

Scuola  
First  
International  
Conference  
democratica



# Proceedings of the 1<sup>st</sup> International Conference of the Journal Scuola Democratica

**EDUCATION AND POST-DEMOCRACY**

5-8 June 2019 Cagliari Italy

**VOLUME II**

**Teaching, Learning, Evaluation and Technology**

*Page intentionally left blank*

**Proceedings of the 1<sup>st</sup>  
International Conference of  
the Journal Scuola  
Democratica**  
**EDUCATION AND POST-DEMOCRACY**

---

**VOLUME II**  
**Teaching, Learning,  
Evaluation and Technology**

**Scuola** First  
International  
Conference  
democratica

**ASSOCIAZIONE "PER SCUOLA  
DEMOCRATICA"**

**Via Francesco Satolli, 30 – 00165 - Rome, Italy**

**Edited by**

**The Organizing Committee the 1st International Conference of  
the Journal Scuola Democratica**

**<https://www.rivisteweb.it/issn/1129-731X>**

**Published by**

**ASSOCIAZIONE "PER SCUOLA DEMOCRATICA"**

**Via Francesco Satolli, 30**

**00165 – Rome**

**Italy**



**FILE IN OPEN ACCESS**

**This book is digitally available at:**

**<http://www.scuolademocratica-conference.net/>**

**ISBN 978-88-944888-1-4**

## CONTENTS

---

|   |    |
|---|----|
| NEOLIBERALISM IN EDUCATION. THE CASE OF CHILE AND SOCIAL TRANSFORMATIONS OVER THE PAST 40 YEARS   | 5  |
| MACIEL MORALES ACEITON  | 5  |
| THREE PROPOSALS IN ADULT EDUCATION TO IMPROVE EMPLOYABILITY   | 11 |
| EDUARDO BLANCO-GÓMEZ  | 11 |
| RETHINKING ADULT EDUCATION: ACTORS AND DYNAMICS OF LIFELONG LEARNING POLICIES   | 16 |
| GIUSEPPE LUCA DE LUCA PICIONE   | 16 |
| NEOLIBERALISM, NEW PUBLIC MANAGEMENT: A CRISIS OF LEGITIMACY FOR ELEMENTARY SCHOOL LEADERS  | 21 |
| CÉCILE ROAUX  | 21 |
| DEPOLITICISING EDUCATIONAL CHOICE: HOMESCHOOLING AND VIRTUAL UNIVERSITIES IN ITALY  | 27 |
| GIORGIO GIOVANELLI  | 27 |
| LEONARDO PIROMALLI  | 27 |
| UNIVERSITY ADMISSION AND SELECTION PROCESSES IN THE CONDITIONS OF THE HYPERMODERNITY: THE CASE OF FRENCH UNIVERSITIES   | 34 |
| CHRISTELLE MANIFET  | 34 |
| KNOWLEDGE DRIVEN SHARED SUSTAINABLE STRATEGIES FOR THE MEDITERRANEAN SEA, A CASE OF RESILIENCE IN A COLLECTIVE EDUCATIONAL PROCESS                            | 40 |
| MONICA CARIOLA  | 40 |
| RE-ENCHANTMENT AND CARE POLICIES IN THE DIGITAL SOCIETY. A CRITICAL READING OF RESILIENCE BASED ON BERNARD STIEGLER'S PHILOSOPHY                              | 45 |
| CRISTINA COCCIMIGLIO  | 45 |
| A PARTICIPATORY EXPLORATION OF THE RELATIONSHIP BETWEEN THE FOCUS ON ACADEMIC ACHIEVEMENT IN UK EDUCATION POLICY AND ADOLESCENTS' WELLBEING AND MENTAL HEALTH | 50 |
| DANILO DI EMIDIO  | 50 |
| 'RICILIENCE': THE RESILIENCE OF RICE. A DOCUMENTARY FILM TELLS THE CASE OF SOCIAL LEARNING THAT IS TRANSFORMING THE ITALIAN RICE SYSTEM                       | 56 |
| ELENA PAGLIARINO  | 56 |
| ISABELLA MARIA ZOPPI  | 56 |
| THE COMPLEX CHAINS OF EDUCATION INEQUALITIES IN ITALY. UNDERSTANDING INTERPLAYS BETWEEN ASCRIPTIVE AND SCHOOL-TRACKS FACTORS                                  | 62 |
| ORAZIO GIANCOLA   | 62 |
| LUCA SALMIERI   | 62 |
| THE PEDAGOGICAL-POLITICAL INCOMMUNICABILITY IN THE TEACHERS AND EDUCATORS TRAINING: PERSPECTIVES AND STRATEGIES   | 70 |
| GIUSEPPE ANNACONTINI  | 70 |
| CONSCIENTIZATION AND COMPLEXITY AS KEYS TO UNDERSTANDING AND ANALYZING CONTEMPORARY SCHOOLS. CRITICAL ISSUES AND CONSCIENTIOUS INTAKES                        | 75 |
| ENRICO BOCCIOLESI   | 75 |

|  |     |
|--|-----|
| THE SKILL-ORIENTED APPROACH IN TEACHER TRAINING  | 80  |
| SILVIA FIORETTI  | 80  |
| RETHINKING INTERCULTURAL EDUCATION FOR A DEMOCRATIC SCHOOL.<br>REFLECTIONS ON AN EMPIRICAL RESEARCH PROJECT  | 85  |
| MASSIMILIANO FIORUCCI  | 85  |
| LISA STILLO  | 85  |
| EDUCATING THOUGHT. THE THEORY AND PRAXIS RELATIONSHIP WITHIN THE<br>PARADIGM OF PROFESSIONAL REFLECTIVENESS  | 91  |
| MARIA-CHIARA MICHELINI   | 91  |
| THE FRAME AND THE HORIZON. PEDAGOGICAL THOUGHT AND THE TRAINING OF<br>TEACHERS BETWEEN SUBORDINATION AND EMANCIPATION  | 96  |
| LUCA ODINI   | 96  |
| UNIVERSITIES AS ECONOMIC ACTORS IN THE KNOWLEDGE ECONOMY<br>EDUCATIONAL MODELS AND INNOVATIVE TEACHING PRACTICES IN THE<br>UNIVERSITY EXPERIENCE   | 100 |
| FLORIANA FALCINELLI  | 106 |
| CRISTINA SOFIA   | 106 |
| MILENA CASSELLA  | 106 |
| INTERCULTURAL LEARNING (DEVELOPMENT OF COMPETENCIES) BY STUDENTS OF<br>THE FACULTY OF EDUCATION. USING THE EXAMPLE OF INTERCULTURAL ATTITUDES<br>AND LEARNING PROCESSES IN TEACHER TRAINING IN ITALY | 112 |
| GERNOT HERZER  | 112 |
| DORIS KOFLER   | 112 |
| TOWARDS A COMMUNICATION MODEL FOR UNIVERSITY EDUCATION   | 120 |
| BARBARA MAZZA  | 120 |
| RENATO FONTANA   | 120 |
| ELENA VALENTINI  | 120 |
| ERIKA DE MARCHIS   | 120 |
| NARRATIVE GUIDANCE AS A TOOL TO ENHANCE RESILIENCE OF STUDENTS   | 127 |
| FEDERICO BATINI  | 127 |
| MARCO BARTOLUCCI   | 127 |
| EXPLORING THE EPISTEMOLOGY OF THE IMPLICIT CURRICULUM  | 134 |
| VALERIA ANGELINI   | 134 |
| MATTEO BIANCHINI   | 134 |
| VALENTINA GIOVANNINI   | 134 |
| SUSANNA CHIELLINI  | 134 |
| RETHINKING WORK-RELATED LEARNING INTERNSHIP: STUDENT'S VOICE AND<br>PERCEPTION   | 141 |
| CINZIA ZADRA   | 141 |
| SELF-TAUGHT IMPROVISERS: JAM SESSIONS AS RESISTANCE TO FORMAL JAZZ<br>CURRICULUM   | 146 |
| ANSELMO R. PAOLONE   | 146 |
| THEATRE AS METAPHOR AND PERFORMATIVE LEARNING IN THE ACADEMIC SCENE  | 151 |
| FRANCESCO CAPPÀ  | 151 |
| DIGITAL HUMANITIES AND PEDAGOGY: A CASE STUDY  | 157 |
| VALENTINA DORATO   | 157 |
| THE KEYWORDS OF ACCREDITATION, FROM MINISTRY TO UNIVERSITIES   | 163 |

|  |            |
|--|------------|
| ANDREA LOMBARDINILO  | 163        |
| <b>FROM E-LEARNING PRACTICES TO THE POLITICAL CONDITIONS OF INDIVIDUALS: A<br/>CASE OF THE INTENSIVE SEMI-PRESENTIAL WEEK AT A TELEMATIC UNIVERSITY</b>            | <b>168</b> |
| FIORELLA VINCI   | 168        |
| <b>CONVERGENCE BETWEEN FORMAL AND INFORMAL LEARNING PRACTICES: STATE<br/>OF THE ART AND HISTORICAL HERITAGE</b>  | <b>173</b> |
| DONATELLA CAPALDI  | 173        |
| ALESSIO CECCHERELLI  | 173        |
| <b>FROM PRACTICE TO LEARNING: COMPUTER SCIENCE THE OTHER WAY ROUND</b>   | <b>179</b> |
| STEFANO FEDERICI   | 179        |
| ELISABETTA GOLA  | 179        |
| CLAUDIA MEDAS  | 179        |
| ANDREA ZUNCHEDDU   | 179        |
| <b>UP2UNIVERSITY: A EUROPEAN PROJECT TO INTEGRATE FORMAL AND INFORMAL<br/>LEARNING IN SECONDARY SCHOOLS</b>  | <b>187</b> |
| GABRIELLA PAOLINI  | 187        |
| NADIA SANSONE  | 187        |
| <b>BUILDING A DEVICE FOR THE ALLIANCE BETWEEN FAMILIES, SCHOOLS AND LOCAL<br/>COMMUNITY TO FACE EARLY SCHOOL LEAVING. ATOMS&amp;CO INTERNATIONAL<br/>PROJECT</b>   | <b>192</b> |
| ALESSANDRO TOLOMELLI   | 192        |
| FULVIA ANTONELLI   | 192        |
| <b>PROXIMITY AND SHARED GOVERNANCE? OBSTACLES AND ORGANISATIONAL<br/>TENSIONS IN YG PROGRAM IN PORTUGAL</b>  | <b>198</b> |
| TATIANA FERREIRA   | 198        |
| LIA PAPPÁMIKAIL  | 198        |
| MARIA MANUEL VIEIRA  | 198        |
| <b>THE MISERY AND SPLENDOUR OF THE REPUTATIONAL EVALUATION. TEACHER<br/>CREDIBILITY BETWEEN REPUTATIONAL EVALUATION AND FUNCTIONAL ILLITERACY<br/>OF CITIZENS.</b> | <b>204</b> |
| RITA TEGON   | 204        |
| <b>(RE)DISCOVERING NON-FORMAL EDUCATION. THE CONTRIBUTION OF THE<br/>EUROPEAN YOUTH PROGRAMMES</b>   | <b>210</b> |
| NADIA CRESCENZO  | 210        |
| <b>TRAINING AND EDUCATION WITH ROBOTS IN HEALTHCARE AND MORAL ISSUES</b>   | <b>216</b> |
| MAURIZIO BALISTRERI  | 216        |
| <b>CRITICAL THINKING AND CAPABILITY APPROACH TO FACE A DIGITAL ORIENTED<br/>FUTURE</b>   | <b>221</b> |
| MARIA CATERINA DE BLASIS   | 221        |
| <b>YOUNG ITALIANS BETWEEN CYBERBULLYING AND HATE SPEECH. A FOCUS ON<br/>DIGITAL COMMUNICATION PRACTICES</b>  | <b>227</b> |
| ALESSANDRO LOVARI  | 227        |
| ROSSELLA REGA  | 227        |
| <b>MEDIA EDUCATION. TEENS' VOICES AND PERSPECTIVES FOR DIFFERENT MEDIA-<br/>EDUCATIVE ACTIONS</b>  | <b>234</b> |
| COSIMO MARCO SCARCELLI   | 234        |

|  |     |
|--|-----|
| RETHINKING HUMAN BODY BETWEEN LAY AND EXPERT KNOWLEDGE SUGGESTED BY SELF-TRACKING TECHNOLOGIES           | 240 |
| LETIZIA ZAMPINO  | 240 |
| <hr/>  |     |
| FOLLOW THE OBJECT. A BIOGRAPHICAL APPROACH TO THE STUDY OF DIGITAL DEVICES IN THE GOVERNING OF EDUCATION | 245 |
| CATARINA GONÇALVES   | 245 |
| MARCO ROMITO   | 245 |
| ANTONETTA DE FEO   | 245 |
| <hr/>  |     |
| ONLINE ACTIVITIES: FROM SOCIAL INEQUALITIES TO DIGITAL INEQUALITIES AND COMEBACK                         | 251 |
| RITA FORNARI   | 251 |
| <hr/>  |     |
| THE PLATFORMISATION OF HIGHER EDUCATION IN ITALY: THREE CASE STUDIES AND A RESEARCH AGENDA               | 258 |
| LEONARDO PIROMALLI   | 258 |
| ASSUNTA VITERITTI  | 258 |
| <hr/>  |     |
| DIGITAL SOFT SKILLS AND TEACHING. MACRO DATA ANALYSIS OF SCHOOL SURVEY                                   | 265 |
| IDA CORTONI  | 265 |
| <hr/>  |     |
| THE SHIFT FROM PAPER-BASED TEST TO COMPUTER-BASED TEST IN ITALIAN NATIONAL ASSESSMENT: THE INVALSI CASE. | 271 |
| MARIALUISA VILLANI   | 271 |



## The Keywords of Accreditation, from Ministry to Universities

Andrea Lombardinilo, *Gabriele d'Annunzio University, Chieti-Pescara*  
[andrea.lombardinilo@unich.it](mailto:andrea.lombardinilo@unich.it)

**Keywords:** *University, Reformism, Rationalization, Teaching Quality, Transparency*

### 1. Teaching university innovation

The workshop of University Innovation - within the course of Sociology of Education held at the Gabriele d'Annunzio University, Chieti-Pescara - aimed to highlight through a double-analysis perspective, both ministerial and academic, and was developed thanks to the institutional engagement of the author within the Ministry of Education, University and Research. In particular, the study of the bureaucratic system marking the introduction of an accreditation system allowed students to better understand the transition to the current academic 'controlled autonomy' triggered to contrast self-reference, fragmentation and lack of transparency (De Martin, 2017).

Even though university renovation implies a thought shift, the study of accreditation enables us to focus on a number of programmatic guidelines directing the path of rationalization, which is made explicit by the recurrence of some featuring Keywords. Thus, the proposal of a Workshop of University Innovation represented a significant opportunity to make clear the reasons that forced the central government to restrict the programmatic autonomy of single universities, the public support for which is nowadays bound to quality and efficiency performances (Moscati, 2012).

The study of university reformism cannot neglect the analysis on the ongoing accreditation process, whose normative references are disseminated with strategic Keywords expressing the way universities are being conducted by MIUR. The aim is to further investigation on the double normative level regulating our higher education system: the upper one regards the central government, the other one concerns the peripheral academic institutions, whose accreditation duties involve both degree and doctorate courses.

The challenge of evaluation entails the goal of economic sustainability, which has become closely related to the assessment of merit and quality assurance. This is one of the most significant achievements of the 'assured universities' drawn by the normative hypertrophy of our times (Morcellini et al., 2017). This is what the Workshop of University Innovation tried to highlight starting from the so-called 'Pacchetto serietà', introduced by the Ministry in 2007 with the aim of limiting the negative effects of uncontrolled academic actions often pivoted on local and personal necessities. For instance, it was the case of the *honoris causa* degrees, the frequency of which risked being seen as an academic strategy to advertise and attract enrollments. In the meantime, the inception of ANVUR in 2007 was functional to promoting a new evaluation system, which replaced the Policy Committee for Research Evaluation (CNVSU) as an (allegedly) independent evaluation subject, endowed with wide and complex assessment commitments (Capano et al., 2017).

## 2. The keywords of accreditation: quality, transparency, merit

Indicators, parameters, criteria, monitoring, assessment, definition, planning: these are some of the strategic sub-Keywords related to the accreditation of degree courses and rationalization of the academic system, as the lexical analysis of some normative acts showed during the Workshop. These normative policies inaugurated a new reformist season for our universities, which were required to apply specific actions concerning quality assurance (in line with Law no. 1/2009) to be monitored by ANVUR (dpr. 76/2010).

Therefore, the monitoring apparatus was fuelled by the interaction between Ministry and Agency, in accordance with the progressive reduction of universities' autonomy, which was weakened by the endless stream of didactic and financial parameters also to be observed. In particular, art. no. 1, par. no.4 of Law no. 240/2010 points out that 'the Ministry, in observance of freedom of teaching and university autonomy, defines purposes and strategic policies for the system and its components and, by means of ANVUR as regards its duties, it checks and assesses the features according to criteria of quality, transparency and merit.

The preliminary issues that the workshop intended to probe concerned the meaning of quality, transparency and merit, which can be considered as three basic Keywords of the ongoing reformist process involving European universities as a whole. In fact, the advent of mass education imposed deep changes on the way universities conceived their cognitive mission, which had to be realigned with the functional and experiential features of consumer society (Christensen and Eyring, 2011). Quality and transparency have rapidly become central topics in higher education discourses: «In the days when university classes contained highly selected students, the lecture and tutorial seemed to work well enough. However, the increasingly drastic changes in the tertiary sector have redrawn the university scene – not entirely disadvantageously for teaching quality» (Taggs, Bing, 2007: 1).

The principle of selection no longer matches social class or privilege mindset, despite the fact that good social, cultural and economic conditions may undoubtedly fuel education quality and professional expectations. The University in democracy drawn by Habermas was inspired by the incumbent urgency to open the academic boundaries up to society and young scholars often lacking the necessary references (Lombardinio, 2019). Thus, the principle of merit implies the development of quality and transparency, starting from the teaching and research practice inside classrooms and laboratories (Gavrila, 2018).

Nonetheless, the initial and periodical accreditation of degree courses represents a fundamental element of innovation in academic life, since it aims to introduce awarding procedures within the distribution of public funds. Legislative decree no. 19/2012 states that a ministerial decree should every three years revise the indicators regarding: initial and periodical accreditation of courses and venues; periodical assessment of efficiency, economic-financial sustainability and outcomes achieved by single universities in teaching and research activities; public and legally recognized non-public universities, including online universities. These indicators should be suggested by ANVUR in line with the general guidelines for university planning.

The goal of quality improvement entails the compliance with teaching and accreditation indicators set by the AVA system in line with decree no. 47/2013, recently replaced by decree no. 6/2019. The mission of quality assurance requires transparency, sustainability, diversification, awarding, which can be interpreted as strategic Keywords of teaching reformism, rigidly aimed at contrasting the fragmentation of teaching (Losh, 2014).

In practice, indicators and parameters for degree course sustainability are to be interpreted as teaching outcomes founded on the accreditation procedures outlined by Law no. 240/2010 (art. 5), which deals with the improvement of university quality and efficiency and consequent introduction of awarding procedures as regards funds allocation as well as the expectation of a periodic accreditation system of universities (par. No. 1.a),

According to the normative apparatus, accreditation should be a double degree evaluation process, both ministerial and academic, which should be pivoted on the assessing action centrally carried out by ANVUR and peripherally by University Evaluation Committees. This is what decree no. 6/2019 establishes by updating and replacing the previous ministerial decrees focused on accreditation, identified as no. 47/2013, 194/2015, 1059/2013 and 987/2016. The latter started to relax the rigid didactic requirements defined by decree no. 47/2013, compliance with which could hamper the regular sustainability of those courses lacking the necessary number of full professors and researchers.

The transition from 'minimal' to 'necessary' requirements successfully expresses the functional shifts introduced by Law no. 240/2010 in the wake of decree no. 17/2010, which anticipated the forthcoming introduction of the accreditation system founded on the observance of initial and periodic accreditation of degree courses. In this account, art. 3 of Law no. 240/2010 tethers the introduction of such an accreditation system to 'the use of specific indicators previously defined by ANVUR for the control - carried out by universities - of proper requirements both didactic, structural and managing, including teaching and research qualification, along with economic and financial sustainability' (lett. 3, par. A),

The definition of evaluation indicators may entail some relevant negative effects, especially the standardization of the whole evaluative process, which should take into account the specific features of every single university, namely geographical, scientific and economic. Nonetheless, the study of lexicographic shifts between parameters, indicators and requirements allowed the students involved in the Workshop to dwell on the programmatic ambiguity of such a reformist process which should increase quality and efficiency through the development of assessment policies in an effort to contrast academic self-reference (Borrelli, 2015),

Such centralized procedures do not neglect the local engagement that both Evaluation and Joint Committees fuel to implement an effective assessment mindset within the academic environment. As a matter of fact, the Ministry supports 'the development of self-evaluation of quality and effectiveness of universities' activities, also through their own evaluation and joint committees' introduced by Law no. 240/2010 (art.2, par. 2.g), The latter are endowed with an institutional responsibility inspired by the principles of independence and autonomy: the same issues feature the evaluative strategies and policies triggered by ANVUR, which were surveyed during the Workshop by focusing on the practical impact of the AVA system on day-to-day academic operations.

Self-Evaluation, accreditation and evaluation are the three fundamental Keywords within such a complex assessment framework, whose introduction represented a sort of Copernican revolution for our university system, since it involves not only didactic activities, but also the recruitment system (through the introduction of the National Scientific License and the quality classification of journals), the accreditation of doctorate courses and the definition of economic-property accounting.

In the background is the programmatic scenario triggered by the construction of the European Space of Higher Education expected to be fully achieved in accordance with Horizon 2020's guidelines. Accreditation implies

internationalization, since it aims to define 'an evaluation system and quality assurance of universities arranged at the European level, specifically in line with the guidelines adopted by the High Education Ministers of the countries joining the European Area of Higher Education' (Law no. 240/2010, art.2, par. no. 2.d).

There is more to quality assurance than just programmatic indication: it can be considered as the political cornerstone of such a reformist process, as was claimed by European Higher Education Ministers in Paris (Ehea, 2018), Keywords enabling the quality assurance process are 'mobility' and 'recognition', as well as 'removal' and 'replacement', especially if they refer to the obstacles still hampering the harmonization process of European universities (Trivellato, Triventi, 2015).

With regard to the degree course, it can be reckoned that accreditation procedures are functional to the tightening of the planning autonomy of universities, so as to reduce the number of adjunct professors and increase the engagement of full professors (at times, under-employed).

By means of decrees no. 47/2013 and 987/2016, the Ministry has progressively relaxed the rigid requirements needed for course sustainability, especially in the light of the quantitative issues imposed by the progressive reduction of financing and turnover. Furthermore, decree no. 6/2019 (which replaces decree no. 987/2016) allows universities to acknowledge fixed-term researchers, adjunct professors and extraordinary professors among the teaching assets necessary to the subsistence of every degree course.

The new normative deal appears to be inspired also by the need to safeguard the autonomy of universities, which has been decidedly weakened by the normative hypertrophy of the last decade. In the meantime, the indicators concerning the periodic assessment of university venues and courses endow academic scholars with a diversified cluster of programmatic Keywords involving: teaching indicators (Group A); internationalization (Group B); quality and environment of research (Group C); economic sustainability (Group D); further indicators for teaching assessment (Group E), All these indicators were inherited from the previous AVA normative acts.

As regards Group A, teaching indicators are divided into five sectors: studies regularity (1); attractiveness (2); sustainability (3); efficiency (4); teaching (5), Every indicator is further described through corresponding sub-indicators. In reference to sub-indicator no. 3, sustainability can be measured through the ratio between regular students and professors, including full professors and researchers and tenure-track researchers per scientific area. The chance to counter fixed-researchers confirms the need to overcome the rigid teaching parameters set by decree no. 47/2013 and progressively relaxed by decrees no. 1059/2013 and 194/2015, later confirmed by decree no. 987/2016.

As regards indicator no. 5, the teaching indicator is consequently gauged through two sub-indicators: the first concerns the percentage of full professors belonging both to fundamental and to characterizing scientific sectors in the degree courses of which they are in charge; the second indicator takes into account the features of the research quality indicator of teachers engaged in the second degree courses. These sub-indicators compel universities to exploit teaching resources to the utmost, so as to enhance teaching and research quality average and thus being granted ministerial financial incentives.

Furthermore, indicators drawn in Group E include students' careers regularity (1), efficiency (2) (measured in line with the percentage of those students who would enroll again in the same course), teaching quality (3), The latter is divided into two sub-indicators: E.3.1: Teaching hours supplied by full professors in comparison with the total amount of teaching hours; E.3.2: ratio between tutor and students enrolled (in partial/full online courses).

## Conclusions

Indicators and sub-indicators concerning teaching quality assessment provide a series of programmatic Keywords to analyze the ongoing accreditation process not only from a political and programmatic point of view, but also from a lexicographic perspective. The latter may help scholars interpret the reformist process through the concept of meta-change extended by Bauman (2001) when dealing with education in the post-modern era. This innovation process is also fed by some discursive insights tethering the macro-goals of quality, transparency and merit to the periodic assessment of venues and courses (Pellegrino, Scivoletto, 2016),

These discursive insights are pointed out by a series of indicators defining the quality assurance process. To the fore is the definition of academic policies supporting the 'aligned teaching and assessment' achievable – according to Biggs and Tang – through the empowerment of a real quality assurance mindset: «Just as transformative reflection by individuals is founded on a theory of teaching, quality enhancement in institutions is founded on a generally held philosophy of teaching: the scholarship of teaching and learning» (Biggs, Tang, 2007: 263).

## References

- Bauman, Z. (2001), *The Individualized Society*, Cambridge (UK): Polity.
- Biggs, J., Tang, C. (2007), *Teaching for Quality Learning at University: What the Student Does*, Maidenhead-New York: McGraw Hill.
- Borrelli, D. (2015), *Contro l'ideologia della valutazione. L'Anvur e l'arte della rottamazione dell'Università*, Milan: Jouvence.
- Capano, G., Regini, M., Turri, M. (2017), *Salvare l'Università italiana. Oltre i miti e i tabù*, Bologna: il Mulino.
- Christensen, C. M., Eyring, H. J. (Eds) (2011), *The Innovative University: Changing the DNA of Higher Education from the Inside Out*. San Francisco (CA): Jossey-Bass Publishers.
- De Martin, J. C. (2017), *Università futura. Tra democrazia e bit*, Turin: Codice.
- Ehea (2018), *Paris Communiqué*, Brussels; [http://www.ehea.info/Upload/document/ministerial\\_declarations/EHEAParis2018\\_Communique\\_final\\_952771.pdf](http://www.ehea.info/Upload/document/ministerial_declarations/EHEAParis2018_Communique_final_952771.pdf)
- Gavrila, M. (2018), «A New Direction in University Teaching. Between Solidarity, Complexity and media Education», *Italian Journal of Sociology of Education*, 10(2), pp. 57-75.
- Losh, E. (2014), *The War of Learning. Gaining Ground in the Digital University*, Cambridge (MA): The MIT Press.
- Moscatti, R. (2012), *L'Università: modelli e processi*, Rome: Carocci.
- Lombardinilo, A. (2019), *Università in democrazia. Habermas e la sfera della comunicazione accademica*, Milan-Udine: Mimesis.
- Morcellini, M., Rossi, P., Valentini, E. (2017), *Unibook. Per un database sull'università*. Milan: Franco Angeli.
- Pellegrino, V., Scivoletto C. (2016), *Il lavoro sociale che cambia. Per una innovazione della formazione universitaria*, Milan: Franco Angeli.
- Trivellato, P. and Triventi, M. (Eds) (2015), *L'istruzione superiore. Caratteristiche, funzionamento e risultati*. Rome: Carocci

**ISBN 978-88-944888-1-4**

Proceedings of the 1st International Conference of the Journal Scuola Democratica  
EDUCATION AND POST-DEMOCRACY  
VOLUME II  
Teaching, Learning, Evaluation and Technology

---

Edited by: The Organizing Committee the 1st International Conference of the Journal Scuola Democratica.  
<https://www.rivisteweb.it/issn/1129-731X>

Published by: ASSOCIAZIONE "PER SCUOLA DEMOCRATICA" - Via F. Satolli, 30 – 00165 – Rome (IT)  
FILE IN OPEN ACCESS 

This book is digitally available at: <http://www.scuolademocratica-conference.net/>