

The Creativity Innovation Role in a School by Skills

Monica Guerra, Federica Valeria Villa

Working on teaching today means observing and decoding the teaching-learning process which is established between the adult and the child, between the class and the context, and between man and society. Today, in Italy, the Ministerial indications, although outlining the frame of reference and the goals to be reached, allow ample possibilities of autonomy for schools, simultaneously allowing being positioned in a dialogue at a distance with the other countries of the European Union. In 2006, the Recommendation of the European Parliament and Council defined the eight key skills to ensure the subject's permanent learning. In the United States, the key skills are described in wider, positively vague, terms, on areas referred to critical thinking, to collaboration, to creativity and meta-cognition, and are set out in different explanatory frameworks.

Amongst the skills proposed, we are focusing here on the one oriented towards creativity, fundamental for the complete development of the person projected to the future meant as a set of factors including the cognitive aspects, the traits of the personality, the motivational aspects, the emotive factors and the connection with the environment that stimulates or inhibits the expression of the creative potential.

This paper, by some explorative studies' outcomes that involved primary teachers and students, meant to discuss how inserting creativity in teaching by skills, means supporting the abilities involved in it, promoting the child's experience through the offer as issues and conversations of the contents of knowledge, with various and flexible teaching strategies aimed at concerning the cognitive and learning styles of each one.

Keywords: creativity, teaching, key-skills, divergent thinking, primary school, creative teaching.

Foreign Students and Achievement in Italian: Difficulties and Expectations starting from the Results of the Ten Year-old Students in School Year 2013/2014

Veronica Riccardi, Giuseppina Le Rose

The growing presence of foreign students in the Italian school continually interrogate teachers, policy makers and all those who are daily faced with issues related to this more and more structural reality. This work presents an analysis of the educational achievements in Italian of foreign students who have just completed the first cycle of education (5th grade) in Italy. To this end, we use INVALSI data that have the advantage to measure learning outcomes through standardized tests. Studying the frequency of responding correctly to any individual item and controlling for students' family background, we find substantially different and more encouraging reading of the learning gaps between Italian and foreign students.

Keywords: foreign students' educational achievement; INVALSI; socio-economic-cultural background; equity; linguistic competence.

Linguistic Metaphors in Health Education. The Contribution of Neuro-phenomenology

Marika D'Oria

Metaphors can enhance students' reflective skills. After the advantages and the limitations showed in the literature review, a neuro-phenomenological approach suggests how to use linguistic metaphors in health education.

Keywords: linguistic metaphor; health education; neuro-phenomenology; adult education; innovative teaching; literature review.

The Implicit Theories of Teachers with Reference to the Healthy Training Context. A Comparison of Interdisciplinary Perspectives

Alessandro Ciasullo, Flavia Santoianni

This paper addresses – with the methodology of Grounded Theory – the perception that teachers have of an effective environment and of their possibilities to modify it. The study is part of the European trend to enable training programs for pre-service and in-service teachers.

From the survey, teachers attribute to the environment a decisive role in influencing the student's successful training, but only in a particular situation and condition. This creates an interpretative ambiguity on the real role of the environment. The lack of awareness can have significant repercussions in the field of education such as building for students potentially unhealthy environments.

Keywords: teacher training; teaching and learning; educational environments; grounded theory; theory theory; pre-service/in-service teachers.

Universities, Capacity Building and Intercultural Education. Theories, Actions, Analysis of a Project in the Russian Federation

Federico Zannoni

Currently more than 190 ethnic groups live in the Russian Federation. The exponential increase of xenophobia, nationalism and Islamophobia has highlighted the crucial importance of the management of multiculturalism dynamics, but the political, administrative and cultural Russian institutions still appear unprepared. The *ALLMEET* project, funded under the European *Tempus* program, wants to enhance and strengthen the role of universities as leading institutions to the widespread dissemination of the principles of the intercultural education, addressing not only to students and researchers, but to all the population, planning and promoting actions in synergy with civil society. The analysis of this project allows to demonstrate clearly the links that exist between the concepts and practices of intercultural education, capacity building, lifelong learning and internationalization of universities. The intent is to show how universities should take a propulsive role to promote actions that focus on these concepts and practices, involving other institutions and projecting purposes and results far beyond the walls of their rooms.

Keywords: intercultural education; capacity building; Russia; lifelong learning; internationalization; globalization.

Faculty Development: The University of Genoa's Experience

Antonella Lotti

The University of Genoa has created a Working group aimed to develop a Faculty Development (FD) program to make the educational process more effective and student-centered.

The author describes the first year activities and the satisfaction evaluation's results by the participants.

Keywords: Faculty development; university teachers; continuing professional development; seminars; workshop.

The Curriculum Map in the Curriculum Design: The Experience of the University of Camerino

Luciano Barboni, Antonino Magistrali, Fabrizio Quadrani

The use of curriculum mapping at the University of Camerino is described. It shows how the Curriculum Map is a valuable tool in the curriculum design and the periodic checking of internal consistency.

Keywords: curriculum design; curriculum map; learning objectives; learning outcomes; University of Camerino; ASDU.

Faculty Development and Teaching Innovation. University of Foggia Initiatives

Anna Dipace, Pierpaolo Limone, Claudia Bellini

The *Faculty development* initiatives undertaken at the University of Foggia, in line with quality assurance actions, aim to give teachers services and tools that enable them to tackle challenges in the context of innovation, teach-

ing and learning, considering the development of digital technologies and media for supporting teaching.

Keywords: *Faculty development*; quality assurance; teaching innovation; ICT; higher education.