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TEACHING ENHANCED LEARNING FOR ENGAGING
AND INCLUSIVE LEARNING

Edited by
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2. THE IMPACT OF DAD ON THE SCHOOL ENVIRONMENT: THE ROLE OF SELF-EVALUATION

by Alfonsina Mastrolia*

Starting from the experience of Distance Learning (*DaD*) and/or Integrated Digital Didactics (*DDI*), the aim of the work was to understand what indicators might be useful for self-evaluation in this current transition to e-learning, to describe the changes produced on the learning environment and teaching methods, as a result of the integration of Information Communication Technologies (ICT). In order to achieve this objective, the contribution intends to advance a reflection on the construction of new indicators that would enable the evaluation of the social impact of DaD/DDI on the organisational dimension of schools, educational practices, and learning processes.

The current educational scenario, marked by the epidemiological emergence of Covid-19, has been characterised by a new digital challenge and the significant boost in the use of technology, which has led to a necessary reshaping of educational activity. This context has led toward a profound, surprising and unexpected change, accelerating the process of digitalization of education.

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The exploratory study of the present work is based on the secondary analysis of data of two RAV indicators, provided by INVALSI during the internship activity and used for the empirical analysis. The aim is to reconstruct the main process dimensions that guide schools in the drafting of the *RAV*.

1. The indicators considered for e-learning self-evaluation

The descriptive analysis covered the set of indicators relatively to digital teacher training and the types of activities stipulated between territorial networks. Specifically, the analysis focused on the following RAV descriptors¹: 3.6.a.3 “Numerosità delle attività di formazione per priorità tematica nazionale” and 3.7.b.2 “Tipologia di tematiche per cui la scuola stipula accordi”. Operationally, a secondary analysis of the two descriptors was carried out, conducted in a diachronic dimension, considering the development of self-evaluation has to adapt to renewed teaching. In particular, the focus shifted to the definition of the new quality criteria of school evaluation. This research focused on the function of self-evaluation indicators that must be reliable and valid to describe the current condition of the school and the usefulness of defining new indicators that include the current needs, requirements and instances of teachers and students.

So, there is a need to rethink the parameters and tools of self-evaluation to assess the new positioning of the educational system in the digital age, through the reformulation and updating of quality standards and indicators. As the RAV is a tool that

¹ Reference is made to Rav descriptors afferent to the “Mappa degli indicatori” updated to 2019. These are descriptors belonging to the indicators “Formazione per i docenti” and “Accordi formalizzati” of the macro - dimension of “Processo - Pratiche gestionali e organizzative”.

fosters a data-driven evaluation process it is necessary that the indicators are accurate, reliable, comprehensive, and that data are returned to read the digital and innovative change of the school.

Following the analysis of the theoretical and normative framework, some reflections emerged on possible criticalities of the empirical evidence of the RAV data, i.e., the validity of the indicators in the post-pandemic school context. The reworking of the RAV implies the definition of a relevant framework of indicators that responds to the complexity of evaluating the school system from a technological perspective: *i.e.*, adoption of innovative teaching methodologies by teachers, useful for the co-creation of value; *ii.* digital transition through the use of innovative equipment, technologies and environments; *iii.* development of teachers' soft skills, through training paths; *iv.* innovation through hybrid models of digital training/learning.

In Italy, the enactment of Law 107/2015 was followed by the MIUR's publication of the "PNSD - Piano Nazionale Scuola Digitale", which represents a shift in this direction as the Italian education system aligns with international standards, promoting teacher training actions to support school innovation, with a view to lifelong learning. The RAV, through indicator 3.6.a, makes it possible to reflect on the digital skills achieved by teachers and to intervene on them to raise the quality of training courses. To support the adoption of innovative educational plans, becomes important to establish collaborative relationships between the school and the territorial community, investigated by indicator 3.7.b of the RAV. This represents the choice to investigate two RAV indicators that would allow the school to self-evaluate in a profoundly changed school context. The innovation of learning environments passes through: the integration of professional skills of teachers who know how to build an environment that is rich in resources, flexible, open to research and constant monitoring; and

the school's ability to offer itself as a strategic partner in territorial networks and to coordinate different actors, promoting networks and agreements for training purposes. In the current framework of educational policies and starting with the PNSD's goals, it becomes a priority to recognize the value, in scientific research, of self-evaluation practices. Therefore, it is an opportunity to support the construction of tools that consent to assess student's digital competencies and the school system as a whole.

The context analysis allowed, in part, to understand the situation within schools before the digital and innovative challenge brought by the *DaD* and *DDI*. A total of 9131 cycle I and II schools participated in the RAV administration for the 2018/2019 school year.

The data available to us indicate that at the national level there is an interest and awareness of innovating teaching through ICT to train teachers in its active and conscious use. In summary, the results of the analysis show that actions and initiatives for innovation in schools remain minority in most Italian territories, because they are still not fully ready to promote a significant change in teaching methodologies and practices.

However, what particularly emerges and is intended to be emphasised is that the school has assimilated the outcome of a long transition in the use of digital technologies, in this emergency scenario. It has stimulated the overcoming of a traditionalist logic of teaching for the adoption of didactics oriented toward innovative processes of organisation and flexible management of time, space and teaching methods. Following the experience of distance education, it will be necessary to introduce new social dimensions and indicators of the impact of teaching practices on learning environments into the RAV to highlight possible associations between innovative teaching practices and the construction of better learning environments. The contribution offers an

opportunity to reflect on the importance of revising education quality indicators, representing a challenge for the entire school community. But it is also an indispensable prerequisite for schools to take on this change of organisational and technological reorganisation, in the interests of continuous and long-term improvement of the educational offerings of the entire education system. To conclude the reflection proposed in these pages, the central objective pursued has been to highlight that the complexity of educational action, characteristic of complex policies, implies the adoption and enhancement of self-evaluation procedures and tools that can read the transformations introduced by ICT.

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