Book Review

Fondazione Mondo Digitale, Laboratori di cittadinanza digitale integrata e sostenibilità. Proposte di Unità di Apprendimento disciplinari e digitali per la secondaria di primo grado [Integrated digital citizenship and sustainability workshops. Proposals for disciplinary and digital learning units for lower secondary school]

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In Italy, after the Law, which makes Civic Education compulsory in all school levels (passed 20 August 2019), there is a lot of interest for this school activity as it is the obligation of all teachers to teach Civic Education. This book by the Edizioni Erickson (Italy) has been developed by more than 30 teachers and experts active in the Fondazione Mondo Digitale, Digital World Foundation. It is a non-profit organisation active in innovative education, established as a Digital Youth Consortium in 2001 on the initiative of the Municipality of Rome, and registered in the National Register of the Third Sector at the Ministry of Labour and Social Policies. The book gives practical examples in several subjects for the continuous training of teachers, with the declared aim of working for integrated digital citizenship and sustainability.

The expected competences of learners in the digital age (see EU Council Recommendation of 22 May 2018 on key competences for lifelong learning) are especially the digital competence, the personal, social and learning to learn competence, and the citizenship competence. The focus of the book also complies with the diffusion of digital work at school as recommended by the National Recovery and Resilience Plan [PNRR] in Italy. Likewise, the eleven teaching paths cited in the book are in line with the interdisciplinary approach of the Italian Law 92/2019 and concern most school subjects, such as mother

language, foreign language (Chapters 'Fake busters', 'Imagine that'), Math, Geometry (Chapter 'Space invaders'), Science (Chapter 'Scienz@app') and Technology (Chapter 'Link to the stars'), Geography, History, Civics (Chapters 'Human rights', 'Open Tracks', 'In and out of the water'), Art (Chapter 'Signs and signals.), and also Physical education and Sports.

Every chapter includes suggestions organized according to a regular structure that includes the following captions: objectives, knowledge, key competences, values and attitudes, pedagogic approach, inclusive teaching, implementation in five steps (involvement, exploration, processing, creation, evaluation). In addition, in every part the roles of the teachers and the roles of the students are highlighted. The suggested methods of teaching in the book are mostly based on active learning, and following teaching method and strategies are cited in the book: cooperative learning, group work, learning by doing, peer education, gaming elements, escape room, IBL (Inquiry-Based Learning), jigsaw classroom, service learning, outdoor education, brainstorming, and authentic tasks.

The description of possibilities of practical implementation is helpful for the daily practice, especially because teachers of secondary schools in Italy do not get any practical training in teaching during their studies at the university. The teachers are expected to be qualified and are supported by a large supply of links; they introduce the topics, explain difficult tasks and the use of the digital tools, give working assignments and materials to the students, monitor the work of the groups, and help to resolve technical or communicative issues. The students have an active role in exploring information on the contents, presenting the results of their research (in written and oral form), using graphic and audio-visual supports, cooperating in their assessment, analysing strengths and weakness in a self evaluation process, including social aspects besides the developed competences.

For inclusive education, the materials and the learning paths have been designed to be used by students with different learning styles and different levels of skills and knowledge. The students are encouraged to link what has been learned with current issues, and understand the connection between disciplinary contents and the challenges of Civic Education. The students not only have to recall the information learned, but also generalize by approaching the topic critically.

There are a lot of references to plugged and/or unplugged tools and resources, websites of Italian, European and International bodies, references to textbooks, books, documentaries, videos, presentations, interviews, teacher's handouts, notice boards, on-line tutorials and digital organizers. Emphasis is placed on the use of free and copyrighted resources, often in reliance to the BYOD (Bring Your Own Device) strategy, which can be a problem. The evaluation includes assessment both of the results and the learning process, using evaluation rubrics, traditional tests for ascertaining knowledge, and authentic tasks. In addition to the evaluation of the teacher, the self-evaluation of the students is encouraged. The formative assessment can be conducted by the teachers with

observation and assessment grids shared with the students and loaded into a special form within the digital classroom.

In the chapter 'Fake busters' students deal with the quality of the information and develop awareness of the influence of the new and traditional mass media on opinion-making on the behaviour of people which is central to active, responsible citizenship. The activity starts with brain storming in the classroom about the influence of images, the importance of having different points of view, the role of prejudice and emotion (indignation, anger, tenderness etc.) where students think step by step about the manipulation of information. Some exemplary cases are analysed. Students also look for examples using several different browsers and work with an 'interactive dictionary' of the several forms of manipulated news, to explore and analyse them in authentic contexts. Students work in groups of three, write, present and discuss with their peers the report on their research, using images, ppt slides and videos. Multi-perspectivity is adopted as at least two other browsers than the default browser of the computer will be used, so as to obtain search results not affected by the settings linked to the personal profile. Recommended sources are, among others, in the Thinktank of the European Parliament and in the International Federation of Library Associations and Institutions [IFLA]. The assessment takes place through observation according to a check list (using ForAllRubrics or Canva) of items, useful also for self-evaluation.

Readers find in this publication useful practical teaching inputs given by a community of educators committed to shared work. The concept of citizenship education in this book includes knowledge, personal engagement, sensitising the community about the questions; less interest is expressed for involving the public governmental authorities. It is hoped this volume will help disseminate the use of digital strategies and tools linked to digital citizenship at school. It is also hoped it will inspire further work for accessibility, information, and creation in direction of an inclusive supportive network ("The teachers of the school of us"), where more teachers can establish relationships of support, growth and reciprocity through cooperative, dialogical, and transformative work.

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