



Excellence and Innovation in Learning and Teaching. Research and Practices

Call for papers n. 8, 2019

General information

The journal *Excellence and Innovation in Teaching and Learning* (EITL) fits in with a wide scientific multidisciplinary debate, which deepens teaching and learning practices in the context of higher education as well as of university-business dialogue, with focus also on teaching support services and educational and training processes.

The journal aims to build a dialogue on national and international excellences in teaching and learning, and to be in the education and training landscape as a strategic resource for teachers and professionals.

The main topics of interest are:

1. teaching and learning quality and excellence
2. curriculum design and development
3. teaching and learning methods
4. assessment and evaluation
5. pedagogical processes' leadership and management in educational and training contexts
6. lifelong learning methodologies and tools.

Authors are asked to present national and international contributes with the following formats:

- Refereed articles: conceptual papers of 4000-5500 words.
- Refereed research: empirical research of 4000-5500 words.
- Refereed experiences and practices: experiences, practices and projects' reports, 3000-4500 words
- Reviews (not refereed): max 800 words

The journal *Excellence and Innovation in Teaching and Learning* is aimed at school and university teachers, but also to educators, trainers and experts in human resources management and development.

Title

Esperienze e azioni didattiche innovative nei contesti scolastici, educativi e formativi: riflessioni, ricerche, impatti e ricadute

Innovative educational experiences and actions in school, educational and training contexts: reflections, research, impacts and effects

Focus

Nel contesto odierno, le numerose innovazioni e gli interventi di sviluppo della didattica, realizzati in ambito scolastico, educativo e formativo, si pongono l'obiettivo di stare al passo con situazioni ed utenze molto diversificate, in rapido mutamento, e di migliorare l'efficacia delle strategie e degli ambienti di apprendimento per realizzare i cambiamenti culturali, sociali e formativi auspicati.

Pur avendo tutte le esperienze e le proposte innovative nel campo dell'insegnamento e dell'apprendimento intenti positivi, non sempre esse ottengono gli esiti indicati e raggiungono i risultati attesi, in alcuni casi evidenziano limiti, in altri conseguono traguardi inattesi e anche sorprendenti. Diventa quindi importante porre attenzione e dare rilievo a percorsi e sistemi di riflessione, ricerca, monitoraggio e valutazione degli impatti e delle ricadute degli interventi di sviluppo apportati ai processi educativi e formativi. In parallelo, appare fondamentale oggi far emergere, da un lato, la ricchezza di produzione di esperienze e iniziative di educazione, istruzione e formazione nel contesto della didattica del non formale, della scuola e dell'Università, e avviare, dall'altro lato, una riflessione e una analisi aperta e articolata sul valore dei percorsi, dei modelli e delle pratiche formative e sui cambiamenti che esse producono ai vari livelli.

In tale contesto, sicuramente complesso, variegato e plurale, molte sono le dimensioni di cui è possibile tenere conto: i risultati in termini di coinvolgimento e apprendimento degli studenti e/o formandi, l'incremento e il miglioramento dei percorsi svolti, gli effetti conseguiti in termini di sviluppo di competenze degli utenti e di soddisfazione dei docenti/educatori/formatori e degli studenti, la creazione di sinergie tra pari e con i facilitatori, il transfer di quanto appreso attraverso interventi innovativi in contesti nuovi e sfidanti, ecc.

La presente call si propone pertanto come un'occasione di confronto e condivisione di approcci, modelli, esperienze e pratiche didattiche per sviluppare una riflessione comune, un monitoraggio e una valutazione rispetto a impatti, ricadute e modificazioni espresse in varie forme e determinate da esperienze e azioni di sviluppo realizzate nei servizi e negli ambienti educativi, formativi e di istruzione.

Focus

In today's context, the large number of innovations and educational development interventions, carried out in schools, education and training, are aimed at keeping up with highly diversified and rapidly changing situations and users, and improving the effectiveness learning strategies and environments to achieve the expected cultural, social and educational changes. Despite the experiences and innovative proposals in the field of teaching and learning have positive intentions, they do not always obtain the outcomes and the results expected; in some cases they highlight limits, in others they achieve unexpected and even surprising goals. Therefore, it is important to pay attention and emphasize paths and systems of reflection, research, monitoring and evaluation of the results and impacts of development interventions made on educational and training processes. In parallel, it is essential today to bring out, on the one hand, the amount of the experiences and initiatives of education and training in the contexts of non-formal education, school and university, and, on the other hand, to start the reflection and an open and articulated analysis on the value of the paths, of the training models and practices and on the changes they produce at different levels. In this context, certainly complex, varied and plural, there are many dimensions that can be taken into account: the results in terms of involvement and learning of students and / or students, the increase and improvement of the paths taken, the effects achieved in terms of developing user skills and satisfying teachers / educators / trainers and students, creating synergies between peers and with facilitators, transferring what has been learned through innovative interventions in new and challenging contexts, etc. Therefore, this call proposes itself as an opportunity for comparison and sharing approaches, models, experiences and teaching practices to develop a common reflection, monitoring and evaluation related to impacts, effects and changes expressed in different ways, and

determined by experiences and development actions carried out in educational, training and educational services and environments.

Deadline n°8 - 2019

30 settembre 2019 / September 30th 2019

The accepted papers will be published in December 2019 (Issue 2/2019)

You can submit an article focused on general journal topics anytime.

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