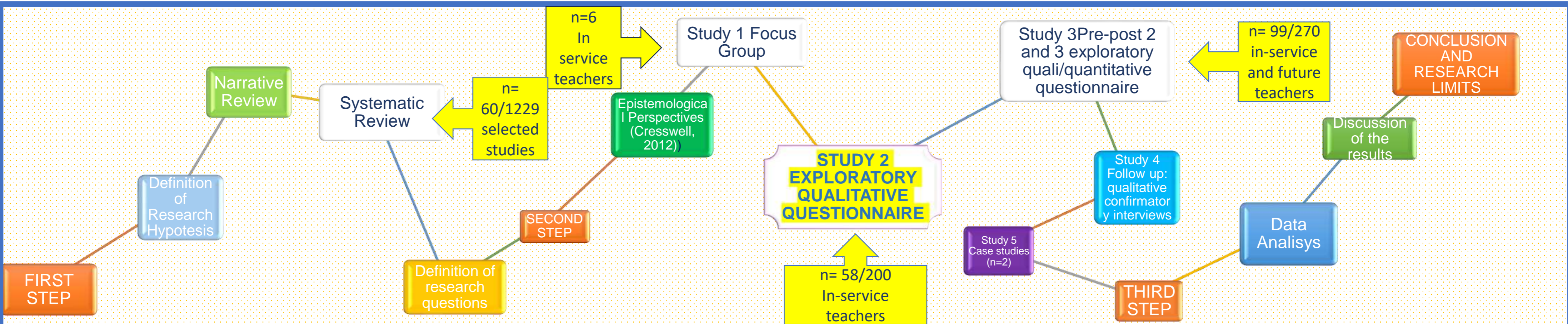




# CIVIC EDUCATION AND SERVICE-LEARNING. RESEARCH AND TRAINING FOR THE DEVELOPMENT OF TEACHERS' COMPETENCES

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## RESEARCH DESIGN-SEQUENTIAL EXPLORATORY LOGIC (Trincherò & Robasto, 2019)

### INTRODUCTION

- "Every person is faced with the recurring need to re-organise and reinvent their knowledge, skills and even their own work". (*Indicazioni nazionali per il curricolo*, 2012, p.8);
- "This process requires study, training and research on the part of all school operators and first and foremost on the part of teachers". (*Ibidem*, p.20);
- It is the responsibility of formal learning contexts, first and foremost universities, to redefine themselves from a capacitating perspective and to enable teachers to "transform themselves for life (lifelong)". (Ellerani, 2018, p.32).

### THE THIRD MISSION

- "It could be added that through Service-Learning a **radical rethinking** of the curriculum in place in schools is envisaged and, for the university, a reversal of the third mission, not as the fulfilment of further indicators, but as a perspective of **real and propulsive interdependence with the territory**" (Colazzo, 2018, p.3).
- Universities today are called to a **serious and in-depth reflection on the role of the Third Mission**; the Institutionalisation of the SL appears as a necessary process for the concrete and meaningful realisation of the Academy's civic commitment. Currently, the Italian situation is very heterogeneous.

**SERVICE-LEARNING**

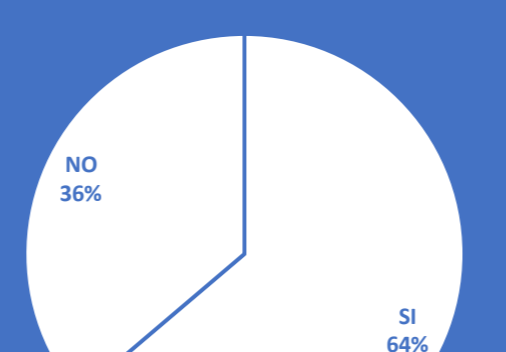
- Una via italiana per il Service-Learning
- Respect
- Reciprocity
- Relevance
- Reflection

**CIVIC EDUCATION**

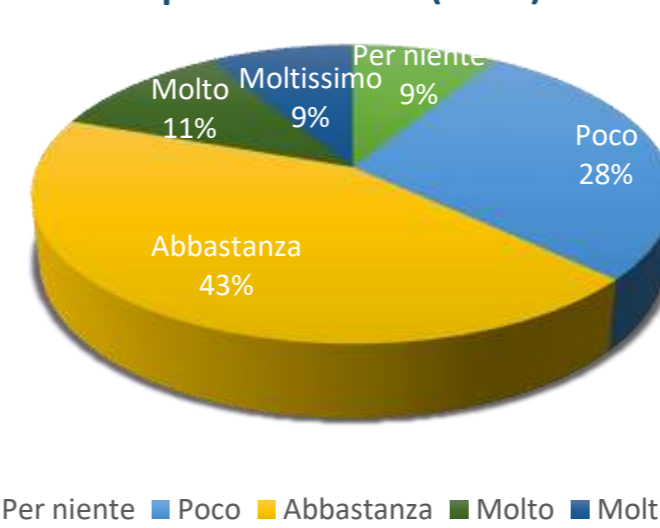
- Law 92/2019
- Constitution
- Agenda 2030
- Digital Identity

### STUDY 2: EXPLORATIVE QUESTIONNAIRE n=58/200

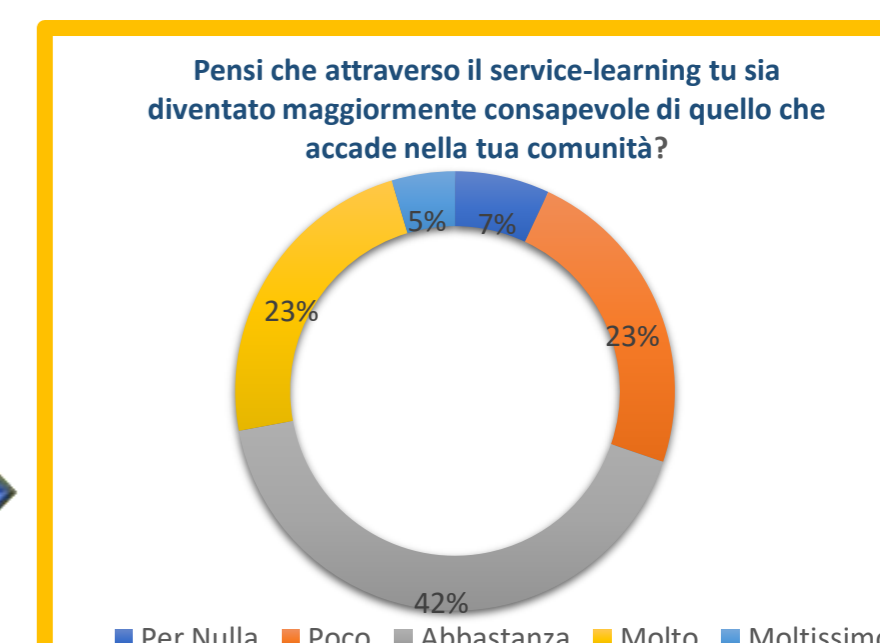
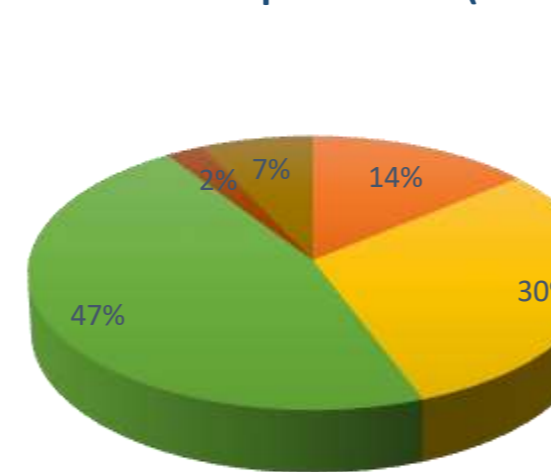
HAI EFFETTUATO PERCORSI DI SERVICE-LEARNING DOPO LA FORMAZIONE? (N=58/200)



Ti senti cambiato dal punto di vista professionale? (n=46)



A seguito dell'utilizzo del Service-Learning nella tua pratica didattica, senti di essere cambiato da un punto di vista personale? (n=46)



### CONCLUSIONS

"Only through **improving the quality of teaching**, through the use of "more effective and innovative methodologies, developing learning environments that are increasingly active and engaging, [...]" (Ellerani, 2018, p34), it will be possible to **achieve a real change in the context in which the teacher operates**, starting from the students to include the whole community, inside and outside the school, which will feel the need to take an active position, of civic engagement (Butin, 2010, p.18). The SL pedagogical proposal can be put at the service of this objective.

**References**  
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