for Public Policy Analysis)) · Giovanna Campanella (Ismeri) · Alberto Vergani (Università Cattolica di Milano).....	235

Key Issues for Continuing Vocational Training Policies in Italy, based on the Results of the INAPP Survey INDACO-Companies.....	236
Roberto Angotti (INAPP – Istituto Nazionale per l’Analisi delle Politiche Pubbliche – (National Institute for Public Policy Analysis), Italy) · Luca Dordit (Università degli Studi di Udine).....	236
Strengthening Italy’s Continuing Vocational Education and Training System through Lifelong Learning Culture.....	237
Andrea Cegolon (University of Macerata, Italy).....	237
Measuring Low-Skilled Adults And Training Participation In The Digital Age.....	238
Giovanna Di Castro (INAPP, Italy) · Valentina Ferri (INAPP, Italy) · Alessandra Pedone (INAPP, Italy).....	238
Lifelong Learning as a Key Factor to Reduce the Skill Gap? Reflections on Doctoral Training.....	239
Andrea Galimberti (Università degli Studi di Milano Bicocca).....	239
The Impact of Smart Working on Reskilling and Upskilling Processes in the Private and Public Sectors: a First Analysis.....	240
Alessandra Pedone (INAPP, Italy) · Giuditta Occhiocupo (INAPP, Italy).....	240
<b>D.03. Drivers of education inequalities in student performances and choices.....</b>	<b>241</b>
Teacher effectiveness: insights from Italy.....	241
Giovanni Abbiati (University of Brescia, Italy) · Giulia Assirelli (Catholic University of Milan, Italy).....	241
Evaluating The School Effect On Enhancing Resilience In University Students’ Performances.....	242
Silvia Columbu (University of Cagliari, Italy) · Mariano Porcu (University of Cagliari, Italy) · Isabella Sulis (University of Cagliari, Italy) · Cristian Usala (University of Cagliari, Italy).....	242
Unveiling Gender Dynamics: The Evolution of Gender Differences in the School-to-University Transition and STEM Program Choices in Italy Over Time.....	243
Antonella D’Agostino (University of Siena, Italy) · Roberta Cipriano (University of Florence, Italy) · Raffaele Guetto (University of Florence, Italy).....	243
Peer Effect On Educational Outcomes: The Role of Classroom Rank.....	244
Emanuele Fedeli (University of Trento, Italy).....	244
Exploring the Effect of Individual Characteristics and Social mechanisms on Educational Choices.....	245
Valeria Policastro (University of Naples Federico II, Italy) · Angela Pacca (University of Florence, Italy) · Giancarlo Ragozini (University of Naples Federico II, Italy) · Maria Prosperina Vitale (University of Salerno, Italy).....	245
<b>D.04. Education and Social Justice: the Role played by School Quality. Ideas for and education system fighting inequality.....</b>	<b>246</b>
The Practices of Scuola-Città Pestalozzi That Educate for Equality and Social Respect.....	246
Matteo Bianchini (Scuola-Città Pestalozzi, Italy) · Valeria Angelini (Università degli Studi di Firenze).....	246
The Curriculum as an Effective Lever for an Equitable Inclusive and Accessible Early Childhood Care and Education.....	247
Eloise Drure (UNIMORE, Italy).....	247
New Quality Assurance Approaches: Outcomes Of An Integrated Peer Review Experimentation In Italian VET Schools And Training Centres.....	248
Laura Evangelista (INAPP, Italy) · Concetta Fonzo (INAPP, Italy).....	248
What are the Impacts of the External Evaluation on School Quality? Evidences from a Qualitative Systematic Review.....	249
Michela Freddano (INVALSI, Italy) · Ilaria Salvadori (INVALSI, Italy).....	249
From Representation to Student Participation: Political-institutional and Educational Looks.....	250
Manuela Ghizzoni (University of Bologna, Italy) · Elisabetta Nigris (University of Milano-Bicocca).....	250
School And Social Inclusion: An Essential Value?.....	251
Dario Ianes (Centro Studi Erickson, Italy) · Benedetta Zagni (Centro Studi Erickson, Italy; Università degli Studi di Padova) · Sofia Cramerotti (Centro Studi Erickson, Italy) · Sara Franch (Centro Studi Erickson, Italy) · Francesco Zambotti (Centro Studi Erickson, Italy).....	251
Widening the Gap Between North and South in Human Capital Accumulation: a Systemic Perspective.....	252
Lorenzo Maraviglia (INVALSI, Italy).....	252
Beyond Expectations: How Much Does the Structure of European Education Systems Affects Students Performance?.....	253
Iacopo Moreschini (Independent, Italy) · Matteo Bonanni (“La Sapienza” University of Rome).....	253

Pathways for Transversal Competencies and Orientation (PCTO) as a Device for Developing Personal Resources and Contrasting Scholastic Dispersion.....	254
Valentina Pagani (University of Milano-Bicocca, Italy) · Elisa Truffelli (Università degli Studi di Bologna AlmaMater) · Barbara Balconi (University of Milano-Bicocca, Italy) · Roberta Biolcati (Università degli Studi di Bologna AlmaMater) · Guido Benvenuto (Sapienza Università di Roma) · Giulia Gabriella Pastori (University of Milan-Bicocca) · Elisabetta Nigris (University of Milan-Bicocca) · Mara Marini (Sapienza Università di Roma) · Sara Germani (Sapienza Università di Roma) · Giuliana Viscuso (Università degli Studi di Bologna AlmaMater) · Martina Rossi (University of Milan-Bicocca) · Giacomo Mancini (Università degli Studi di Bologna AlmaMater) · Irene Stanzione (Sapienza Università di Roma).....	
Emancipatory Interculturalism for Social Justice.....	255
Mariagrazia Santagati (Università Cattolica del Sacro Cuore, Italy) · Rita Bertozzi (Università di Modena e Reggio Emilia).....	
Fostering Quality Inclusive Education: Teachers' Valuation and Beliefs Related to Heterogeneity in Learning Groups.....	256
Simone Seitz (Free University of Bozen-Bolzano, Italy) · Petra Auer (Free University of Bozen-Bolzano, Italy) · Sara Baroni (Free University of Bozen-Bolzano, Italy) · Giulia Consalvo (Free University of Bozen-Bolzano, Italy).....	
<b>D.05. Evidence-based education: impact evaluations, evidence syntheses, and the use of research in policy and practice.....</b>	<b>257</b>
As Soon As Possible – The Effectiveness Of A Financial Education Program In Italian School.....	257
Tommaso Agasisti (Politecnico di Milano) · Alessio D'Ignazio (Bank of Italy) · Gabriele Iannotta (Politecnico di Milano).....	
The Lasting Heritage of Improved Teacher-Student Relations in Middle School.....	258
Gianluca Argentin (University of Milan-Bicocca, Italy) · Giulia Assirelli (Catholic University of Milan, Italy) · Tiziano Gerosa (SUPSI, Switzerland) · Matteo Moscatelli (Catholic University of Milan, Italy).....	
Experimental Effects of an Education Savings Program to Tackle School Dropout.....	259
Davide Azzolini (Fondazione Bruno Kessler, Italy) · Loris Vergolini (Università di Bologna, Italy).....	
Evidence-Based Reform of Educational System in French-speaking Belgium: Reduction of Grade Retention Rate.....	260
Dylan Datchet (University of Liège, Belgium) · Ariane Baye (University of Liège, Belgium).....	
Stimulating Creativity and Grit of High School Students with Creative STEM Activities: an RCT with Noncompliance.....	261
Martina Francesca Ferracane (European University Institute, Italy; Teesside University) · Veronica Ballerini (University of Florence) · Fiammetta Menchetti (University of Florence) · Silvia Noirjean (University of Florence) · Alice Dominici (European Union).....	
Evidence, Myths and Teaching Practices: The Case of Teaching Reading in Italian Schools.....	262
Sergio Miranda (Università di Salerno, Italy) · Antonio Calvani (Università di Salerno, Italy) · Paola Damiani (Università di Salerno, Italy) · Lorena Montesano (Università di Salerno, Italy) · Luciana Ventriglia (Università di Salerno, Italy).....	
Summer learning loss in Mathematics: A systematic review.....	263
Serafina Pastore (University of Bari Aldo Moro) · Franco Passalacqua (University of Milan-Bicocca, Italy).....	
Proving Impact in Complex Programs. Challenges, Opportunities and Consequences for Practice Using the Example of the Federal Program "Live Democracy!".....	264
Dr. Alexander Staerck (German Youth Institute, Germany).....	
The Medial Role of Math Anxiety in the Link Between Loneliness and Math Achievement: An Analysis using PISA 2022.....	265
Simone Zasso (Department of Psychology and Cognitive Science, University of Trento, Italy) · Stefania Sette (Department of Developmental and Social Psychology, Sapienza University of Rome, Italy) · Francesco Pisanu (Department of Education and Culture, Autonomous Province of Trento, Italy).....	
<b>D.06. Evidence-based Educational Guidance.....</b>	<b>266</b>
Despite the Best Intentions: Educational Inequalities in Highly Stratified but Choice-Driven Tracking Systems.....	266
Dalit Contini (University of Torino, Italy) · Camilla Borgna (University of Torino, Italy).....	
Systematic Review: Quality Assurance Mechanisms And Evidence-Based Approaches in Guidance.....	267
Concetta Fonzo (Universitat Oberta de Catalunya) · Enric Serradell López (Universitat Oberta de Catalunya).....	
Getting the Word Out to Secondary School Students about Financial Aid: Does it Affect Undergraduate Enrollment Rates?.....	268
Federica Laudisa (IRES Piemonte) · Samuele Poy (Università del Piemonte Orientale).....	
Teachers And Educational Inequalities Reproduction: How Can We Reduce Tertiary Effects? Evidence From A RCT Combined With A Factorial Survey.....	269
Elisa Manzella (Università Cattolica del Sacro Cuore di Milano) · Gianluca Argentin (Università degli studi di Milano-Bicocca).....	

Promoting an Evidence-based Participatory Approach to Educational Guidance. The Experience of Fondazione per la Scuola.....	270
Veronica Mobilio (Fondazione per la Scuola, Italy).....	270
Associations Between Non-cognitive Skills and Academic Performance: New Evidence and Implications for Educational Guidance.....	271
Giovanni Piumatti (Fondazione Agnelli, Italy).....	271
Investigating The Influence Of Problem-Based Learning On Students' Willingness To Engage In Problem Solving: An Exploratory Study.....	272
Giulia Vincenti (Sapienza University of Rome, Italy).....	272
<b>D.07. Formative educational evaluation for an inclusive school.....</b>	<b>273</b>
Students' Perspective on Teachers' Training Needs: A Focus on Relationships, Teaching, or Assessment.....	273
Federico Batini (Università degli studi di Perugia, Italy) · Gaia Bonvecchi (Università degli studi di Perugia, Italy) · Chiara Azzollini (Università degli studi di Perugia, Italy) · Diego Izzo (Università degli studi di Perugia, Italy).....	273
School Communities And Educational Evaluation: Reflections, Experiences, Perspectives.....	274
Cristiano Corsini (Università Roma Tre, Italy) · Carla Gueli (Università Roma Tre, Italy).....	274
The INAPP's Dispositive to Assess the Key Competences of VET Students: Towards the Assessment for Learning.....	275
Andrea Giacomantonio (Università Telematica Pegaso, Italy) · Fabrizio Giovannini (INAPP) · Marta Santanicchia (INAPP).....	275
Formative Assessment Practices to "Leave No Student Behind": an Experiment to Enhance Text Comprehension Abilities in the Lower Secondary School.....	276
Elisa Guasconi (University of Bologna, Italy).....	276
Formative Assessment in Preschool for Inclusive Education.....	277
Iolanda Sara Iannotta (University of Salerno, Italy) · Roberta Scarano (University of Salerno, Italy) · Alessia Notti (University of Salerno, Italy).....	277
Feedback in Classroom Action in the Italian School Context: a Scoping Review.....	278
Antonella Mastrogiovanni (INVALSI, Italy) · Rita Marzoli (INVALSI, Italy).....	278
<b>D.08. School to Work Programs: an opportunity for social justice?.....</b>	<b>279</b>
The PTSOs as a Multi-objective Training Tool. The Case of Ischia.....	279
Amalia Caputo (Università degli studi di Napoli Federico II, Italy) · Lucia Esposito (Università degli studi di Napoli Federico II, Italy).....	279
Organizational Challenges And Training Effectiveness Of School-To-Work Alternance In Italy: The Point Of View Of External Tutors.....	280
Alessandra Decataldo (University of Milano-Bicocca, Italy) · Sara Recchi (University of Milano-Bicocca, Italy) · Valentina Pacetti (University of Milano-Bicocca, Italy).....	280
The (re)production of Social Inequalities Through the Lens of PCTOs: Micro-macro Mechanisms for Project Adhesion and Evaluation of Experience.....	281
Antonio Fasanella (Sapienza University Rome, Italy) · Maria Paola Faggiano (Sapienza University Rome, Italy) · Veronica Lo Presti (Sapienza University Rome, Italy) · Drazio Giancola (Sapienza University Rome, Italy) · Fiorenzo Parziale (Sapienza University Rome, Italy) · Michela Cavagnolo (University of Rome "Foro Italico") · Maria Dentale (National Research Council of Italy).....	281
Governance Challenges in School-to-work Programs: Exploring PTSOs in Italy.....	282
Paola Giannoni (University of Genoa, Italy) · Mauro Palumbo (University of Genoa, Italy) · Valeria Pandolfini (University of Genoa, Italy) · Claudio Torrigiani (University of Genoa, Italy) · Graziella Arazzi (Istituto Italiano di Bioetica, Liguria).....	282
Dual Pathways Within The Technical-Professional Training System: An Effective Educational Policy.....	283
Christian Poggi (INAPP, Italy) · Francesca Penner (INAPP, Italy) · Andrea Carlini (INAPP, Italy).....	283
Educational and Company Tutors' Role in Enhancing Self-Efficacy in School-to-Work Programs.....	284
Donatella Poliandri (INVALSI, Italy) · Grazia Graziosi (INVALSI, Italy) · Graziana Epifani (INVALSI, Italy).....	284
<b>D.09. Translating the UNESCO "new social contract for education" into different realities.....</b>	<b>285</b>
Scuola Diffusa (Widespread School) in Reggio Emilia and its Effect on Teaching Methodologies and Classrooms Relations.....	285
Michele Campanini (Officina Educativa – Comune di Reggio nell'Emilia, Italy) · Chiara Bertolini (Università di Modena e Reggio Emilia) · Laura Landi (Università di Modena e Reggio Emilia).....	285

Interprofessional Experiences To Overcome Some Potential Inequalities In Learning Context.....	286
Giuseppina Cannella (INDIRE, Italy).....	286
RETI Project: Innovative Processes Toward Educational Communities.....	287
Irene Culcasi (LUMSA University, Italy) · Maura Benedetti (LUMSA University, Italy) · Marcello Tellini (Social Services of the Municipality of Porto Torres, Italy) · Italo Fiorin (LUMSA University, Italy).....	287
For a Sustainable Idea of Scuola Diffusa (Widespread School): Meanings, Practices and Characteristics.....	288
Paola Damiani (University of Modena and Reggio Emilia, Italy) · Moises Esteban Guitart (Universidad de Girona, Spain) · Edgar Iglesias Vida (University of Modena and Reggio Emilia, Italy) · Laura Landi (Universidad de Girona, Spain).....	288
Bridging the Gap.Implementing Inner Areas Governance in Education. A Case Study of the Territorial Educational Pact of Casentino.....	289
Luca Grisolini (University of Study of Florence, Italy) · Giovanna Del Gobbo (University of Study of Florence, Italy) · Francesco De Maria (University of Study of Florence, Italy) · Giulia Biagi (University of Study of Florence, Italy).....	289
Why the Cooperation Between Universities and Communities is Needed for the Sustainable Society? Recommendations from the Projects ESDEUS and EUCUL.....	290
Ewa Anna Kurantowicz (University of Lower Silesia, Poland) · Adrianna Maura Nizinska (University of Goteborg, Sweden).....	290
Community Educational Pacts in Italy: An Interpretation of UNESCO's New Social Contract for Education?.....	291
Rita Locatelli (Università Cattolica del Sacro Cuore, Milano, Italy).....	291
Social Educational Contract and Educational Pacts in Italian Schools. Formats and Impact Indicators.....	292
Giuseppina Rita Jose Mangione (INDIRE, Italy) · Stefania Chipa (INDIRE, Italy) · Rudi Bartolini (INDIRE, Italy) · Chiara Zanoccoli (INDIRE, Italy).....	292
Sustainable Educational Alliances: A Comprehensive Approach To Addressing Inequalities.....	293
Maria Sole Piccioli (ActionAid Italia, Italy) · Luca Andrea Fanelli (ActionAid Italia, Italy).....	293
Examining the Role of Global Citizenship Education in the Context of Unesco's Recent Report and Recommendation.....	294
Massimiliano Tarozzi (University of Bologna, Italy).....	294
<b>D.10. Universities' Public Engagement and Social Justice.....</b>	<b>295</b>
Reframing university. Impact and Relational Value in the High-education System.....	295
Valentina Martino (Sapienza University of Rome, Italy) · Lucia D'Ambrasi (Sapienza University of Rome, Italy) · Paolo Brescia (Sapienza University of Rome, Italy) · Vytautas Beniušis (Vilniaus universitetas).....	295
The Growing Of Public Engagement Initiatives As Symptom Of Universities' Changing Functions.....	296
Roberto Moscati (Università di Milano Bicocca, Italy) · Barbara Gruning (Università di Milano Bicocca, Italy).....	296
The Social Mission of a Southern University: Stories Worth Telling.....	297
Emanuela Pascuzzi (University of Calabria, Italy) · Stefania Chimenti (University of Calabria, Italy).....	297
The Charm of the Elusive: The Third Mission Between Imagination and Normativity.....	298
Giorgia Riconda (University of Milan Bicocca, Italy) · Simone Tosi (University of Milan Bicocca, Italy).....	298
The Transformative Mission Of Universities: Personal Trajectories And Institutional Drivers of Community Engaged Scholarship.....	299
Andrea Vargiu (Università degli Studi di Sassari, Italy) · Emanuela Reale (CNR – Consiglio Nazionale delle Ricerche, Italy) · Valentina Ghibellini (Università degli Studi di Sassari, Italy) · Andrea Spinello (CNR – Consiglio Nazionale delle Ricerche, Italy).....	299

## **STREAM E. Teaching, Learning, and Professionalism.....** 300

### **E.01. Adult education for social justice: is teaching to transgress still possible?.....** 300

Football and War – Transformative Adult Education as a Transgressive Counter Narrative to Extremism and the Role of Women.....	300
Alex Alexandrou (Freelance Academic, United Kingdom).....	300
In Dialogue with the Children. First Outcomes of a Teacher Training Course About Dialogic Inquiry in the Clas-	

sroom.....	301
Sara Baroni (Free University of Bolzano, Italy) · Laura Parigi (INDIRE) · Alessandro Gelmi (Free University of Bolzano, Italy) · Valerio Rigo (Free University of Bolzano, Italy).....	301
Towards Authenticity: The Narrative Structure of the Hero's Journey as an Educational Method to Find Freedom and Security Within.....	302
Sofia Nicolosi (Università di Catania, Italy).....	302
Student Belonging, Engagement And Success: A Critical Theory Perspective.....	303
Sarah O Shea (Charles Sturt University, Australia) · Karen Gravett (University of Surrey, UK).....	303
Critical Professional Learning: Learning For, About and Against Work.....	304
Howard Stevenson (University of Nottingham, United Kingdom).....	304
<b>E.02. Call To Action: Narratives of Experience Amidst Transformative Possibilities in Teacher Education Programs.....</b>	<b>305</b>
Women, Leadership, and Barriers.....	305
Darlene Ciuffetelli Parker (Brock University, Canada).....	305
LGBTQ2S+ Lens within Teacher Education.....	306
Dane Marco Di Cesare (Brock University, Canada).....	306
Unraveling Equity Through Metaphors.....	307
Steven Khan (Brock University, Canada).....	307
Teacher Education and Social and Emotional Learning: Experiences of Specialized Teachers on socio-emotional skills.....	308
Antonello Mura (Università degli Studi di Cagliari, Italy) · Asja Mallus (Università degli Studi di Foggia, Italy) · Daniele Bullegas (Università degli Studi di Cagliari, Italy).....	308
AI and Student Assessment Systems: Policy Options for Excellence in Equity Opportunities.....	309
Louis Volante (Brock University, Canada).....	309
<b>E.03. Enhancing Equity and Inclusion through Classroom Assessment.....</b>	<b>310</b>
The Role of the Explicit and the Implicit in Teacher Training: The Case of Emergency Remote Teaching.....	310
Marco Giganti (Catholic University of the Sacred Heart, Italy).....	310
Increasing Schools' Readiness to implement Digital Formative Assessment. Experimental Evidence from Five EU Member States.....	311
Sonia Marzadro (FBK-IRVAPP, Italy) · Davide Azzolini (FBK-IRVAPP, Italy).....	311
Assessment and Achievement in the Field of Tension between Equity, Inclusion, Differences and Differentiation.....	312
Serafina Pastore (University of Bari, Italy) · Simone Seitz (University of Bozen, Italy).....	312
Synchronous Self-assessment: Pending Needs and Challenges for Change in Classroom Assessment at Compulsory Education.....	313
Ana Remesal (Universitat de Barcelona, Spain) · Flor Guadalupe Estrada (Universitat de Barcelona, Spain).....	313
The Special Needs Assessment Procedure in Germany between the 1950s and 1970s – Reliably Questionable "doing difference".....	314
Lisa Sauer (University of Erfurt, Germany) · Michaela Vogt (University of Bielefeld, Germany) · Agnes Pfrang (University of Erfurt, Germany).....	314
<b>E.05. Mediology of education.....</b>	<b>315</b>
The Bluey Version. A Cartoon Between Mediology, Educational Processes and Imagination.....	315
Alfonso Amendola (DISA-MIS, Università di Salerno, Italy) · Martina Masullo (POLICOM, Università di Salerno, Italy) · Emiliana Mangone (POLICOM, Università di Salerno, Italy).....	315
Matters Of Touch: Body, Space And Movement In School Structures Of The New Digital Manual Skills.....	316
Mario Garzia (Università degli studi di Cagliari, Italy).....	316
Coding and Public Speaking: Old Soft Skills For A New Challenging Digital World.....	317
Elisabetta Gola (Università degli studi di Cagliari, Italy) · Stefano Federici (Università degli studi di Cagliari, Italy).....	317
The Specter of Intelligence. Creativity and Generativity for Post-media Education.....	318
Stefano Moriggi (Università degli Studi di Modena e Reggio Emilia, Italy) · Mario Pireddu (Università degli Studi della Toscana).....	318
Four Paths for a Mediology of Education.....	319
Giovanni Ragone (Università di Roma La Sapienza) · Donatella Capaldi (Università di Roma La Sapienza).....	319
Potential And Limits Of Educational Mediation With Digital Storytelling.....	320

Angela Spinelli (Università di Roma Tor Vergata, Italy).....	320
<b>E.06. Models and methods to contrast school inequalities and students' dropout. Teaching skills and teacher professional identity.....</b>	<b>321</b>
Students as Researchers: Promoting Their Active Role in University Education.....	321
Giulia Barbisoni (Università degli studi di Perugia, Italy) · Diego Izzo (Università degli studi di Perugia, Italy) · Federico Batini (Università degli studi di Perugia, Italy) · Giulia Toti (Università LUMSA di Roma, Italy).....	321
What Role Does "sociology of Learning Inequalities" Play in French Primary School Teachers' Initial Training?.....	322
Claire Benveniste (INSPE de Créteil – UPEC, France).....	322
An Integrated Initial Training to Reduce Inequalities: What Effects on Teachers' Practices and Discourses During the First Years of Teaching?.....	323
Claire Benveniste (UPEC, France) · Silvia Lopes da Silva Macedo (UPEC, France) · Julien Netter (UPEC, France).....	323
Professional Development of Teachers and Inclusive Teaching: Development of a Formative Self-Assessment Tool.....	324
Letizia Capelli (Università di Modena e Reggio Emilia, Italy) · Paola Damiani (Università di Modena e Reggio Emilia, Italy).....	324
Self-narrative as an Orientation Tool aimed at promoting the Professional Development of Specialized Teachers: Results of a Qualitative Study.....	325
Giusi Castellana (Università di Roma Tre, Italy) · Martina Lippolis (Università di Roma Tre, Italy) · Benedetta Turco (Università di Roma Tre, Italy).....	325
Lesson planning with Universal Design for Learning in grades 1-8: A 'training-and-action' research for teachers' professional development.....	326
Anna Frizzarin (Free University of Bozen-Bolzano, Italy) · Silvia Dell'Anna (Free University of Bozen-Bolzano, Italy).....	326
An Experience of Collaborative Action Research with Lower Secondary School Teachers in Turin on the Didactics of Writing.....	327
Charlotte Kohlloffel (Università degli studi di Torino, Italy).....	327
Triggering a Virtuous Cycle: Enhancing Argumentative Abilities in SFP Students to Enhance their Academic Success and Professional Development.....	328
Laura Landi (University of Modena and Reggio Emilia, Italy) · Beatrice Battilani (University of Modena and Reggio Emilia, Italy) · Mariaelena Favilla (University of Modena and Reggio Emilia, Italy) · Michela Maschietto (University of Modena and Reggio Emilia, Italy).....	328
The Training School of Maestri di Strada "Carla Melazzini": a teachers participatory action research.....	329
Santa Parrello (University of Naples "Federico II", Italy) · Elisabetta Fenizia (University of Naples "Federico II", Italy) · Filomena Carillo (Association non-profit Maestri di Strada, Naples, Italy) · Lucia Irene Porzio (Association non-profit Maestri di Strada, Naples, Italy) · Cesare Moreno (Association non-profit Maestri di Strada, Naples, Italy).....	329
Montessori Lower Secondary Education: The Experience Of I.C. R. Massa Against School Dropout.....	330
Milena Piscozzo (IC Riccardo Massa Milano, Italy) · Flavia Fornili (IC Riccardo Massa Milano, Italy).....	330
Teaching Innovation in Secondary Schools in Supporting Study and Text Processing Skills.....	331
Lucia Scipione (Università di Modena e Reggio Emilia, Italy).....	331
Building an Inclusive School. The Role of Teachers in Combating School Dropout of Roma and Sinti Students.....	332
Maria Teresa Tagliaventi (University of Bologna, Italy).....	332
Teachers' Professional Identity: An Exploratory Study With In Service And Preservice Teachers.....	333
Agnese Vezzani (University of Modena and Reggio Emilia) · Lucia Scipione (University of Modena and Reggio Emilia) · Chiara Bertolini (University of Modena and Reggio Emilia).....	333
<b>E.07. Practices and perspectives of self-reform in university teaching.....</b>	<b>334</b>
Leaving for Staying: The Internationalization Imperative and Its Implications for Precarious Researchers in the Italian Academia.....	334
Monia Anzivino (University of Trento, Italy) · Barbara Poggio (University of Trento, Italy).....	334
Training Faculty Members in Universal Design For Learning: A Necessary Path To A More Inclusive Education.....	335
Rafael Carballo (Universidad de Sevilla, Spain) · Anabel Moriña (Universidad de Sevilla, Spain).....	335
'Being The Weird One': Making Room For Self-reform Within The University.....	336
Lauren Beth Clark (University College London, United Kingdom).....	336
Fostering Socially Just Care in Digital Communities The Case of Two Alternative Academic Spaces.....	337
Giulia Ganugi (University of Bologna, Italy) · Eleonora Marocchini (Institute for Globally Distributed Open Research and Education - IGDORE).....	337
Training of PhD students in Education in Italy: Phd students' in Education in the Contemporary Society of Milan-Bicocca lived experience.....	338

Giulia Lampugnani (University of Milano Bicocca, Italy).....	338
Reforming (and Teaching?) Through Metaphors: from the Good to the New University.....	339
Andrea Lombardinilo (Gabriele d'Annunzio University, Chieti-Pescara, Italy) · Paolo Brescia (Sapienza University of Rome).....	339
Quality of Teaching: Developing Teachers' Skills to Improve Students Learning and Participation.....	340
Giorgia Pasquali (University of Macerata) · Francesco De Maria (University of Florence) · Giovanna Del Gobbo (University of Florence) · Marta Pampaloni (University of Florence).....	340
Metaphors of Community of Inquiry in Flipped Learning: Mixed-method Exploration to Unveil Student Perspectives and Navigate Innovation in Higher Education.....	341
Giuseppe Carmelo Pillera (Università degli studi di Catania, Italy) · Raffaella Carmen Strongoli (Università degli studi di Catania, Italy).....	341
Strengthening University Teaching through Faculty Development: Strategies to Reduce the Gap between Research and Teaching in the Italian University.....	342
Luca Refrigeri (Università del Molise, Italy) · Lucia Mentore (Università del Molise, Italy) · Noemi Russo (Università del Molise, Italy).....	342
Researching and Teaching in the Fast Lane of Academic Life. A Race against Time.....	343
Martina Visentin (University of Padova, Italy) · Drazio Giancola (University of Rome "Sapienza").....	343
<b>E.09. Working at school. Career pathways, professional deontology, professional relationships and identities in the face of social justice.....</b>	<b>344</b>
"We Lost the Fragile Subjects, the Broken Ones". Principals and Technologies, Between Opportunities and Risks: Lessons Learnt from the Pandemic.....	344
Claudia Andreatta (IUSVE – Istituto Universitario Salesiano Venezia, Italy) · Maria Chiara Gianfriglia (IUSVE – Istituto Universitario Salesiano Venezia, Italy) · Luciana Rossi (IUSVE – Istituto Universitario Salesiano Venezia, Italy).....	344
Why Work At School? From The Meaning Of School Work To The Teaching Profession.....	345
Anne Barrere (Université Paris Cité, France).....	345
Who Does Want to Teach? Heterogenous Motivations to Teach Revealed by the "Messa a Disposizione", an Extraordinary Recruitment.....	346
Ivan Blancato (Università degli Studi di Milano Bicocca, Italy) · Gianluca Argentin (Università degli Studi di Milano Bicocca, Italy).....	346
Teachers Unfairly Accused ? Inclusive School And The Treatment Of Educational Inequalities In French Primary Schools.....	347
Frédéric Charles (Université de Picardie Jules Verne, CURAPP-ESS, France) · Serge Katz (Université de Picardie Jules Verne, CURAPP-ESS, France) · Florence Legendre (Université de Reims Champagne Ardenne, CEREP, France).....	347
The Difficult Role of the Teacher Between Burnout, Professional Ethics and Community.....	348
Giorgia Coppola (University of Palermo, Italy).....	348
Training Teachers And Senior Educational Advisors To Fight Against Social And Gender Inequalities: The Case Of French Vocational Schools.....	349
Christelle Dormoy (Lille University, CIREL-RECIFES, CRESPPA-CSU, France) · Emilie Saunier (Franche-Comté University, ELLIADD, IREDU, France).....	349
Empowering Diversity: Teachers With SLD Improving Primary Education In Italy.....	350
Dario Ianes (Centro Studi Erickson, Italy) · Benedetta Zagni (Centro Studi Erickson, Italy; Università degli Studi di Padova) · Sofia Cramerotti (Centro Studi Erickson, Italy).....	350
The Pedagogue: Professional Paths Between Private, Public, and Cooperative Sectors.....	351
Antonello Podda (University of Cagliari, Italy).....	351
Organizational Work Context And Inclusive Teaching Practices: A Survey Of Teachers' Perceptions.....	352
Irene Stanzione (Sapienza Università di Roma, Italy) · Marianna Traversetti (Sapienza Università di Roma, Italy) · Sara Germani (Sapienza Università di Roma, Italy).....	352
Becoming Senior Educational Advisors: How Knowledge Defines Professional Identity During the Recruitment Process.....	353
Marianne Woollven (Université Clermont-Auvergne, France) · Emilie Saunier (Université de Franche Comté, France).....	353

## **STREAM F. Civicness, Citizenship, and Intercultural Education.....354**

### **F.01. Comparative studies of citizenship education.....354**

Understanding Gender Inequality In Political Self-efficacy In Early Adolescents: Different Measures, Different Gen-

der Gaps.....	354
Bryony Hoskins (Roehampton University, United Kingdom) · Diego Carrasco (Centro de Medición MIDE UC, Escuela de Psicología, Pontificia Universidad Católica de Chile).....	354
Decolonial Possibilities and Challenges for Global Citizenship Education in Secondary Education in Italy and Portugal: a Comparative Literature Review.....	355
Carla Inguaggiato (University of Bologna, Italy) · Marta Da Costa (University of Manchester, UK) · Francisco Silvia (University of Aveiro, Portugal).....	355
The Education for Democracy Index: Measuring and Assessing the Democratic Performance of Education Systems.....	356
Jan Germen Janmaat (UCL, United Kingdom) · Adrian Arellano (UCL, United Kingdom).....	356
Profiles of Attitudes Toward Gender Equality among Latin American Adolescents.....	357
Natalia López-Hornickel (University of Bath, United Kingdom) · Andrés Sandoval-Hernández (University of Bath, United Kingdom).....	357
The Conceptualization of Rational and Affective Political Trust among Adolescents.....	358
Linde Stals (KU Leuven, Belgium).....	358
<b>F.02. Democracy or meritocracy. The effects in the education system.....</b>	<b>359</b>
Valuing Merit for a Democratic Education.....	359
Andrea Casavecchia (Università degli Studi di Roma Tre, Italy).....	359
Exploring Meritocratic Beliefs in Italy: Perceptions, Preferences, and the Role of Education.....	360
Giulia Ciancimino (Università degli Studi di Roma Tre, Italy).....	360
Democracy Through Meritocracy: A Reflection over Tertiary Education.....	361
Daniela Sideri (Università G. D'Annunzio di Chieti-Pescara, Italy).....	361
Forced Meritocracy as a Way of Democratization: How to (re)build the higher education in Russia?.....	362
Roman Smirnov (Freie University Berlin, Germany).....	362
Paradox and Rhetoric of Meritocracy in the Age of the Crisis of Democracy.....	363
Andrea Velardi (University of Messina; Xenophon College London).....	363
Internationalisation of School Education in Italy.....	364
Mattia Baiutti (Fondazione Intercultura, Italy) · Roberto Ruffino (Fondazione Intercultura, Italy).....	364
<b>F.03. Democratic culture and the internationalisation of school education.....</b>	<b>365</b>
Empowering Teachers towards Automatic Recognition: Evaluation of a Training Model for Assessing Pupils' Transversal Competences Developed via Long-term Individual Mobility.....	365
Marta Kowalczyk-Waledziak (University of Białystok, Poland) · Elisa Briga (European Federation for Intercultural Learning) · Mattia Baiutti (Fondazione Intercultura).....	365
Student Leadership from Primary to Middle School: Fostering Well-being, Inclusion, and Civic Skills.....	366
Anton Giulio Maglione (Istituto Comprensivo Espazia, Italy) · Mariangela Francucci (Istituto Comprensivo Espazia, Italy).....	366
Building Citizenship at School Through an International Perspective. An Exploratory Case Study at a Faculty of Education in Switzerland.....	367
Andrea Plata (Scuola Universitaria Professionale della Svizzera Italiana - SUPSI) · Giusi Boaretto (Scuola Universitaria Professionale della Svizzera Italiana - SUPSI; Libera Università di Bolzano-Bozen) · Marco Lupatini (Scuola Universitaria Professionale della Svizzera Italiana - SUPSI) · Sonia Castro (Scuola Universitaria Professionale della Svizzera Italiana - SUPSI).....	367
Citizenship Education and International Pupil Mobility as tools for social justice.....	368
Giuseppe Ricotta (Sapienza Università di Roma, Italy) · Eleonora Clerici (Università di Pavia) · Valeria Damiani (LUMSA Università, Roma) · Leonardo Piroccoli (IREF - Istituto di Ricerche Educative e Formative) · Pietro Valentini (ISTAT - Associazione 'Per Scuola Democratica').....	368
<b>F.04. Educating for Responsible Digital Transformation.....</b>	<b>369</b>
Digital Literacy: Linguistic and Technological Knowledge for Education and Social Justice.....	369
Chiara Benedetta Sofia Bertelli (Università di Pavia, Italy).....	369
Longitudinal Effect of Early Digital Experiences on Standardized Learning Outcomes During School Career.....	370
Marco Gui (University of Milano-Bicocca, Italy) · Giovanni Maria Abbiati (University of Brescia, Italy) · Chiara Respi (University of Milano-Bicocca, Italy) · Sofia Ercolani (University of Milano-Bicocca, Italy) · Tiziana Pirola (University of Milano-Bicocca, Italy).....	370
Digital Transformation Through Non-digital Game-based Learning.....	371
Fride Haram Klykken (SLATE, University of Bergen, Norway).....	371
Countering "Hate Speech" In The Digital Era Through A Pedagogical-Philosophical Approach In Teaching Practice.....	372

Arianna Marci (Università degli Studi di Genova, Italy).....	372
Algorithmic Critical Intelligence and Artificial Intelligence: Educating in and to Digital Transformation.....	373
Giorgio Poletti (Università degli Studi di Ferrara, Italy).....	373
Navigating Emergent Media in Education – the Case of Interactive Digital Narratives.....	374
Michael Schlauch (HU Berlin, Germany).....	374
Artificial Intelligence and Inclusive Education. A Critical Look from a Pedagogical Perspective.....	375
Cathrine E. Tømte (University Of Agder, Norway) · Silvia Zanazzi (Università degli Studi di Ferrara, Italy).....	375
Talking About Digital Citizenship.....	376
Giovambattista Trebisacce (Università della Calabria, Italy).....	376
<b>F.05. Intercultural natives: how to promote the citizenship starting from early childhood education and care.....</b>	<b>377</b>
In-service Training To Support An Integrated Education In Contexts Of Social Marginalization.....	377
Monica Amadini (Università Cattolica del Sacro Cuore, Italy) · Sara Damiola (Università Cattolica del Sacro Cuore, Italy) · Annalisa Pasini (Università Cattolica del Sacro Cuore, Italy).....	377
Ethical Awareness: a Cross-cutting Element in the Intercultural Skills of Early Childhood Educators.....	378
Marco Iori (Università di Modena e Reggio Emilia, Italy).....	378
Social Representations and Intercultural Perspectives in the Initial Training of Ecec Workforce. An Exploratory Study at the University of Parma.....	379
Elena Luciano (University of Parma, Italy) · Luana Salvarani (University of Parma, Italy).....	379
Good Intercultural Practices in Early Childhood: three Case Studies in Comparison.....	380
Veronica Riccardi (Università Roma Tre, Italy) · Lisa Stillo (Università Roma Tre, Italy) · Alessandra Casalbore (Università Roma Tre, Italy) · Giorgia Meloni (Università Roma Tre, Italy).....	380
<b>F.06. Interculturality, Education and Active Citizenship.....</b>	<b>381</b>
Inhabiting The Liminal, Disrupting The Conventions: Music And Political Activism As Transformative Experiences For Migrants' Descendants.....	381
Sara Khatab (University of Pavia, Italy).....	381
Political Knowledge And Generalised Prejudice Of Students In Different Educational Programmes.....	382
Jelena Matic Bojic (Institute for Social Research in Zagreb, Croatia) · Kosta Bovan (Faculty of Political Sciences, University of Zagreb, Croatia).....	382
European Union of Values: Civil Society Integration Through a Table Game Played with Asylum Seekers and Teachers in Training.....	383
Roberta Medda (EURAC, Italy) · Doris Kofler (Faculty of Education, Unibz, Italy) · Andrea Carlà (EURAC, Italy).....	383
Managing Cognitive Dissonance in the Pluralistic School: Towards a Non-Neutral Education.....	384
Daniele Parizzi (Università di Torino, Italy).....	384
From Integration To Inclusion: Educational Paths For A Multicultural Society.....	385
Laura Pinna (University of Sassari, Italy).....	385
The Development of Pre-Service Teachers' Civic Education Cognition During Teacher Training.....	386
Emilie Vandeveldt (KU Leuven, Belgium).....	386
<b>F.07. Migrations, coexistence, intercultural education: the pedagogical challenges for the global citizenship.....</b>	<b>387</b>
'Carta di Rebbio': Case-Study on a Social Network of Solidarity for Migrants in Transit.....	387
Francesca Audino (Università degli Studi Sapienza di Roma, Italy).....	387
SONRIE: SOcial eNtertaining Robotics for Intercultural Education in Early Childhood Early Childhood Education Services and in Nursery school.....	388
Alessia Bartolini (Università degli Studi di Perugia, Italy) · Maria Filomia (Università degli Studi di Perugia, Italy) · Marco Milella (Università degli Studi di Perugia, Italy) · Carmine Recchiuto (Università degli Studi di Genova, Italy) · Antonio Sgorbissa (Università degli Studi di Genova, Italy) · Alice Nardelli (Università degli Studi di Genova, Italy) · Lucrezia Grassi (Università degli Studi di Genova, Italy).....	388
Beyond Inclusion. Coexistence and Ideology between educational fieldwork and pedagogical supervision.....	389
Lavinia Bianchi (Università degli Studi di Roma Tre) · Alessandro D'Antone (Università degli Studi di Modena e Reggio Emilia).....	389
Inter-action: interculture, Second Language and non-formal education.....	390
Aurora Bulgarelli (Roma Tre University, Italy).....	390
Theoretical Insights on the Intercultural Paradigm Based on a Systematic Review of Italian Social Work Literature	

Using the PRISMA Model.....	391
Chiara Cocchi (Università degli Studi di Genova, Italy).....	391
“Intercultural Kinscripting”. Preteens with Migration Background Building Intergenerational Relationships and Belonging in the Local Community.....	392
Sara Damiola (Università Cattolica del Sacro Cuore, Italy).....	392
Origin-related Inclusion and Exclusion in Educational Institutions – The Need for Diversity-Sensitive Education in the Migration Society.....	393
Barbara Gross (Chemnitz University of Technology, Germany).....	393
Civic Education Impact: Unveiling Trends in Student Attitudes Toward Immigrants in Slovenia Through ICCS Analysis.....	394
Špela Javornik (Educational Research Institute, Slovenia).....	394
Conceptions and Orientations of Italian Primary School Teachers Concerning the Management of Cultural and Religious Pluralism in Schools.....	395
Daniele Parizzi (Università di Torino).....	395
Introducing Global Citizenship Education in Secondary Schools Through Civic Education an Analysis of International Policy Documents.....	396
Annalisa Quinto (Università di Bologna, Italy) · Massimiliano Tarozzi (Università di Bologna, Italy) · Marcella Milana (Università di Verona, Italy).....	396
How Teachers at School Should Promote Coexistence and Global Citizenship: Prejudices and Power as a Limit.....	397
Lavinia Pia Vaccaro (Università di Enna Kore, Italy).....	397
<b>F.08. Prison (Higher) Education as a Tool to Enhance Social Justice.....</b>	<b>398</b>
Empowering Inmates Through Literacy Education: Challenges, Opportunities, and Strategies for Effective Engagement in the Prison Setting.....	398
Emanuela Assenzio (University of Verona, Italy).....	398
Gap – Graffiti Art in Prison. Experiences and Creative Process in and out of Prison.....	399
Laura Barreca (Accademia di Belle Arti di Catania).....	399
Disruptive Subjects. The Use of Diagnosis as an Effect of the Lack of Pedagogical Analysis on the School Dispositif.....	400
Veronica Berni (Università degli studi di Milano – Bicocca, Italy).....	400
Advancing Equity and Democratization in Prison-based Higher Education.....	401
Luca Decembrotto (University of Bologna, Italy) · Roberta Caldin (University of Bologna, Italy).....	401
Why is there a Lack of Education in Female Prisons? An Italian Overview.....	402
Giulia Di Donato (University of Milan, Italy).....	402
Teaching In Prisons : An Activity To (Re)Socialize Inmate-Learner.....	403
Jeanne Gavard-Veau (IREDU (Université de Bourgogne, France).....	403
University And Prison Wives: Insights From Qualitative Research On University Prison Poles In Tuscany.....	404
Renata Leardi (Università di Pisa, Italy).....	404
Against the “Academic-Dispositif”: Higher Education in Prison Settings as Knowledge Co-Production.....	405
Lucrezia Sperolini (University of Westminster, United Kingdom).....	405
<b>STREAM G. Diversity and Inclusion in the Educational Field.....</b>	<b>406</b>
<b>G.01. Adoption and Foster Care: Analysis, Reflections and Best practice on Equality and Social Justice at School and in the Educational System.....</b>	<b>406</b>
The Experience of School Victimization Among Adolescent Adoptees.....	406
Laura Ferrari (Università Cattolica di Milano, Italy) · Sonia Ranieri (Università Cattolica di Milano, Italy) · Rosa Rosnati (Università Cattolica di Milano, Italy) · Simona Caravita (University of Stavanger, Norway).....	406
Open Adoption: Educational Remarks And Pedagogical Proposals on the Recent Jurisprudential Orientation of the Constitutional Court (sentence 183/2023).....	407
Angela Muschitiello (Università degli Studi di Bari, Italy) · Michele Corriero (Università degli Studi di Bari, Italy).....	407

Meeting The Educational Needs Of Adopted Children: The Contribute Of The School Climate.....	408
Cinzia Novara (University of Palermo, Italy).....	408
Countering Stereotypes And Prejudices About Family Foster Care.....	409
Paola Ricchiardi (Università di Torino, Italy).....	409
Residential Foster Care Homes As Tools For Social Equity And Empowerment.....	410
Chiara Scivoletto (University of Parma, Italy) · Stefania Fucci (University of Parma, Italy) · Matteo Davide Alodi (University of Parma, Italy) · Irene Valotti (University of Parma, Italy).....	410
<b>G.02. Being well at school: equity between well-being orientation and student-centred pedagogy.....</b>	<b>411</b>
The Space and Time of Relationship in School: the Experience of Scuola-Città Pestalozzi.....	411
Valeria Angelini (Università degli Studi di Firenze, Italy) · Matteo Bianchini (Scuola-Città Pestalozzi, Firenze).....	411
Teachers' Perceptions of Well-being at School: Liminal Spaces and Stretched Times, Between Play and Learning.....	412
Francesca Berti (Free University of Bolzano/Bozen, Italy) · Giulia Consalvo (Free University of Bolzano/Bozen, Italy) · Simone Seitz (Free University of Bolzano/Bozen, Italy).....	412
Using Perekhivanie in Autobiographical Memory Activities Within the Class Group.....	413
Stefano Costantini (Università degli studi di Firenze, Italy).....	413
Bringing Education Back to School: An Action Research Project to Strengthen Teacher Professionalism and Avoid the Medicalisation of Schooling.....	414
Valerio Ferrero (University of Turin, Italy) · Anna Granata (University of Milan-Bicocca, Italy).....	414
Listening Silent Voices: an Investigation into Student Voice Approach to Promote Inclusiveness and Students Well-being.....	415
Federica Festa (Università degli Studi di Torino, Italy) · Alice Di Leva (Università degli Studi di Torino, Italy).....	415
The Writing Workshop as a Student Centered Approach: Strengths and Weaknesses.....	416
Charlotte Kohlloffel (Università degli studi di Torino, Italy).....	416
Challenges in Inclusive Education: A Case Study of Young Carers in Rural Kenya.....	417
Frashia Ndungu (University of Modena and Reggio Emilia) · Roberta Mineo (University of Modena and Reggio Emilia).....	417
The Children of Mixed Couples in the Postdigital Age: When Digital and Intercultural Competences Come Together.....	418
Stefano Pasta (Catholic University of the Sacred Heart of Milan, Italy) · Michele Marangi (Catholic University of the Sacred Heart of Milan, Italy).....	418
Help! Where Do I Start? The Starting Phase of School Writing: How To Overcome the Fear Of The Blank Page.....	419
Manuela Roccia (Università degli Studi di Torino, Italy).....	419
The Contribution Of Complexity Epistemology To A Critical Analysis Of The "Child At The Center" Pedagogical Imperative.....	420
Letizia Rota (University of Verona, Italy).....	420
Equity, Justice, Inclusion at Schools.....	421
Giorgia Ruzzante (Università di Bologna, Italy).....	421
Wellbeing at School Between Different Languages and Family Cultures.....	422
Silvia Sardella (Università di Torino, Italy).....	422
Adolescents, Well-being and Media Practices. Analysis of Students' Experiences in the Metropolitan City of Bologna.....	423
Alessandro Soriani (University of Bologna, Italy) · Paolo Bonafede (University of Trento, Italy) · Elena Pacetti (University of Bologna, Italy).....	423
Philosophy for Children, Character Skills and Well-being in the Classroom.....	424
Federico Zamengo (Università di Torino, Italy) · Nicolò Valenzano (Università di Milano, Italy).....	424
<b>G.03. Cultural paradigms and pedagogical strategies for an inclusive school.....</b>	<b>425</b>
Design of School Contexts and an Inclusive Curriculum According to the Universal Design for Learning Approach.....	425
Maria Antonietta Augenti (Università degli Studi di Bologna, Italy).....	425
Cultural Paradigms. Building on the Linguistic and Educational Dynamics Proposed by Russell.....	426
Enrico Boccialesi (University of Urbino 'Carlo Bo', Italy).....	426
Cognitive Disabilities And Personalised Learning: The Case Study Of The Agenzia Formativa Of The Province Of Varese.....	427
Francesca Brognoli (Agenzia Formativa della Provincia di Varese, Italy) · Alessandro Curti (Agenzia Formativa della Provincia di Varese, Italy) · Daniela Martarelli	

(Agenzia Formativa della Provincia di Varese, Italy).....	427
Individual Educational Plans as Pedagogical Strategy to Realise Inclusion? A Multiple-case Study on the Relationship Between Individual and Class Planning.....	428
Silver Cappello (Competence Centre for School Inclusion, Free University of Bolzano-Bozen) · Heidrun Demo (Competence Centre for School Inclusion, Free University of Bolzano-Bozen) · Petra Auer (Faculty of Education, Free University of Bolzano-Bozen) · Rosa Bellacicco (University of Turin) · Anna Frizzarin (Competence Centre for School Inclusion, Free University of Bolzano-Bozen).....	428
The Individualized Strategy for an Inclusive School.....	429
Silvia Fioretti (Università di Urbino, Italy).....	429
Participation of Students with Disabilities in Education, Training and Labour Systems: an Issue of Equal Opportunities.....	430
Ivana Guzzo (INAPP, Italy).....	430
Rethinking Education: A Three-Dimensional Approach in the Context of Contemporary Challenges.....	431
Patrizia Lotti (INDIRE, Italy; EIDUNED, Spain).....	431
Bridging Theory and Practice: The Role of Training of Trainers in Promoting Inclusive Education.....	432
Alessandro Monchietto (University of Turin, Italy) · Cecilia Marchisio (University of Turin, Italy).....	432
The Unity of Practice and Knowledge as a Pedagogical and Cultural Paradigm for an Inclusive School in Lamberto Borghi's Thought.....	433
Luca Odini (University of Urbino "Carlo Bo", Italy).....	433
Multigrade As A Promising Pedagogy.....	434
Anne Parfitt (Bath Spa University, United Kingdom) · Cath Gristy (University of Plymouth, United Kingdom) · Mary Garland (University of Plymouth, United Kingdom).....	434
Multigrade Education as a promising Pedagogy for Social Inclusion: a Critical Reflection.....	435
Laura Parigi (INDIRE, Italy) · Giuseppina Rita Jose Mangione (INDIRE, Italy).....	435
<b>G.04. Decision-making and Justice: Unraveling the Threads of Social Equity.....</b>	<b>436</b>
Choices Across Borders: Motivations, Competences and Satisfaction Areas in International Work Mobility.....	436
Diego Boerchi (Department of Psychology, Università Cattolica del Sacro Cuore, Italy) · Teresa Rinaldi (Faculty of Psychology, eCampus University, Italy).....	436
Can The School Context Foster Altruism? Preliminary Evidence From Children Playing The Dictator Game In "Scuola Senza Zaino" Method.....	437
Ilaria Castelli (Università di Bergamo, Italy) · Nicole Zanga (Università di Bergamo, Italy).....	437
Which Challenges For Inclusive Institutional And Organizational Decision Making Through Ai? Current And Future Perspectives In Social Transition Processes.....	438
Lavinia Cicero (Università eCampus, Italia).....	438
The Influence of Women's Decision-Making Power on Maternal Health Services: A Comparative Study of Migrant and Non-Migrant settings.....	439
Moslem Hossain (Central University of Karnataka, India).....	439
Empowering Future Generations: Unveiling the Crucial Role of Parents in Shaping Financial Decision-Making Skills.....	440
Teresa Rinaldi (eCampus University) · Annalisa Valle (Università Cattolica del Sacro Cuore) · Antonella Marchetti (Università Cattolica del Sacro Cuore).....	440
Decoding Childhood Decision-Making: the Role of Mentalization, Personality Traits, and Empathy in School-Age Children.....	441
Annalisa Valle (Università Cattolica del Sacro Cuore, Milano, Italy) · Elisabetta Lombardi (eCampus University, Novedrate, Italy) · Cinzia Di Dio (Università Cattolica del Sacro Cuore, Milano, Italy) · Ilaria Castelli (Università di Bergamo, Italy) · Davide Massaro (Università Cattolica del Sacro Cuore, Milano, Italy) · Antonella Marchetti (Università Cattolica del Sacro Cuore, Milano, Italy).....	441
<b>G.06. Financial inclusion starts in school.....</b>	<b>442</b>
Comparing Teaching Methodologies for the Development of Financial Literacy in a Primary School: An Explorative and Evidence-Based Study.....	442
Giovanna Andreatti (Free University of Bozen-Bolzano, Italy) · Monica Parricchi (Free University of Bozen-Bolzano, Italy) · Daniele Morselli (Free University of Bozen-Bolzano, Italy) · Doris Kofler (Free University of Bozen-Bolzano, Italy).....	442
"Discovering Finance": A Preliminary Evaluation of a Financial Education Project for Primary Schools.....	443
Giulia Bettin (Università Politecnica delle Marche, Italy).....	443

The financial education project of Roma Tre University.....	444
Francesca Borruso (Roma Tre University, Italy) · Amalia Rizzo (Roma Tre University, Italy) · Ada Manfreda (Roma Tre University, Italy).....	444
Financial Knowledge and Household Vulnerability. Evidence from Italy.....	445
Riccardo Grazioli (CESPEM 'Mario Arcelli' – Centre for Research on Economic and Monetary Policy   Università Cattolica, Italy).....	445
Financial Education In Italy: Training The Future Teachers.....	446
Claudia Maurini (Bank of Italy) · Maria Iride Vangelisti (Bank of Italy) · Carlotta Rossi (Bank of Italy) · Luca Refrigeri (Università del Molise).....	446
Providing Access to 'Powerful' Financial Knowledge: A Financial Literacy Programme for School Students.....	447
Emanuel Mizzi (University of Malta, Malta).....	447
<b>G.07. For a sustainable school between J. Dewey and Artificial Intelligence.....</b>	<b>448</b>
Construct Structure and Conceptualize Knowledge.....	448
Antonio Argentino (Università della Calabria, Italy) · Andrea De Luca (Università della Calabria, Italy).....	448
Artificial Intelligence and Language Learning: What Opportunities for Allophone Learners.....	449
Marika Calenda (University of Basilicata, Italy).....	449
Storytelling With AI. A New Paradigm For The School Of The Next Years.....	450
Andrea Cirolia (Università della Basilicata, Italy).....	450
Experience, Theater And Politics For An Inclusive And Democratic School.....	451
Vincenza Costantino (Università della Basilicata, Italy).....	451
Educating for Artificial Intelligence to enhance uniqueness.....	452
Concetta Ferrantino (Università degli Studi di Salerno, Italy) · Roberta Scarano (Università degli Studi di Salerno, Italy) · Marika Calenda (Università degli Studi di Salerno, Italy).....	452
The Education of the Future: an Integrated Approach Between John Dewey and Artificial Intelligence.....	453
Carolina Leva (Università della Basilicata, Italy).....	453
Facing Artificial Tyranny. How to save Democracy through Education in the AI Era and rethinking argumentation skills.....	454
Aldo Pisano (University of Calabria, Italy).....	454
New Literacy for a Democracy Society: a research project to embed Media Education into school curricula.....	455
Giulia Rocchi (Università eCampus, Italy) · Annamaria Strabioli (Università degli Studi LINK, Italy).....	455
Reflexi-vity: Lights and Shadows of the Relationship Between Technology and Education.....	456
Maria Sammarro (Mediterranean University of Reggio Calabria) · Silvestro Malara (Mediterranean University of Reggio Calabria).....	456
Added Value and School Effectiveness for a Democratic School.....	457
Vincenzo Nunzio Scalcione (University of Basilicata, Italy).....	457
Artificial Intelligence for the Development of a New Citizenship.....	458
Antonella Tiano (Università degli Studi della Basilicata, Italy).....	458
<b>G.08. Higher vocational and professional education: what works? .....</b>	<b>459</b>
Tertiary Vocational Education in Italy: the ITS Academy.....	459
Matteo Capriolo (Università degli studi di Milano, Italy) · Corrado Nobili (Università degli studi di Milano, Italy) · Matteo Turri (Università degli studi di Milano, Italy).....	459
Transition Regimes From Secondary to Tertiary Education.....	460
Daniele Checchi (Università di Milano, Italy) · Paola Mattei (Università di Milano, Italy).....	460
The Impact of Tertiary Vocational Education on Local Development in Italy.....	461
Annalisa Cristini (Università degli studi di Bergamo, Italy) · Simona Lorena Comi (Università di Milano Bicocca) · Mara Grasseni (Università degli studi di Bergamo, Italy) · Federica Maria Drigo (Università degli studi di Bergamo, Italy).....	461
Caring Professions in Superdiverse Societies: which Role for Students with Migrant Backgrounds?.....	462
Maria Grazia Galantino (Sapienza University of Rome, Italy) · Francesca Messineo (Sapienza University of Rome, Italy).....	462
The evolution of Tertiary Vocational Education and the ITS Academy.....	463
Rebecca Ghio (Università Statale di Milano, Italy) · Manuela Ghizzoni (Alma Mater Studiorum Università di Bologna, Italy) · Corrado Nobili (Università Statale di Milano, Italy) · Matteo Turri (Università Statale di Milano, Italy).....	463
Trimming Inefficiencies While Rewarding Excellence: Labour Market Returns of Tertiary Vocational Education and the Role of Course Quality.....	464
Federica Drigo (University of Bergamo) · Simona Lorena Comi (University of Milano-Bicocca, Italy) · Elena Villar (Catholic University of Milan).....	464

## **G.09. Inclusive societies and equity in education: experiences and opportunities through Service Learning for cultural change.....465**

Emotions on Stage: an International Service-Learning Experience in Brazil with Children and Adolescents, Based on a GLoCal Approach.....	465
Nicola Andrian (University of the State of Bahia (UNEB, Brazil) · Giulia Sailis (University of Padova - UNIPD, Italy).....	465
A Home for the world in Siena: A Service-Learning project for Inclusion.....	466
Lavinia Bracci (SIS Intercultural Study Abroad, Italy) · Flora Biagi (SIS Intercultural Study Abroad, Italy) · Arianna Giorgi (SIS Intercultural Study Abroad, Italy).....	466
Educating for Inclusion as Reflective Education: the Reflections Project.....	467
Valentina Paola Cesarano (Pegaso University, Italy).....	467
Enhancing Global Engagement: Insights from the FLY Program in European Interuniversity Service-Learning.....	468
Irene Culcasi (LUMSA University, Italy) · Alzbeta Brozmanová Gregorová (Matej Bel University, Slovakia) · Maria Cinque (LUMSA University, Italy) · Milagros Ávila Ollas (Loyola University of Andalucia, Spain) · Aitor Arbaiza Valero (Deusto University, Spain).....	468
Intersections among Higher Education, Peace Education, Sustainability and Service Learning: civic engagement for the present and the future.....	469
Silvia Guetta (Università degli Studi di Firenze, Italy).....	469
Service and learning in the maieutics of Danilo Dolci.....	470
Mikol Kulberg Taub (University of Florence, Italy).....	470
The Pensare IN Grande/Thinking Big Project As A Paradigm For Democratic Education.....	471
Vanessa Macchia (Free University of Bolzano/Bozen, Italy) · Stefania Torri (Free University of Bolzano/Bozen, Italy) · Gianluca Amatori (Università Europea di Roma, Italy) · Silvia Maggiolini (Università Cattolica del Sacro Cuore di Milano, Italy) · Moira Sannipoli (Università di Perugia, Italy).....	471
The Importance Of School Networks For Good Practices In Service Learning.....	472
Gabriele Marini (MIM, Italy).....	472
Inclusive Learning Environments and e-Service-Learning.....	473
Nives Mikelic Preradovic (Faculty of Humanities and Social Sciences, University of Zagreb, Croatia).....	473
Integrating Opera Into Service Learning: A Multidisciplinary Approach In Training Future Teachers.....	474
Benedetta Mirò (Università di Macerata, Italy) · Alessandra La Marca (Università degli Studi di Palermo, Italy).....	474
Educational Innovation for Social Transformation. Building Inclusive Cultures and Professionalism through University Service Learning.....	475
Maria Moscato (University of Palermo, Italy) · Francesca Pedone (University of Palermo, Italy) · Cinzia Novara (University of Palermo, Italy) · Gaetano Di Napoli (University of Palermo, Italy).....	475
Interprofessional Teamworks in the School Context: Service-Learning Projects in the Empoli Area Between Formal and Nonformal Education.....	476
Massimiliano Naldini (INDIRE, Italy) · Patrizia Lotti (INDIRE, Italy).....	476
The contribution of Service Learning to counter educational poverty. The experiences of the "Avanguardie educative" Movement.....	477
Lorenza Orlandini (INDIRE, Italy) · Massimiliano Naldini (INDIRE, Italy).....	477

Service Learning in Higher Education: best practices from the Ehnance project.....	478
Giorgia Pasquali (University of Macerata) · Anita Montagna (Centro Studi Pluriversum) · Andrea Marconi (University of Camerino) · Sabina Falconi (University of Florence).....	478
Empowering Education: Integrating Design for Change and Service-Learning for Socially Committed Learning Experiences.....	479
Juan Peña-Martinez (Complutense University of Madrid) · Stefania Falchi (University of Cagliari) · Antioco Luigi Zurru (University of Cagliari).....	479
Solidarity Attitude And Professional Internship In The Students' Educational Science.....	480
Beatrice Saltarelli (Iusve, Italy) · Enrico Miatto (Iusve, Italy).....	480
Service-Learning In Italy And Spain. A Comparative Analysis Of The Two Educational Experiences.....	481
Jady Safira Silveira (Università degli studi di Firenze, Italy).....	481
Fostering Active Citizenship and Ethical Professionalism: A Service-Learning Paradigm for Translation Education.....	482
Patrycja Lidia Stempniewicz (University of Bologna, Italy) · Gaia Ballerini (University of Bologna, Italy) · Silvia Bernardini (University of Bologna, Italy).....	482
<b>G.10. Innovative Learning Environment as devices for social justice.....</b>	<b>483</b>
Measuring Flexible Furniture Impact on Students' and Teachers' Learning Experience.....	483
Giuseppina Cannella (INDIRE, Italy) · Wesley Imms (Melbourne University) · Silvia Panzavolta (Indire, Italy).....	483
The Impact of School Furniture on Students' Engagement. An International Single Subject Research Study.....	484
Stefania Chipa (INDIRE - Italy) · Julia Morris (Cowan University, Australia) · Elena Mosa (INDIRE - Italy).....	484
Can Innovation and Inclusion Coexist?.....	485
Matteo Di Pietrantonio (University of Bologna, Italy).....	485
The School of Tomorrow for an Inclusive Society: Connections Between Pedagogy and Architecture.....	486
Paola Gallo (University of Florence, Italy) · Lorenza Orlandini (INDIRE, Italy).....	486
The "Student Voice" From "Dante-Carducci" School In Piacenza. Well-being, Inclusion And Learning Environments: What The Students Think, Like And Dislike?.....	487
Mariagrazia Francesca Marcarini (Adi - Associazione Docenti e Dirigenti Scolastici italiani) · Francesca Lunardini (Scuola secondaria di primo grado Dante-Carducci - Piacenza, Italy) · Lucia Tagliaferri (Scuola secondaria di primo grado Dante-Carducci - Piacenza, Italy) · Filippo Rebecchi (Scuola secondaria di primo grado Dante-Carducci - Piacenza, Italy).....	487
Wall-Less Schooling as a Device for Social Justice.....	488
Emilio Ruffolo (Università della Calabria, Italy).....	488
Researching with Schools Between Spaces and Didactics.....	489
Beate Christine Weyland (Libera Università di Bolzano, Italy) · Andrea Zini (Università di Modena e Reggio, Italy).....	489
<b>G.11. Nonviolence in education for social justice.....</b>	<b>490</b>
Nonviolent Relationships to Change the Culture of Victory and Domination: Experiences and Practices at School.....	490
Annabella Cairo (Rete EDUMANA, Italy).....	490
Playing Nonviolence.....	491
Enrico Euli (università di cagliari, Italy).....	491
Educating To Struggle In A Nonviolent Way For A More Just Society: Reflections From The Nonviolent Tradition.....	492
Gabriella Falcicchio (Università degli Studi di Bari "Aldo Moro", Italy).....	492
Nonviolence Theory And Practice In Aldo Capitini: The International Seminar On Nonviolence Techniques (Perugia, 1963).....	493
Emanuele Follenti (Liceo Scientifico L.Respighi Piacenza, Italy).....	493
Civic Education To Support Nonviolence And Democracy.....	494
Sabina Langer (Free University of Bolzano/Bozen, Italy).....	494
On the Presuppositions of Social Justice: the Pedagogy of Art as Nonviolent Power.....	495
Emanuele Profumi (Universitat de Barcelona, Italy).....	495
Antimilitarism and Climate Disarmament: a School of Nonviolence against Intergenerational Injustices.....	496
Daniele Taurino (Movimento Nonviolento, Italy).....	496

<b>G.12. Preventing and combating early school leaving since early childhood. Towards a dynamic, situated and eco-systemic approach to promote equality, social cohesion and justice.....</b>	<b>497</b>
School Dropout in the Perspectives of Parents: Insights from a Qualitative Study in a Peripheral Neighbourhood in Milan.....	497
Anna Chinazzi (University of Milano-Bicocca, Italy) · Alessandra Mussi (University of Milano-Bicocca, Italy).....	497
Project Evaluation of "oltre i Confini, un Modello di Scuola Aperta al Territorio". Against School Dropout: an Integrated Approach.....	498
Rebecca Coacci (Università degli studi Milano Bicocca, Italy) · Walter Moro (Cidi di Milano).....	498
Peer Tutoring to Prevent School Dropout. The Case of a High School in San Siro.....	499
Valeria Cotza (University of Milano-Bicocca, Italy).....	499
For Those Who Fall Behind: Examining Language and Cultural Valorisation Practices in Milan's Extra-school Services.....	500
Petar Vasilev Lefterov (University of Milano – Bicocca, Italy).....	500
Strengthen the School-family-services Partnership Through the Implementation of the LEPS P.I.P.P.I.....	501
Claudia Marcellan (University of Padua, Italy) · Paola Milani (University of Padua, Italy).....	501
<b>G.14. Social Inclusion Through Sport and Physical Education.....</b>	<b>502</b>
Interests at Stake. Education, Sport and Consumer Culture Between Schools and Corporations.....	502
Luca Bifulco (Università degli Studi di Napoli Federico II) · Antonietta De Feo (Università Roma Tre).....	502
Beyond the stigma: Media Representation and the Challenge of Paralympic Athletes.....	503
Giovanna Russo (University of Bologna) · Athanasios Pappous (University of Bologna).....	503
Participatory Social Innovation Through Baskin: A Case Study.....	504
Luciana Taddei (IRPPS-CNR, Italy) · Paolo Landri (IRPPS-CNR, Italy) · Anna Milione (IRPPS-CNR, Italy) · Ilaria Primerano (IRPPS-CNR, Italy).....	504
<b>G.15. Social justice and ageing: older learners as active citizens in a complex system.....</b>	<b>505</b>
Promoting Active Aging through Lifelong Learning. Insights from an Exploratory Research in Italy.....	505
Michele Bertani (Ca' Foscari University of Venice, Italy) · Donatella Bramanti (Università Cattolica del Sacro Cuore of Milan, Italy) · Sara Nanetti (Università Cattolica del Sacro Cuore of Milan, Italy).....	505
Elder active citizens and Community engagement.....	506
Giulia Biagi (University of Florence, Italy) · Giovanna Del Gobbo (University of Florence, Italy) · Francesco De Maria (University of Florence, Italy) · Cristina Banchi (University of Florence, Italy) · Sofia Marconi (University of Florence, Italy).....	506
Education, Learning and Skills for Active Ageing: an Italian Research on Good Practices.....	507
Vanna Boffo (University of Florence, Italy) · Debora Daddi (University of Florence, Italy) · Christel Schachter (University of Florence, Italy).....	507
Empowering Active Aging With Limited Autonomy: A Training Proposal To Enhance The Skills Of Home Caregivers For Frail Older People.....	508
Elisa Bruni (University of Bologna, Italy) · Elena Luppi (University of Bologna, Italy) · Aurora Ricci (University of Bologna, Italy).....	508
Active Ageing for cultural Services: focus on elder Population in inland Areas.....	509
Giovanna Del Gobbo (University of Florence, Italy) · Cristina Banchi (University of Florence, Italy) · Francesco De Maria (University of Florence, Italy) · Giulia Biagi (University of Florence, Italy) · Sofia Marconi (University of Florence, Italy).....	509
Learning in Longevity: a Critical Ecosystemic Approach to Research and Intervention.....	510
Laura Formenti (Milano Bicocca University, Italy) · Davide Cino (Milano Bicocca University, Italy) · Francesca Romana Loberto (Milano Bicocca University, Italy).....	510
Active Ageing and the Challenges of Digitalisation: Experiences from the Social Research Active.IT.....	511
Giulia Melis (University of Milano-Bicocca, Italy) · Dario Pizzul (University of Pavia).....	511
Enhancing Well-being and Autonomy in Active Aging from a Montessori Perspective.....	512
Patrizia Adina Fedora Palmieri (University of Foggia, Italy).....	512
Social Participation, Education and Healthy Ageing in Italy.....	513
Paolo Pasetti (University of Bologna, Italy) · Loris Vergolini (University of Bologna, Italy; FBK-IRVAPP).....	513
Developing Age-Friendly Cities for Promoting Active Ageing: State of the Art in Europe.....	514
Maria Grazia Proli (University of Florence, Italy).....	514
"Università dell'Età Libera" for Active Ageing.....	515
Inmaculada Solís (Università di Firenze, Italy) · Valentina Picicella (Università di Firenze, Italy) · Davide Bonaiuti (Università di Firenze, Italy).....	515

Autobiography and Quality Longevity.....	516
Fabio Togni (University of Florence, Italy) · Vanna Boffo (University of Florence, Italy).....	516
<b>G.16. Technologies and Platforms for Inclusion: The Importance of the Informal Dimension in Promoting Social Justice.....</b>	<b>517</b>
In Supremae Memetatis: The Use of Memes for Community Building Among University Students.....	517
Roberta Bracciale (University of Pisa, Italy) · Junio Aglioti Colombini (University of Pisa, Italy).....	517
Social Media Representations of Disability. A Study on Italian Influencers.....	518
Antonia Cava (University of Messina, Italy) · Fabrizia Fabrizia Pasciuto (University of Messina, Italy) · Mariangela Galizia (University of Messina, Italy).....	518
Unleashing Potential: Exploring the Role of Non Formal Education in Digital Transformation for Social Inclusion.....	519
Nadia Crescenzo (University of Salerno, Italy).....	519
Serious Games, Transliteracy and Social Justice.....	520
Marina Encheva (University of Library Studies and Information Technologies, Bulgaria) · Marja-Riitta Maasilta (University of Lapland, Finland) · Giulia Conti (University of Modena and Reggio Emilia, Italy).....	520
The Triangle P+: A Transmedia Catalyst for Family Inclusion in Parental Education.....	521
Arnau Erta-Majó (Universitat de Lleida, Spain) · Eduard Vaquero (Universitat de Lleida, Spain) · Aida Urrea-Monclús (Universitat de Lleida, Spain) · M. Àngels Balsells (Universitat de Lleida, Spain).....	521
Teen Dramas as a Form of Representation and Discussion of Social Justice.....	522
Antonella Mascio (University of Bologna, Italy).....	522
Creating Culture on Social Media: Practices and Success Factors According to Italian Creators.....	523
Gabriella Taddeo (Università di Torino, Italy).....	523
Gender Education for Generation Z. An Analysis of Female Representations in Digital Spaces.....	524
Simona Tirocchi (University of Turin, Italy).....	524
Jasmine Princess' Social Justice: The Impact of Transmedia Franchise on Childhood.....	525
Rosalia Urbano (University of Turin, Italy).....	525
<b>G.17. The Diversity Challenge for Higher Education. Barriers and opportunities in updating educational settings to deal with international students and guarantee equal and inclusive multicultural environments.....</b>	<b>526</b>
Transforming Initial Teacher Education for Plurilingual Competence: Insights from an Erasmus+ Project in a Heterogeneous School.....	526
Luca Angelone (Università di Torino, Italy).....	526
International Mobility, Resources and Inclusion of Incoming Students: Preliminary Data from the Vamos Project with Spanish Students.....	527
Aurelia De Lorenzo (SE-CREA Research Group, University of Turin, Italy) · Elga Zedda (SE-CREA Research Group, University of Turin, Italy) · Antonio Lucas-Alba (ERA Research Group, University of Turin, Italy) · Emanuela Rabaglietti (SE-CREA Research Group, University of Turin, Italy).....	527
International Collaborative Learning Experiences Cultivate Ethnic-Cultural Dialogue Among Peers.....	528
Dolly Eliyahu-Levi (Levinsky-Wingate Academic College, Israel).....	528
Promoting Pedagogical Competence through Distance Personal Learning between Pre-service Teachers from Israel and Students from the USA.....	529
Michal Ganz-Meishar (Levinsky-Wingate Academic College, Israel).....	529
Regulating Reorientation at University: Support Practices and Representations of Institutional Stakeholders.....	530
Céline Jacob (Nantes Université, France; Centre de Recherche en Education de Nantes - CREN).....	530
Facilitating Access to Higher Education for Foreign Citizens: Strategies to Enhance Foreign Human Capital.....	531
Giulia Marroccoli (Università di Torino, Italy).....	531
Challenges for Moving Towards Inclusive Universities in Europe.....	532
Anabel Morriña (Universidad de Sevilla, Spain).....	532
Migrant Students on the stage. Opportunities and Challenges for Higher Education.....	533
Isabella Pescarmona (University of Turin, Italy) · Roberta Ricucci (University of Turin, Italy) · Anna Miglietta (University of Turin, Italy).....	533
International Mobility for the Implementation of Intercultural Competencies. The Motor Project.....	534
Roberta Ricucci (Università di Torino, Italy) · Stella Pinna Pintor (Università di Torino, Italy).....	534
Addressing Linguistic (In)equality in Higher Education: A Case Study of Social Justice and Multilingualism at the	

University of Luxembourg.....	535
Argyro-Maria Skourmalla (University of Luxembourg, Luxembourg).....	535
Faculty Development, Inclusion and Attention for Diversity: Participants' Reflections at the IRIDI START Course at the University of Turin.....	536
Emanuela Maria Teresa Torre (Università di Torino, Italy) · Federica Emanuel (Università di Torino, Italy).....	536
<b>G.18. The educational poverty of minors with a migratory background: experiences, analyses, challenges.....</b>	<b>537</b>
The Right to Education of Unaccompanied Foreign Minors and the Transition to Adulthood.....	537
Francesca Biondi Dal Monte (Scuola Superiore Sant'Anna, Italy).....	537
Educational Poverty and Risks of Social Exclusion of SEN Students: Attitudes of Teachers and Principals During the Pandemic.....	538
Maddalena Colombo (Università Cattolica del Sacro Cuore, Italy).....	538
Disability Models in Education: What Fits the B.E.S. Category?.....	539
Denis De Almeida Barros (University of Urbino, Italy).....	539
Migrant Minors, Second Generations, Resistance to Inclusiveness and Transculturalism. A Case Investigation into The Anthropology of Migration.....	540
Annalisa Di Nuzzo (Università Suor Orsola Benincasa, Italy).....	540
Towards a Governance Model for the Integration of Unaccompanied Migrant Minors: Insights from Educational and Territorial Actors.....	541
Chiara Ferrari (Università Cattolica del Sacro Cuore, Italy) · Alessandra Barzaghi (Fondazione ISMU ETS) · Alessandra Caragiuli (Università Cattolica del Sacro Cuore, Italy).....	541
Leisure Time Use and the Third Sector's Role in Combating Educational Poverty of Minors with a Migratory Background.....	542
Francesca Gabrielli (Università degli Studi Roma Tre, Italy).....	542
Narrating Migration: Migrant Inclusion on Parent Councils in Italy.....	543
Jacob Andrew Garrett (Università di Ca' Foscari Venezia, Italy).....	543
Migrant Minors between Discrimination and Educational Opportunities. A Research Perspective on Italian Contemporaneity.....	544
Giulia Gazzelino (Università di Torino, Italy) · Federica Matera (Università di Torino, Italy).....	544
A Probation For Empowerment: A Proposal For The Construction Of A Probation Pathway For Foreign Minors In Italy.....	545
Stefania Morsanuto (Università Telematica Pegaso, Italy) · Margot Zanetti (Juvenile Court of Trento) · Claudia Chierichetti (Niccolò Cusano University) · Elisabetta Tombolini (Niccolò Cusano University) · Francesco Peluso Cassese (Università Telematica Pegaso, Italy) · Pierpaolo Limone (Università Telematica Pegaso, Italy).....	545
From Integration to Inclusion. The Educational Challenge In Msna Interventions Between Trauma, Learning Disabilities And Inclusive Teaching.....	546
Francesca Oggiano (Civicozero Onlus, Italy) · Rodolfo Mesaroli (Civicozero Onlus, Italy).....	546
Teaching Language Through Literary Texts: a Possible Didactic Strategy for the Italian as a Second Language Classroom.....	547
Ilaria Usalla (Universidad de Málaga, Spain).....	547
The Current Value of Lettera a Una Professoressa for the Sociology of Education: a Book for Parents.....	548
Gian Luca Battilocchi (Università Cattolica del Sacro Cuore, Italy).....	548
The Lower Secondary School, Yesterday And Today ... The Barbiana School And Its Ideas. It's Your Turn, Generation Z.....	549
Ornella Castellano (Istituto Comprensivo "G. Falcone" Copertino, Italy).....	549
"Don Milani Generative Center": looking for the present "Barbiana Schools" to promote the idea of Actualization.....	550
Viola Davini (Centro Ricerche "scientia Atque usus" per la Comunicazione Generativa ETS, Italy) · Eugenio Pandolfini (Centro Ricerche "scientia Atque usus" per la Comunicazione Generativa ETS, Italy).....	550
'The Word' Sets You Free: Don Milani's Revolutionary Anti-idealistic and Maieutic Approach.....	551
Vanessa Lamattina (Università degli Studi di Salerno, Italy).....	551
The Cronobook of Don Milani's Life: an Intersection of Philology and Criticism in Revitalizing his Legacy.....	552
Marco Sbardella (Centro Ricerche "scientia Atque usus" per la Comunicazione Generativa ETS, Italy).....	552

**STREAM H. Gender and Social Justice in Education.....553**

**H.02. Ending gender-based violence in higher education institutions: Policies and problems.....553**

Preventing Gender-Based Violence in Academia: Balancing Universal Principles and Contextual Demands in a European Code of Conduct.....553  
Marina Cacace (Knowledge & Innovation, Italy) · Claudia Aglietti (Knowledge & Innovation, Italy) · Ana Belén Amil (Central European University).....553

Take A Position. Performative Strategies in Public Space to Combat Gender-based Violence in Academia.....554  
Ester Cois (University of Cagliari, Italy).....554

The Role of Ombudspeople in Addressing Gender-based Violence in Czech Higher Education.....555  
Marcela Linkova (Institute of Sociology, Czech Academy of Sciences, Czech Republic) · Zuzana Andreska (Institute of Sociology, Czech Academy of Sciences, Czech Republic) · Eva Oliva (Institute of Sociology, Czech Academy of Sciences, Czech Republic).....555

Unveiling the Silence: Underreporting of Gender-Based Violence in Academic Settings in Spain.....556  
María López Belloso (University of Deusto, Spain) · María Silvestre Cabrera (University of Deusto, Spain).....556

The Role Of Confidential Persons In Creating A Safe Environment For Victims Of Violence At Universities.....557  
Jasna Padreka (University of Ljubljana, Slovenia).....557

**H.04. Female Bullying at School. The Multidimensionality of Violence Among Adolescent Girls.....558**

Female Bullying At School. Itineraries For Life-Long Learning of Teachers And Parents.....558  
Rossella Caso (Università di Foggia, Italy) · Alessandra Altamura (Università di Foggia, Italy).....558

Co-designing Peer Counter-Actions with School Communities.....559  
Antonia De Vita (University of Verona, Italy) · Francesco Vittori (University of Verona, Italy).....559

Coping With Female Bullying. Pedagogical Reflections On Strategies And Proposals Developed By Female Students In Foggia.....560  
Angelica Disalvo (Università di Foggia, Italy).....560

The Invisible Spaces Of Female Bullying: From Online To Offline.....561  
Stella Rita Emmanuele (Università degli Studi di Enna "Kore", Italy).....561

Close and Distant: Conducting Research on Female Bullying with Adolescents during the Pandemic.....562  
Maria Grazia Gambardella (University of Milano-Bicocca, Italy) · Sveva Magaraggia (University of Milano-Bicocca, Italy) · Brunella Fiore (University of Milano-Bicocca, Italy) · Annalisa Dordoni (University of Milano-Bicocca, Italy).....562

Female Bullying and Prevarication. Reflections from an Action-research.....563  
Angela Genova (University of Urbino, Italy) · Isabella Quadrelli (University of Urbino, Italy).....563

Lights and Shadows of Adolescence Between Social Stigma and the Need for Recognition: A Phenomenology of Female Bullying.....564  
Maria Gabriella Landuzzi (University of Verona, Italy) · Paola Dusi (University of Verona, Italy).....564

Anticipation Of Age In The Phenomenon Of Female Bullying.....565  
Samantha Peroni (Università Cattolica del Sacro Cuore Milano, Italy).....565

Girl-to-Girl Bullying in Irish Schools: a call to intra-action & response-ability.....566  
Vanessa Rutherford (University College Cork, Ireland).....566

A Gender Perspective on Bullying: Findings from a National Survey.....567  
Irene Dora Maria Scierri (University of Florence, Italy) · Federico Batini (University of Perugia, Italy).....567

**H.05. Gender inequalities in STEM education and the labour market: evidence, determinants, and interventions .....568**

Is it a Matter of Skills? The Gender Gap in STEM Study Choices in High School. Differences by Parental Background.....568  
Dalit Contini (University of Torino, Italy) · Maria Laura Di Tommaso (University of Torino, Italy) · Anna Maccagnan (University of Torino, Italy) · Silvia Mendolia (University of Torino, Italy).....568

Exploring Gender Disparities in STEM University Credits Distribution.....569  
Riccardo De Santis (University of Siena, Italy) · Antonella D'Agostino (University of Siena, Italy) · Francesco Schirripa Spagnolo (University of Pisa, Italy) · Nicola Salvati (University of Pisa, Italy).....569

From Bachelor to Master Degree: The Choices of STEM Graduates.....	570
Vincenzo Giuseppe Genova (University of Palermo, Italy) · Giovanni Boscaino (University of Palermo, Italy).....	570
Bridging Gender Gaps in STEM Employment: Insights from La Sapienza University Graduates.....	571
Giulio Lucentini (Sapienza Università di Roma, Italy; Università degli Studi di Macerata) · Valeria Bruno (Sapienza Università di Roma, Italy) · Astrid Favella (Sapienza Università di Roma, Italy).....	571
Persistent and Gender-Unequal Impacts of the COVID-19 Pandemic on Student Outcomes in Italy.....	572
Leonard Moulin (Ined, France) · Mara Soncin (Politecnico di Milano).....	572
Gender Gaps In Scientific Careers: Evidence From Europe.....	573
Adél Pásztor (Corvinus University of Budapest, Hungary).....	573
Investigating The Association Between High School Outcomes And University Enrolment Choices: a Machine Learning Approach.....	574
Andrea Priulla (Università degli Studi di Palermo, Italy) · Alessandro Albano (Università degli Studi di Palermo, Italy) · Nicoletta D'Angelo (Università degli Studi di Palermo, Italy) · Massimo Atanasio (Università degli Studi di Palermo, Italy).....	599
Gendered Pathways: How do STEM Majors Fare in the Labor Market?.....	575
Jan Saarela (Abo Akademi University, Finland) · Rosa Weber (Institut National d'Etudes Demographiques, France) · Camilla Härtull (Abo Akademi University, Finland).....	575
A Coding Workshop Against Gender Bias.....	576
Emanuela Scicchitano (Istituto comprensivo Laives, Italy) · Anna Del Vecchio (Istituto comprensivo Laives, Italy).....	576
Ensuring gender equity in promoting Computational Thinking in Primary School. A systematic review.....	577
Francesco Claudio Ugalini (Università degli Studi Guglielmo Marconi, Italy) · Panagiotis Kakavas (43th Primary School of Patras).....	577
Does The Gender Pay Gap Really Exist? A Case-Study Of University of Palermo Graduates.....	578
Martina Vittoriotti (Delft University of Technology) · Ornella Giambalvo (University of Palermo) · Giovanni Boscaino (University of Palermo).....	578
<b>H.06. Gender, interculture, educational perspectives. Analysis and contrast of gender and ethnic-based violence dynamics....</b>	<b>579</b>
Loveact Educational Guides: Positive And Intersectional Sexuality Education For Gender-Based Violence prevention in european schools.....	579
Francesca Barbino (CESIE, Italy) · Alice Valenza (CESIE, Italy) · Cloé Saint-Nom (CESIE, Italy).....	579
Transformative Activism: Combating Racist and Sexist Stereotypes in Multicultural Contexts.....	580
Tiziana Chiappelli (University of Florence, Italy) · Erika Bernacchi (University of Florence, Italy).....	580
Scouts and Guides' Experience of Coeducation to Prevent Violence and Build Positive Gender Relations.....	581
Paola Dal Toso (Università degli Studi di Verona, Italy).....	581
Evaluation Of Homophobia Among First And Second Generation Migrants.....	582
Gaetano Di Napoli (University of Palermo, Italy) · Cinzia Novara (University of Palermo, Italy) · Maria Garro (University of Palermo, Italy).....	582
Intersectional and Gender Perspectives: a Research on Trafficked Refugee Women.....	583
Gaetana Tiziana Iannone (Università di Roma Tor Vergata, Italy).....	583
CyberResistance. Facing the Third Gender Digital Divide and Cyber-violence in Childhood.....	584
Estibaliz Linares (Universidad de Deusto, Spain) · Ainhoa Izaguirre (Universidad de Deusto, Spain) · Maria Lopez (Universidad de Deusto, Spain).....	584
UFM: Representations and Behaviour Towards Female and Male Educators in Reception Communities. A Qualitative Research Through Interviews and Focus Groups.....	585
Stefania Lorenzini (Università di Bologna, Italy).....	585
European and National Policies Contrasting Cyber-GBV. First Insights From an Italian Study.....	586
Tatiana Motterle (IRPPS-CNR, Italy) · Angela Maria Toffanin (IRPPS-CNR, Italy).....	586
Dynamics of Gender on Digital Platforms: Exploring Femcel Communities.....	587
Debora Maria Pizzimenti (Università degli studi di Messina, Italy) · Assunta Penna (Università degli studi di Messina, Italy).....	587
Fighting Gender-Based Violence With Assia Djebar.....	588
Carla Roverselli (Università di Roma Tor Vergata, Italy).....	588
What to Do? Everything You Wish You Had Known on Countering Gender-based Violence. The Intersectional Approach of Educare Alle Differenze.....	589
Giulia Selmi (University of Parma/Educare alle Differenze Italy) · Sara Marini (Scosse/Educare alle Differenze, Italy) · Alessia Ale* Santambrogio (Università di Enna Kore/Educare alle Differenze, Italy) · Chiara Antonucci (Università La Sapienza/Educare alle Differenze Italy) · Ivana Stellacci (Io sono mia/Educare alle Differenze, Italy).....	589

## **H.07. Queering pedagogy. Contributions and challenges of pedagogical and educational research on gender, sexuality and socio-cultural normativities.....590**

Literature For Adolescents And Young Adults As An Opening Device.....	590
Federico Batini (Università degli studi di Perugia, Italy).....	590
Queer Teachers in Schools: a "Case" Study.....	591
Sofia Boi (Roma Tre University, Italy) · Umberto Zona (Roma Tre University, Italy) · Martina De Castro (Roma Tre University, Italy) · Aurora Bulgarelli (Roma Tre University, Italy) · Ines Guerini (Roma Tre University, Italy) · Fabio Bocci (Roma Tre University, Italy).....	591
Alias career and non-binary students in the Italian Educational Institution.....	592
Richard Bourelly (Sapienza University of Rome, Italy).....	592
Exploring Perspectives Regarding LGBTQ+ Issues In School Curricula: Results Form A Systematic Review Of High School Teachers' Attitudes And Challenges.....	593
Valeria Bruno (Sapienza University di Rome, Italy) · Roberto Baiocco (Sapienza University di Rome, Italy) · Jessica Pistella (Sapienza University di Rome, Italy).....	593
Breaking Taboos: An Exploratory Study on the University Training of Future Educators on Affectivity and Sexuality.....	594
Silvia Demozzi (University of Bologna, Italy) · Andrea Ciani (University of Bologna, Italy).....	594
Queer Theory, Popular Culture And Informal Education. Starting From "Low Culture" To Produce New Epistemologies in Educational Research.....	595
Antonio Raimondo Di Grigoli (University of Florence, Italy).....	595
How Much Do Taboos Weigh? Affective And Sexual Education Through Books From The Fammi Capire Project.....	596
Elena Fierli (Associazione Scosse, Italy; Universitat Rovira i Virgili, Spain) · Giulia Franchi (Associazione Scosse, Italy; Università Roma Tre, Italy) · Sara Marini (Associazione Scosse, Italy).....	596
Athlete Activism: Negotiating Straight and queer narratives of allyship within sport.....	597
Michael Duncan Kehler (University of Calgary) · Gabriel Knott-Fayle (University of Calgary).....	597
Creative Thinking and Queer Pedagogy.....	598
Anna Grazia Lopez (University of Foggia, Italy).....	598
Unveiling the Layers: Exploring Adulthood, Child Leading Approaches and Their Impact on the Experiences of Trans Youth in Elementary School.....	599
Mario Martin Lorusso (University of Bologna, Bologna) · Cinzia Albanesi (University of Bologna, Bologna) · Michela Mariotto (Università degli Studi Roma 3; Lis Research Group, Universitat Autònoma de Barcelona).....	599
Phantasmagoric Visions. For A Pedagogical Approach Between Visual Literacy And Queer Perspective.....	600
Sara Marini (Scosse aps, Italia) · Elena Fierli (Scosse aps, Italia; Universitat Rovira i Virgili - Tarragona, Spagna) · Giulia Franchi (Scosse aps, Italia; Università Roma Tre, Italia).....	600
Challenging Normativities by Creating Queer and Safer Spaces for Children, Teenagers and Younger Adults in Cultural Institutions.....	601
Nicole Moolhuijsen (University of Leicester, Italy).....	601
Learning About the Queer. Deconditioning Imaginaries and Education.....	602
Silvia Nanni (Università dell'Aquila, Italy).....	602
Undoing Adulthood in Education Research with Trans* and Non-Binary Adolescents. Practical Strategies for a Trans* Youth Affirmative Research Methodology.....	603
Alessia Ale* Santambrogio (Università degli Studi di Enna "Kore", Italy).....	603
The moral panic around queer pedagogy: Gender, Sexuality and Education in the Italian Public Discourse.....	604
Marco Cosimo Scarcelli (University of Padova, Italy) · Giulia Selmi (University of Parma, Italy).....	604
Homosexual Sons and Daughters: Why Parents must Accept, Indorse and Love Them.....	605
Massimiliano Stramaglia (University of Macerata, Italy).....	605
Understanding the Pedagogical Challenges of Comprehensive Sexuality Education from Young People's Perspectives. Evidence from a Case Study in Italy.....	606
Carolina Trivelli Diaz (University of Verona, Italy).....	606

## **H.08. Sexist stereotypes and the public sphere: institutional responsibilities and educational challenges for a democratic society..... 607**

Male Violence Against Women in the Italian Press: the Journalistic Representation of the Perpetrators.....	607
Rosalba Belmonte (Tuscia University, Italy).....	607

Universities against gender-based violence: an analysis of the Gender Equality Plans.....	608
Giovanni Brancato (Sapienza University of Rome, Italy) · Giovanna Gianturco (Sapienza University of Rome, Italy) · Mariella Nocenzi (Sapienza University of Rome, Italy).....	608
Digital Systems of Shame: The Intersection of Femininity and Obscenification in Commercial Content Moderation.....	609
Corinna Canali (University of Arts Berlin/Weizenbaum Institute Berlin, Germany).....	609
Stereotyped Social Representations of Gender Violence and Mafia.....	610
Sabrina Garofalo (university of calabria, Italy).....	610
The Role of Italian LGBTQ+ Centres Against Discrimination in the Public Sphere. A Case Study.....	611
Fabio Mostaccio (University of Messina, Italy).....	611
Democracy and Women's Freedom: The Political Role of CAVs in the Public and Educational Sphere.....	612
Valentina Raffa (University of Messina, Italy).....	612
Combating Sexist Stereotypes in the Public Sphere for the Prevention of Gender Based Violence.....	613
Flaminia Saccà (Università Sapienza di Roma, Italy) · Luca Massidda (Tuscia University, Italy).....	613
Discrimination As A Form Of Gender-based Violence: Consequences Of Sexist Stereotypes On The Transgender Community.....	614
Michel Sterbini (University of Bologna, Italy).....	614
Towards a Pedagogy of Paternal Educational Care. A Critical Essay.....	615
Alessandro Tolomelli (University of Bologna, Italy).....	615
Social Conflicts and Public Sphere. The Use of Gender Stereotypes by Political Parties and Movements in Italy.....	616
Antonio Tramontana (University of Messina, Italy) · Milena Meo (University of Messina, Italy).....	616

## **STREAM I. Digitalization and Technology in the Educational Field..... 617**

### **I.01. Digital Reputation and Social Injustice. Tools and Strategies for Media Education..... 617**

Digital Reputation: Family Responsibility and Digital Challenges.....	617
Chiara Bellotti (Università Telematica Pegaso, Italy).....	617
Imagination's Immersive Tools: An Evolutionary Strategy for Increased Empathy, Inclusivity, and Social Equity in the Post-Digital and (Possibly) Post-Human Era.....	618
Matteo Ficara (Happiness For Future Srl, Italy) · Cristina Pozzi (Happiness For Future Srl, Italy).....	618
Online Risks And GenZers' Strategies Of Web reputation Management In Social media.....	619
Rosanna Marino (Università degli Studi di Napoli Federico II, Italy) · Miriam Matteo (Università degli Studi di Salerno, Italy).....	619
Digital Reputation: A Multidisciplinary Comparison.....	620
Eleonora Sparano (Università Nicolò Cusano) · Nicola Strizzolo (Università di Teramo, Italy).....	620
Ubiquity, Equalization and Omni-switchability of the Traces. The Degeneration of the Nature of Identity in Digital Era.....	621
Andrea Velardi (University of Messina, Italy).....	621

### **I.02. Digitalisation processes in Italian schools: lessons from the pandemic and vision for the future against social inequalities..... 622**

Experiences Of University Inclusion And Critical Issues During The Pandemic Period. Research Results.....	622
Carlotta Antonelli (University of Rome "La Sapienza", Italy).....	622
Lessons Learnt from the Italian Experience of Distance Learning: Some Useful Indications for Future Policies on ICT in School Systems.....	623
Cristina Calvi (University of Eastern Piedmont, Italy) · Domenico Carbone (University of Eastern Piedmont, Italy).....	623
Assessing Digital Transition and Inclusion in Schools: a Twofold Level Survey.....	624
Claudia Marcellan (University of Padua, Italy) · Davide Zanardi (University of Padua, Italy) · Barbara Arfé (University of Padua, Italy) · Paola Milani (University of Padua, Italy).....	624
The Role of Digital Technologies in the Mediation of Institutional Relationships and Learning Processes in Italian Schools.....	625
Francesco Drazzi (Polytechnic University of Marche) · Davide Lucantoni (IRCCS INRCA).....	625
Educational Innovation Digitalization in the Italian Education System: Return to Normalcy?.....	626
Mariella Pia (Università degli Studi di Cagliari, Italia) · Silvio Marcello Pagliara (Università degli Studi di Cagliari, Italia) · Gianmarco Bonavolontà (Università degli Stu-	

di di Cagliari, Italia).....	626
<b>I.03. E-Education: Opportunities and Challenges of the Digitalization of Educational Contents.....</b>	<b>627</b>
Investigate The Representations Of Young Adolescents Through Digital Storytelling.....	627
Fabiola Camandona (Università degli Studi di Torino, Italy) · Melania Talarico (Università degli Studi di Torino, Italy).....	627
Digital Transformation in Mongolian Higher Education: A European Perspective for Lifelong Learning.....	628
Ylenia Falzone (University of Palermo, Italy) · Alessandra La Marca (University of Palermo, Italy) · Savannah Olivia Mercer (University of Palermo, Italy).....	628
E-government, Digital and Financial Literacy.....	629
Anna Lo Prete (University of Turin, Italy).....	629
Exploring E-tutor Perceptions and Practice in Online Education: Insights from a Case Study.....	630
Andrea Nardi (Istituto Nazionale di Documentazione Innovazione e Ricerca Educativa - INDIRE, Italy) · Massimiliano Naldini (Istituto Nazionale di Documentazione Innovazione e Ricerca Educativa - INDIRE, Italy) · Giorgio Cecchi (Università Telematica degli Studi - IUL, Italy).....	630
Inclusive Digital Horizons: Navigating Policy Crossroads in EU and Italy for digital provision of continuing training in the AI era.....	631
Alessandra Pedone (INAPP, Italy).....	631
When Education Becomes Open: the Experience of the Ola Project.....	632
Claudia Pennacchiotti (ENR-IRPPS, Italy) · Valentina Tudisca (ENR-IRPPS, Italy) · Adriana Valente (ENR-IRPPS, Italy).....	632
Digital and Virtual Reality Escape Rooms as Educational Contents.....	633
Manuela Repetto (University of Turin, Italy) · Barbara Bruschi (University of Turin, Italy) · Melania Talarico (University of Turin, Italy) · Fabiola Camandona (University of Turin, Italy).....	633
<b>I.05. Navigating Techno-Futures in Education: Artificial Intelligence and/or Social Justice.....</b>	<b>634</b>
Reframing AI in Education: A Social Justice Approach to Technological Mediations.....	634
Valeria Cesaroni (Università di Perugia, Italy).....	634
The Anthill Model of Collective Intelligence in AI systems: some critical concerns for Social Justice and Democratic Education.....	635
Pietro Corazza (University of Bologna, Italy).....	635
Educational Robotics Timescapes: an analysis of the EdTech imaginary.....	636
Emiliano Grimaldi (University of Naples Federico II, Italy) · Jessica Parola (University of Naples Federico II, Italy).....	636
Augmented Teachers for Augmented Students: Preparing Educators And Innovating Education For Symbiotic Future With AI.....	637
Cristina Maria Roberta Pozzi (Eduilia, Italy).....	637
Digital Citizenship and Data Literacy. The Challenges of the Artificial Intelligence Era.....	638
Veronica Punzo (Università di Pisa, Italy).....	638
Non-humans at School. From Blackboards to Robots.....	639
Assunta Viteritti (Sapienza - Università di Roma, Italy) · Letizia Zampino (University of Trento, Italy) · Leonardo Piroccoli (IREF - Istituto di Ricerche Educative e Formative).....	639
<b>I.07. Navigating the Onlife Era: Rethinking Education in a Digital World.....</b>	<b>640</b>
Empowering Digital Teachers: A Study on Assessing Media and Data Literacy Skills Among Secondary School Educators.....	640
Nicola Bruno (Università di Modena e Reggio Emilia, Italy) · Annamaria De Santis (Università di Modena e Reggio Emilia, Italy).....	640
Strategic Digitalization: Transforming Education from Within.....	641
Luisa Conti (Friedrich Schiller University Jena, Germany).....	641
Rethinking Onlife Education in the Third Sector. An Extracurricular Inclusion Project from the Pandemia to the Re-organisation of Good Practices.....	642
Martina Crescenti (Università di Bologna, Italy) · Martina Lippolis (Università degli Studi di Cassino e del Lazio Meridionale) · Benedetta Turco (Università degli Studi di Cassino e del Lazio Meridionale).....	642
Higher Education Between Digital Transformation and Organizational Challenges. A Comparative Research.....	643
Maria Chiara De Angelis (Link Campus University, Italy) · Stefania Capogna (Link Campus University, Italy).....	643
Marshall McLuhan's Electronic Education, an Original Document for Rethinking Learning in the Digital Age.....	644
Simone di Biasio (Università Roma Tre, Italy).....	644

Embodied Learning: Exploring Physical Education Practices – A Literature Review.....	645
Pierluigi Faella (University of Cassino and Southern Lazio, Italy) · Simone Digennaro (University of Cassino and Southern Lazio, Italy).....	645
Me, Myself And (Virtual)I. The Use of Social Media Among Pre- Teens And Its Body-Related Consequences. An Ex- ploratory Study.....	646
Alice Iannaccone (University of Cassino and Southern Lazio, Italy) · Simone Digennaro (University of Cassino and Southern Lazio, Italy).....	646
Media Education for Teacher Training on Gender Representations in the Media: the eMerge Project.....	647
Paola Macaluso (Università degli studi di Palermo, Italy).....	647
Synthographies. The Educational Challenges Posed By AI Generated Images.....	648
Lorenzo Manera (UniMoRE, Italy).....	648
Identity and social media addiction in the Onlife era: a Social Media Diet proposal.....	649
Gianfranco Rubino (Luiss Guido Carli, Italy).....	649
Social Media and Youth: Navigating the Complex Terrain of Beauty Standards and Body Image Distortion". A System- atic Review.....	650
Alessia Tescione (University of Cassino and Southern Lazio, Italy) · Lidia Piccerillo (University of Cassino and Southern Lazio, Italy).....	650
Nurturing Body Literacy: Fostering Positive Body Image in the Virtual Reality Era.....	651
Angela Visocchi (University of Cassino and Southern Lazio, Italy).....	651
<b>I.08. Schools and universities facing open artificial intelligence: Perspectives, Opportunities, and Risks.....</b>	<b>652</b>
Large Language Models at University: Pedagogical, Ethical and Interactive Implications.....	652
Claudia Andreatta (IUSVE – Istituto Universitario Salesiano Venezia, Italy) · Davide Girardi (IUSVE – Istituto Universitario Salesiano Venezia, Italy) · Tiziana Piccioni (IU- SVE – Istituto Universitario Salesiano Venezia, Italy) · Marco Zuin (IUSVE – Istituto Universitario Salesiano Venezia, Italy).....	652
From Propp to Prompt: collaborative writing games with Midjourney.....	653
Claudia Cantale (Università degli Studi di Catania, Italy) · Guido Anselmi (Università degli Studi di Catania, Italy).....	653
Are we already there? Digital Platforms for Enhanced Lesson Plan Creation and Personalization.....	654
Jessica Niewint Gori (INDIRE, Italy) · Sara Mori (INDIRE, Italy).....	654
<b>I.09. Teachers Attitudes, behaviors and sense of self-efficacy towards Artificial Intelligence.....</b>	<b>655</b>
Empowering Teachers in the AI-driven Educational Landscape: Fostering Self-efficacy and Familiarity with AI Tools.....	655
Matteo Borri (INDIRE, Italy) · Samuele Calzone (INDIRE, Italy).....	655
Empowering Educators with Generative AI: The Govern-AI Program for Adult Education Governance.....	656
G. Luca De Luca Picione (University of Naples "Federico II", Italy) · Domenico Trezza (University of Naples "Federico II", Italy).....	656
Training Teachers for School Self-Evaluation: Data, Digital and Artificial Intelligence Literacy.....	657
Michela Freddano (INVALSI, Italy) · Miriam Mariani (INVALSI, Italy).....	657
Teachers' Perception And Attitudes To Harness The Potential Of Artificial Intelligence In Education.....	658
Emiliana Murgia (University of Genoa, Italy) · Filippo Bruni (University of Molise, Italy).....	658
Using Artificial Intelligence to Boost Autonomy in a More Inclusive Society: The AMBRA Approach.....	659
Christian Pilato (Politecnico di Milano, Italy) · Ambra Di Paola (Fondazione Artos, Italy) · Serena Muraro (Fondazione Artos, Italy) · Roberto Marinelli (Fondazione Artos, Italy).....	659
Teachers' Perceptions and Attitudes Towards the Use of Artificial Intelligence: Evaluating the Impact of Training in an International Project.....	660
Francesca Storai (INDIRE, Italy) · Sara Mori (INDIRE, Italy) · Jessica Niewint (INDIRE, Italy).....	660
<b>I.10. The pervasive-persuasive relationship between education and technologies.....</b>	<b>661</b>
Educational Opportunities And Challenges. Artificial Intelligence In The Hands Of Teachers And Students To Make Meaningful Change.....	661
Alessandro Barca (Università Pegaso, Italy) · Maria Concetta Carruba (Università Pegaso, Italy) · Valentina Paola Cesarano (Università Pegaso, Italy).....	661
AI at School: what are the Teachers' attitudes and Competencies?.....	662
Maria Concetta Carruba (Università Telematica Pegaso, Italy) · Scutto Chiara (Università Telematica Pegaso, Italy) · Stefano Triberti (Università Telematica Pegaso, Italy).....	662
Invisible AI Investigation of Emotional Perception and Self-efficacy in Dyslexic Students Using Compensatory	

Tools Powered by AI.....	663
Francesca Rita Loi (Università di Udine, Italy) · Gabriele Luigi Pia (Università di Bologna, Italy).....	663
Active Triangle Kids: The Design of a Children Videogame to Foster Manipulation Through the Use of Geometrical Shapes.....	664
Juanjo Mena (University of Salamanca, Spain) · Juan Miguel Lorite (Independent Researcher) · Daniel Hernández (Sciling Company).....	664
Demining Foundations of the Teaching-learning Process. A Critical Synthesis on Opportunities and Risks of Training Teachers Within Intelligent Tutoring System.....	665
Loredana Perla (University of Bari, Italy) · Laura Sara Agrati (Pegaso University, Italy).....	665
Developing AI Literacy as a Tool for Social Reflection: a Proposal for Algorithmic Ethnography.....	666
Gabriella Taddeo (Università di Torino, Italy).....	666
Synergies Between New Technologies And Educational Methodology: Exploring The New Frontiers Of Learning With AI Mediated Technologies And Design Thinking.....	667
Mariella Tripaldi (Università degli Studi "A. Moro" BARI, Italia) · Alessandro Barca (Università Telematica Pegaso).....	667
<b>I.II. The process of digitalization in the education field: opportunities and inequalities within schools and universities.....</b>	<b>668</b>
The Digital Transformation of Formal and Non-formal Learning Spaces from the Perspective of Young People.....	668
Sandra Biewers Grimm (University of Luxembourg, Luxembourg).....	668
Activating Processes of Youth Participation and (digital) Citizenship.The Online/Onlife Project Diritti in Internet.....	669
Mariangela D'Ambrosio (UNIMOL, Italy).....	669
Teaching Innovation And The Skills Gap In Connected Learning Environments. A Study Of Higher Education Teachers From Four European Universities.....	670
Veronica Lo Presti (Department of Communication and Social Research, Sapienza University Rome) · Maria Paola Faggiano (Department of Communication and Social Research, Sapienza University Rome) · Maria Dentale (National Research Council of Italy) · Alfonsina Mastrolia (Department of Communication and Social Research, Sapienza University Rome).....	670
The Digital Divide: a Challenge for the Schools.....	671
Rita Marzoli (Istituto nazionale per la valutazione del sistema di istruzione e di formazione INVALSI, Italy) · Ornella Papa (Istituto nazionale per la valutazione del sistema di istruzione e di formazione INVALSI, Italy) · Lorenzo Mancini (CROS NT, Italy).....	671
Inequalities and Psycho-social Well-being in Italian Universities: What Has Changed After the Pandemic?.....	672
Matteo Moscatelli (Università Cattolica di Milano, Italy) · Michele Bertani (Ca' Foscari University of Venice).....	672
Challenging the Crisis: the Future of Education Between Catastrophism and Hope.....	673
Davide Ruggieri (Università di Padova, Italy).....	673
<b>STREAM J. Space and Art in Education.....</b>	<b>674</b>
<b>J.OI. «The comication of academic knowledge»: the sequential and invisible artification of science?.....</b>	<b>674</b>
Do Comics « Popularize » Social Sciences?.....	674
Thomas Alam (Univ. Lille, France) · Nicolas Bué (Univ. Artois, Lille, France).....	674
To Disrupt to Exist, Exploring "comication" in Social Sciences.....	675
Verena Richardier (Institute of Federalism, Switzerland).....	675
Graphic Based Sociology? Methodological and Ethical Reflections.....	676
Alice Scavarda (Università di Torino, Italy) · Barbara Gruning (Università Milano-Bicocca, Italy).....	676
Considering the Publication Cycle of Research Comics.....	677
Elizabeth Allyn Wock (Palacky University, Czech Republic).....	677
<b>J.O2. Art Education and social justice: New ways for the development of democracy.....</b>	<b>678</b>
Empathy and Cinematic Sound: An Educational Proposal For Primary School.....	678
Stefania Bonelli (University of Tor Vergata Rome, Italy).....	678
Creativity And Interactive Narratives To Foster Inclusion And Participation: The Effects Of Immersive Education.....	679
Riccardo Brunetti (Università Europea di Roma, Italy, Associazione Culturale Project XXI – Roma, Italy; Associazione Culturale Project XXI – Roma, Italy) · Silvia Ferrante (Sapienza, Università di Roma, Italy; Associazione Culturale Project XXI – Roma, Italy) · Anna Maria Avella (Associazione Culturale Project XXI – Roma, Italy) · Sandra Albanese (Associazione Culturale Project XXI – Roma, Italy).....	679

Aesthetic education and children's literature: Analysis of <i>Paper Cut</i> by Rébecca Dautremer.....	680
Maria Filomia (Università degli Studi di Perugia, Italy).....	680
(Re)discovering the Art of Narration as Inclusive Opportunity: A University Laboratory of Intermedia Autobiography.....	681
Laura Invernici (University of Padova, Italy).....	681
<b>J.03. Educating for sustainability through the arts.....</b>	<b>682</b>
On The Thread Of Stories: Art, Nature And Narration.....	682
Maria Laura Belisario (Florence University, Italy).....	682
Educating for Sustainability in and Through Art. An Analysis from Montessori Art Education.....	683
Antonietta De Feo (Università Roma Tre, Italy).....	683
The (Im)possible Forms Of Sound: Sound Research And Exploration In The Park.....	684
Annalisa Liuzzi (Università degli Studi di Modena e Reggio, Italy) · Elena Sofia Paoli (Fondazione Reggio Children) · Matilde Teggi (Università degli Studi di Modena e Reggio, Italy).....	684
Fashion, Art and Social Responsibility: the Challenge of Sustainability in Training Programs.....	685
Lia Luchetti (University of Rome III, Italy).....	685
Narratives for Interspecies Education.....	686
Ludovica Malknecht (Università Europea di Roma, Italy).....	686
The Use Of The Arts In Medical Education To Promote Humanistic Values, Thought And Sustainable Practice In Medicine.....	687
Chris Mathieu (Lund University, Sweden).....	687
Muholi's Visual Activism as a Public and Critical Pedagogical Practice.....	688
Olga Solombrino (Università Roma Tre, Italy).....	688
Enhancing Cultural Heritage through Extended Reality and 3D Printing for the Creation of Inclusive and Sustainable Experiences.....	689
Alessia Sozio (Università telematica Pegaso, Italy) · Stefano Di Tore (Università degli Studi di Salerno) · Lucia Campitiello (Università degli Studi di Salerno) · Tonia De Giuseppe (Università telematica Giustino Fortunato) · Alfonso Amendola (Università degli Studi di Salerno).....	689
Eco-Visions of the Future: Sustainability and the Role of the Arts.....	690
Anna Lisa Tota (University Roma Tre, Italy).....	690
Drawing On Artistic Languages To Approach Tangible And Intangible Heritage. Towards Shared Knowledge Construction.....	691
Franca Giuliana Zuccoli (Università Milano-Bicocca).....	691
<b>J.04. Educational Futures of Small and Rural Schools.....</b>	<b>691</b>
Existing School Network and Teachers' Sense of Self-efficacy and Agency as Stepping-stones to Enhance the Socio-educational Ecosystem.....	691
Erica Biagini (Università di Modena e Reggio Emilia - Fondazione Reggio Children-Centro Loris Malaguzzi) · Laura Landi (Università di Modena e Reggio Emilia).....	691
Small and Rural Schools as Learning Hubs. Inventive methods for identifying the grammar of educational futures.....	692
Stefania Chipa (INDIRE - Italy) · Serena Greco (INDIRE - Italy) · Lorenza Orlandini (INDIRE - Italy) · Giuseppina Rita Jose Mangione (INDIRE - Italy).....	692
Exploring OECD's "School as a Learning Hub" scenario in Small Italian Schools: a qualitative-inventive inquiry.....	693
Giuseppina Rita Jose Mangione (INDIRE) · Paolo Landri (CNR - IRPPS) · Fabio Maria Esposito (CNR - IRPPS).....	693
Small and Rural Schools as the Chronotope of Studenting and Educational Encounter.....	694
Stefano Oliverio (University of Naples Federico II, Italy).....	694
A small Mountain School: inhabiting the Community and the Territory through a School Cooperative Association.....	695
Cinzia Zadra (Free University of Bolzano, Italy) · Elisabetta Tomazzolli (Free University of Bolzano, Italy).....	695
<b>J.05. Leveling Up: The influence of Game Design on Education and Social Justice.....</b>	<b>696</b>
The Game Designer Is Present. <sup>[1]</sup> Revealing The Cultural Role Of Game Creators Within Social Change.....	696
Tiziano Antognazzi (IMT School for Advanced Studies, Lucca) · Alessandro Crociata (Università degli Studi d'Annunzio, Chieti-Pescara) · Alessandro Giovanucci (Università degli Studi di Teramo).....	696
TTRPG and Language Learning: From Game Design to Classroom Play.....	697
Alessia Caviglia (Alma Mater Studiorum Università di Bologna, Italy) · Camilla Zamboni (Wesleyan University, USA).....	697

How Edu-larp Can Promote Social Justice in Legal Education: the Case of "I Soliti Sospetti".....	698
Chiara De Robertis (University of Turin, Italy) · Costanza Agnella (University of Turin, Italy) · Cecilia Blengino (University of Turin, Italy).....	698
Game-Based Leadership Development for Occupational Stress Reduction in Correctional Settings: A Social Change Approach.....	699
Salvatore Fadda (University of Sassari, Italy) · Francesca Brembilla (University of Sassari, Italy) · Carlo Andrea Pensavalle (University of Sassari, Italy).....	699
Transformative Game Design: Fighting Social Media Risks and Driving Social Change.....	700
Christian Gardoni (European University of Rome, Italy) · Carlo Andrea Pensavalle (University of Sassari) · Tiziano Antognozzi (IMT School for Advanced Studies) · Giuliana Solinas (University of Sassari) · Federico Alessio (European University of Rome, Italy).....	700
Board Games at School: Ludo Teaching.....	701
Andrea Ligabue (University of Modena and Reggio Emilia, Italy).....	701
Let's Play with a Board Game from the EduSpace Lernwerkstatt: Gaming Experiences and Their Educational Potential.....	702
Stephanie Mian (Free University of Bolzano, Italy) · Daniele Morselli (Free University of Bolzano, Italy) · Susanne Schumacher (Free University of Bolzano, Italy).....	702
Developing a Sense of Initiative and Entrepreneurship in VET Through a Table Game from the EduSpace Lernwerkstatt.....	703
Daniele Morselli (Free University of Bolzano-Bozen, Italy) · Susanne Schumacher (Free University of Bolzano-Bozen, Italy) · Stephanie Mian (Free University of Bolzano-Bozen, Italy) · Giovanna Andreatti (Free University of Bolzano-Bozen, Italy).....	703
Learning Experiences With A Board Game From The EduSpace Lernwerkstatt. Preliminary Results Focussing Participatory Practices.....	704
Susanne Schumacher (Free University of Bozen-Bolzano, Italy) · Daniele Morselli (Free University of Bozen-Bolzano, Italy) · Stephanie Mian (Free University of Bozen-Bolzano, Italy).....	704
<b>J.06. Outdoor Mobile Learning, Technology and Social Justice.....</b>	<b>705</b>
Outdoor Mobile Education as an Opportunity to Democratize Relations in Higher Education.....	705
Darota Bazuń (University of Zielona Góra, Poland).....	705
An Artistic Project To Go Beyond The Standardization Of The Schoolchildren's Bodies.....	706
Dominique Gillet-Cazeneuve (Université de Bordeaux, France).....	706
Technology as a Path to Social Justice and Dehumanization: Towards One of the Contemporary Antinomies of Democracy.....	707
Jiří Kropáč (Charles University, Faculty of Arts, Czech Republic) · Martin Strouhal (Charles University, Faculty of Arts, Czech Republic).....	707
Respect on the Move. Anti-Stigma Potentials of Mobile Methods.....	708
Mariusz Kwiatkowski (University of Zielona Góra, Poland).....	708
Walls on the outside and on the Inside: invisible in Plain Sight.....	709
Gabriele Marino (Università di Torino, Italy).....	709
Locative Media, Urban Space, and the Perception of Social Justice.....	710
Federico Montanari (University of Modena and Reggio Emilia, Italy) · Giulia Conti (University of Modena and Reggio Emilia, Italy).....	710
<b>J.07. Spaces for education, Places of knowledge: the spatial architecture of the educational process, between agency and organizational constraints.....</b>	<b>711</b>
Spaces of Protest: Ethnographic Insights into Student Activism and University Transformations.....	711
Fabio Bertoni (Instituto de Ciencias Sociais, Universidade de Lisboa, Portugal).....	711
Transforming Spaces For Interaction Within The University.....	712
Lauren Beth Clark (University College London, United Kingdom).....	712
An Artistic Project To Go Beyond The Standardization Of The Schoolchildren's Bodies.....	713
Dominique Gillet-Cazeneuve (Université de Bordeaux, France).....	713
"Movement in Between" as a Gender-inclusive Movement Program in Everyday School Life.....	714
Carla Schwaderer (TU Wien, Austria).....	714
<b>J.08. The right to a fair space for education: an interdisciplinary approach between pedagogy, architecture and design.....</b>	<b>715</b>
The Upturned School: an Interdisciplinary Educational Co-design Experience for 'Educating Furnishings' and Un-	

conventional Learning Environments.....	715
Marina Block (University of Naples "Federico II", Italy) · Antonella Falotico (University of Naples "Federico II", Italy).....	715
Interspecies Educational Environment: a Participatory Action Research to Promote a Fair Space for Education.....	716
Giusi Boaretto (Free University of Bolzano-Bozen, Italy; University of Applied Sciences and Arts of Southern Switzerland).....	716
Inside-out Schools.....	717
Massimo Faiferri (Università di Cagliari, Italy) · Samanta Bartocci (Università di Sassari, Italy) · Lino Cabras (Università di Sassari, Italy) · Laura Pujia (Università di Sassari, Italy) · Fabrizio Pusceddu (Università di Cagliari, Italy) · Lara Marras (Università di Sassari, Italy).....	717
Re-designing Schoolyards through Photovoice. A Participatory Experience with Preschoolers.....	718
Monica Guerra (University of Milano-Bicocca, Italy) · Letizia Luini (University of Milano-Bicocca, Italy).....	718
BiB-Lab: Setting Up Educational Space Innovations.....	719
Karin Harather (Technische Universität Wien, Austria).....	719
From Muddy Path to Existential Meaning: A Student Competition Reimagines Space and Self.....	720
Vladan Klement (Czech Technical University in Prague, Czech Republic).....	720
Reconstructing the Campus of the National Somali University of Mogadishu: the Vision for a Park of Knowledge..	721
Laura Montedoro (Politecnico di Milano, Italy) · Alessandro Frigerio (Politecnico di Milano, Italy).....	721
Educational Equity In Pedagogical Architecture: The Study Hall As The Key To Equal Opportunities.....	722
Petra Regina Moog (Sophia::Academy, Germany).....	722
Eco-Inclusive Play Spaces for Children: Reflections on Institutionalized and Non-Institutionalized Environments in Cantabria and Catania.....	723
Roberta Piazza (University of Catania, Italy) · Giusy Pappalardo (University of Catania, Italy).....	723
Designing Inclusive Outdoor Spaces: An Advanced University Training Course.....	724
Michela Schenetti (University of Bologna, Italy) · Francesca Thiebat (Politecnico Torino, Italy) · Anna Costa (University of Bologna, Italy).....	724
The Role of Building Culture Mediation in Achieving Social Justice in School Space Design Issues – Relevance, Methods, Examples.....	725
Katharina Tielsch (Vienna University of Technology, Austria).....	725
Bringing Schools Among Plants: A Case Study From The Botanical Garden Of Florence.....	726
Giulia Torta (Università degli Studi di Firenze, Italy).....	726
Fostering Interconnectedness Between Children And Nature: From Auto-ethnography To 'Feeling As A Tree' .....	727
Seçil Uğur Yavuz (Free University of Bozen-Bolzano) · Michaela Honauer (University of Twente, EEMCS / HMI) · Kristi Kuusk (Estonian Academy of Arts, Design) · Andrea Righetto (Independent Researcher) · Beate Weyland (Free University of Bozen-Bolzano).....	727
Innovative Learning Environments: A Comparative Analysis Of Projects With New Versus Established Schools....	728
Franca Giuliana Zuccoli (Università degli Studi Milano-Bicocca), Maria Fianchin(Politecnico di Milano).....	728

## **STREAM K. Young People in/and Education ..... 728**

### **K.02. Becoming adult. Higher education impact practices to ensure an equitable and quality transition..... 728**

Self-efficacy In The Internship Environment For Educators And Pedagogists: Some Reflections.....	728
Roberta Bertoli (Università di Parma, Italy).....	728
Employability Of Young People In lefp And Ifts Training Courses.....	729
Andrea Carlini (INAPP, Italy) · Claudia Spigola (INAPP, Italy).....	729
Designing Experiential, Inclusive, and Intercultural Learning Environments. Participatory Methodologies, Plural Languages, and Technologies for University Teaching.....	730
Rosita Deluigi (Unimc – Università di Macerata, Italy) · Laura Fedeli (Unimc – Università di Macerata, Italy).....	730
Narratives and Biographies in Employability Discourse.....	731
Gigliola Paviotti (University of Macerata, Italy).....	731
Social Robotics And Virtual Environments To Prepare Adolescents With Autism For Employment.....	732
Valentina Pennazio (University of Genoa, Italy) · Rita Cersosimo (University of Genoa, Italy).....	732

### **K.03. Facing the democratic crisis through a renewed pedagogical culture and alternative educational perspectives..... 733**

Don Lorenzo Milani and Maria Maltoni: two experiments of democratic school.....	733
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Rita Baldi (University of Palermo, Italy).....	733
The Future Reimagined by Generation Z in the Face of the Crisis of Democracy.....	734
Francesco Bearzi (Università del Salento – Espéro, Italy).....	734
Public Schools in Brazil: History and Struggles for Democracy and Social Justice.....	735
Kátia Augusta Curado (Universidade de Brasília, Brazil).....	735
The “Same Migrant Community Programme”: An Inclusive Approach To Science Education That Changes Attitudes Towards Science And Multilingualism.....	736
Francesco Guarracino (Native Scientists, Portugal) · Afonso Bento (Native Scientists, Portugal) · Hania Tayara (Native Scientists, Portugal) · Joana Moscoso (Native Scientists, Portugal).....	736
Education for Democratic Citizenship Through Simulation Games at Secondary Level.....	737
Marco Lupatini (SUSPSI, Switzerland) · Andrea Plata (SUSPSI, Switzerland).....	737
Building Co-responsibility To Fight Educational Poverty: Teachers And Parents In Dialogue According To The Reggio Emilia Approach.....	738
Piera Maresca (Unimore, Italy).....	738
Eco-Operative Learning: An Educational Model With An Ecopsychological Orientation.....	739
Silvia Mongili (Ecopsiché – Scuola di Ecopsicologia, Italy).....	739
Citizenship, Equity and Democracy: the Role of Civic Competences in Higher Education Innovation Processes.....	740
Antonella Nuzzaci (University of Messina, Italy) · Paola Rizzi (University of Sassari) · Elzbieta Mach (Uniwersytet Jagielloński w Krakowie).....	740
Democracy and Social Justice from an Early Age. Beyond the Democratic Crisis with Children's Ideas.....	741
Laura Pinna (Università di Cagliari, Italy).....	741
Rethinking Citizenship Education.....	742
Carla Podda (University of Cagliari, Italy).....	742
Citizens of Now: The Need to Reimagine Education.....	743
Deborah Ralls (Newcastle University, United Kingdom).....	743
Moving Forward with Transformative Education: Examining School Initiatives for Societal Change.....	744
Pablo Rivera-Vargas (Universidad de Barcelona, Spain) · Diego Calderón (Universidad de Barcelona, Spain) · Pablo Neut (Universidad Autónoma de Barcelona, Spain) · Mercedes Blanco-Navarro (Universidad de Barcelona, Spain) · Raquel Miño-Puigcerros (Universidad de Barcelona, Spain).....	744
Teaching French between Fascism and democracy. An investigation into the history of education and didactics of French as Foreign Language.....	745
Livia Romano (University of Palermo, Italy) · Mariangela Albano (University of Cagliari, Italy).....	745
Between Gesture, Silence, and Words: the Dancephilosophy Labs.....	746
Enrica Spada (Università degli Studi di Cagliari, Italy) · Giovanna Frongia (Università degli Studi di Cagliari, Italy).....	746
Cooking Workshops In The Intercultural Education: Active Learning For Raise Awareness of Complex Values.....	747
Andrea Spano (Università degli Studi di Cagliari, Italy).....	747
Addressing The Crisis Of Democracy And The Escalation Of Conflicts: Philosophy for Children Paths In The Autonomous Province of Trento.....	748
Chiara Tamanini (Collaborator of “Antonio Rosmini” Study and Research Center, University of Trento Italy) · Paolo Bonafede (Researcher of Department of Humanities, University of Trento).....	748
Educating to Democracy by Physical Education.....	749
Michele Zedda (University of Cagliari, Italy).....	749

#### **K.04. Leadership and active student participation: democratic citizenship, well-being and inclusion in the secondary school.... 750**

Promoting Youth Entrepreneurship Through Student Cooperatives. First Results Of A NEET Prevention Program.....	750
Alessia Maria Aurora Bevilacqua (University of Verona, Italy) · Claudio Girelli (University of Verona, Italy) · Giorgio Mion (University of Verona, Italy) · Irene Gottoli (University of Verona, Italy) · Michela Cona (Hermete Social Cooperative) · Camilla Pirrello (University of Verona, Italy).....	750
Is The School A Democratic Learning Enviroment? A Research Project On The Whole-School Approach (Wsa) To Cee.....	751
Andrea Ciani (Alma Mater, Università di Bologna, Italy) · Alessia Bevilacqua (Università di Verona, Italy) · Valeria Damiani (LUMSA, Italy) · Alessandra Rosa (Alma Mater, Università di Bologna, Italy) · Claudio Girelli (Università di Verona, Italy) · Gianluca Salamone (Alma Mater, Università di Bologna, Italy) · Camilla Pirrello (Università di Verona, Italy).....	751

Empower Youth Leadership in Rural Areas of South Western Europe. The YouLeaders Action Research.....	752
Maria Chiara De Angelis (Link Campus University, Italy).....	752
The Development of Citizenship Skills in a Multicultural Context: PCTO in the San Siro District (Milan).....	753
Claudia Delia Fredella (University of Milano-Bicocca, Italy).....	753
Producing Media in Classrooms to Struggle Digital Educational Poverty: a Research in Lower Secondary Schools.....	754
Michele Marangi (Università Cattolica Milano, Italy) · Stefano Pasta (Università Cattolica Milano, Italy).....	754
What do Student Think About Participation in School? Data from a Pre-test Survey in Three Secondary Schools in Milan.....	755
Giulia Gabriella Pastori (University of Milan-Bicocca, Italy) · Valentina Pagani (University of Milan-Bicocca, Italy).....	755
Strengthening Student's Participation: A Challenge Within The School Governance And Educational Practices.....	756
Maria Sole Piccioli (ActionAid Italia, Italy) · Corinne Reier (ActionAid Italia, Italy).....	756
Student Voice and Data Hermeneutic to foster Collective Leadership. The Monitoring, Evaluation and Learning of Teach For Italy.....	757
Antonio Piscopo (Teach For Italy).....	757
Ensemble: a Participatory Methodology for University Student Collaboration within a Bachelor's Degree Course.....	758
Andrea Plata (CIRSE, DFA/ASP, SUPSI, Switzerland) · Laura Di Maggio (ISIN, DTI, SUPSI, Switzerland) · Michela Papandrea (ISIN, DTI, SUPSI, Switzerland).....	758
Student Autonomy: Practices and Experiences of Democratic Participation in School Decision-making and Management.....	759
Inês Sousa (Centre for Research and Intervention in Education - CIE; University of Porto) · Elisabete Ferreira (Centre for Research and Intervention in Education - CIE; University of Porto).....	759
Leadership, Inclusion, and Social Theory: Articulating Our Commitments to Inclusion by Understanding Exclusion through Gramsci.....	760
Shirley Ruth Steinberg (University of Calgary, Canada).....	760

#### **K.05. The role of informal and non-formal education in fostering youth agency.....761**

Exploring the Impact of an Afterschool Program on Motivation and Educational Aspirations: a qualitative study integrating Nel Noddings' Care Ethics.....	761
Anna Ambrose (Södertörn University, Sweden).....	761
Train Adults to Support Youth Empowerment: Evidence from European Case Studies.....	762
Maddalena Bartolini (CNR, Italy) · Valentina Lamonica (CNR, Italy).....	762
The Perception of Cyberbullying and Its Impact in the Educational and Sports Context: the Guard 2 Project.....	763
Maddalena Bartolini (IRCRES – CNR) · Lisa Sella (IRCRES – CNR).....	763
Working With Hard-To-Reach Youths in Brussels in Neoliberal Policy Context.....	764
Andrew Malcolm Scott Crosby (Université Catholique de Louvain, Belgium; Vrije Universiteit Brussel, Belgium) · Géraldine André (Université Catholique de Louvain, Belgium).....	764
Beyond Information: Professional Development in Cultural Heritage Engagement.....	765
Marianna Di Rosa (University of Florence, Italy) · Sara Maccioni (AIEM - Italian Association of Museum Educators).....	765
Rationale and Proposal for Accompanying the Development of Youth's Sense of Agency and Civic Identity: Enabling Contexts and Agentic Qualities.....	766
Marta Beatriz Esteban Tortajada (University of Barcelona, Spain) · Ana Maria Novella Cámara (University of Barcelona, Spain).....	766
European Discourses on Non-formal Education for Young People – Questioning an Overly Economic Rational.....	767
Carolina Valente Jardim (University of Minho, Portugal).....	767
"Rasa" of Informal STEM Education: Feeling, Capacity and Agency among Rural Young People.....	768
Aizuddin Mohamed Anuar (Keele University, United Kingdom).....	768
Life in Nepal's Lhotshampa Refugee Camp through the Lens of its Youth: Capturing Multiplicity.....	769
Jessica Moss (University of Wroclaw, Poland; University of Leipzig, Germany; Erasmus Mundus Global Studies).....	769
Empowering Youth through Entrepreneurship Education: Fostering Critical Thinking and Lifelong Learning through the Assessment Process.....	770

Aurora Ricci (University of Bologna, Italy) · Elena Luppi (University of Bologna, Italy) · Flavio Brescianini (University of Bologna, Italy).....	770
Beyond Resilience: Assessing the Effectiveness of Third Sector Educational Support Strategies in favour of Foreign Students in the Post Pandemic.....	771
Emanuela Varinetti (CNR - IRCoES, Italy).....	771
<b>K.06. Understanding the nuances of first-generation students' experiences from a Bourdieusian Perspective – Challenges and Opportunities.....</b>	<b>772</b>
Mapping Out Layers of Disadvantages and Possibilities of Social Mobility in Pakistan's Education System.....	772
Amal Hamid (University of Manchester, United Kingdom).....	772
Highlighting The Issues of Habitus For Female Students From Single-headed Households in South Africa.....	773
Kim Heyes (Manchester Metropolitan University, United Kingdom) · Shoba Arun (University of Essex, United Kingdom) · Mariam Seedat-Khan (University of KwaZulu Natal, South Africa).....	773
Habitual Nuances and Their Impact on the Career Choice Process of First-generation Students.....	774
Michael Holzmayer (KPH Vienna/Krems, Austria).....	774
Picking the Habitus Apart and Putting it Back Together Again: On Making Theoretical and Conceptual Compromises with Bourdieu.....	775
Biörn Ivarmark (Stockholm University, Sweden) · Anna Ambrose (Södertörn University, Sweden).....	775
Promising Young Academics: Social Magic In Academic Mentoring And The Role Of Social Class.....	776
Maria Keil (University of Tuebingen, Germany) · Flora Petrik (University of Tuebingen, Germany).....	776
Working with Bourdieu and Beyond to Explore First-in-Family Students' Perceptions of University in Austria.....	777
Franziska Lessky (University of Innsbruck, Austria; Institute for Advanced Studies - IHS).....	777
First In Family Learners And The Capability To Participate In Higher Education.....	778
Sarah O Shea (Charles Sturt University, Australia).....	778
Social Frictions at University: Swedish Students Experience Hysteresis-effects in a Transformed Higher Education System.....	779
Magnus Persson (Linnaeus University, Sweden).....	779
'From my Comfy Corner'. Amina's Story and the Social Boundaries of the University Field.....	780
Marco Romito (University of Milano-Bicocca, Italy).....	780
Proto-mobility.....	781
Ryan Wattam (University of Manchester, United Kingdom).....	781
<b>K.07. Which (public) space for young people's engagement in contemporary urban areas.....</b>	<b>782</b>
A Research About Young People's Vision on the Future (and the Present) of Youth Participation Spaces.....	782
Daniele Morciano (University of Bari Aldo Moro, Italy) · Diego Mesa (Catholic University of the Sacred Heart, Italy).....	782
Renovating School Spaces with Teachers, Children, and Parents. Some Reflections on Participatory Action Research in Urban Primary Schools.....	783
Nicola Nasi (University of Bologna, Italy) · Rachele Antonini (University of Bologna, Italy) · Federica Ceccoli (University of Bologna, Italy).....	783
Sita And The Great Absence: Adolescents, Decision-making and Participation in Public Space.....	784
Alessandro Pepe (Università di Milano-Bicocca) · Stefano De Francesco (Sigmund Freud University, Austria) · Eleonora Farina (Università di Milano-Bicocca).....	784
Pedagogy of Urban Areas: from Crisis Spaces to Relationship Places for Youth. Research Paths through the City of Florence.....	785
Maria Grazia Proli (University of Florence, Italy).....	785
The B-Youth Forum Research Lab: Youth Emancipation Through Research. First Reflections On Research Approaches And Methodologies.....	786
Maria Ratotti (Università degli Studi Milano-Bicocca, Italy) · Chiara Buzzacchi (Università degli Studi Milano-Bicocca, Italy).....	786
Young People And Fondazione PInAC: Reappropriating Heritage To Transform The Museum.....	787
Alessia Trivigno (Università degli Studi di Milano-Bicocca, Italy; Fondazione PInAC - Pinacoteca Internazionale dell'Età Evolutiva Aldo Cibaldi).....	787
A Need to Nurture Public Nature: Urban Public Space as a Co-educator for Youth.....	788
Sander Van Thomme (Ghent University, Belgium) · Sven De Visscher (University college Ghent - HOGENT, Belgium) · Lieve Bradt (Ghent University, Belgium).....	788
<b>K.08. Young People of Minority Ethnic and Migrant Background in Education. Combining Social Reproduction and Social Change....</b>	<b>789</b>
The Challenges Of Education And Training For Uams: Between Inequalities And Resistance Practices.....	789

Alessandra Barzaghi (Fondazione ISMU ETS, Università Cattolica del Sacro Cuore, Italy) · Chiara Ferrari (Università Cattolica del Sacro Cuore, Italy).....	789
Sinti Youth and School: Context of Reproduction and Change.....	790
Rita Bertozzi (Università di Modena e Reggio Emilia, Italy).....	790
Young refugees have big dreams: Perspectives from England and Brasil.....	791
Jáfia Naftali Câmara (Centre for Lebanese Studies; University of Cambridge, United Kingdom).....	791
The Languages of Intercultural Childhood: Analysis of the Mamma Lingua Project in the City of Florence.....	792
Negest Castelanelli (University of Florence, Italy).....	792
Entering the School as a Refugee Minor: An Analysis of School Admission in Italy and Sweden.....	793
Gül Ince Beqo (University of Milan, Italy) · Eduardo Barberis (University of Urbino, Italy).....	793
Navigating Identity Boundaries: Bilingual Education as an Act of Rebellion in Israel's Ethnic Conflict.....	794
Maria Medvedeva (Lund University, Sweden).....	794
Minority Ethnic and Religious Identities Between Tensions and Resignification.....	795
Berenice Scandone (Università degli Studi di Urbino Carlo Bo, Italy).....	795
Refugee Minors and Socialization Through Civic Values at School: Socialty or Domination?.....	796
Vittorio Sergi (Università degli Studi di Urbino, Italy) · Gul Ince Beqo (Università degli Studi di Milano, Italy) · Eduardo Barberis (Università degli Studi di Urbino, Italy).....	796
Negotiating Boundaries: Racialized Youth and Difference Contestation in Parma Secondary Schools.....	797
Kombala T. Ramadhani Mussa (Università degli Studi di Parma, Italy) · Annavittoria Sarli (Università degli Studi di Parma, Italy).....	797
From the Past to the Present: Awareness of the Construction of Prejudice Among Young Roma and Adolescents Through an Action-research.....	798
Maria Teresa Tagliaventi (University of Bologna, Italy).....	798
Biographical Portraits Of Fatima And Sadia, Afrodescendant Teachers: Between Intersectional Constraints And Educational Engagement.....	799
Marta Visioli (Università Cattolica del Sacro Cuore, Italy) · Alessandra Caragiuli (Università Cattolica del Sacro Cuore, Italy).....	799

#### **K.09. Young people's experiences and lives: embodying, experiencing, and challenging neoliberal policies and discourses..... 800**

How Individuals Understand And Make Sense Of Their Own Social Mobility: The Role Of Higher Education.....	800
Éireann Attridge (University of Cambridge, United Kingdom).....	800
The Digital does not mediate. Educational Mediation in the Digital Territory.....	801
Ezequiel Passeron Kitroser (Universidad de Barcelona, Spain) · Judith Jacovkis (Universidad de Barcelona, Spain) · Pablo Rivera (Universidad de Barcelona, Spain).....	801
Choosing by Vocation? Youth Experiences Between Reproduction and Individualisation.....	802
Aina Tarabini (Autonomous University of Barcelona, Spain) · Sara Gil (Autonomous University of Barcelona, Spain) · Javier Rujas (Complutense University of Madrid, Spain).....	802
Navigating Transitions: Unraveling School Trajectories, Agency, and Structure in the Lives of Young Adults.....	803
Liliana Zeferino (Institute of Education of the University of Lisbon, Portugal) · Natália Alves (Institute of Education of the University of Lisbon, Portugal).....	803

#### **STREAM L. Ecological Justice in/and Education..... 804**

#### **L.01. Adolescents, Intergenerational Relationships and Sustainable Future: The Role of School and Education..... 804**

Sustainability Education: a Pedagogical Responsibility That Aims to Create Inclusive and Sustainable Environments.....	804
Fabio Alba (Università di Palermo, Italy).....	804
Reimagining the Future with Adolescents: The Transformative Role of Ethnographic Tools.....	805
Francesco Bearzi (Università del Salento – Espéro, Italy).....	805
The Six Italians: the Influence of Socio-economic and Educational Background on the Environmental Awareness of Italian Students.....	806
Alessandro Bozzetti (University of Bologna, Italy).....	806
Global Citizenship Education: A Research-Training In Piedmont.....	807
Paola Ricchiardi (Università di Torino, Italy) · Emanuela Maria Teresa Torre (Università di Torino, Italy) · Federica Emanuel (Università di Torino, Italy).....	807

Promoting Sustainable Assessment Among Future Primary Education Teachers.....	808
Rosanna Tammaro (University of Salerno, Italy) · Deborah Gragnaniello (University of Salerno, Italy) · Iolanda Sara Iannotta (University of Salerno, Italy).....	808
Ecosophy And Philosophy For Children: Accompanying Models For The Planning Of Possible Futures.....	809
Oscar Tiozzo Brasiola (Università degli Studi di Padova, Italy) · Jessica Soardo (Istituto Femminile Don Bosco delle F.M.A.).....	809
Adolescents and sustainable learning. The practice of Outdoor Education.....	810
Maria Tiso (Università degli Studi di Salerno, Italy) · Concetta Ferrantino (Università degli Studi di Salerno, Italy) · Alessia Notti (Università degli Studi di Salerno, Italy).....	810
Against Teenagers Ethnicization. The Political Role of Pedagogy in the Italian Case Study.....	811
Alessandro Tolomelli (University of Bologna, Italy).....	811
Decide Your Print: A Workshop For Systemic Declination Of Sustainability Literacy.....	812
Mania Torre (CNR-IRPPS, Italy).....	812
"I Am What I Eat". Education Must Support Adolescents' Sustainable Food Choices.....	813
Silvia Zanazzi (Università degli Studi di Ferrara, Italy).....	813
<b>L.02. Climate change, education, social justice: main characters, processes, educational implications.....</b>	<b>814</b>
Acting in the Micro. Possibilities of a small park for Sustainability Education with Students at the University of Parma.....	814
Maja Antonietti (University of Parma, Italy) · Andrea Pintus (University of Parma, Italy) · Elena Nardiello (University of Parma, Italy).....	814
"It hurts when they don't listen to you": Young People's Perceptions and Experiences Engaging in Youth-led Climate Activism.....	815
Daniella Bendo (King's University College at Western, Canada) · Gabrielle Gooch (Oxford University) · Stefania Maggi (Carleton University).....	815
Citizenship and Sustainable Development. Civic Education in the Schools of the Aosta Valley Region (Italy).....	816
Fabrizio Bertolino (University of Aosta Valley, Italy) · Lorena Palmieri (University of Aosta Valley, Italy) · Anna Perazzone (University of Turin, Italy).....	816
A Reflection For An Ecological Transformation: Looking For New Educational Approaches.....	817
Rosa Buonanno (University Modena and Reggio Emilia, Italy).....	817
The Urgency of education for sustainable development: Concerns about climate change in the Laudate Deum.....	818
Paola Dal Toso (Università degli Studi di Verona, Italy).....	818
Exploring the Future: Learning and Re-acquiring Knowledge Necessary for Well-Being and Living Well.....	819
Antonia De Vita (University of Verona, Italy).....	819
Education for Sustainable Development and Climate Change as a participatory challenge.....	820
Rosaria Parisi (Department of Soil, Plant and Food Sciences, University of Bari) · Rosa Colacicco (Department of Earth and Geo-Environmental Sciences, University of Bari).....	820
Education in the Ecological Paradigm for Humanity's Future "With the Earth".....	821
Monica Adriana Parricchi (Libera Università di Bolzano, Italy).....	821
Fostering Green Skills, Climate and Social Justice among Teachers: A Quali-Quantitative Research into the Paths Proposed by Future Education Modena.....	822
Marta Salinaro (University of Bologna, Italy) · Marta Ilardo (University of Bologna, Italy).....	822
Little Picture, Big Picture: the Resource of Children's Literature for an Ecology of Global Education and Cosmic Belonging.....	823
Marcella Terrusi (University of Bologna, Italy).....	823
Sharing Lessons: Learning, Changing and Envisioning Together.....	824
Francesco Vittori (University of Verona, Italy).....	824
Sensing with Plants: a Logbook to Promote Planetary Awareness.....	825
Beate Christine Weyland (Libera Università di Bolzano, Italy) · Giusi Boaretto (Libera Università di Bolzano, Italy) · Andrea Righetto (Libera Università di Bolzano, Italy).....	825
<b>L.03. Educating in a more-than-human world: ecological crisis and social inequalities.....</b>	<b>826</b>
Out of School: in Touch with the More-than-human World.....	826
Evi Agostini (University of Vienna, Austria) · Stephanie Mian (University of Bozen-Bolzano, Italy) · Cinzia Zadra (University of Bozen-Bolzano, Italy).....	826
Educating to Generate New Eco-centric Wor(l)ds. Precarious Scaffolding and Imperceptible Cracks.....	827
Camilla Barbanti (University of Milan, Italy).....	827
The Strangeness of Educational Life And Ecological Survival.....	828

Jesse Thomas Bazzul (University of Regina, Canada).....	828
An Ecocritical Perspective on a Doctoral Study Aimed at Educating in a More Than Human World.....	829
Giusi Boaretto (Free University of Bolzano-Bozen, Italy; University of Teacher Education, University of Applied Sciences and Arts of Southern Switzerland).....	829
Biodiversity and Intercultural Education. Reflections From a Workshop Experience at The University of Catania.....	830
Giambattista Bufalino (University of Catania, Italy) · Gabriella D'Aprile (University of Catania, Italy) · Glenda Platania (University of Catania, Italy).....	830
Lights And Shadows Of Green Comp. The Contribution Of The Sociomaterial Perspective In Reviewing The Euro- pean Competence Framework For Sustainability.....	831
Chiara Buzzacchi (University of Milano-Bicocca, Italy) · Guendalina Cucuzza (University of Milano-Bicocca, Italy).....	831
A Radical Pedagogy of Relation for a more-than-human Future.....	832
Michele Cagal (Free University of Bolzano, Italy).....	832
The "Work that Reconnects": a Collective Process to cultivate Hope and promote Action, facing the Eco-Climatic Crisis.....	833
Pietro Corazza (University of Bologna, Italy).....	833
"Toxic Bodies" and the Ecology of Beauty in a Rural Area of Sicily.....	834
Gabriella D'Aprile (University of Catania, Italy) · Davide Bocchieri (University of Catania, Italy) · Cristina Trovato (University of Catania, Italy).....	834
Pre-Service Teachers' Attitudes and Confidence towards Sustainability: A Case Study on Complutense University Students in Madrid.....	835
Stefania Falchi (University of Cagliari, Italy) · Juan Peña-Martinez (Complutense University of Madrid) · Antioco Luigi Zurru (University of Cagliari, Italy).....	835
Citizenship, Gender and Ecological Transition. Proposals for a Systemic Educational Approach towards a Sustainable Society....	836
Marta Ilardo (University of Bologna, Italy) · Silvia Demozzi (University of Bologna, Italy) · Eleonora Bonvini (University of Bologna, Italy).....	836
Eco-literacy Between Theory And Practice: The Experience Of FIERi In Catania (Sicily).....	837
Emanuele Liotta (University of Catania, Italy).....	837
Playing the Sustainability Game or Being Played? Critical Reading of Educational Policies in Sweden and Poland (ESDEUS project).....	838
Adrianna Maura Nizinska (University of Gothenburg, Sweden, Sweden) · Ewa Anna Kurantowicz (University of Lower Silesia, Poland).....	838
Playful and Inclusive Science Communication for Childhood Learning.....	839
Sergio Passanante (University of Modena and Reggio Emilia, Italy).....	839
Educating for Symmetrical Relationalities: Sociomaterialism and Ecological Posthumanism.....	840
Raffaella Carmen Strongoli (Università degli Studi di Catania, Italy).....	840
<b>Index of Authors.....</b>	<b>842</b>
<b>Organizing Committee.....</b>	<b>854</b>
<b>Volunteer Staff.....</b>	<b>854</b>
<b>Scientific Committee.....</b>	<b>855</b>
<b>Promoters and Partners.....</b>	<b>857</b>

## F.04. Educating for Responsible Digital Transformation

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### Algorithmic Critical Intelligence and Artificial Intelligence: Educating in and to Digital Transformation

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critical intelligence, algorithmic intelligence, artificial intelligence, digital transition, digital citizenship

Algorithmic critical intelligence represents a fundamental dimension in the digital age in which we live, characterized by the growing presence of algorithms in decision-making processes and in the automation of activities. Reflecting on this form of critical intelligence involves considering how algorithms influence and shape different aspects of our daily lives, as well as understanding the risks, limitations, and ethical implications of algorithmic decisions. Critical intelligence and artificial intelligence are, if well analysed, two distinct but complementary concepts that can increasingly influence each other in different contexts whose relationship must be understood. In particular, referring to Critical Intelligence as the human ability to critically evaluate information, discerning between what is reliable and what is not, and making judgments based on evidence and reasoning; for this reason, this intelligence involves complex cognitive processes such as reflection, analysis, synthesis and evaluation from which it becomes fundamental in the processes of making informed decisions and effectively addressing the challenges of both daily life and society. For its part, artificial intelligence is thought to refer to the ability of machines to imitate human intelligence and carry out activities that normally require human intervention, such as reasoning, problem solving, pattern recognition and learning. For this reason, we can think that these two intelligences can and must work together to promote a deeper understanding and better management of the challenges and opportunities offered by digital technology and data analysis, with a view to the development of more ethical technological, responsible and sustainable.

Everyday life is the field of application and development of these intelligences, and the challenge is to generate paths for an education that educates intelligence, with intelligence and intelligence referring to critical, algorithmic and artificial intelligence.

This contribution intends to stimulate a reflection on guidelines for an education that in this period of digital transformation has digital citizenship as its objective, closely related concepts that mutually influence the development and adoption of digital technology in contemporary society and therefore question the world of training and pedagogy.

It intends to develop and describe digital citizenship education, and consequent training of educators with a necessary holistic approach that integrates technical, ethical, critical, and social skills to train responsible and aware people in the constantly evolving digital society and in the era of digital transformation.

It means integrating digital literacy, awareness of online threats, digital ethics, critical thinking to promote active participation, digital inclusion, collaboration and sharing.

We want to reflect on the fact that educating about and in digital transformation implies preparing individuals to understand, adapt and actively participate in rapid evolution, at a time when we seem to be called to face a point of “technological singularity”, a hypothetical point in which the technological progress advances so rapidly and exponentially that it leads to irreversible and unpredictable change in human society.

“When digital transformation is done well it’s like a caterpillar turning into a butterfly, but when it’s done poorly all you have is a caterpillar” George Westerman.