

Second-level secondary school students (high schools and vocational/technical) and university students, University professors, high school Principals, high experienced, teachers and tutors.

March, 12th 2018
from 9.00 to 13.00

Free and guided conversations between teachers and students for the identification of problem areas that slow or block students' learning. A previous work in small groups and then presentations and debates in plenary.



To identify bottlenecks listening students theachers and principals

Multiplier event:

Erasmus Plus student conference

Università degli Studi Roma Tre - Italy
Via Principe Amedeo, 184 - in the Auditorium



What students said...

Methodological bottlenecks

- traditional, transmission and memorization methods are boring and not effective
- if most of the class has not achieved the disciplinary objectives, a vicious circle of general demotivation is created
- the educational path should not propose mnemonic learning methods but teach how to decode the disciplinary contents in a critical way
- the specific language of complex topics does not help the understanding of each concept
- the way the disciplinary contents are proposed us is not useful for facing everyday problems
- many professors avoid analyzing our prerequisites before introducing new topics
- the study of scientific subjects is proposed to us through mechanical memorization, which is not very motivating
- teachers do not care to recovery our gaps
- there is no connection between the various disciplines

Epistemological bottlenecks

- scientific disciplines are more complex because they require greater concentration while humanities allow for self-regulation
- scientific concepts have a very tight logical consequential development
- if the knowledge is not solid it doesn't produce skills
- learning a foreign language, such as German, can be more difficult for us Italian students
- the study of philosophy is scarce or absent in many of our schools while it is useful for strengthening critical thinking

Relationship bottlenecks

- teachers with little authority do not motivate us to study
- lack of empathy does not facilitate our interactions with teachers
- theachers see the class as a single entity without recognizing our individual differences
- often the theachers carry out a one-way lesson without involving us
- any learning difficulties are considered a problem that we must solve ourselves
- if we see the teachers not very fond of teaching his subject we are demotivated
- the frustration of not understanding specific disciplinary contents leads us not to deepen or study the subject
- when we do not understand some topic we often turn to a partner and not to the theacher for fear of his judgment or rejection

CONCLUSIONS

There are no *safe recipes* to foster the educational success of the students. Instead, there are alternative methodological paths, didactic innovations, different modes of didactic communication, numerous strategies of leading the class-group to promote the skills, useful to each pupil, to direct their own meaningful learning process. In Italy to become a teacher it is necessary to follow an initial training path; a further training is required during the entire career, in order to improve personal disciplinary, methodological and relational skills that are necessary for a constantly evolving school, cultural and social context. Teachers know that their cultural and professional certainties can waver facing the complexity of young people's problems, their backgrounds and personal stories. In order to be effective, teachers should adapt their teaching methods and their own communication skills proposing new didactic and relational approaches, fitting students' special needs. Identifying the bottlenecks that hinder and delay students' school career

LISTENING THE VOICE OF STUDENTS

Discussion and interaction in the classroom improves not only the establishment of a positive climate but also an environment that, by stimulating constructive relationships between teacher and learner, promotes learning. In the same way we are increasingly more interested in the ways to encourage learning and now many teachers, in their classes propose methods and activities that can guarantee success to the majority of their students in their studies.

(Fabiana Tiberi)

THE MEETING POINT BETWEEN LEARNING AND LEARNERS

The focus of learning should not be the teacher, nor the discipline itself, but the student and the methodologies adopted to promote learning; the methodologies should be effective in stimulating the interest and curiosity of the students, without neglecting the importance of receiving continuous feedback, useful for the eventual reorientation of the didactic action.

(Amelia Mori)

PROMOTING THE LIFE SKILLS

The main role of teachers is identify the bottle neck, the obstacle that prevents progression in the autonomous learning process. By helping the pupil to break down individual skills into smaller ones – intended as a capacity to apply sectoral knowledge and delimited to a certain disciplinary field to carry out an activity – teachers facilitate their pupil's access to the disciplinary complexity that, when segmented into parts, becomes easier to learn.

(Stefania Petrera)