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Daniela-Tatiana Soitu · Janusz Kacprzyk
Editors

Recent Trends in Social Systems: Quantitative Theories and Quantitative Models

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Strategies for a Sociological Diagnosis of Communicational Environment of Students

Fiorella Paone

Abstract The paper starts with a presentation of one of the latest community orientations about education and training. In particular, it focuses on need to use systems of analysis able to supervise socialization processes experienced at school, specifically focusing on the influence that new communication technologies has on way of knowledge construction, elaboration and transmission of students. The hypothesis, indeed, is that such a cultural change could modify the most common dynamics of thought and action among students. Starting by the importance teachers have to know about media habits and preferences of their students due to direct their interventions for school wellness, this paper shows a mathematical model of formalization of the mean influence rate of each communicational standard on cultural system of students. So, the quantitative elaboration of these influences is the basis for construction of a sociological diagnosis of the cultural situation of students considered as fundamental requirements to select effective teaching strategies and supports for decision processes. The paper finishes with the presentation of the definition of a class cultural situation on which the model has been tested with the goal of a formal validation.

Keywords School · New media · Socialization · Childhood · Model of formalisation · Education · Communication

1 Introduction: The Influence of Media Change on Class

Since several years (Lisbon European Council 2000) community orientations recognize the relevant role of education and training on international and national growth and development asking to reflect about concrete future goals of education systems and point out the need to improve quality and efficiency in order to support the weakest segments of school population (OECD 2012). We need, therefore,

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programs of evaluation and actions adapted to contemporary needs complexity to have the focus moved from final results certification to quality of teaching-learning process (Council of the European Union 2012). Besides, international orientations recommend to consider the transformation that the increasing influence of new virtual learning environment on socialization processes of young introduced on the *everyday life* at school (Becta 2008). In fact, one of the most confirmed orientation is the scientific one according to which the traditional category of Childhood is passing away (Postman 1982) in order to give space to *digital natives*¹ (Prensky 2001, 2012), the one to which those born and grown up with new media technologies (considered as new standard of cultural construction, elaboration and transmission) belong. The influence of new communicative technologies, indeed, can activate different communicational processes of person-construction compared with the ones of passed generation, defined *digital immigrants*, triggering new theoretical-behavioural paradigm, that is to say new ways of encoding/decoding of environment and new cognitive styles which become new possible precondition for the action (Ferri 2011; Jenkins 2006, 2009).

For this reason, even if the need to elaborate instruments of evaluation and action on quality of school socialization processes in terms of effectiveness and efficiency is already present in the sociological research and not only, the absence of a strengthened and shared tradition by the scientific community about media influence on such a process can make the matter of this paper as still emerging (Hošková-Mayerová 2011a, b). The present work, indeed, focuses on media habits and preferences of students of a class considered as important field in order to study and better comprehend the common dynamics which characterize their socialization process (Morcellini 2007). The latter, in fact, is more and more characterized by a partial/missed positive outcome of functional interpenetration between school culture and students one which are often distant, independent and discordant (cfr. Jenkins 2006, 2009). The above-mentioned influence neo-media have on process of knowledge construction and on nature of learned *literacies* competences can make these competences more and more distant from the preparatory ones that would enhance positive school success² (Infante 2000; Ferri 2011; Banzato 2011). The latter highlights the importance of owned and used expressive codes (Bernstein 1961) as well as the cultural aspect (Bourdieu 1966) on scholarization effects of students. Media habits can, effectively, modify owned

¹Choice to use the expression *digital natives* has been taken on awareness that (Ferri 2011: 7) *such a concept is currently object of scientific debate and considering risks that its acritical use mean (...) However, differently from Jenkins, we think that effectiveness of this expression and clarity of metaphor are a good reason to use it.* Jenkins's reflection, as well, has been taken in consideration since he underlines how such acritical use of this expression could bring both to underestimate differences of entries to new technologies, of competence compared to its use and differences of belonging and origin compared to social-cultural capital of each person, underestimating generational component (cfr. Jenkins 2009, tr. it. 2010).

²School success represents (Besozzi 2006: 271): an "indicator" of ability to adapt to school culture and its demands in term of performances.

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cultural standards, pointing out the fact that very often difficulty of contact between educators and being educated is due to a communicative distance (Morcellini 2007). An ecological perspective that examines the social context in which each relational dynamic takes place makes easier understand how such a distance can influence school experience of students and contribute, in several cases, to impede the reach of those grassroots school results both from a learning and behavioural point of view. This kind of analysis leads to consider communicational difficulties within the class as possible cause of influence of school problems of students. These difficulties would be related to different standards of knowledge construction between students and teachers that would create a symbolic *communicational wall* which would become a trait of school socialization process and limit of schoolarization one.

For that matter, the definition of communicational traits of a class is very important for the decoding of school socialization process. The decoding, indeed, could be the basis for the construction of leading criteria for a school offer sociologically-oriented to class wellness since able to appraise communicational peculiarities of each group of students. Underlining the importance of communicational nature would not expel School from its institutional obligations but ease them throughout school experts who develop capacity of qualitative selection of communicative strategies nearer to the class, according to methodological criteria which value *communicational difference* of each group.³ In order to select more effective teaching communicational strategies according to quality and equity goals school reaches to, school experts should be in the preliminary condition to build a sociological definition of the communicational situation of class in order to both recognize and enhance its functional aspects and correcting dysfunctional ones.

That being so, a model of formalisation of classes media habits and appreciation has been selected, both qualitative and quantitative, which stands for a possibility of definition of the mean influence rate of each communicational standards on classes culture.

From a scientific validation point of view (cfr. Cipolla and Agnoletti 2011), the application of this model aims to highlight the concrete communicational needs of class, improving planning of action strategies able to fulfill needs of multifaceted users and appraise quality of acted processes (Allulli 2000). The so built diagnosis, effectively, could make teachers able to orientate their own decision process helping them in selection of effective communicational strategies able to contribute facilitating positive results of socialization process of students. Finally, results related to definition of mean influence rate of each communicational standards on class the researcher tested the model on (May, 2013) due to validate the formal accuracy will be presented.

³For example, if way of knowledge constructing had an hypothetical-experimental feature and organised through the *bricolage* learning model, it would be important planning guided experiences based on abductive inferential modalities (Turkle 1995).

2 The Model for Mean Media-Influence Rate on Class

The nature of communicational traits of cultural situation of a common class of any school context can be defined according to different influence that each standard of knowledge elaboration and transmission (oral, neo-oral and typographic) has on it. Students culture means system of communicative-relational routine, habits and practices they have; we specify that each cultural context is considered in relation with medium it is connected to.

In order to make this definition concrete and understandable, a set of communicational school and extra-school activities is specified and considered expression of standard of knowledge construction and transmission that characterizes respectively oral, neo-oral and typographic culture. Each activity was weighted according to its representativeness in relation to connected medium.

Communicational activities and related weights of oral culture (O) are:

- O₁: playing alone or with peers for sport, walking, bicycle..., $w(O_1) = 1/3$,
- O₂: staying with adults of family,⁴ $w(O_2) = 1/3$,
- O₃: playing with non-eletronic toys (i.e.: machines, dolls, balls, etc.), $w(O_3) = 1/3$.

Communicational activities and related weights of neo-oral culture (NO) are:

- NO₁: using pc to surf the web, chat, play, etc., $w(NO_1) = 2/7$,
- NO₂: watching TV, $w(NO_2) = 1/7$,
- NO₃: using cellular/smartphone, $w(NO_3) = 2/7$,
- NO₄: video-games, $w(NO_4) = 2/7$.

Communicational activities and related weights of typographical culture (T) are:

- T₁: staying at school, $p(T_1) = 2/5$,
- T₂: doing homeworks, $p(T_2) = 2/5$,
- T₃: reading tales, comics, picture books, etc., $p(T_3) = 1/5$.

⁴While for variables which determination of a specific medium it's easier, the collocation of variable *staying with adults of family* in cultural activities that characterize a specific media environment is not definable a priori since connected to social-cultural status of native family. The perspective that tries to collect peculiarities of each family context is adopted (Morcellini and Cortoni 2007) asking each student to point out job and education of each parent before elaboration of data starts (cfr. section c of questionnaire "school and extra-school activities of children", p. 5 of current paper).

This was done in class on which the model was tested too and it emerged that families belonged to a low social-cultural status as shown in the following paragraphs. For these reasons and to make explanation of the model easier, it was chosen to put family variables to oral culture category in order to make it in compliance with features of selected class and make it appropriate for a further check.

Before using the model for future researches, a selection on standard of thought that family variables represent has to be made once again, collecting data about social-cultural belonging and origins of each nucleus.

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The above-mentioned communicational activities are to be analyzed according to a double aspect:

- Time dedicated to each communicational activity (K);
- grades of Appreciation of each communicational activity (Z).

Indeed, the relevance of each standard of knowledge elaboration and transmission on class is calculated considering both Times and Appreciations above-mentioned.

Called K time dedicated to communicational activities, KO has been defined as the sum of weighted mean time that students dedicate to activities related to oral culture:

- k_1 : time dedicated to play alone or with peers for sport, walking, bicycle...
 $w(k_1) = 1/3$,
- k_2 : time dedicated to stay with adults of family,⁵ $w(k_2) = 1/3$,
- k_3 : time dedicated to play with non-eletronic toys (i.e.: machines, dolls, balls, etc.), $w(k_3) = 1/3$.

KNO has been defined as the sum of weighted mean time that students dedicate to activities related to neo-oral culture:

- k_4 : time dedicated to use pc surfing the web, chatting, playing, etc., $w(k_4) = 2/7$,
- k_5 : time dedicated to watch TV, $w(k_5) = 1/7$,
- k_6 : time dedicated to use cellular/smartphone, $w(k_6) = 2/7$,
- k_7 : time dedicated to video-games, $w(k_7) = 2/7$.

KT has been defined as the sum of weighted mean time that students dedicate to activities related to typographic culture:

- k_8 : time dedicated to stay at school, $w(k_8) = 2/5$,
- k_9 : time dedicated to do homeworks, $w(k_9) = 2/5$,
- k_{10} : time dedicated to read tales, comics, picture books, etc., $w(k_{10}) = 1/5$.

Called Z the appreciation of different communicational activities, ZO has been defined as the weighted average of the mean appreciation assigned to activities related to oral culture of a students class:

- z_1 : grade of appreciation of playing alone or with peers for sport, walking, bicycle..., $w(z_1) = 1/3$,
- z_2 : grade of appreciation of staying with adults of family,⁶ $w(z_2) = 1/3$,
- z_3 : grade of appreciation of playing with non-eletronic toys (i.e.: machines, dolls, balls, ecc.), $w(z_3) = 1/3$.

⁵Cfr. nota n. 5.

⁶Cf. note n. 5.

ZNO has been defined as the weighted average⁷ of the mean appreciation assigned to activities related to neo-oral culture of students of a class:

- z_4 : grade of appreciation of using pc to surf the web, chat, play, etc., $w(z_4) = 2/7$,
- z_5 : grade of appreciation of watching TV, $w(z_5) = 1/7$,
- z_6 : grade of appreciation of using cellular/smartphone, $w(z_6) = 2/7$,
- z_7 : grade of appreciation of video-games, $w(z_7) = 2/7$.

ZT has been defined as the weighted average⁸ of the mean appreciation assigned to activities related to typographic culture of students of a class:

- z_8 : grade of appreciation of staying at school, $w(z_8) = 2/5$,
- z_9 : grade of appreciation of doing homeworks, $w(z_9) = 2/5$,
- z_{10} : grade of appreciation of reading tales, comics, picture books, etc., $w(z_{10}) = 1/5$.

This definition allows to ask to students themselves an evaluation of time and appreciation of each communicational activities throughout three media-cultures are performed. Indeed, students are considered the main experts since they experience those activities on their owns.

In order to do this and reveal social-cultural status of native family of students,⁹ the following questionnaire named "*school and extra-school activities of children*" has been created:

- A. How much time do you dedicate to following activities in regular non-working day during all school year?

| | 0 h | 1 h | 2 h | 3 h | 4 h | 5 h | 6 h |
|---|-----|-----|-----|-----|-----|-----|-----|
| Time dedicated to play alone or with peers for sport, walking, bicycle, etc. | | | | | | | |
| Time dedicated to play with non-eletronic toys (machines, dolls, balls, etc.) | | | | | | | |
| Time dedicated to stay with adults of family | | | | | | | |
| Time dedicated to use pc surfing the web, chatting, playing, etc. | | | | | | | |
| Time dedicated to watch TV | | | | | | | |

(continued)

⁷The mean appreciations of each activities related to neo-oral culture was weighted according to weight assigned to each of above-mentioned activities in the previous definition of class media-culture.

⁸The mean appreciations of each activities related to typographic culture was weighted according to weight assigned to each of above-mentioned activities in the previous definition of class media-culture.

⁹Cf. note n. 5.

(continued)

| | 0 h | 1 h | 2 h | 3 h | 4 h | 5 h | 6 h |
|--|-----|-----|-----|-----|-----|-----|-----|
| Time dedicated to use cellular/smartphone | | | | | | | |
| Time dedicated to videogames | | | | | | | |
| Time dedicated to stay at school | | | | | | | |
| Time dedicated to do homeworks | | | | | | | |
| Time dedicated to read tales, comics, picture books... | | | | | | | |
| Time dedicated to sleep and rest | | | | | | | |

B. Give a grade of appreciation, from a minimum of 1 to a maximum of 5, to following activities?

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Playing alone or with peers for sport, walking, bicycle, etc. | | | | | |
| Playing with non-electronic toys | | | | | |
| Staying with adults of family | | | | | |
| Using pc to surf the web, chat, play, etc. | | | | | |
| Watching TV | | | | | |
| Using cellular/smartphone | | | | | |
| Videogames | | | | | |
| Staying at school | | | | | |
| Doing homeworks | | | | | |
| Reading tales, comics, picture books, etc. | | | | | |

C. Social-cultural status of family

| | Job | Education |
|--------|-----|-----------|
| Mother | | |
| Father | | |

Data collected by means of this questionnaire have to be elaborated in order to obtain the definition of the mean influence rate of each communicational standards on media culture of class.¹⁰

To do this, first of all it is necessary calculate:

¹⁰It's important to specify that starting from observed data by means of the mentioned questionnaire, an evaluation on a single student could be done in order to observe influence of each media standard on each member of class, even if this possibility is not implemented by the present research.

- weighted average of mean appreciation of students class in terms of oral (ZO), neo-oral (ZNO) and typographic culture (ZT) activities,
- sum of weighted mean times that students everyday dedicate to oral (KO), neo-oral (KNO) and typographic culture (KT) activities.

Second step, we consider above-mentioned Times (KO, KNO, KT) as variables of the phenomenon "class mean culture" and Appreciations (ZO, ZNO, ZT) as related weights. Weighting variables with their weights, three absolute values of mean influence of each communicational standards on class culture are given (I.O, I.NO, I.T). For convenience, we can translate these results in percentage, thus, mean influence rate of each standard (I.O %, I.NO %, I.T %).

3 Criteria of Selection of Testing Group

The group the mean influence rate of each communicational standard of class culture to be calculated belonged to urban part of City of Pescara, since school reality has not been analyzed in the past in term of media influence on socialization processes of students. Besides, researcher has already had previous professional experiences with several teachers and directors so she has knowledge and expertise and network of relations that made the observation easier and more effective. The class was selected on the basis of utility and significance criterion of research given by the presence of the following conditions:

- teachers availability to learn new strategies to facilitate schoolarization process of students;
- school operators notification of a problematic situation;
- high numbers of school failures related to attendance, management of class and insufficient school results;
- not notified results of differential selection of students on the basis of social belonging in primary school phase.

The researcher had telephonic interview with 25 experts—14 teachers and 11 social-cultural operators¹¹—selected by means of nonprobability sampling ("snow-ball sampling"),¹² asking them to select what primary school district had difficulties in terms of attendance, behaviours and school results. For the beginning of interviews, an employee of Abruzzo District was chosen. She was responsible of children library service at Cultural Promotion Agency of Pescara. Thanks to her professional role she has regular contacts with every school of Pescara and several teachers.

¹¹Every interviewed social-cultural operators are enrolled to Operators Register of Municipality of Pescara as professional or representative of cultural or social promotion associations.

¹²Experts themselves suggested others experts working in school field of Pescara. So interviewees were contacted: *by means of persons who know other persons who know what cases can be interesting for research aims.*

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educators and social-cultural operators working in the urban area of the city. Thus, she is able to better know social-educational environment dealing with the research and she has daily contacts both with children and school operators. After this first telephonic interview, we had the interviewees themselves to choose new contacts for the research to be continued. Interviews pointed out that there are the most relevant difficulties in *Don Milani* primary school-district n. 1. So, we asked teachers working there both to confirm those difficulties and their availability to know new helping strategies. In order to make this, the researcher called the project responsible teacher and got a meeting. During the meeting (held the 20th of October, 2012) the researcher observed teachers' difficulties to make students get basic school results. Availability to test new helping strategy emerged too. Besides, information emerged by telephonic interviews were confirmed by means the consultation of some school documents (class-books). During school year 2011/2012, for example, discontinuous attendance was observed: 28 % of students exceeded the absence limit out of the school year (25 % of absence hours—50 days) imposed by the law. Among this percentage, besides, 15 % of it exceeded 90 absence days, that is almost the half of the whole school days; moreover, 12 % of total students repeated a year once at least. In terms of basic learning results, high problems were observed for each year of the whole primary school grades. With regard to this, 6 % of children has assistants teacher and other teachers express that other students needed them, though families deny this. At the end of the year, 5 % of students failed to pass to the following year. Moreover, teachers complain for class discipline management. A relevant factor is the presence of foreign cultures children origins. Indeed, there are 44 Rom, 6 Romanian, 1 Chinese, 3 Pakistani, 1 Kosovan, 1 Croatian, 2 Brazilian out of 100 (42 Italian). Teachers complain problems to minorities integration. Moreover, they point out a poor social-cultural-economic context of students families. With regard of this, 2 % of parents has a degree and 6 % has a social assistant. Teachers themselves denounce high level of school dispersion. They observe that a relevant number of students doesn't even get middle school nor high school, once primary school is over.

As well as all conditions for selection of the school were confirmed, testing class selection for the model to be presented started. The researcher followed teachers suggestion to choose a III class due to two reasons. First, III class already has significant time passed at school so it has got those habits, routines and dynamics which help the culture of class emerging. Secondly, it's useful having two years remaining so that there are other data to be collected and give them to teachers for planning, experimentation and evaluation of data-based educational actions.

Selected class is composed of 17 students (9 males and 8 females), 1 disabled with assistant teacher.¹³ Among them, there are 7 Rom, 3 Pakistani, 5 Italian, 1 Chinese and 1 Kosovan. During school year 2012/2013 no male students failed to pass the year while one female did because of exceeding absences.

¹³To specify that this female student doesn't join regular activities of class and it was impossible to the research to have her filling the questionnaire. Therefore, her point of view is not represented and exposed in the present work.

At this stage, mean time of each activities practice by the side of the class was calculated: $K_{(1,10)Me}$. The Average of time dedicated to each activities was weighted to related weight and the sum of weighted mean times that III class students of "Don Milani" dedicate to different activities was calculated. The mentioned activities are those related to:

- oral culture: $KO = 2.40$,
- neo-oral culture: $KNO = 1.82$,
- typographic culture: $KT = 2.55$.

Data point out that students dedicate the most part of time to activities related to typographic culture, secondly to oral culture. Time dedicated to activities related to neo-oral culture considering a regular non-working day of school year is low.

Then the students were asked ($s_{1,16}$) to give their evaluation about appreciation variables ($z_{1,10}$) of each communicational activities, using the following value scale: 1 = none, 2 = low, 3 = neutral, 4 = sufficient, 5 = high. Data are summarized in the chart below:

| APPRECIATION | | | | | | | | | | | | | | | | |
|--------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-----|
| Z | S1 | S2 | S3 | S4 | S5 | S6 | S7 | S8 | S9 | S10 | S11 | S12 | S13 | S14 | S15 | S16 |
| z1 | 5 | 4 | 5 | 5 | 4 | 4 | 3 | 4 | 5 | 4 | 4 | 4 | 5 | 3 | 5 | 4 |
| z2 | 5 | 4 | 5 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 5 | 4 | 3 | 4 | 4 |
| z3 | 5 | 4 | 5 | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 3 |
| z4 | 4 | 3 | 4 | 4 | 4 | 3 | 5 | 5 | 5 | 3 | 4 | 4 | 4 | 5 | 4 | 5 |
| z5 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 5 |
| z6 | 4 | 4 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 5 |
| z7 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 4 | 3 | 4 | 4 | 4 | 4 | 5 | 4 |
| z8 | 2 | 4 | 3 | 2 | 3 | 1 | 2 | 3 | 4 | 4 | 2 | 3 | 2 | 2 | 2 | 2 |
| z9 | 1 | 3 | 1 | 2 | 2 | 2 | 1 | 1 | 1 | 3 | 2 | 1 | 1 | 1 | 1 | 1 |
| z10 | 1 | 4 | 3 | 1 | 2 | 3 | 1 | 1 | 1 | 4 | 3 | 3 | 2 | 1 | 2 | 1 |

At this stage, the mean appreciation of each activities by the side of the class was calculated: $Z_{(1,10)Me}$. The average of each activities appreciation was weighted to related weight and the average of weighted mean appreciations that III class students of "Don Milani" expressed in relation to different activities was calculated. The mentioned activities are those related to:

- oral culture: $ZO = 4.15$,
- neo-oral culture: $ZNO = 4.18$,
- typographic culture: $ZT = 2.06$.

Appreciation variable shows that students mainly appreciate activities related to neo-oral and oral culture (the latter distant only 0.03 from the first). On the other hand, they have a negative evaluation to activities related to typographic culture.

It's interesting how times and appreciations aren't directly proportional, but activities that students dedicate much time to (typographic culture related) are those

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they appreciate less. The matter of this could stay in the compulsory schooling; indeed, the only one Time variable which has a high and constant value, among those of activities related to typographic culture, is time dedicated to stay at school ($k_{8Me} = 5$ ore). In effect, students declare to dedicate less time to other activities related to typographic culture as doing homeworks ($k_{9Me} = 0.9$ h) and reading tales, picture books, comics ($k_{10Me} = 0.9$ h), not compulsory by the law. In the same way, among those activities they appreciate more, there are some they dedicate less time: for example, they use cellular/smartphone less than 1 h per day ($k_{6Me} = 0.6$), even if its appreciation is high ($z_{6Me} = 4.06$). The explanation is that no student has his/her own cellular/smartphone, even if some of them has the chance to use adults one, as children themselves declared.

At this stage, in order to get the mean influence rate of each communicational standard on media culture of class, mean times (KO, KNO, KT) were used as variables and mean appreciations (ZO, ZNO, ZT) as related weights. Weighting these variables to related weights, three absolute values of mean influence of each communicational standard (I.O = mean influence of oral culture, I.NO = mean influence of neo-oral culture, I.T = mean influence of typographic culture) on culture of class are given. Finally, mean influence rates (I.O %, I.NO %, I.T %) are calculated, as shown in the chart below:

| MEAN INFLUENCE | | | | | |
|----------------|------|-------|----|--------|------|
| ZO | KO | I.O | | I.O % | |
| 4.15 | 2.40 | 9.93 | | 44% | |
| ZNO | KNO | I.NO | | I.NO % | |
| 4.18 | 1.82 | 7.61 | | 33% | |
| ZT | KT | I.T | | I.T % | |
| 2.06 | 2.55 | 5.26 | | 23% | |
| | | TOTAL | 23 | TOTAL | 100% |

Data show us how the standard of knowledge construction and transmission that has a mean influence on culture of students is the oral one (I.O = 44 %). Neo-oral has a strong influence too (I.NO = 33 %), while low influence level is observed for typographic standard (I.T = 23 %).

Therefore, it would seem that the cultural model of students is the one related to orality (probably transmitted by family) supported by neo-orality (probably transmitted by media and/or among peers). According to what exposed, it would seem that school culture (related to typographic standard) could not be able to influence the socialization process of students at all, putting them in school problematic situations, as teachers pointed out.

5 Discussion and Conclusion

The proposal of the presented model application arises from awareness that quality of communicational dynamics experienced in class often has an influence on schoolarization results more than planning and institutional guidelines. Knowing the influence that different standard of knowledge elaboration has on class group allows educational planning to be based on a scientific diagnosis of communicational situation of class culture. This can enhance school operator to build bridges between learning processes, media languages and educational strategies, so that a more effective personalization of educational program can be guaranteed. The success of school offer, indeed, is more and more based on communicational competence of school operators and on selection of engaging codes able both to catch the attention and the interest of students and value their inclinations and strengthen their weaknesses (Besozzi 2006).

In summary, the application of the proposed model could make school staff:

- strengthening teachers capabilities of self-evaluation of cultural standards of students by means of the quantitative definition of communicational factors which characterize the class;
- having scientific data starting from which they can plan communicational strategies for effective actions, being able to select and complete expressive codes and different educational and learning styles more functional compared with peculiarities of single classes;
- moving with a preventive perspective of school unease, acting on requirements that can cause distance and misunderstanding between students and teachers;
- reinforcing the effectiveness of cultural mediation function school plays in order to support its students to recreate, complete and give sense to different contents and knowledge construction processes they get in touch with in different, fragmentary and sometimes conflicting socialization contexts they experience.

It's important to highlight how the model is applicable to analysis and intervention of class group as well as on individual student, if needed. This is a significant aspect since it is often necessary to plan and achieve sociological interventions both on individuals and groups at the same time.

As shown, the model was tested on sample class, selected as analysis unit, in order to prove methodological accuracy of the model itself and formalise the communicational situation of selected students group by a quantitative point of view. Currently, we are working to make the model applicable on analysis units having in common four fundamental traits previously used to select the class. In this way, we want to compare many contexts, pointing out possible common trend, in order to systematize elaborated considerations into a generalization.

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