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CHANGES IN EDUCATION

Consuelo Diodati
Researcher in Sociology
Political Sciences Dept. University of Teramo
cdiodati@unite.it

Abstract

The changes that are occurring in contemporary societies should be viewed in an educational perspective. In the case of European Union (EU), an example can be seen in the ongoing effort to arrive at a unified education system. It seems clear that freedom of circulation for EU citizens and their ability to work and study in different countries is closely linked with a similarity in educational backgrounds. In line with these purposes, an experimentation was undertaken with first year university students of Political Science at the University of Teramo, Italy. A focus group was created with students administered with different teaching methods, looking at how they interact with the learning process and skills. In addition, the Dublin Descriptor expected from the European Educational Reforms, are considered. Another important aspect in the evolution of this debate is linked to computers and the internet implications which changes the entire approach to knowledge and understanding. The Covid-19 emergence has also outlined the importance of teaching, learning and working using new technologies and the advantages and multitasking opportunities of the new generations faced to internet.

Keywords: education, changes, globalization, internet

1. The italian educational system faced to the European changes

The steps taken by each European country to move in the direction of a unified education system vary widely. As a matter of fact, some countries are already in line with EU expectations, while other countries are dealing with greater challenges. For instance, Italy has faced multiple reforms of its educational system —starting in 1992 with secondary schools and up to universities. In doing this the country has incurred in a number of heterogeneous problems. The system has remained the same for a long time, irrespective of how society and students may have changed, as a consequence the following results have been seen:

- a lower level of education quality;
- an increased quantity of unpaid work,
- a violation of teaching freedom and legal rights.

Obviously, given this climate, reforms have been perceived only in terms of their negative implications, without paying any attention to the fact that the educational system urgently needs some positive changes. For example, it is extremely closed, with low mobility, which does not allow students of lower classes to reach certain levels of education.

More specifically, the latest OECD studies show a lag for countries such as Italy and Russia in providing their citizens an educational system with more inclusive opportunities, particularly in comparison with the systems of other countries, such as those in Scandinavia and Germany. In the current situation, discrimination has even increased compared to the past, since more oriented by merely

economic factor, rather than education and shared values — until the 1980s there was also a fair amount of middle class and shared knowledge, that in liquid societies are increasingly disappearing.

This lag is mainly due to teaching methods, which are still based on a vertical approach: the teacher or professor explains a certain topic, assigns some books and other reading material to study and then verifies whether the students correctly understood the topic by means of an oral discussion. Before the reform, tests or written essays were rarely used to verify student skills and provide them with any help that might be necessary to achieve an acceptable level of learning. Over the years, this approach produced a number of problems, such as, for example, the fact that few students who enrolled in Italian universities succeeded in completing their degree. The successful students belonged to a relatively high social, economic and cultural class; they were children of professionals, and attended track high schools. As a result, they have a strong basic knowledge background, reinforced by the fact that they belong to families whose members speak their national language correctly, read books and provide reasonable access to reading sources, experiences and knowledge/cultural resources.

The resulting picture was that of a highly class-defined Italian university, with extremely limited vertical and horizontal mobility with respect to the environment from which the students originated, unable to fill the gap of the student socio-economic stratification. This situation was worsened by the fact that professors seem to make absolutely no effort to help the students with difficulties, based on the presuppositions that it is up to the students to make the extra effort needed to participate in a higher education program; and that the level of the lectures could not be lowered to make them accessible to all. The assumption is that the students should have covered their discrepancy before reaching a higher education institution such as the university.

Primary and secondary schools in Italy are in fact largely based on a series of pedagogical misunderstandings, as a result of which the activities of children and teenagers are disproportionately focused on their performance in school, pressure to success, again measured with a top-down approach:

- the teacher teaches a lesson;
- the teacher quizzes the student to verify whether he/she has learned the lesson;
- to strengthen this process, the teacher assigns home work.

The possibilities of student involvement and active participation are than practically non-existent. Everything is thus focused exclusively on face-to-face classroom lesson, despite the fact that, by now, it has been fully proven that there is nothing more contrary to human nature than holding young people immobile at their classroom desks for 4-5 hours consecutive, ordering them to think. It is important to point out that the brain's ability to concentrate does not last for more than 45 consecutive minutes, which is the deadline applied in universities, but not at the primary school level, where it would be most important.

«Kids feel strongly the drive to engage in physical activity and only distraction can save them from a situation of constraint and help them resist to an inexorable life of discipline aimed at squeezing their brains. All animals engage in play: this is an instinctive fact useful for selection»[74].

The general situation of the education system is then quite problematic especially considering the achievement of a university degree, also called tertiary educational qualification, which even if increases for the younger generations, still remains relatively low in comparison with the rest of European Union countries. The share of people aged 25-64 in Italy with tertiary education in 2018 stood at 19.0% and 28.0% among those aged 25-34 years old (of these 34.0% are girls); if we add employment data, the rate of those aged 25-34 years old with a tertiary education qualification arrives to 67.0%, even more important if compared with 81.0% of those aged 25-64 years old.

Education data are important because they are strictly linked with job placement, as a matter of fact, adults with university degree of tertiary education qualification in science, technology, engineering and mathematics (disciplines defined as STEM – scientific, technological, engineering and mathematics) have good job rates, close to the OECD average.

74 Piccoli, F. *Lo sport come realtà democratica*, Roma, Cinque Lune,1972, p. 29.

In the case of information and communication technologies the rate is 87.0%, while in engineering, manufacturing and construction is 85.0%. On the other hand, the employment rate of adults with tertiary education qualification in the field of artistic and humanities, social sciences and mass-media is relatively low: 77.0%, despite the fact that these are more popular disciplines. In this field, Italy has the second highest share (29.0%) of graduates in arts and humanities, in social sciences, journalism and in the information sector among OECD countries, despite the poor employment prospects.

A higher qualification means a greater possibility of having a job and, in some cases, even a good job. People with tertiary education earn 39.0% more than those with only a higher secondary education qualification, compared to 57.0% more in the various countries. These data are also very unequal between men and women, for the former earn 30.0% less on average than men (the OECD average is 25.0%). The paths that facilitate entry into the world of work, highlight how the training and technical-professional education (TVET) of young adults (the ages from 25 to 34 years old) guarantees better opportunities. In fact, those who have reached a secondary or post-secondary level (tertiary) professional profile increase the prospects of success in finding a job, similarly to young people who have obtained a tertiary qualification. Indeed, the employment rate in the information and communications technologies (87.0%), engineering, manufacturing and construction industries (85.0%) is close to the OECD average (82.0%).

Therefore, it emerges how important are incentives to complete tertiary education, especially for young people who highlight difficulties —economic and organizational— related to university enrollment or to a higher study course, placing the country far behind compared to other European countries. University fees in Italy are, in fact, higher than the others, similar to the level of university fees in the Netherlands and Spain, but lower than in England (United Kingdom). Over the past decade, tuition fees at the first level have increased less than in other OECD countries, and the share of students receiving financial aid and in the form of full exemption from tuition fees has increased from 17.0% to 39.0%. Most university students (88.0%) are enrolled in public universities, which, in most cases, do not apply the closed number and they give access to the minimum school-leaving certificate. The maximum number of students and the entrance tests can however limit access to some study courses.

Considering even higher educational qualification it emerges that only 0.5% of Italian adults have achieved a doctorate (compared to the OECD average of 1.2%). In this context, however, there is almost a reversal of the data since the doctorate is mostly women: 53.0% in natural sciences, mathematics and statistics, 58.0% in the artistic and humanities disciplines and 64.0% in the health sectors and social security, where men mainly obtain a doctorate in engineering, manufacturing and construction (64.0%), a sector in which the female presence is 36.0%, however higher than the OECD average of 32.0%.

These positive data, however, are flanked by a rather unsettling figure if we consider that in Italy there is the third highest percentage of young people who do not work, do not study and do not attend a training course (NEET) among all the OECD countries: in aged between 18 and 24 it is up to 26.0% - OECD average of 14.0%; between 15 and 19 up to 11.0, a share that triples up to 29.0% for girls and 28.0% for boys in the age group from 20 to 24 years old.

Although the level of education is higher among women, the rate of young NEETs increases up to 37.0% for women between the ages of 25 and 29 years old (also linked to the fact that women usually choose humanistic courses with low probabilities of job placement, if not in teaching) and drops to 26.0% for men of the same age. In this same age group, Italy recorded the third highest share of NEET with a tertiary education level after Greece and Turkey, equal to 23.0% compared to the OECD average of 11.0%.

Worsening the situation, Italy is characterized by the highest share of teachers of a certain age - over 50 years of age among the OECD countries 59.0% which surely are not inclined to innovate their way of working - and will soon be forced to renew almost half of its total teaching body. The rates show the picture of a country with the lower share of young teachers – from 25 and 34 years old and almost exclusively women - in the totality of countries.

This can mean an old way of teaching and difficulty in approaching young people. In this context, the school en roll rate for children aged 3 to 5 is 94.0%, higher than the OECD average and almost entirely provided in the public sector – 72.0%.

The most recent OECD data on the status of public school in Europe also show the importance of a change in the pedagogical approach, that when is based on active students participation and cooperation, foster better learning, a higher level of adaptability and success in the working market (OECD, 2012). In the case of Italy, a more participatory approach has been traditionally applied at art high schools. Among other things, in fact, schools of this type aim at stimulating the creativity of individuals and the group, while at the same time helping to develop common sense, learn how to work in a group/team, standing up, move to observe your work, creating and cooperate in pursuit of an objective.

«In life and on the job, the most and best things are learned by interacting with others, cooperating and bringing to fruition what we are learning... Some may find it troubling that a classroom may be turned into a laboratory, a place of active and cooperative learning, with the teacher providing advice and support along a path of independent learning instead of formulas to memorize»[75].

2. Experimentation

With this in mind, it has seemed important to verify how these changes in the students, as well as those inherent in the European reforms, could find a place in the course of general sociology for first-year Political Science students.

In the experience of most professors, it has always seemed better to start with simple concepts and building up to the more complex topics. Over the years, this approach resulted not readily understandable by contemporary students and did not encourage their involvement, particularly in the case of first-year students. They were confronted with such concepts as identity, deviance, values, norms, religion, without perceiving any connection or interest with respect to the context within which they lived.

So a first step of the experimentation has been to reverse of the topic's order (in the sociology course) , going from the most complex to the simplest: i.e., starting with societies that are global or liquid, multi-ethnic and nomadic and then looking at the origins of the phenomena that may be found in them.In this way, the students were immediately faced with the context in which they lived their lives as an area for reflection. They felt that they were participating, involved and interested, but also driven to seek the origins and evolution of the phenomena that all of us live with. These educational objectives are aimed at helping the learners develop autonomy in making judgments, so that they may apply theirknowledge to contemporary local and global reality and are consistent with the Dublin descriptors applied at all European universities.

A second step was designed verification lines, reflecting on the fact that the reform of the Italian educational system also involves the requirement to progressively verify the learning level achieved by the students and, ultimately guide them towards the achievement of a goal that entails passing a test, such as mid-term tests. Undoubtedly the purpose of this element is to assess the level of knowledge and understanding as a third step.

With this approach, it became clear that results were improving for all students —fourth step—. Approaching in this way the test review activity, one could think that they would be facilitated by the fact that students and the new generations speak a common language that is more direct and quite different from that of university professors and the language of previous generations.

In reality, it came out —fifth step— that the improvement in the results of first year students in the course, in addition to the element discussed above, was driven by other, perhaps even more important, factors:

1. they had been divided into work groups;

2. within each work group there was a leader of some sort —a student from a college-track high school— who already possessed some philosophical and liberal arts skills and the ability to cogitate and develop abstract concepts;

75 De Mauro, T. “Compiti a casa al tramonto?”, *Internazionale*, 9 gennaio 2015, p. 88.

3. this approach forced them to break down the topics and identify a beginning, a narrative and an end or reunification;

4. they were helped —and helped each other— to summarize and better understand the most important topics discussed during the lessons;

5. each one of them worked on a single section of the all work, but maintaining a sense of continuity with the rest; hence,

6. encouraged to cooperate;

7. develop a sense of belonging to the group of first-year sociology students;

8. most importantly, they became protagonists of their own learning path.

This factor is quite important because it entails, in terms of the role of professors, as well as the role of researchers and even that of parents, certain things : – make sure that the other(s) feel supported and not abandoned; – leave the space and time needed for others to do and express their things; – trust the skills and abilities of others; – be present only when asked; – be present always trying to take a step back; – refrain from providing solutions or answers and, instead, by asking questions; – help them and ensure that the students find valid solutions themselves.

As a matter of fact, their work was well done, so to create a power point of it and published it on the internet site of University of Teramo, in the lesson's materials section. Doing so, a professor in Rome saw it and asked them to publish it also on the University of Roma III site. Both of these circumstances made the students quite happy and proud of their work. Across the years they're still in contact with each other, asking if they can do another experience as that one or if they can be part in any sociology research program. So young people are quite motivated and able to work and to do it together but they need to be guided and to have the opportunities to apply doing so.

The European descriptors on education refer to the Bologna process and to Life-Long Learning, LLL are in line with such purposes. The Bologna process is an intergovernmental agreement - so named because of the place where the first meeting was held - based on a previous agreement at the Sorbonne in Paris between the Ministers of the University of France, Germany, Italy and the United Kingdom in 1998, signed in 1999 by the Ministers of 29 countries belonging to the European Community, to which the adhesions of other countries have been added up to cover almost the entire continent. The intention is to provide constant monitoring of the activities carried out and the objectives achieved or to be achieved, therefore the Ministers meet, every two years in the Bologna Follow-Up Group, BFUG also in order to make further decisions and any corrections.

The most important element of innovation envisaged by this working group is the so-called “architecture” of the training cycles, with the two degrees cycles (Bachelor at 1st level, Master at 2nd), also defined 3 + 2 and possibly the PhD.

In the ongoing process of construction of these reforms, in 2005, a ministerial meeting was held in Bergen, for the approval of the Framework for the Qualifications of the European Higher Education Area (EHEA) 3, a sort of very analytical overarching Framework, which provides the distinction of each country based on the placement of higher education qualifications in its National and International framework. Within this document, the Dublin Descriptors appear for the first time (so named because the city in which the final meeting took place), who point out the five types of learning that students will have to demonstrate they have acquired for being able to obtain the corresponding qualification.

In this debate, the need to ensure high quality and transparency standards in qualification and construction processes of the training offer, was repeatedly stressed - as fundamental for the recognition of qualifications and mobility between one country and another and in order to guarantee mutual trust.

On the other hand, as anticipated, there has also been a great attention at the Life-Long Learning with the objective of setting up community interventions in the field of LLL for job retention and qualification. Lifelong learning actions can therefore be not intergovernmental, but community-based, that is, carried out directly by the E.U. LLL concern even professors and teachers facing the computer innovations.

It also highlights the importance of the Union's competences in the fields of working forces mobility and more generally of social policies, operating for some time in the professional training sector. In a

first phase —called the Copenhagen process— a monitoring was done to identify a credit system, ECVET7, aim at certifying knowledge, skills and competences acquired also in non-formal training processes or informal.

Subsequently, the European Union approved an official document, Recommendation 2008/C111/01/ EC of the European Parliament and of the Council, which constitutes the European Qualifications Framework for lifelong learning, EQF (European Qualifications Framework for lifelong learning).

The novelty of particular importance can be identified in the fact that the system of qualifications, or qualification levels, are defined by the skills to be certified and not exclusively through formal educational qualifications, which may not even have been acquired. Therefore, the perspective implies two very different approaches: 1. the Bologna process focuses on qualifications and 2. the European Union Recommendation based on the skills acquired in any case. In this way, the whole European university system is put in difficulty because indications duplication makes the interpretation of careers ambiguous and provides for a double procedure, not coordinated. Furthermore, it can tend to weaken university study courses toward training courses, also external or directly through work.

The definition of the courses in terms of learning outcomes, rather - has always been done - through Tabular procedures of the teachings themselves, requires a strong stimulus and revision of the academic world in its entirety, faced with the Dublin descriptors, the first cycle final qualifications can be awarded to students who have therefore achieved the following descriptors:

1. Knowledge and understanding - willingness to know and comprehension skills, characterized by the use of advanced textbooks, it also includes knowledge of some avant-garde themes in one's field of study, also in languages different from the one's own.
2. Communication skills - knowing how to communicate adequately and possibly with the help of technologies, information, ideas, problems and solutions to specialist and non-specialist interlocutors.
3. Making judgments - refers to the autonomy of judgment, therefore, to the ability to collect and interpret first-hand or even secondary data (normally in one's field of study) deemed useful to determine independent judgments, including reflection on social, scientific or ethics themes.
4. Applying knowledge and understanding - apply the acquired knowledge and understanding, in order to demonstrate a professional approach to their work and have adequate skills both to devise and support arguments and to solve problems in their field of study.
5. Learning skills - it refers to having developed the learning skills necessary to undertake subsequent studies with a higher degree of autonomy, such as to guarantee the ability to take responsibility for managing the professional development of people and groups.

The second cycle final qualifications can, on the other hand, be awarded to students who demonstrate the following skills:

1. Knowledge and understanding - students have to demonstrate the ability of knowledge and understanding skills that extend and / or reinforce those typically associated with the first cycle and allow to develop and / or apply original ideas, often in a research context.
2. Applying knowledge and understanding - presuppose that once you have acquired a certain level of knowledge you are able to apply it in the fields of analysis and study, as well as ability to solve problems on new or unfamiliar issues, inserted in broad and / or interdisciplinary contexts, connected to one's own field of study and on new or unfamiliar topics, inserted in broader (or interdisciplinary) context.
3. Making judgments - autonomy of judgment as the ability to integrate knowledge and manage complexity, as well as to make judgments on the basis of limited or incomplete information, including reflection on the social and ethical responsibilities connected with the application of their knowledge and judgments.
4. Communication skills – the ability to communicate clearly and unambiguously the conclusions and knowledge that emerged from one study to specialist and non-specialist interlocutors.

5. Learning skills - that is, having developed learning skills to continue studying in autonomy and independently also to guide others to do the same process, with highly specialized knowledge, part of which is at the forefront in a field of work or study, as the basis of original thought and research.

6. At this level there are also other element required: - advanced knowledge in a field of work or study, which presuppose a critical understanding of theories and principles; - advanced skills to solve complex and unpredictable problems in a specialized field of work or study; - skills to manage complex technical/ professional activities or projects of original thought and research, responsibility for decisions in unpredictable work or study contexts; - critical awareness of issues related to knowledge and interdisciplinary attitude between different areas.

Finally, it is highlighted how learning outcomes are not mere student acquisitions, but definitions that allow higher education institutions to the all community, focusing on the importance and difficulty of such an epochal change.

Viewed in this perspective the reform of Italian and European schools and universities can represent a challenge, not an easy one, to try to change certain dynamics, bearing in mind that the students who currently en roll in a university course - as well as the young people in general - have changed a lot compared to those a few years ago, or at least, their approach to learning has changed a lot, even face to computer revolution.

3. Educational Changes and Computer Revolution

There is a different level of discussion when it comes to computers and the implications of the internet revolution. In this field it urges changes in education, with a different approach to knowledge and the multitasking opportunities of the new generations.

As Fagiani has noted, until a few years ago, concerning leisure and free time sociology, most of the people

«believed that only a few extraordinary people (like Napoleon, as the popular saying goes) could do two things at the same time, while today we see multitasking kids who listen to music on their earphones while they study in front of computer connected with Google, while they use another virtual space to take notes: three things at the same time, but that’s not enough because all this does not prevent them from also calling a friend on the telephone at the same time and, possibly, watch TV while munching on French fries» (Fagiani, 2012: 68-69).

These changes have been approached mainly focusing on the negative consequences of social media and the internet use. No doubt, there're many implications and problems dealing with such sphere but the impression is a general underestimation of potentialities.

Nobody denies the risk of high rarefaction of personal and social relationships, with strong concern for loneliness, isolation and progressive social marginality that accompanied the use of these technologies. In many cases television and computer are the pupil's most loyal friend because of their combination of image and sound (the importance of images is arrived at the point of being protagonist of our era).

One shall even consider that, on the other hand, there are a whole range of physical abilities that - staying at home and with excessive use of mobile phones, computers, play stations, etc. - are less used and can become problematic: back problems (of various sizes up to scoliosis); overweight problems; poor exposure to sunlight, therefore lack of vitamin D; problems with mobility and walking (children who no longer know how to run and walk properly). These elements are also accompanied by a rapid epochal change and redefinition of everyday life

«The experience of time and space thus determined is non-linear and the very sense of duration and distance, the perception of which had been rendered liquid by information through television and the wide spread use of high-speed means of transportation, is thus completely altered.... - Do one thing at the time and each thing in its time, and - A place for everything and each thing in its place. These are two precepts of traditional culture that lost all rule and perhaps their very meaning, due to the fact that the new electronic devices have de-structured the mental categories on which they were hinged. Until

a decades ago, space and time were conceived as absolute entities, external to the actor»[76] (Fagiani, 2012: 105).

In this debate there's been paid little attention to the positive aspect brought from computers and internet impact in our life, conditioned from the negative ones and by the fact that we could be overtaken by kids, mixed with a high nostalgic sense of the passed world.

When one talks about telematics, we should remember that the real meaning of it is an exchange of information at a distance, between people that can't reach each other; applied in the field of teaching, it means the possibility to reach a lot of people that for several reasons (disease, distances, working shifts, etc.) can't participate at a normal learning process.

So, if the task of the school has always been to train students as people and citizens, now a day these aspects are even more important posing new challenges to all educational institutions. The all of us receive thousands of information every day: from television, internet, radio, video games. The web pages are an almost infinite resource of information previously limited to a few, broadening of the sharing topics of interest through various forum that may concern the environment, such as music, more images and a more drastic and interactive method, etc. on a planetary scale.

During the Covid-19 pandemic crisis for example the online working and studying has permitted the continuity of most activities which otherwise would have been impossible. So, the educational institution can play a great role in studying and guiding students in this phase; teaching and learning implies skills that can adapt to change or refuse it. Flexibility is not taken for granted but it's necessary, because these changes are in line with the assumptions by the OECD highlights regarding the LLL long life learning and concerning everyone. Of course, such a perspective implies that school structures and university have some kind of ministerial support within them that provides training and IT support.

In this context a teaching professionalism is needed whose peculiarities are configured in the mediation of the learning contents (how to learn rather than what to learn), in the ways of relating with the pupils considered as active subjects of their own learning, in the ability to guide constructive and productive (social) relationships within the students.

This approach implies another aspect in line with OECD expectation: a greater student participation in the learning process, with better results for all of them, experiencing cooperation. The possibility to increase interaction through technologies interactivity and active learning are eased from the concrete contexts and opportunities of restructuring the knowledge it introduces: implements a learning focused approach, improve cognitive attitude, possibility of choice; promotes individualization, autonomy, respect for personal learning styles and rhythms, variety and flexibility of the proposals.

The lack of direct relationship with the teacher (as shown in §2) leads to stronger and greater interaction between students and this interaction translates into better results. Positive interdependence occurs when each member of the group is concerned not only with his performance but also with that of his companions and feels that the achievement of the goal depends on the commitment to work together. All of these promotional interactions are also linked with the willingness to help and get help, possession of social skills that refer to communication, leadership roles and functions, ability to manage conflicts, make decisions and solve problems. It increases individual responsibility relates to everyone's commitment to achieve the common purpose and group responsibility concerns everyone's commitment to make everyone do their job better, helping those in need. The continuous improvement of such group/team work requires an ongoing review (monitoring from the professor/teacher) to improve the effectiveness of the members in contributing to the achievement of the goals, as a matter of fact all activities in line with the Dublin Descriptor and OECD expectations.

The Corona Virus emergence starting at the beginning of March 2020 has strongly outlined the importance of teaching, learning and keep working thanks to new technologies (more than the problems linked with the use of it), least but not last, it favored a greater knowledge of the English language since information are almost always in this language. Covid-19's preventative measures have, in fact, implied staying at home of all the people —lookdown— and the use of teleworking or smart working has

76 Fagiani, 2012.

become of fundamental importance:

- it allowed to continue activities that could not be interrupted;
- it allowed to continue teaching in secondary schools and universities, thus creating a sort of normal life and its flow, despite in a virtual environment;
- there has been a continuous training in its use during construction;
- it immediately proved to be an effective and important opportunity to make people feel less isolated.

We can argue that this sanitary emergency has definitively changed the perception of information technologies highlighting their functionality: having access to information in good time, keeping relationships, exchanging videos in which play sports simultaneously with one's friends, as well as having dinner or an aperitif "together" (in universities, degree sessions were taken online that although went very well: students during the discussion wore a laurel wreath, their families clap their hands during the proclamation and hugged them while professors rejoiced, as if there was a party). So, it is important not to set it aside once the emergency will be passed.

In this way the utilization capabilities that people acquired during the emergency will not be lost, but rather improved and organized constructively. The best thing would be an experimentation that involves the juxtaposition of the two different teaching methods: frontal teaching in the classroom, alongside or alternating with the online one (even considering the demographic evolution of population, that in the Italian case shows a consistent generational gap, with the presence of many elderly - 23.0% of the all population, people who could get helped at home through telemedicine).

The democratic possibilities of digitization processes imply a set of considerations on the resolution of the problems that have been encountered and on the people to whom they are addressed. Inclusion and democracy and the pandemic, a discrete computer illiteracy has emerged dramatically, linked to the poverty of resources, since a considerable amount of the Italian population was found to be deprived of any domestic connection, as well as computers and tablets. Finally, the Corona Virus emergency and the confinement to one's own homes has also meant that relationships between people were re-evaluated, often taken for granted but that when they fail, they appear in all their importance in terms of warmth, sympathy, affection, solidarity.

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