



Istituto Professionale di Stato  
"F. Datini"  
Prato



Project Number: 2011-1-IT1-LEO05-01961  
CUP: G32F11000680006

## Stay@School

### Workshop on Module 3 "Teaching methods"

Firenze(Italia) 21 gennaio 2013

#### Participants

Costantina di Giglio	Is. Agrario Firenze
Francesca Pirri	Is. Agrario Firenze
Angela Baldini	Is. Agrario Firenze
Anna Maria Manciacgli	Is. Agrario Firenze
Serena Cerboncini	Ist. Simondi Pesca
Giovanni Ricci	Ist. Simondi Pesca
Tiziano Nincheri	Ist. Einaudi Pistoia
Bianchi Laura	Ist. Einaudi Pistoia
Antonella Pattavina	ISI BARGA
Maria Chiara Marchetti	ISI BARGA
Bianca Maria Pasquinelli	ISI BARGA
Elena Serafini	ISI BARGA
Stefano Somigli	IPS Vasari di Figline
Andrea Mazza	ITCG FERMI di Pontedera

At 13 prof. Mauro di Grazia presents a summary of the discussion on the module 'Teaching methods' that took place between the European partners in the forum. While emphasizing the low participation, with reference to the contents Di Grazia informs that most of the interventions gave positive comments on the appropriateness of the indications given by the module exception with the critical task of Belgian partners. In the opinion of the Belgian partners teaching methodologies proposed by module 3 are not scientifically recognized by the international educational culture, teaching laboratory and the 'learning styles' encase the teaching and could be divided into 'categories' students. Also cooperative learning and peer education seem insignificant. In the end, the Working Group Belgian wonders how this module can be useful for teachers and not being quite accurate theoretical description.

After the presentation of prof. Di Grazia follows at 13.30 a brief discussion summarizing the observations of the group on the form, coordinated by Prof. Paola Bertini.

At the end of the debate comes to the following conclusions:

In the field of education sciences, there are no absolute truths and methods proposed in Module 3 are not miraculous, and you can identify the limits. In the Italian school - not unlike schools in Southern Europe, including France - the transmissive teaching approach, focused more on knowledge than on skills and competencies, has produced a growing school dropout, has been developed for this attention to 'active learning and all methods that promote the teaching of all laboratory disciplines: theme especially true for all children, even more so for those at risk dispersion.



Istituto Prof.le F. Datini

Istituto Professionale di Stato  
"F. Datini"  
Prato



Project Number: 2011-1-IT1-LEO05-01961  
CUP: G32F11000680006

New technologies have fundamentally changed the cognitive styles and learning of young people and this makes it all the more compelling the use of this approach. Recent reforms Italian school invite to overcome the traditional methods, but in practice this innovation is still to come, the Italian teachers, for the most part, have a teaching style and sequential transmission and are not always able to intercept new methods in learning (related to the use of new technologies) in which children are grown.

It is also noted that the difficulty of obtaining positive results in any methodology because sometimes it creates a disconnect between the method of work and the final assessment, this causes demotivation.

Take account of learning styles and multiple intelligences meets the objective of meeting the individual motivations and the various ways that each child has to learn. Without an understanding of diversity, teaching becomes uniform: the fact that the school has learned Italian. This is not to categorize, but to diversify school (as well as the Belgian friends seem to suggest).

Workshops ends at 15.00.