

## Portfolio » Professional Steps and Key Figures

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# Back to School in a European Dimension

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After two years at the General Direction I decided to go back to school where I could teach literature again and, in addition, I could have improved day practice and **education to interculture, opening students awareness to the new European dimension in education**.

I was perfectly aware that ordinary school curriculums do not often include actions promoting self-awareness as for citizenship and active participation and, last but not least, guiding students acquire consciousness about what **being European citizens implies**

Literature and reading comprehension practices, together with **cooperative project work in school networking** seemed to offer the possibility of combining subject study with the one of the most frequent aims of cooperative projects. Helping students gradually understand they will soon make decisions in public life is something school should embrace as one of its task, especially as **active citizenship** is concerned .

Again the suggestions and training opportunities suggested to me by Mrs. Nora Salvadori proved useful in designing project work or modules to be entered in the school syllabus.

Moreover during that period, the idea crossed my mind that without a reasonable degree of knowledge offered by **ICT tools** there was very limited possibility to effectively coordinate or support European or international competences which require net working which is generally computer-assisted.

In previous times I had taken part to a Training Course held in my school and coordinated by **Mr. Piergiuseppe Rossi** which I had found particularly stimulating since it appeared to **combine technical know-how and pedagogy**. The blend sounded the real thing to get to and certainly one that could offer a possibility to improve learning and teaching procedures. At the same time I felt I needed support and training in the field of **intercultural, international/european context** with a decent level of know-how and practical skills. Procedural knowledge was not my strength and therefore I decided to take a Master in **Open Distance Learning**, a decision that proved successful in that, since that moment, I acquired familiarity with the digital world and as a result I decided to face the challenges that seemed totally impossible to me before attending the Master courses.

Mr Rossi, gave us significant input about the ways in which **computer -assisted practices** could open up further reflection on and underlined the importance of the pedagogical framework behind any learning-teaching process.

But working for the improvement of an intercultural attitude suitable to implement practices open to an **enlarged European dimension, European citizenship** and its complex implications, required background knowledge like European History, European Law, the European Union and Education, Project Work at European Level, the Credit System and many other areas of Knowledge which I was able to gain attending a European Master in **Eurocultures**.

As matter of fact it was not a case I wrote a paper and my Master Thesis on the problem of **The European Dimension in Secondary Education**, but I am sure that would not have been possible without the input provided by **Prof. Mezzetti or Prof. Petracchi** and the different contributions given by the Master courses at the residential module held in Grado (Gorizia), Italy. They all together offered fertile and seminal contributions and allowed me to work in the school context with a new level of awareness. Also the reflection that came with the different initiatives I could take part in, thanks to the opportunities provided by the **Training Seminars on Active citizenship and Europe** was really useful. The Ministry of Education, University and Research and the General Direction of the Regional School Office selected me as a participant to seminars, national and interregional campuses of the students of Europe that provided reports from various experts at European and international level.

As it comes clearly to surface the **combination of theory and practice** may provide the teacher with suitable tools and know-how to face the challenges of the new contexts school has to be able to interact with.

