

third international conference
of the journal *Scuola Democratica*

education and/for social justice

3-6 June 2024, Cagliari (Italy)

Education is a battleground of power, identity, and inequality. This volume unravels the tensions between exclusion and inclusion, privilege and marginalization, tracing how policies, epistemologies, and ideologies shape who belongs—and who is left behind.

PROCEEDINGS

01

Inequality, Inclusion, and Governance

Published by



ASSOCIAZIONE “PER SCUOLA DEMOCRATICA”
Via Francesco Satolli, 30
00165 – Rome
Italy



Published in Open Access

APA 7th citation system:

Scuola democratica (Ed.) (2025). *Proceedings of the Third International Conference of the journal Scuola Democratica. Education and/or Social Justice. Vol. 1: Inequality, Inclusion, and Governance*. Associazione “Per Scuola Democratica”.

Please cite your contribution as follows:

Smith, A. (2025). *Closing the Gender Gap in Education. Symmetrical Practices from a Didactical Laboratory in STEM Fields*. In Scuola democratica (Ed.), *Proceedings of the Third International Conference of the journal Scuola Democratica. Education and/or Social Justice. Vol. 1: Inequality, Inclusion, and Governance* (pp. 72-84). Associazione “Per Scuola Democratica”.

This book is digitally available at:

<https://www.scuolademocratica-conference.net/conference-proceedings-iii/>

ISBN 979-12-985016-1-4

3rd International Conference
of the journal “Scuola Democratica”
Education and/or Social Justice
3-6 June 2024, Cagliari (Italy)

PROCEEDINGS

Vol. 1
**Inequality,
Inclusion,
and Governance**

Organizers and partners



EDUCATIONAL INEQUALITIES AND SOCIAL JUSTICE	22
Young People's Transition from Education to the Labour Market and Territorial Inequities: Outcomes from INAPP Plus Survey	23
Laura Evangelista	23
Concetta Fonzo	23
Education, Evolution of Welfare Measures and New Inequalities	31
Raffaele Sibilio	31
Paola Buonanno	31
Angelo Falzarano	31
New Welfare and Social Inequalities. The Italian Case of Vocational Education and Training	35
Paola Buonanno	35
Raffaele Sibilio	35
Angelo Falzarano	35
Towards climate justice in education: a transformative change	41
Angelo Falzarano	41
Raffaele Sibilio	41
Paola Buonanno	41
Mapping NEETs in Europe and Italy: poverty, inequality and critical policy roles	48
Mirella Ferrari	48
Social Integration and Inclusion of Students with Special Needs in the Italian Higher Education System: a Case Study	76
Valentina Ghibellini	76
How can educational research assume an intersectional approach? A case study on homelessness in Brescia	85
Monica Amadini	85
Annalisa Pasini	85
New educational paradigms after the pandemic? The challenge of the educational community	93
Francesca Bianchi	93
The participation among young member as an opportunity for social transformation: Social justice within the Italian Cooperative Credit Banks	103
Alba Francesca Canta	103
Juvenile Offenders and Education: Which Tools to Pursue Social Justice?	111
Arianna Monniello	111
Intersections between disability and migratory background in educational contexts: a critical perspective	119
Maria Giulia Pascariello	119
Anna Fausta Scardigno	119
Human Capital and R&D: Unlocking Innovative Entrepreneurship through HEIs in Italy	127
Piero Esposito,	127
Francesco Ferrante	127
Sergio Scicchitano	127
Migrants' Children, Natives and Underemployment: Differences In Involuntary Part-Time Work Across Europe	138
Giorgio Piccitto	138
Educational and economic status differentials: a composition approach to social origin dimensions	146
Federica Rizzi	146
Orazio Giancola	146
Being NEET in Italy in the Post-COVID-19 Era	158
Marialuisa Villani	158
Riccardo Prandini	158

Indigenous Heritage, War Refugees or Language for Academic Purposes: Exploring language centres' social justice and vulnerable communities empowerment potential	170
Libor Stepanek	170
School Segregation and School Dropout in Public Primary Schools: The Case Study of Bologna	175
Irene Giunchi	175
Territorial Pacts: possible tools to limit social exclusion	184
Bonci Martina	184
Shaping Desires. A Workshop to Give Voice to Children from Popular Schools	192
Giulia Franchi	192
Popular Education: a Bridge to Prevent and Combat Early School Leaving and Juvenile Criminality	199
Angelica Padalino	199
Preventing early school leaving: risk factors, effective interventions and policies	205
Valeria Di Martino	205
Marta Pellegrini	205
Rosa Vegliante	205
Dropout ² : the dropout on school data dropout	211
Arianna Beri	211
Laura Sara Agrati	211
Marco Lazzari	211
Review of Factors Underlying the School Dropout Phenomenon in Instruments Used with Students, Parents, and Teachers	220
Bonaiuti Giovanni	220
De Angelis Marta	220
Marras Arianna	220
Morsanuto Stefania	220
Gamification as a tool for preventing early school leaving: a possible perspective?	228
Filippo Bruni	228
Livia Petti	228
Marta De Angelis	228
Preventing Early School Leaving: Objectives and Milestones of a National Project	236
Valeria Di Martino	236
Marta Pellegrini	236
Rosa Vegliante	236
Supporting Students' Motivation: A Key Factor to Reduce Intentions to Drop Out of High School	244
Sara Germani	244
An Investigation About The Risk Factors Of School Dropout In Campania	253
Graganiello Deborah	253
Tammaro Rosanna	253
Tiso Maria	253
Peer Feedback as a Lever for Enhancing Reading Comprehension in Primary Schools: An Evidence-Based Experience	262
Antonio Marzano	262
Rossella Luongo	262
Rossella Vaccaro	262
The Role of Teachers in the Framework of Self Determination Theory: A Research Training Project	269
Sergio Miranda	269
Ludovico Vespasiani	269
Early school leaving in Camorra Territories: An Exploratory Research on the Motivation to Study	277
Carmen Lucia Moccia	277
Fausta Sabatano	277
Paola Aiello	277

The interprofessional collaboration between teachers and school social workers for the prevention of school failure and early school leaving. The <i>Provaci Ancora Sam! project</i>	284
Paolo Bianchini	284
Francesco Pongiluppi	284
Stepping out of Failure Stories by Stepping in the <i>Kepler Lab</i> : a Quasi-Experiment on Affective-Motivational and Instructional Mechanisms of Progressing	292
Marco Spampinato	292
Andrea Conficoni	292
Educational policies and the Neet phenomenon in Campania Region	303
Rosa Vegliante	303
Coppola Margherita	303
The vertical structure of educational inequalities in Italy	311
Adamo Lo Cicero	311
Orazio Giancola	311
Non-Predicted trajectories: educational choices over the reproduction of predicted paths	322
Matteo Bonanni	322
Orazio Giancola	322
Do decentralized campuses promote equality of educational opportunity? The case of the University of Turin	332
Federica Cornali	332
Valentina Goglio	332
I'll Be a Doctor: Medical Specialization Choices from a Gender Perspective	342
Domenico Carbone	342
Joselle Dagnes	342
Emerging Youth, Ideal Ages of Transition to Adulthood and Students' Post-diploma School Choices	351
Giuliana Parente	351
The choice of field of study at the tertiary level: the analytic approach of mapping 2.0 and main results	359
Federica Rizzi	359
Adamo Lo Cicero	359
Orazio Giancola	359
School choice and job expectations of Italian pupils after the covid19 pandemic	373
Marialuisa Villani	373
EPISTEMOLOGIES AND DECOLONIAL PERSPECTIVES	383
Unschooling in Italy: Navigating Idealisations, Constraints, and Decolonising Promises	384
Anna Chinazzi	384
Emilio Ruffolo	384
Angela Biscaldi	384
Critical unschooling: practicing unschooling and a closer look	393
Morena Franzin	393
Free Play And Its Benefits For A Democratic Society	404
Marco Leali	404
Critical Unschooling: an Educational Choice for Self-Determination and a Challenge to the Dominant Concept of Success and Well being	412
Valeria Melloni	412
Critical Unschooling: A Conscious Psychosocial Strategy Against the Influences of Individualism and Neoliberalism And For a More Compassionate Society	420
Elena Piffero	420
Benefits of an Unschooling Experience and the Lack of Unschooling Characters in the Entertainment Media	428
Jacopo Silvestre	428

Critical unschooling for a democratic idea of childhood and adolescence	433
Nunzia Vezzola	433
Carlo Leali	433
Against School Stigmatization: Successes, Conflicts and Main Challenges of the Educational Community of the Pisacane School	441
Adriano Cancellieri	441
Fabrizia Cannella	441
The disciplinary notes and the shaping of student subjectivities	448
Caterina Donattini	448
Beyond Deficit Thinking: From Epistemic Subjugation to the Decolonisation of Thought and Knowledge in the Classroom	456
Paola Dusi	456
Becoming a “Space Defector” or when Inequalities Meet Social Justice in Architectural Education. The Case of the Nantes School of Architecture	464
Bettina Horsch	464
Pauline Ouvrard	464
The overqualification of Eastern EU migrants: A gendered and sectoral approach	479
Montanari Maria Giulia	479
Neuromyth and Gender Stereotypes	488
Valeria Minaldi	488
School dropout and Active Citizenship. A social and sustainable experience in Lombardy.	494
Lisa Sacerdote	494
Annaletizia La Fortuna	494
Nicola Morea	494
Luisa Zecca	494
Inclusion Beyond the Conflict: Perspectives on Inclusive Education in the East-Jerusalem Context	503
Arianna Taddei	503
Tommaso Santilli	503
Samah Halwany	503
NEOLIBERALISM IN/AND EDUCATION	511
Health Promotion and Co-planning of an Affectivity and Sexuality Education Laboratory with Adults with Intellectual Disabilities, Parents and Social	512
Gabriele Buono	512
Carmen Ferraro	512
Democratic Education? Learner Voice and Adult Education in Ireland	520
Thomas Murray	520
Aisting Meyler	520
Abilitating Digital Learning to Innovate VET and Adult Education: Field Practices Supporting Policy Implementation	528
Elena Pacetti	528
Serena Foracchia	528
Alessandro Soriani	528
Laura Zambrini	528
Skills development for social justice?: A critical reading of adult education policies in the European and the Greek context	536
Eleni Prokou	536
Georgios Koulaouzides	536
Radicalization and Post-Critical Perspective	545
Claudio Melacarne	545
Exploring the Normative Assumptions of the “Inclusion Paradigm” through the Lens of Three Social Justice Theories	553
Marie Verhoeven	553
Amandine Bernal Gonzalez	553

An inclusive glance on local heritage: fostering engagement among High School students	561
Marianna Di Rosa	561
Sara Ovidi	561
Nicoletta Zucca	561
Pedagogies of social enquiry for democracies of the commons	566
Jean-François Dupeyron	566
Inclusion and Exclusion through Time? A Commons Perspective on Time	574
Sylvia Jäde	574
Judith von der Heyde	574
Conditions and Potentials for Educational Commons to Promote More Equal and Inclusive Education: A Swedish Case Study	582
Liselott Mariett Olsson	582
Robert Lecusay	582
Children as cultural actors: participation and active citizenship through Heritage Education	589
Ludovica Sebastiano	589
Francesca Berti	589
Simone Seitz	589
Social Investment Strategies in Education. An Investigation of Italian Case Studies	597
Arianna Montemurro	597
Between Spatial and Social Justice – The Case of Lifelong Learning Policymaking	613
Jozef Zelinka	613
Marcelo Parreira do Amaral	613
Generations, Education and Common Values: a study on five Italian cohort-generations, from the Reconstruction to Gen Z	621
Matteo Bonanni	621
Education and Social Cohesion in Europe: Testing the Post-Modernization Thesis	630
Loris Vergolini	630
University studies and changes in <i>habitus</i>	640
Emanuela Susca	640
Elena Gremigni	640
University studies and changes in <i>habitus</i> . Exploratory research on first-generation students	644
Elena Gremigni	644
To Leave or Not to Leave: Experiences of University-Student Dropouts in Croatia	652
Iva Odak	652
Nikola Baketa	652
Saša Puzić	652
POLICY AND GOVERNANCE IN EDUCATION	660
Continuing Vocational Training in Italy, Between Unresolved Issues and New Scenarios	661
Roberto Angotti	661
Continuing Vocational Training in Italy: Unresolved Issues and New Scenarios	665
Roberto Angotti	665
Giovanna Campanella	665
Alberto Vergani	665
Key Issues for Continuing Vocational Training Policies in Italy, based on the Results of the Inapp Survey INDACO-Companies	673
Roberto Angotti	673
Luca Dordit	673
The Impact of Smart Working on Reskilling and Upskilling Processes in the Private and Public Sectors in Italy: a First Analysis	681
Giuditta Occhiocupo	681
Alessandra Pedone	681

The Curriculum as a key lever for achieving Equitable, Inclusive, and Accessible Early Childhood Care and Education	689
Eloise Drure	689
New Quality Assurance Approaches: Outcomes Of An Integrated Peer Review Experimentation In Italian VET Schools And Training Centres	697
Laura Evangelista	697
Concetta Fonzo	697
Beyond Expectations: How Much does the Structure of European education Systems Affects Students' Performance?	705
Iacopo Moreschini	705
Matteo Bonanni	705
Pathways for Transversal Competencies and Orientation (PCTO) as a Device for Developing Personal Resources and Contrasting Scholastic Dispersion	714
Valentina Pagani	714
Elisa Truffelli	714
Barbara Balconi	714
Roberta Biolcati	714
Guido Benvenuto	714
Giulia Gabriella Pastori	714
Elisabetta Nigris	714
Mara Marini	714
Sara Germani	714
Giuliana Viscuso	714
Martina Rossi	714
Giacomo Mancini	714
Irene Stanzione	714
Evidence, Myths and Teaching Practices: The Case of Teaching Reading in Italian Schools	719
Sergio Miranda	719
Antonio Calvani	719
Paola Damiani	719
Lorena Montesano	719
Luciana Ventriglia	719
Proving Impact in Complex Programs. Challenges, Opportunities and Consequences for Practice Using the Example of the Federal Program "Live Democracy!"	729
Alexander Stärck	729
Systematic Review: Quality Assurance Mechanisms And Evidence-Based Approaches in Guidance	736
Concetta Fonzo	736
Enric Serradell López	736
School Communities And Educational Evaluation: Reflections, Experiences, Perspectives	744
Carla Gueli	744
Cristiano Corsini	744
Formative Assessment Practices to "Leave No Student Behind": An Experiment to Enhance Text Comprehension Abilities in the Lower Secondary School	751
Elisa Guasconi	751
Formative Assessment in Preschool for Inclusive Education	761
Iolanda Sara Iannotta	761
Roberta Scarano	761
Alessia Notti	761
The Effectiveness of PCTO on School-To-Work Transition in Italy: the Point of View of External Tutors	769
Alessandra Decataldo	769
Sara Recchi	769
Valentina Pacetti	769

The (re)production of social inequalities through the lens of PCTOs: Micro-macro Mechanisms for Project Adhesion and Evaluation of Experience	778
Antonio Fasanella	778
Veronica Lo Presti	778
Maria Paola Faggiano	778
Orazio Giancola	778
Fiorenzo Parziale	778
Michela Cavagnuolo	778
Maria Dentale	778
Andrea Carlini	788
Francesca Penner	788
Christian Poggi	788
Scuola Diffusa (Widespread School) in Reggio Emilia and its Effect on Teaching Methodologies and Classrooms Relations	797
Michele Campanini	797
Chiara Bertolini	797
Laura Landi	797
Interprofessional experiences to overcome some potential inequalities in learning context	806
Giuseppina Cannella	806
RETI Project: Innovative processes toward educational communities	813
Irene Culcasi	813
Maura Benedetti	813
Marcella Tellini	813
Italo Fiorin	813
For a Sustainable Idea of Scuola Diffusa (Widespread School): Meanings, Practices and Characteristics	821
Paola Damiani	821
Moises Esteban Guitart	821
Edgar Iglesias Vida	821
Laura Landi	821
Bridging the gap: implementing Inner Areas governance in education. A case study of the Territorial Educational Pact of Casentino	830
Luca Grisolini	830
Giovanna Del Gobbo	830
Giulia Biagi	830
Francesco De Maria	830
The Social Contract for Education and Educational Territorial Pacts: Pedagogical Innovation and Territorial Governance. A Multilevel Analysis of the Verona Case	839
Giuseppina Rita Jose Mangione	839
Stefania Chipa	839
Rudi Bartolini	839
Chiara Zanoccoli	839
Examining the Role of Global Citizenship Education in the Context of Unesco's Recent Report and Recommendation	851
Massimiliano Tarozzi	851
Reframing University. Impact and Relational Value in the Higher Education System	859
Valentina Martino	859
Lucia D'Ambrosi	859
Paolo Brescia	859
Vytautas Beniušis	859
Growing Public Engagement Initiatives Signaling Changing Functions in Italian Universities	868
Barbara Grüning	868
The social mission of a Southern university. Stories worth telling	876
Emanuela Pascuzzi	876
Stefania Chimenti	876

The transformative mission of universities: Personal trajectories and institutional drivers of community engaged scholarship	884
Andrea Vargiu	884
Emanuela Reale	884
Andrea Orazio Spinello	884
Valentina Ghibellini	884
DIVERSITY AND INCLUSION IN THE EDUCATIONAL FIELD	892
The Experience of School Victimization Among Adolescent Adoptees	893
Laura Ferrari	893
Sonia Ranieri	893
Rosa Rosnati	893
Simona Caravita	893
Open adoption: educational reflections and pedagogical proposals on the recent jurisprudential interpretation of the Constitutional Court (judgment 183/2023) offering new perspectives on the protection of the child	898
Angela Muschitiello	898
Michele Corriero	898
For a culture of foster care	909
Paola Ricchiardi	909
Residential Foster Care Homes as Tools for Social Equity and Empowerment. A Study about Foster Care in a Region of Northern Italy C. Scivoletto	916
Stefania Fucci	916
Matteo Davide Allodi	916
Irene Valotti	916
Adoption and Foster Care: Analysis, Reflections and Best practice on Equality and Social Justice at School and in the Educational System	925
Alessia Tabacchi	925
Anna Guerrieri	925
Caterina Balenzano	925
Monya Ferritti	925
Being Well at School: Equity between Well-Being and Student-Centred Pedagogy	931
Anna Granata	931
Valerio Ferrero	931
Using <i>Pereživanie</i> in Autobiographical Memory Activities Within the Class Group	935
Stefano Costantini	935
Bringing Education Back to School: An Action Research Project to Strengthen Teacher Professionalism and Avoid the Medicalisation of Schooling	943
Valerio Ferrero	943
Anna Granata	943
Listening to Silent Voices: An Investigation into the Student Voice Approach to Promote Inclusiveness and Student Well-being	953
Federica Festa	953
Alice Di Leva	953
The <i>Writing Workshop</i> as a student-centred approach: strengths and weaknesses	962
Charlotte Kohlloffel	962
The Children of Mixed Couples in the Postdigital Age: When Digital and Intercultural Competences Come Together	979
Stefano Pasta	979
Michele Marangi	979
The Contribution of Complexity Epistemology to a Critical Analysis of the “Child at the Center” Pedagogical Imperative	989
Letizia Rota	989
Equity, Justice, Inclusion at Schools	997
Giorgia Ruzzante	997
Wellbeing at school: Between different languages and family cultures	1001
Silvia Sordella	1001

Adolescents, well-being and media practices: analysis of students' experiences in the Metropolitan City of Bologna.	1011
Paolo Bonafede	1011
Alessandro Soriani	1011
Elena Pacetti	1011
Philosophy for Children, Character Skills and Well-being in the Classroom	1022
Nicolò Valenzano	1022
Federico Zamengo	1022
Design of school contexts and an inclusive curriculum according to the Universal Design for Learning approach: results of the exploratory phase	1029
Maria Antonietta Augenti	1029
Cognitive Disabilities And Personalised Learning: The Case Study Of The Agenzia Formativa Of The Province Of Varese	1037
Francesca Brognoli	1037
Alessandro Curti	1037
Daniela Martarelli	1037
The Individualized Strategy for an Inclusive School	1046
Silvia Fioretti	1046
Participation of students with disabilities in education, training and labour systems: an issue of equal opportunities	1053
Ivana Guzzo	1053
Rethinking Education: A Three-Dimensional Approach in the Context of Contemporary Challenges	1063
Patrizia Lotti	1063
Bridging Theory and Practice: The Role of Training of Trainers in Promoting Inclusive Education	1073
Alessandro Monchietto	1073
Cecilia Marchisio	1073
Decision-Making and Justice: Unraveling the Threads of Social Equity	1081
Teresa Rinaldi	1081
Annalisa Valle	1081
Individual variables influencing successful choices in international work mobility	1087
Diego Boerchi	1087
Teresa Rinaldi	1087
Can The school context foster altruism? Preliminary evidence from children playing the Dictator Game in "Scuola Senza Zaino" method	1097
Ilaria Castelli	1097
Nicole Zanga	1097
Empowering Future Generations: The Crucial Role of Parents in Shaping Financial Decision-Making Skills	1105
Teresa Rinaldi	1105
Annalisa Valle	1105
Antonella Marchetti	1105
Decoding Childhood Prosocial Decision-Making: the Role of Mentalization and Personality Traits in School-Age Children	1111
Annalisa Valle	1111
Elisabetta Lombardi	1111
Cinzia Di Dio	1111
Ilaria Castelli	1111
Davide Massaro	1111
Antonella Marchetti	1111
Comparing Teaching Methodologies for the Development of Financial Literacy in a Primary School: An Explorative and Evidence-Based Study	1119
Giovanna Andreatti	1119
Daniele Morselli	1119
Monica Parricchi	1119
Doris Kofler	1119

Financial Knowledge and Household Vulnerability. Evidence from Italy	1128
Riccardo Grazioli	1128
Financial Education in Italy: Training The Future Teachers	1136
Claudia Maurini	1136
Luca Refrigeri	1136
Carlotta Rossi	1136
Maria Irde Vangelisti	1136
Providing access to 'powerful' financial knowledge: A financial literacy programme for school students	1144
Emanuel Mizzi	1144
The Relation between Experience, Education and AI	1153
Alessio Fabiano	1153
Giuseppe Spadafora	1153
Artificial Intelligence and Language Learning: What Opportunities for Allophone Learners	1159
Marika Calenda	1159
Storytelling with AI. A New Paradigm for the School of the Next Years	1167
Andrea Cirolia	1167
Experience, Theater and Politics for an Inclusive and Democratic School	1173
Vincenza Costantino	1173
Educating Artificial Intelligence to enhance uniqueness	1181
Concetta Ferrantino	1181
Roberta Scarano	1181
Marika Calenda	1181
Education of the Future: an Integrated Approach between John Dewey and Artificial Intelligence. What Perspective for Children with Special Educational Needs?	1189
Carolina Leva	1189
How to Face Artificial Tyranny. How good Thinking saves Democracy in the in the AI Era	1196
Aldo Pisano	1196
Reflexivity: Lights and Shadows of the relationship between technology and education	1203
Maria Sammarro	1203
Silvestro Malara	1203
Added value and school effectiveness for a democratic school	1211
Vincenzo Nunzio Scalcione	1211
Caring Professions in Superdiverse Societies: A Study on Social Work Students with Migration Background	1220
Maria Grazia Galantino	1220
Francesca Messineo	1220
Inclusive societies and equity in education: experiences and opportunities through Service Learning for cultural change	1228
Silvia Guetta	1228
Patrizia Lotti	1228
Lorenza Orlandini	1228
Emotions on stage: an International Service-Learning experience in Brazil with children and adolescents, based on a GloCal approach	1233
Nicola Andrian	1233
Giulia Sailis	1233
Enhancing Global Engagement: Insights from the FLY Program in European Interuniversity Service-Learning	1243
Irene Culcasi	1243
Alzbeta Brozmanová Gregorová	1243
Maria Cinque	1243
Milagros Avila Olías	1243
Aitor Arbaiza Valero	1243

Intersections among Higher Education, Peace Education, Sustainability and Service Learning: civic engagement for the present and the future	1250
Silvia Guetta	1250
The Pensare In Grande/Thinking Big Project: A Paradigm for Democratic Education	1263
Vanessa Macchia	1263
Stefania Torri	1263
Gianluca Amatori	1263
Silvia Maggiolini	1263
Moira Sannipoli	1263
Integrating Opera Into Service Learning: a multidisciplinary approach in training future teachers	1271
Benedetta Miro	1271
Alessandra La Marca	1271
Educational Innovation for Social Transformation. Building Inclusive Cultures and Professionalism through University Service Learning	1279
Maria Moscato	1279
Francesca Pedone	1279
Cinzia Novara	1279
Gaetano Di Napoli	1279
It is Interprofessional Teamworks in the school context: Service-Learning projects in the Empoli area between formal and nonformal education	1289
Massimiliano Naldini	1289
Patrizia Lotti	1289
The contribution of Service Learning to counter educational poverty. The experiences of the “Avanguardie educative” Movement	1298
Lorenza Orlandini	1298
Massimiliano Naldini	1298
Best practices from the Enhance project	1308
Giorgia Pasquali	1308
Anita Montagna	1308
Andrea Marconi	1308
Sabina Falconi	1308
Empowering Education: Integrating Design for Change and Service-Learning for Socially Committed Learning Experiences	1317
Juan Peña-Martínez	1317
Stefania Falchi	1317
Antioco Luigi Zurru	1317
Service-Learning In Italy and Spain. A Comparative Analysis Of The Two Educational experiences	1324
Jady Safira Silveira	1324
Fostering Active Citizenship and Ethical Professionalism: A Service-Learning Paradigm for Translator Education	1332
Stempniewicz Patrycja Lidia	1332
Bernardini Silvia	1332
Measuring Flexible Furniture Impact on Students’ and Teachers’ Learning Experience	1340
Giuseppina Cannella	1340
Wesley Imms	1340
Silvia Panzavolta	1340
The impact of school furniture on students’ engagement. An international single subject research study	1348
Stefania Chipa	1348
Elena Mosa	1348
Julia Morris	1348
Can innovation and inclusion coexist?	1356
Matteo Di Pietrantonio	1356

The “Student Voice” from “Dante-Carducci” School in Piacenza (Italy). Well-Being, Inclusion and Learning Environments: What the Students Think, Like and Dislike?	1364
Mariagrazia Francesca Marcarini	1364
Francesca Lunardini	1364
Filippo Rebecchi	1364
Lucia Tagliaferri	1364
Wall-Less Schooling as a Device for Social Justice	1376
Emilio Ruffolo	1376
Doing research with schools, bridging space and education	1384
Beate Christine Weyland	1384
Andrea Zini	1384
Free University of Bozen-Bolzano; University of Modena and Reggio Emilia	1384
Nonviolence in education for social justice	1392
Francesca Ursula Bitetto	1392
Nonviolent Relationships to Change the Culture of Victory and Domination: Experiences and Practices at School	1397
Annabella Coiro	1397
Nonviolent Theory and Practice in Aldo Capitini: The International Seminar on Nonviolent Techniques (Perugia, 1963)	1405
Emanuele Follenti	1405
Civic Education To Support Nonviolence And Democracy	1412
Sabina Langer	1412
School dropout in the perspectives of parents: Insights from a qualitative study in a peripheral neighbourhood in Milan	1421
Anna Chinazzi	1421
Alessandra Mussi	1421
Project Evaluation of “Oltre i confini. Un modello di scuola aperta al territorio” – Against school dropout: an integrated approach	1430
Rebecca Coacci	1430
Walter Moro	1430
Peer tutoring to prevent school dropout. The case of a high school in San Siro	1439
Valeria Cotza	1439
For those who fall behind: Examining Language and Cultural Enhancement Practices in Milan’s extra-school services	1447
Lefterov Petar Vasilev	1447
Strengthen the School-family-services partnership through the implementation of the P.I.P.P.I LEPS	1456
Claudia Marcellan	1456
Paola Milani	1456
Preventing and combating early school leaving since early childhood. Towards a dynamic, situated and eco-systemic approach to promote equality, social cohesion and justice	1464
Luisa Zecca	1464
Chiara Bove	1464
Social Inclusion Through Sport and Physical Education	1469
Luciana Taddei	1469
Luca Bianchi	1469
Social justice and ageing: older learners as active citizens in a complex system	1474
Vanna Boffo	1474
Laura Formenti	1474
Activating the Potential of Older Adults: Education and Active Aging in Italy	1479
Michele Bertani	1479
Donatella Bramanti	1479
Sara Nanetti	1479

Elder Active Citizens and Community Engagement	1488
Giulia Biagi	1488
Giovanna Del Gobbo	1488
Francesco De Maria	1488
Cristina Banchi	1488
Sofia Marconi	1488
Education, Learning and Skills for Active Ageing: an Italian Research on Good Practices	1495
Vanna Boffo	1495
Debora Daddi	1495
Christel Schachter	1495
Empowering Active Aging with Limited Autonomy: a Training Proposal to Enhance the Skills of Home Caregivers for Frail Older People	1504
Elisa Bruni	1504
Elena Luppi	1504
Aurora Ricci	1504
Active Ageing for Cultural Services: focus on Elderly Population in Inland Areas	1512
Giovanna Del Gobbo	1512
Sofia Marconi	1512
Cristina Banchi	1512
Giulia Biagi	1512
Francesco De Maria	1512
Learning in longevity: a critical ecosystemic approach to research and intervention	1520
Laura Formenti	1520
Davide Cino	1520
Francesca Romana Loberto	1520
Active Ageing and the Challenges of Digitalisation. Experiences from the Social Research Active.It	1528
Giulia Melis	1528
Dario Pizzul	1528
Enhancing Well-being and Autonomy in Active Aging: A Montessori Perspective. The case study 'G. Palena'	1536
Patrizia Palmieri	1536
Università di Foggia	1536
Social Participation, Education and Healthy Ageing in Italy	1544
Paolo Pasetti	1544
Loris Vergolini	1544
Developing Age-Friendly Cities for promoting Active Ageing: State of the Art in Europe	1554
Maria Grazia Proli	1554
"Università dell'Età Libera" for Active Ageing. Fostering well-being and social inclusion through language learning in later life	1563
Inmaculada Solís García	1563
Valentina Antonina Pipicella	1563
Davide Bonaiuti	1563
Autobiography and Quality Longevity	1572
Fabio Togni	1572
Vanna Boffo	1572
Social Media Representations of Disability. A Study on Italian Influencers	1579
Antonia Cava	1579
Fabrizia Pasciuto	1579
Maria Angela Galizia	1579
Unleashing potential: exploring the role of non formal education in digital transformation for social inclusion	1588
Nadia Crescenzo	1588

The Triangle P+: A Transmedia Catalyst for Family Inclusion in Parenting Education	1596
Arnau Erta-Majó	1596
Eduard Vaquero	1596
Aida Urrea-Monclús	1596
Maria Àngels Balsells	1596
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	1606
Isabella Pescarmona	1606
Roberta Ricucci	1606
Anna Miglietta	1606
Transforming Initial Teacher Education for Plurilingual Competence: Insights from an Erasmus+ Project in a Heterogeneous School	1611
Luca Angelone	1611
International mobility, resources and inclusion of incoming students: preliminary data from the VAMOS project with Spanish students	1619
Aurelia De Lorenzo	1619
Elga Zedda	1619
Antonio Lucas-Alba	1619
Emanuela Rabaglietti	1619
Addressing Linguistic (In)equality in Higher Education: A Case Study of Social Justice and Multilingualism at the University of Luxembourg	1628
Argyro-Maria Skourmalla	1628
Faculty Development, inclusion and attention for diversity: participants' reflections at the IRIDI START course at the University of Turin	1636
Emanuela Maria Teresa Torre	1636
Federica Emanuel	1636
The educational poverty of minors with a migratory background: experiences, analysis, challenges	1645
Giovanna Filosa	1645
Patrizia Rinaldi	1645
Disability Models in Education: What Fits the B.E.S. Category?	1650
Denis De Almeida Barros	1650
Leisure Time Use and the Third Sector's Role in Combating Educational Poverty of Minors with a Migratory Background	1658
Francesca Gabrielli	1658
Migrant Minors between Discrimination and Educational opportunities. A Research Perspective on Italian contemporaneity	1667
Giulia Gozzelino	1667
Federica Matera	1667
From Integration to Inclusion. The Educational Challenge in Msna Interventions Between Trauma, Learning Disabilities And Inclusive Teaching	1675
Francesca Oggiano	1675
Teaching language through literary texts: a possible didactic strategy for the Italian as a second language classroom	1682
Ilaria Usalla	1682
The Current Value of <i>Lettera a Una Professoressa</i> for the Sociology of Education: A Book for Parents	1690
Gian Luca Battilocchi	1690
Don Milani Generative Center. Looking for the present "Barbiana Schools" to promote the idea of Actualization	1698
Viola Davini	1698
Eugenio Pandolfini	1698
'The Word' sets You free: Don Milani's Revolutionary Anti-idealistic and Maieutic Approach	1707
Vanessa Lamattina	1707

The Cronobook of Don Milani's Life: An Intersection of Philology and Criticism in Revitalizing his Legacy	1714
Marco Sbardella	1714
The Topicality of the School of Barbiana on the Centenary of the Birth of don Lorenzo Milani	1723
Marco Sbardella	1723
GENDER AND SOCIAL JUSTICE IN EDUCATION	1727
Female Bullying at School. The Multidimensionality of Violence Among Adolescent Girls	1728
Antonia De Vita	1728
Giuseppe Burgio	1728
Francesco Vittori	1728
Lights and Shadows of Adolescence Between Social Stigma and the Need for Recognition: A Phenomenology of Female Bullying	1733
Maria Gabriella Landuzzi	1733
Paola Dusi	1733
Girl-to-Girl Bullying in Irish Schools: a call to intra-action & response-ability	1741
Vanessa Rutherford	1741
A Gender Perspective on Bullying. Findings from a National Survey	1757
Irene D. M. Scierri	1757
Federico Batini	1757
Bridging Gender Gaps in STEM Employment: Insights from La Sapienza University Graduates	1767
Giulio Lucentini	1767
Astrid Favela	1767
Valeria Bruno	1767
A Coding Workshop Against Gender Bias	1776
Scicchitano Emanuela	1776
Del Vecchio Anna	1776
Ensuring gender equity in promoting Computational Thinking in Primary School. A systematic review	1785
Francesco Claudio Ugolini	1785
Panagiotis Kakavas	1785
Gender, Interculture, Educational Perspectives. Analysis and Contrast of Gender and Ethnic-based Violence Dynamics	1794
Carla Roverselli	1794
Scouts and Guides' Experience of Coeducation to Prevent Violence and Build Positive Gender	1799
Paola Dal Toso	1799
Intersectional and Gender Perspectives: a Research on Trafficked Refugee Women	1806
Gaetana Tiziana Iannone	1806
Alias career and non-binary students in the Italian Educational Institution	1814
Richard Bourelly	1814
Learning about the queer. Deconditioning imaginaries and education	1821
Silvia Nanni	1821
Homosexual sons and daughters: why we should understand, support and love them	1831
Massimiliano Stramaglia	1831
Stereotyped Social Representations of Gender Violence and Mafia	1839
Sabrina Garofalo	1839
The Role of Italian LGBTQ+ Centres Against Discrimination (CAD) in the Public Sphere. A Case Study	1846
Fabio Mostaccio	1846

Discrimination as a Form of Gender-Based Violence: Consequences of Sexist Stereotypes on the Transgender Community	1854
Social Conflicts and the Public Sphere. The use of gender stereotypes by political parties and movements in Italy	1863
Milena Meo	1863
Antonio Tramontana	1863
Organizing Committee	1872
Volunteer Staff	1873
Scientific Committee	1874
Promoters and Partners	1876

CAN THE SCHOOL CONTEXT FOSTER ALTRUISM? PRELIMINARY EVIDENCE FROM CHILDREN PLAYING THE DICTATOR GAME IN “SCUOLA SENZA ZAINO” METHOD

Ilaria Castelli

Nicole Zanga

University of Bergamo, Italy

The tendency to give and to share goods with others is a topic of study with a long tradition in developmental psychology, that involves both the domains of moral reasoning and of social decision-making. Studies with the well-known Dictator Game showed that children act altruistically already from the preschool period, and that the socio-economic status of their family plays a role indeed. But the receiver plays a role too: children tend to offer more to people belonging to their own social group, and less to people of another group. To better explore this aspect, 10 years old children were involved in a series of rounds with the DG under different conditions. The two groups belonged to two different Primary school contexts in Northern Italy: one group attended a school with a special method, the so-called “Scuola Senza Zaino” (Orsi, 2014; 2016) and the other group attended a classical primary school. Preliminary results showed the tendency of both groups to act altruistically and to be influenced by the “parochialism” phenomenon. More interesting elements emerged from the discussion, carried on after the three DG rounds. Implications for the education to citizenship at school are discussed.

Decision-making; altruism; Dictator Game; children; “Scuola Senza Zaino”

INTRODUCTION

In a systemic view of human development and of educational processes rooted in a complex socio-cultural context, schools pay growing attention to the socio-relational dimension of children with teachers, with peers and with the

surrounding environment. School, therefore, plays a central role in the education for pro-sociality and altruism, and aims to form responsible and caring citizens in everyday life. The Italian guidelines for the school place the Constitution of the Italian Republic and other European and ONU documents that call citizens to ethical and solidarity-based behaviour at the basis of the teaching action. In this regard, it is necessary to allow children to actively participate and co-construct their learning process together with teachers. An alternative school model, attentive to these aspects, is the so-called “Scuola Senza Zaino” method, which allows children to learn what it really means to live in a democratic society, where learning is co-constructed by teachers and pupils and rules are agreed and shared, just like in a community.

1. “SCUOLA SENZA ZAINO” METHOD: A SCHOOL THAT BECOMES A COMMUNITY

The idea of the “Scuola Senza Zaino” method was born in Lucca (Tuscany) in the late 1990s. The creator of the model, Marco Orsi, felt the need to rethink the school in a radical way, taking up the ideas of classical authors such as Montessori, Freinet, Dewey, Pestalozzi, Don Milani and Steiner. The basic idea was to build a more active school, one that would lead pupils to achieve skills, stable learning, and a truly useful education outside the school walls. Today, the “Scuola Senza Zaino” movement has 294 institutions and 634 schools throughout Italy, which apply the model from pre-school to secondary school. Marco Orsi (2014, 2015, 2016) points out how the schoolbag hints at a transmissive and individualistic school model, based on formalism, in which there is no connection between the various knowledge acquired and in which there is a strong dualism between the teacher and the learner. Removing the schoolbag, according to Orsi, would therefore mean a change in the educational process, where knowledge is co-constructed by teachers and students mainly from experience, and where teachers take care to work collectively to offer an environment rich in stimuli.

There are three core values of the “Scuola Senza Zaino” method (Orsi et al., 2013):

- Community, understood both as a *community of practice* and as a *research community*. Knowledge, methodologies and competences are shared among teachers at the plexus level. The pupils also operate in a context that enables them to learn through a research process.

- Hospitality, understood in a dimension of caring for both the environment and the relationships established in it. It is also a push towards autonomy, as the conditions are created for the pupils to experiment and learn to do things on their own.
- Responsibility, according to which learning must first and foremost be based on the free adherence of the subject and on the understanding of the meaning of what is being proposed. It is also understood as responsibility towards others, in that pupils are called upon to cooperate and help the fellow pupils, so that learning is effective.

In the “Scuola Senza Zaino” context there are tables arranged in groups, where the pupils work in small groups, but also in pairs or individually as required. Particularly significant is the Agorà space, used by the whole group of pupils for listening, for dialogue or guided discussion, and also to take decisions that affect the life of the community. The material is shared within each table and usually managed by a pupil in charge, who must make sure that everyone takes care of it and puts each item in the right place. The design of teaching paths is based on the Global Approach to the Curriculum, which means that the curriculum has a situational and contextual perspective and involves all the systems of school life which inevitably intersect with each other. The differentiation of teaching has strategic importance, as it enables teachers to identify potentialities and limitations of individuals, and to make them participate in the school community. Assessment is also referred to as ‘mild assessment’, as it should be friendly, give confidence to students and should be sustainable for teachers; it is also oriented towards a formative and metacognitive dimension. There is therefore a move towards an authentic assessment based on reality tasks, which allow the child to act in real or simulated contexts, applying knowledge and skills acquired at school to realize projects or solve problems related to a concrete need.

The pupils are involved in deciding the various procedures that govern the school day, such as the choice of places, assignments or organization of materials. All the collectively elaborated procedures and contents for the functioning of the class are included in the Class Manual, a notebook that can be consulted at the moment of need and possibly revised and modified: the written and agreed instructions are defined as IpU (Instructions for Use) and contain both a description of how a particular task is to be carried out, its contents and the reason and when they are to be used. The authentic tasks promote of openness towards the community and society: pupils, through

activities such as the one described above, can be confronted with real problems or needs that require a creative response, for which they are called upon to bring their skills into play and to collaborate with their peers. The model also involves pupils' parents, as this is a fundamental requirement for a meaningful learning condition for their personal and social growth.

2. EDUCATING IN PRO-SOCIALITY AND ALTRUISM

Generally speaking, prosociality can be defined as the set of all those behaviors directed towards the benefit of others, without expecting external rewards (Eisenberg et al., 2006; Castelli & Marchetti, 2012). Although the term 'altruism' has sometimes been used as a synonym for 'prosociality', it can be considered as a specific form of prosocial behavior, centered mainly on the possibility of incurring personal costs, such as making a sacrifice. The rich debate about the roots of prosociality and of altruism – the well-known question “Nature or Nurture?” – has shown, on one hand, that infants between 14 and 18 months spontaneously act prosocially and altruistically (Warneken et al., 2007; Warneken, Tomasello, 2008), but on the other hand, the development of the variables influencing prosocial behaviour are closely linked to the child's socio-affective and cognitive-moral development, as well as to the social context. One of the variables that most influences the development of prosociality from early childhood is the quality of the educational relationship established with the child's main caregivers, i.e. parents and, later, teachers (De Beni, 1998). Children of parents who adopt an authoritative parenting style behave in a more responsible and affectionate manner in contrast to children of parents who treat them coldly and tend to be over-controlling: this points out that it is crucial to establish the right level of authority, which allows the children to feel encouraged and stimulated to develop their autonomy. Other studies have highlighted the importance of adopting a democratic education based on the freedom of the individual, so as to stimulate children above all to solve conflicts in a civilized manner.

When entering the school world, the child experiences another relationship that is fundamental to his/her growth, namely that with teachers (Pianta, 2001).

The teacher is called upon to establish personal contact with each child, and should aim to stimulate a sense of security, but also to foster dialogue and interpersonal collaboration. It is essential that the teacher listens to pupils, makes them feel welcome and places trust in their abilities. The teacher should also act as a role model, explicitly disapproving aggressive and violent behavior,

and valorizing the behavior of sharing, of cooperation and support for others. Even before implementing educational projects aimed at acquiring pro-social skills, it is essential to build a learning environment in which the relationship is at the center, where the teacher reflects on the communication methods adopted and on the quality of the teaching activities proposed. Curricular contents can also become vehicle to sensitize children to the implementation of pro-social behavior: for example, it can be interesting to introduce children to personalities from recent history who are famous for having acted in the name of solidarity values. Finally, it becomes increasingly necessary to have a critical mindset and structure systematic paths of socio-affective education.

3. A PRELIMINARY RESEARCH COMPARING CHILDREN IN “SCUOLA SENZA ZAINO” METHOD AND IN A CLASSICAL SCHOOL

The starting hypothesis of this research project was that children who had followed the five years of “Scuola Senza Zaino” Method tended to implement more prosocial behavior than the others, who attend a classical school. This is because this model, as explained above, is strongly focused on the community dimension, and provides strategies and methodologies that focus on the relationship with the teacher and among pupils, to foster collaboration and sharing.

The experimental class consisted of 20 pupils (11 boys and 9 girls, 5 pupils had Special Educational Needs) from the Fifth grade of a “Scuola Senza Zaino” method in Northern Italy. The class in the control group, on the other hand, consisted of 23 pupils (12 boys and 11 girls, 5 pupils had Special Educational Needs) and followed a traditional school model.

Despite the different approach of the two school models, there were many similarities in the positive atmosphere in the classrooms, which showed how both groups, in the course of the five school years spent together, managed to build solid relationships and a learning atmosphere, both in terms of peer relations and relations with teachers. The analysis began, in both classes, with the administration of a variant of the Dictator Game to each pupil. The Dictator Game (Kahneman et al, 1986) is one of the most widely used interactive games in the developmental age to investigate decision-making skills in children and is one of the games used to assess the propensity for prosociality and altruism (for an overview, see Castelli & Marchetti, 2012). In this game, two individuals are called upon to share a given good within a single interaction, with no possibility of bargaining. The recipient has no power to decide whether or not to accept the

offer of the proposer, who can act in effect as a 'dictator'. Depending on the age of the participants, different goods may be used, e.g. money, cards or candy: in any case, it is essential to guarantee anonymity from the outset, so as to avoid distortions caused by the phenomenon of social desirability.

In this research project the variant of the Dictator Game involved the use of cards as a good to be shared, and served to analyze also the in-group and out-group dynamics and the presence of the phenomenon of parochialism (Fehr et al., 2008), through the following three questions:

1. You have 10 cards; you have to decide how to share them with one of your classmates. How many would you give to him/her and how many would you keep? Take into account that he/she cannot refuse your offer.
2. Now imagine that you have to share them with a child from another class in your school. What would you do?
3. Now let's play another game, you still have 10 cards, you always decide how to divide them up: now you play with a child from another school that you do not know. How would you act?

During the administration, gender homogeneity was maintained, i.e. boys were told that they were playing with boys, and the girls that they were playing with girls. Furthermore, the three rounds were counterbalanced, changing the order from time to time, so as to avoid any possible influence of the order on the decisions. Following each answer given, the pupils were asked to give a reason to understand the decision made.

There were some slight differences between the two groups, although the numerical responses and motivations were overall very similar. Six children from the experimental group and ten from the control group stated that they would split the number of cards equally, keeping five for themselves and giving five to the recipient, in all three variants of the game. There was the tendency of many children to motivate their choices based on moral reference to fairness, e.g.: *It would be fair if we had the same amount*. The phenomenon of parochialism also emerged quite well, as 12 children in the experimental group and 5 in the control group chose to keep more cards for themselves when the playing partner was not a classmate, with motivations such as *Since he is not in my class, I don't know him well, so we are not very good friends*. It may be also worth noting that one pupil in the experimental group and two in the control group chose to give more cards to children who were strangers or knew little about them, with this motivation: *I don't know him, so maybe we can become friends*. For the answer to the second question, since they were all fifth graders,

and there was only one section for each school, many of them took it for granted that the partner with whom they would share the asset would be from a lower class. This, however, has led to different attitudes in the two groups. In the experimental group, three stated that they would like to give fewer figurines to their smaller companion (example of motivation: *Since she is a bit smaller and I like the cards, I can decide. They would be mine, so I keep 6*), while in the control group two children would have given a few more (example of motivation: *I am already grown up, he needs more education and has to go all the way, he needs it more than I do*). There was also the tendency – on the part of a few boys – to donate figurines in the hope that, in the future, that their gesture would be reciprocated: *Since she is a classmate of mine, we see each other often and in the future she might find some more in the packets and give them to me*.

CONCLUSION

This research, though based on a small sample, seems to show that the educational model adopted by a particular school is only one of many components that contribute to the development of prosocial and altruistic tendencies in children. The fact that there were no strong differences between the responses of the two groups may be related to the presence of a serene and welcoming atmosphere in both classes. Moreover, the Fifth grade of the “Senza Zaino Method” school was the first class in the institute to follow that model, and two school years were experienced with the string limitations of the Covid-19 pandemic, so all the pivotal elements described by Marco Orsi were not yet fully present at the time of the research. For the future, it would be interesting to extend the project to a larger sample, and it would be also meaningful to analyze the differences at an inter-temporal level, monitoring the prosocial tendencies of pupils from the First grade to the Fifth grade, so that more evidence could be obtained regarding the influence of the school context on the development of prosociality and altruism.

REFERENCES

- Castelli, I., Marchetti, A. (2012). *Come decidono i bambini. Psicoeconomia evolutiva*. Milano, Raffaello Cortina.
- De Beni, M. (1998). *Prosocialità e altruismo – guida all’educazione socio-affettiva*. Trento, Erickson.

- Eisenberg, N., et al. (2006). "Prosocial Development". In Eisenberg, N. (a cura di), *Handbook of child psychology: Social, emotional, and personality development*, John Wiley & Sons, Hoboken, NJ, pp. 646-718.
- Fehr, E., Bernhard, H., Rockenbach, B. (2008). Egalitarianism in young children. *Nature*, 454, 1079-1083.
- Kahneman, D., Knetsch, J.L., Thaler, R.H. (1986). Fairness as a constraint on profit seeking: Entitlements in the market. *The American Economic Review*, 76, 4, 728-741.
- Orsi, M., Barghini, I., Merotoi, G., & Pietropaolo, M. P. (2013). *Linee Guida Senza Zaino*.
- Orsi, M. (2014). "Senza Zaino per una scuola di comunità": un modello di scuola innovativa. In Menesini, E., Pinto, G., Nocentini, A. (a cura di). *Apprendimento e competenza sociale nella scuola. Un approccio psicologico alla valutazione e alla sperimentazione*. Roma, Carocci.
- Orsi, M. (2015). *L'ora di lezione non basta – la visione e le pratiche dell'ideatore delle scuole Senza Zaino*. Maggioli Editore.
- Orsi, M. (2016). *A scuola senza zaino: il metodo globale per una didattica innovativa*. Trento, Erickson.
- Pianta, R.C. (2001). *La relazione bambino-insegnante*. Milano, Raffaello Cortina.
- Warneken, F., Hare, B., Melis, A., Hanus, D., Tomasello, M. (2007). Spontaneous altruism by chimpanzees and young children. *Plos Biology*, 5(7), 414-1420.
- Warneken, F., Tomasello, M. (2008). Extrinsic reward undermine altruistic tendencies in 20-month-olds. *Developmental Psychology*, 44(6), 1785-1788.