

Building Dialogue, Re-discovering writing through *team blogging*

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CKBG.

Trieste, 9-12 Settembre 2015

Building Dialogue, Rediscovering writing (CODIRS in Italian)

Is a network project on dialogue and digital writing
Launched by MIUR with Tony Blair Faith Foundation

The **CODIRS project** is implemented by a national school network, RETE DIALOGUES, within the framework of a MOU between **MIUR** and **Tony Blair Faith Foundation** aimed at developing a global programme on intercultural and interreligious dialogue.

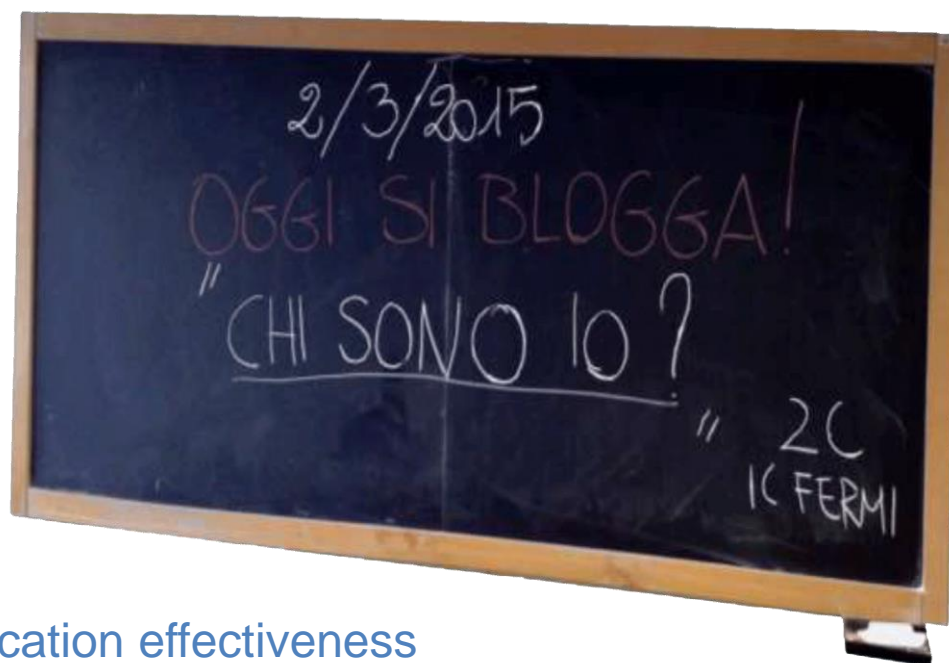
In 2015 **1245** students aged 12-17, from **47 schools**, in **7 Italian** regions participated in teamblogging .

This presentation concerns a case study focusing on a lower secondary school, **'IC Fermi di Romano di Lombardia** (BG) where all the **11 classes (230 alunni)** participated.

IC Fermi di Romano is a multicultural school (30% non Italian students) situated in Lombardy. It was selected for this study for its high participation rate and its characteristics which make it an interesting context where to study intercultural and multimedia dialogue.

This presentation is about...

- ◆ The Italian school network: Rete Dialogues
- ◆ The global project: Face to Faith
- ◆ The team blogging: how does it work?
- ◆ Participants:
schools, students, teachers
- ◆ Research tools:
questionnaires, indexes
- ◆ Overview of the data collected
- ◆ Students and writing:
Entry questionnaire
- ◆ Students' blogs:
first analysis on clarity and communication effectiveness
- ◆ Students and writing:
Exit questionnaires, has something changed?
- ◆ Hints for reflection



The school network:



The network includes 30 Italian first and second cycle schools situated in 7 regions. Rete Dialogues is supported by MIUR and coordinated by IC Settembrini. It was created in 2012 with the aim of:

- Promoting, implementing and documenting research, training and classroom activities concerning comparison across cultures and intercultural and interreligious dialogue
- Creating an action research group where the activities undertaken in the domain of dialogue education can be critically analysed and further proposals can be developed.
- implementing in Italy the *Tony Blair Faith Foundation's Face to Faith* programme on intercultural and interreligious dialogue, following the MIUR/ TBFF (21.11.14).

The global programme on intercultural and interreligious dialogue

Face to Faith a project of the
Tony Blair Faith Foundation

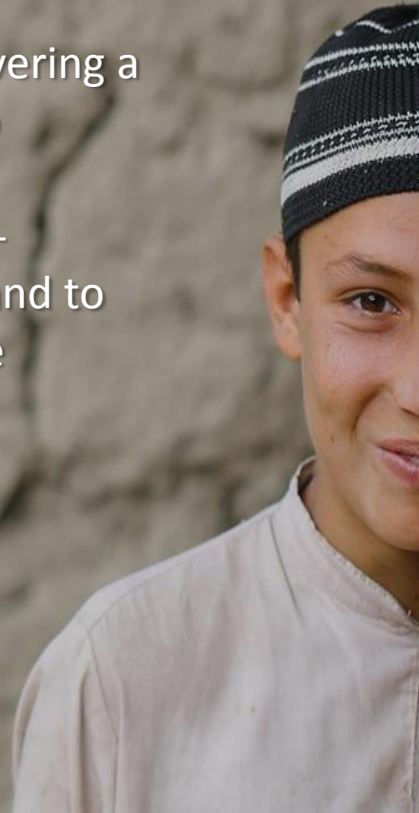
**Classroom resources, *community engagement events*

**Facilitated videoconferences*

**Online community with *blogs e *team blogging*

for 12-17 years old students in more than 25 countries

Face to Faith works across the world delivering a pioneering education programme to help prevent religious conflict and extremism. Students are helped to embrace an open-minded approach to others, to diversity and to difference that can lead to tolerant stable societies.



Team Blogging: how does it work?



Face to Faith

In a period agreed (3-4 wks)

5 or 6 **teams**

Each composed of 3 classes

In different regions

Blog together

On a facilitated and monitored platform.

The focus is on **3 topics**

proposed by the facilitators.

Each class leads a topic on a rota basis.

Topics' objectives:

Writing about themselves to peers

living in other regions in order to :

- improve their self awareness
- learn how to better understand the other and diversity

HOW DO I EXPRESS MYSELF?

DO YOU THINK THERE'S FREEDOM OF EXPRESSION IN OUR SOCIETY?



In the 2015 teamblogging students started their reflections after watching the docu-film “**Aspettando il maestro**” by Rachid Benhadj, produced by IC Monte San Savino, with the Tuscan Rete Dialogues’ schools, and Contini srl.

www.waiting4maestro.org

Musica, Film e Scrittura per il Dialogo

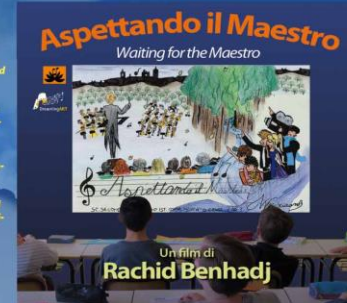
PERCORSI DI APPRENDIMENTO PER DOCENTI E ALLIEVI

Si parte da un film...

Siamo nella bella campagna Toscana, nella storica cittadina di Monte San Savino. Gli studenti che suonano nella band dell'Istituto comprensivo - gli Acchiappanote - sono in attesa: verrà un famoso direttore d'orchestra a dirigere il loro prossimo concerto...

Il regista chiede ad alunni, insegnanti e genitori di recitare se stessi per raccontare questa semplice storia vera, dove cinque ragazzi molto diversi tra loro “aspettano il maestro” letteralmente e metaforicamente...

E intanto suonano e sognano di suonare sempre meglio, mentre i loro strumenti musicali diventano strumenti di pensiero e di vita.



18
IL FILM CON LA CITTÀ DI MONTE SAN SAVINO

Presentano il film
GIOIA LONGO DI CRISTOFARO e BEATRICE COLETTI
MONTE SAN SAVINO (AR) - TEATRO VERDI ORE 20.30

19
IL FILM CON I RAGAZZI DI RETE DIALOGUES

ISTITUTO COMPRESIVO CITTÀ DI CASTIGLION FIORENTINO (AR)
ISTITUTO COMPRESIVO DI CIVITELLA IN VALDECIHANIA (AR)
ISTITUTO COMPRESIVO MONTE SAN SAVINO (AR)
ISTITUTO COMPRESIVO L. SETTEMBRINI - ROMA
ISTITUTO COMPRESIVO M. MONTESORI - P. MASCAGNI - CATANIA
ISTITUTO COMPRESIVO STATALE DI BADOLIO - MILANO
ISTITUTO OMNICOMPRESIVO G. MARCELLI FOIANO DELLA CHIANA (AR)
ISTITUTO OMNICOMPRESIVO MUSICALE STATALE - MILANO
LICEO SCIENTIFICO G. GALILEI - CATANIA
SCUOLA INTERNAZIONALE EUROPEA A. SPINELLI - TORINO
SCUOLA SECONDARIA 1° GRADO MICHELANGELO - BARI
SCUOLA MEDIA CASTELLER DI PAESE - TREVISO
SCUOLA SECONDARIA DI 1° GRADO N. BOBBIO - TORINO
(Primo gruppo di scuole)

21
ESPERIENZE DI DIALOGO:
DUE VIDEOCONFERENZE
FACE TO FAITH

Special Guest
GIOIA LONGO DI CRISTOFARO
Docente in Antropologia Culturale,
La Sapienza, Università di Roma - Presidente LUNID (Libera Università dei Diritti Umani)

Ore 9.15 - 10.45
ISTITUTO COMPRESIVO L. SETTEMBRINI - ROMA
ISTITUTO OMNICOMPRESIVO G. MARCELLI FOIANO DELLA CHIANA (AR)
LICEO SCIENTIFICO G. GALILEI - CATANIA
SCUOLA INTERNAZIONALE EUROPEA A. SPINELLI - TORINO
Ore 11.15 - 12.45

ISTITUTO COMPRESIVO CITTÀ DI CASTIGLION FIORENTINO (AR)
ISTITUTO COMPRESIVO DI CIVITELLA IN VALDECIHANIA (AR)
ISTITUTO OMNICOMPRESIVO MUSICALE STATALE - MILANO
SCUOLA SECONDARIA 1° GRADO MICHELANGELO - BARI

www.waiting4maestro.org
www.retedialogues.it

20
LA SCRITTURA E LE SCRITTURE:
SEMINARIO DI FORMAZIONE
PER I DOCENTI

Per un progetto di didattica e ricerca su scrittura e dialogo, partendo dal film

FOIANO DELLA CHIANA
ISTITUTO OMNICOMPRESIVO G. MARCELLI (AR)

Ore 15.00 - 18.30

Introduzione al seminario

Anna Bernardini, Dirigente Scolastico IO G. MARCELLI

I docenti e la scrittura: spunti di discussione
Giovanna Barzani, Dirigente Tecnico MIUR

Blog e Dialogo nel progetto Face to Faith
Jo Malone e Maria Chiara Rosselli

Tony Blair Faith Foundation (in collegamento da Londra)

Il blog come scrittura di scuola
Pietro Boscolo, Docente in Psicologia dell'Apprendimento,
Università di Padova

Discussant

Gioia Longo di Cristofaro, Docente in Antropologia Culturale,
La Sapienza, Università di Roma - Presidente LUNID (Libera Università dei Diritti Umani)

In collegamento video con i docenti di:

ISTITUTO COMPRESIVO L. SETTEMBRINI - ROMA
ISTITUTO OMNICOMPRESIVO MUSICALE STATALE - MILANO
LICEO SCIENTIFICO G. GALILEI - CATANIA
SCUOLA INTERNAZIONALE EUROPEA A. SPINELLI - TORINO
SCUOLA SECONDARIA 1° GRADO MICHELANGELO - BARI
SCUOLA SECONDARIA DI 1° GRADO N. BOBBIO - TORINO
TONY BLAIR FAITH FOUNDATION - LONDRA

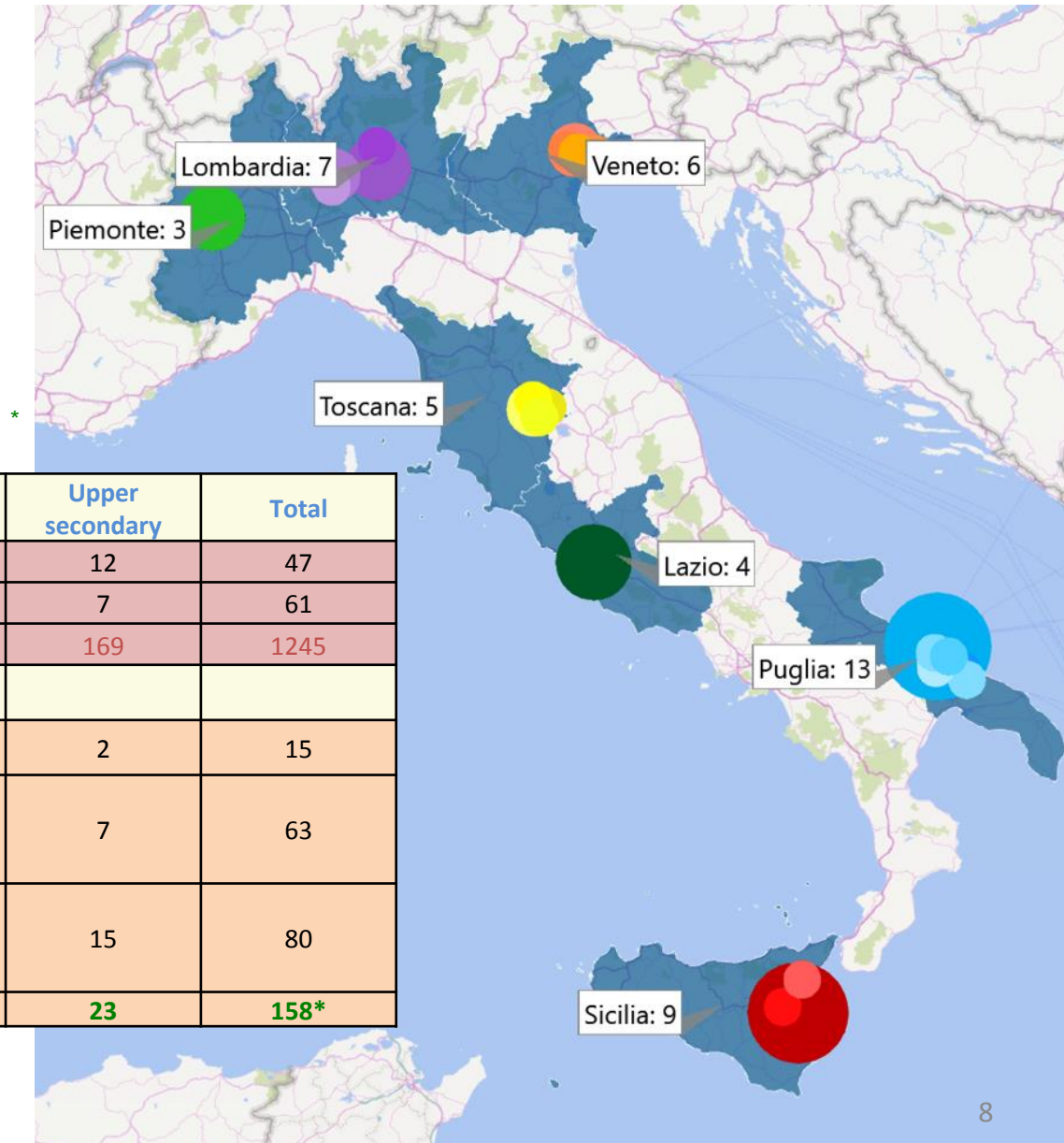
24
19
TEAM BLOGGING:
CONTINUARE IL DIALOGO
SCRIVENDO

Quattro settimane di Team blogging Face to Faith tra le otto classi che hanno partecipato alle videoconferenze del 21 novembre.

Italian Team Blogging participants

	Primary	Lower secondary	Upper secondary	Total
Schools		35 (IC)	12	47
Classes	2	52	7	61
Students	48	1028	169	1245
Tutor teachers		13	2	15
Facilitating teachers	2	74	7	63
Observer teachers	5	60	15	80
Total teachers	7	114	23	158*

Teachers took part in a 46 hours professional development course



The research tools

Students' perceptions

Baseline questionnaire

STRUCTURE

1. Do you like writing at school? Why?
(open ended question)
2. Analysis of 4 kind of school writing:
A. PERSONAL
A. CURRENT AFFAIR TOPICS
A. CULTURAL TOPICS
A. FANTASY
How much do you like it?
How do you find it useful to learn how to write?
How does it allow you to express yourself?
How much do you feel confident to write about it?
(closed ended question)
3. Kinds of digital writings used outside the school
(closed ended question)
4. Differences between academic writing and digital writing
(open ended question)

Follow-up questionnaire

STRUCTURE

1. Differences between academic writing and the blog experience
(open ended question)
1. After having participating in the blog:
How much did you like it?
How did you find it useful to learn how to write?
How did allow you to express yourself?
How much did you feel confident to write about it?
(closed ended question)
2. What would you change in the blog?
(open ended question)

Blogs' analysis indexes

Clarity:

- Text organization: cohesion, consistency, use of punctuation
- Sense of the reader (making themselves understood)

Score: 1 to 5

Communication effectiveness:

- Sense of the interlocutor: asking questions, expecting opinions or acknowledgment
- Expressivity (tone, freshness)

Score: 1 to 5

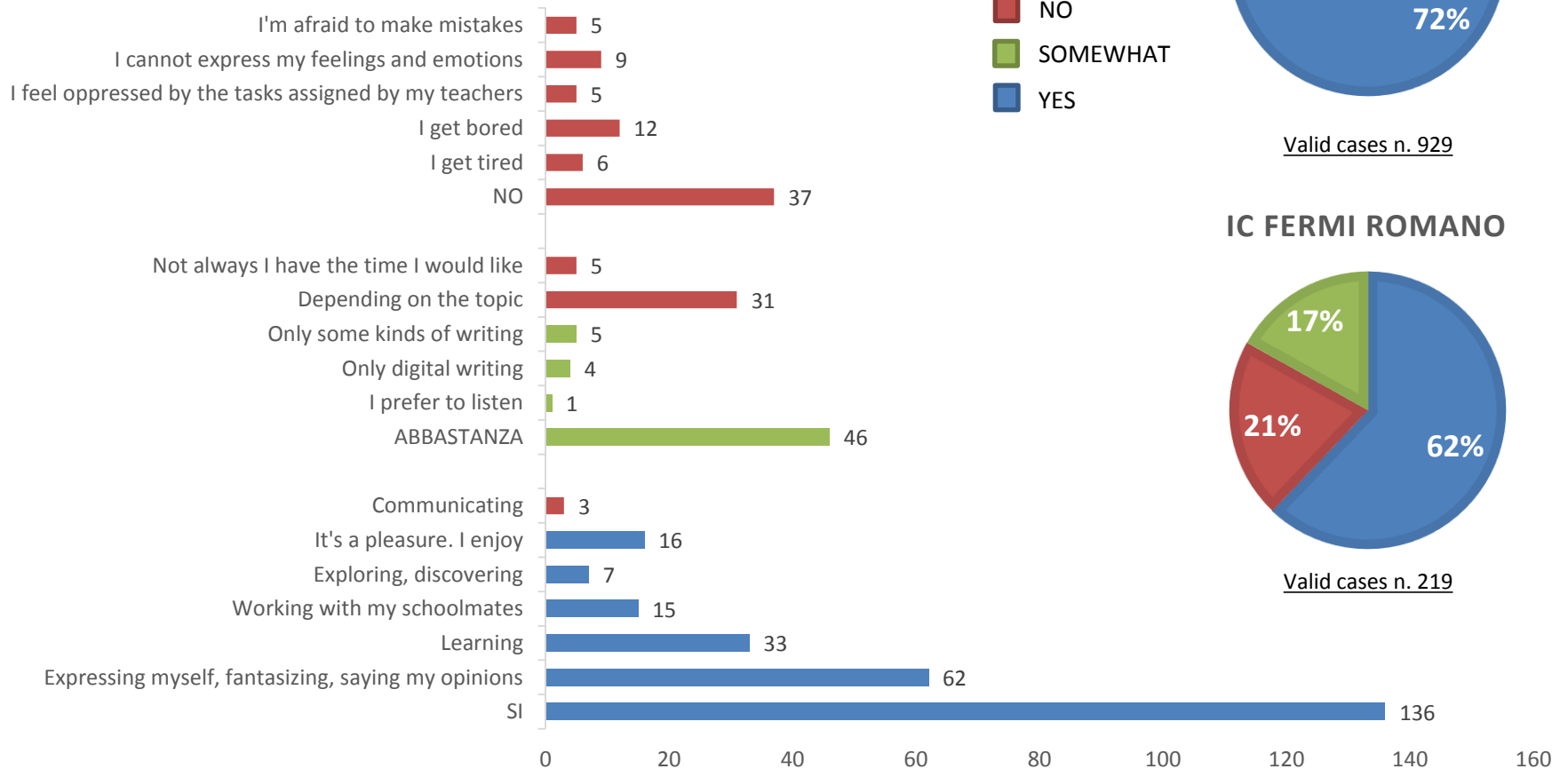
Data overview spring 2015

STUDENTS (Rete Dialogues)		STUDENTS (IC Fermi Romano)	
Baseline Questionnaire		Baseline Questionnaire	
930 (n.)	73.93 (% resp.)	221 (n.)	93.6 (% resp.)
Follow-up Questionnaire		Follow-up Questionnaire	
566 (n.)	44.99% (% resp.)	156 (n.)	66,1% (% resp.)
<i>TOTAL TOPICS</i>	<i>1399</i>	<i>TOTAL TOPICS</i>	<i>230</i>
<i>TOTAL POSTS</i>	<i>13445</i>	<i>TOTAL POSTS</i>	<i>2309</i>
TEACHERS (Nazionale)		TEACHERS (IC Fermi Romano)	
Baseline Questionnaire		Baseline Questionnaire	
121 (n.)	75.63 (% resp.)	16 (n.)	100 (% resp.)
Follow-up Questionnaire		Follow-up Questionnaire	
91 (n.)	56.88 (% resp.)	16 (n.)	100 (% resp)
<i>TOTAL POSTS</i>	<i>523</i>	<i>TOTAL POSTS</i>	<i>46</i>

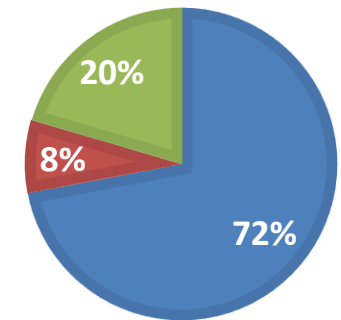
Do you like writing at school? Why?

(baseline questionnaire, open ended question)

IC FERMI ROMANO

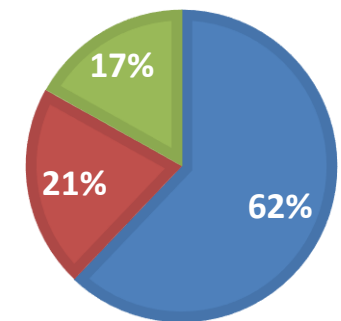


RETE DIALOGUES



Valid cases n. 929

IC FERMI ROMANO



Valid cases n. 219

Do you like writing at school? Why? (2)

Some examples

(baseline questionnaire, **open ended question**)

Yes I like writing at school, because it allows me to travel with my imagination and to express myself in a different way rather than talking. I like to write stories of all kinds. The important thing is that I can write. (Riccardo, LS 1, grade 6))

Yes, I like writing because I want the others to understand my way of being through my school texts. Let's say that I prefer to write freely at home with no one correcting me and commenting if I have a beautiful writing or make spelling mistake, they're. I prefer to write or generate fantasy adventures because I already know now what to write before starting (Gloria, LS 1, grade 6))

Yes, I like writing at school because I can immerse myself in the characters I describe and indirectly I can express my emotions, feelings, dreams, experiences I have had and that maybe I could not put in act ... (Marilisa, LS2 grade 7)

Mainly I like to write at school because, for me, writing is a way to test our skills in any field. In some areas, however, the writing is boring, it depends on the contexts. (Irene, LS 1, grade 6)

I am not crazy for writing at school , because I am not good at expressing my feelings and my emotions. (Dejanira, LS 2 grade 7)

Not too much, because I am not very fast and I am always imposed what I have to write, but if I like the subject, I become very keen on writing. (Nicolo Megal, LS grade 8)

No, because I like writing with my pen, I find it boring writing with a pc (Elisa, LS 2, grade 7)

No. Because you have a track and you have to follow it and expand the content. The style you have to write is imposed and you can not express yourself in your own words and personal ways, but only sticking to a formal style (Flavio, LS 3, grade 8).

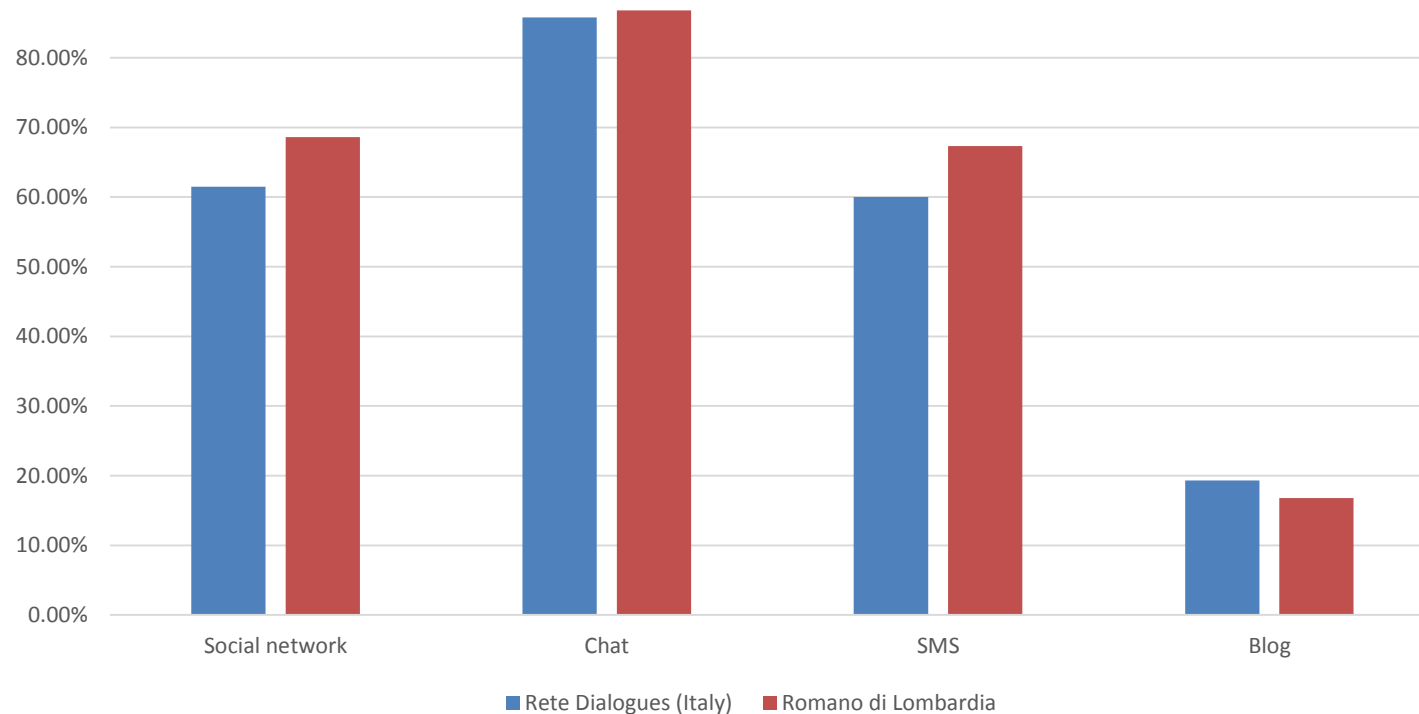
What kind of digital writing are you using outside school?

IC Romano di Lombardia and Rete Dialogues (Italy)

Baseline Questionnaire, **open ended question**

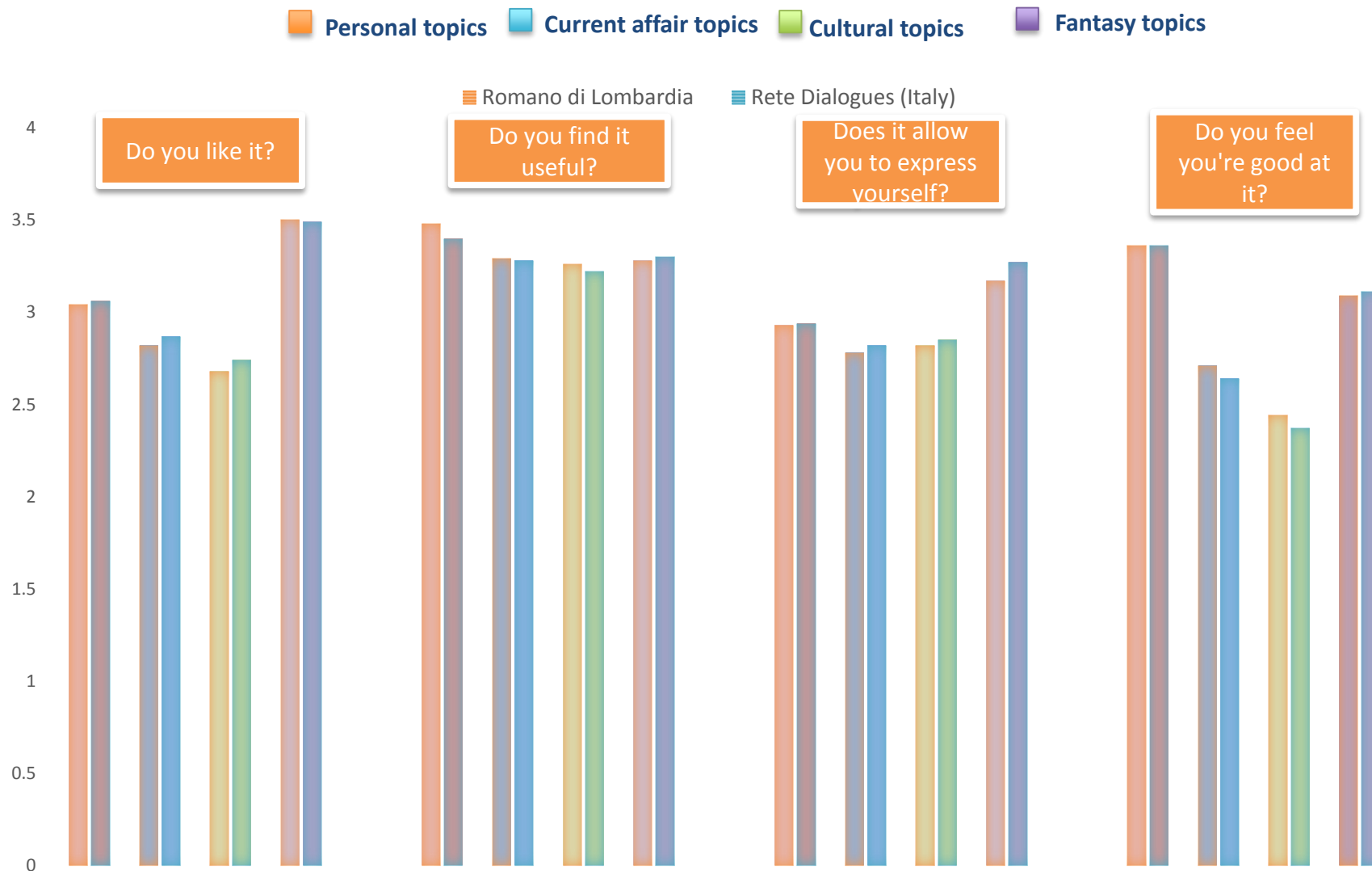
Never – Rarely – Quite often - Often

Kinds of digital writing used (nazionale) Sum of responses “often”+ “quite often”		Kinds of digital writing used (IC Fermi Romano) Sum of responses “often”+“quite often”	
Social network	61.50%	Social network	68.60%
Chat	85.80%	Chat	86.80%
Texts	60.00%	Texts	67.30%
Blog	19.30%	Blog	16.80%



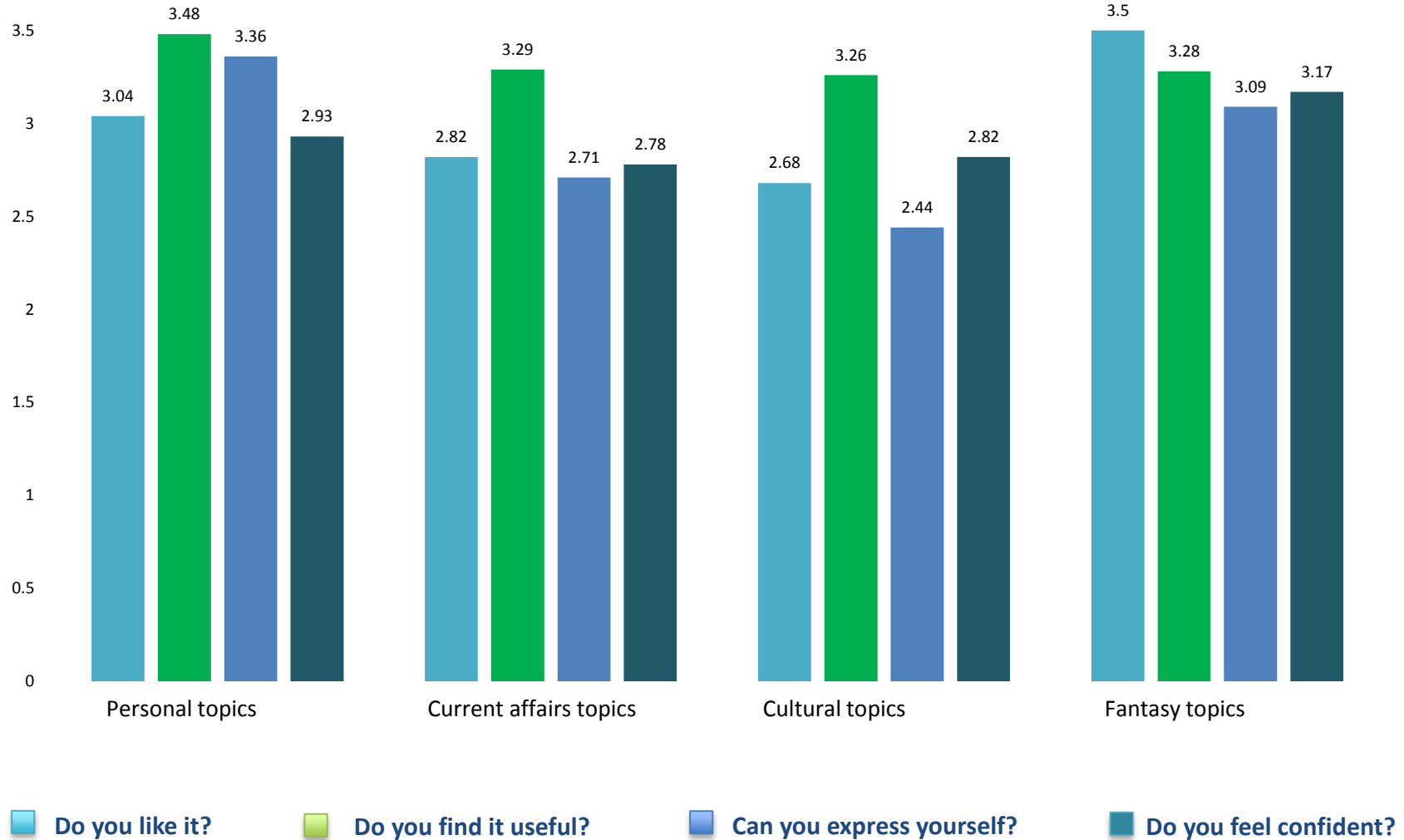
Perceptions of *Interest, utility, self-realization, self-efficacy* (Eccles & Wigfield) of writing. A comparison between four kinds of school writing

Average scores. Students of IC Fermi Romano (left) and total students CODIRS (right)
Baseline Questionnaire, open ended question



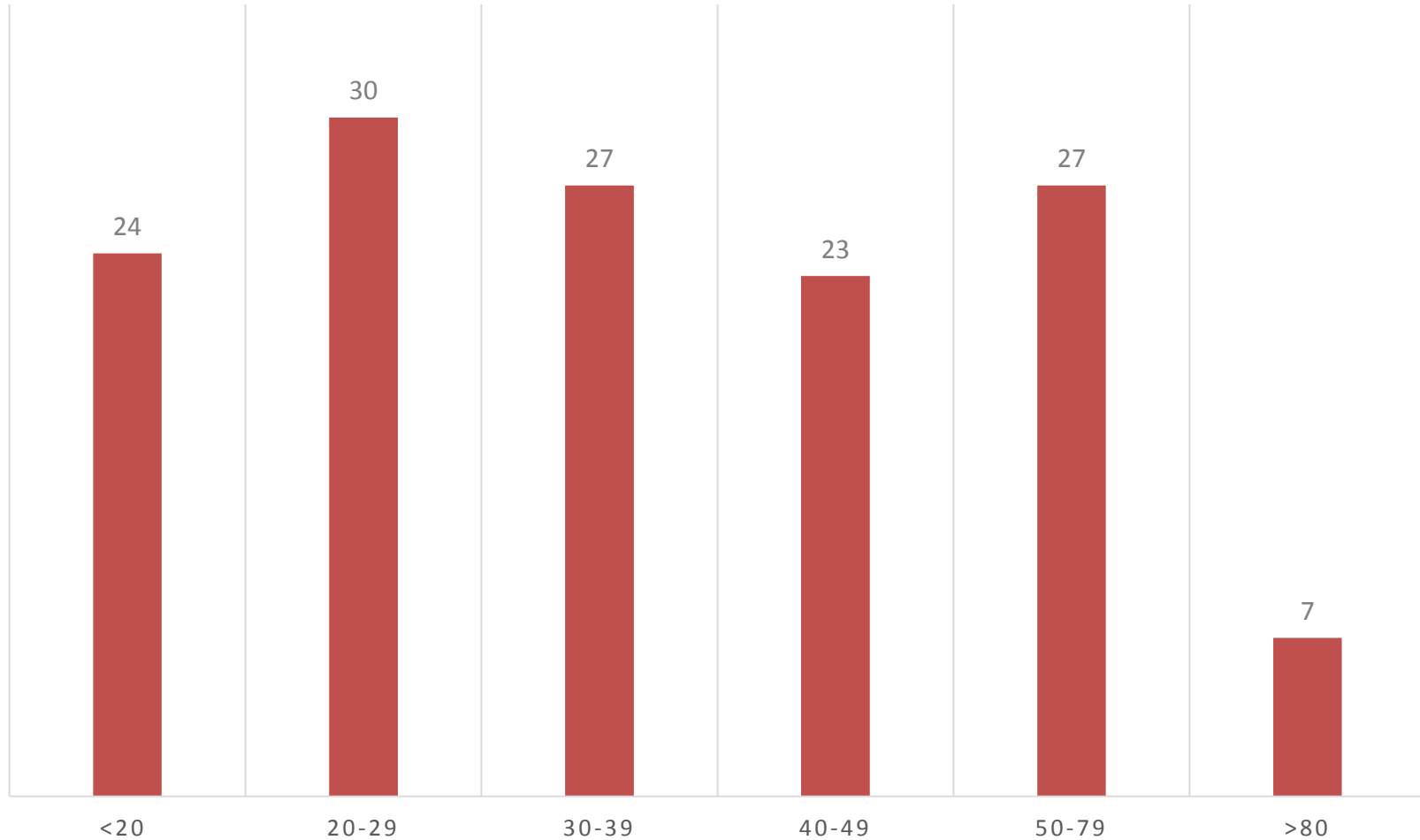
Students' appreciation of the 4 kind of topics: personal topics, current affairs topics, cultural topics, fantasy topics (Punteggi medi di interest, utility, realization, selfefficacy) Baseline questionnaire, **cloded ended question**

4



The blogs: analysis of 138 topics
written by 2^o and 3^o year (grade 7 and 8), IC Fermi, Romano Lomb.

LENGTH OF THE TOPIC (STARTING MESSAGE)
(N OF TOPICS PER RANGE OF CONTENT UNITS)

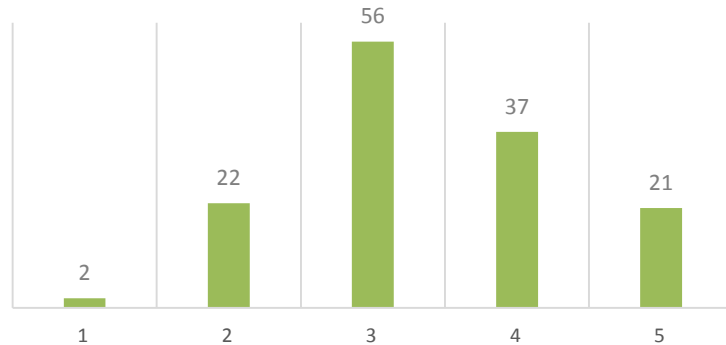


The blogs: analysis of 138 topics
written by 1s 2° and 3° year (grade 7 and 8), IC Fermi, Romano

CLARITY

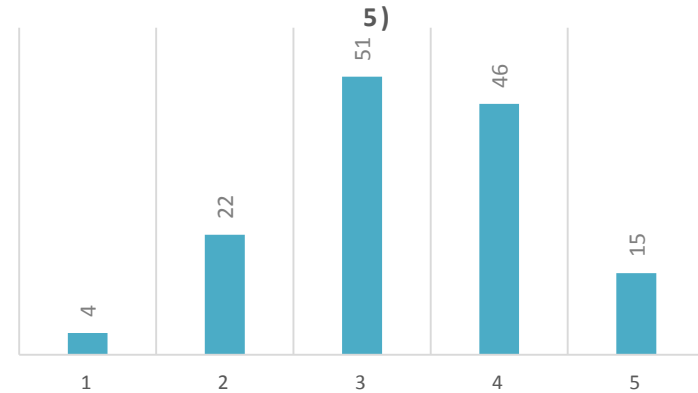
TEXT ORGANISATION

COHESIONE, CONSISTENCY,
PUNCTUATION (1-5)



SENSE OF THE READER

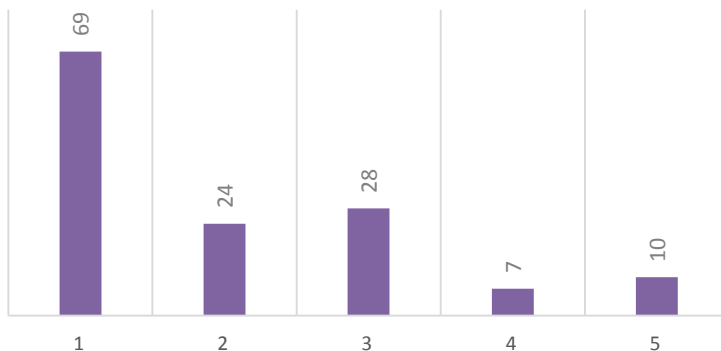
MAKING THEMSELVES UNDERSTOOD (1-5)



COMMUNICATION EFFECTIVENESS

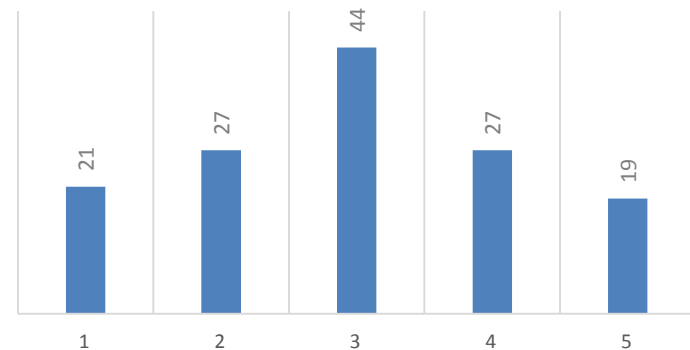
SENSE OF THE INTERLOCUTOR

ASKING QUESTIONS, ASKING OPINIONS
EXPECTING ANSWERS (1-5)

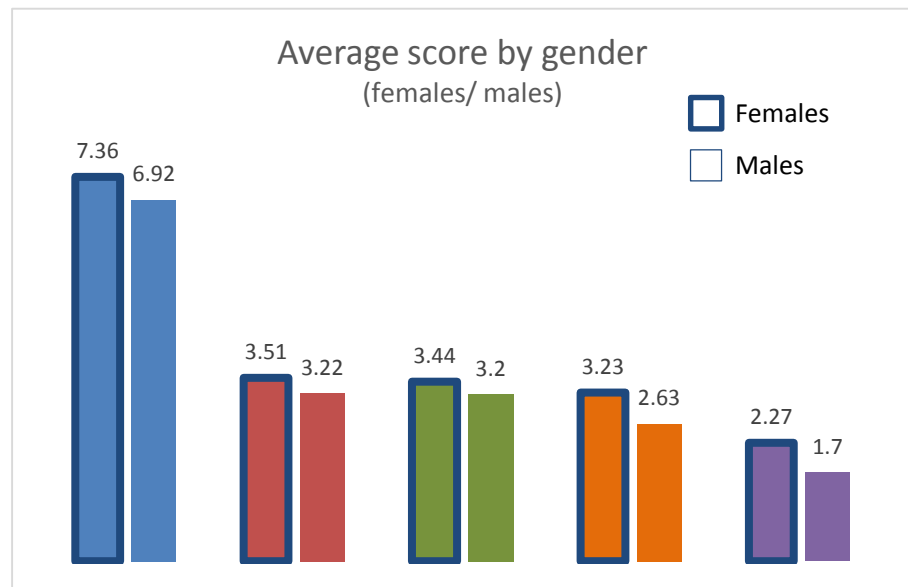


ESPRESSIVITY

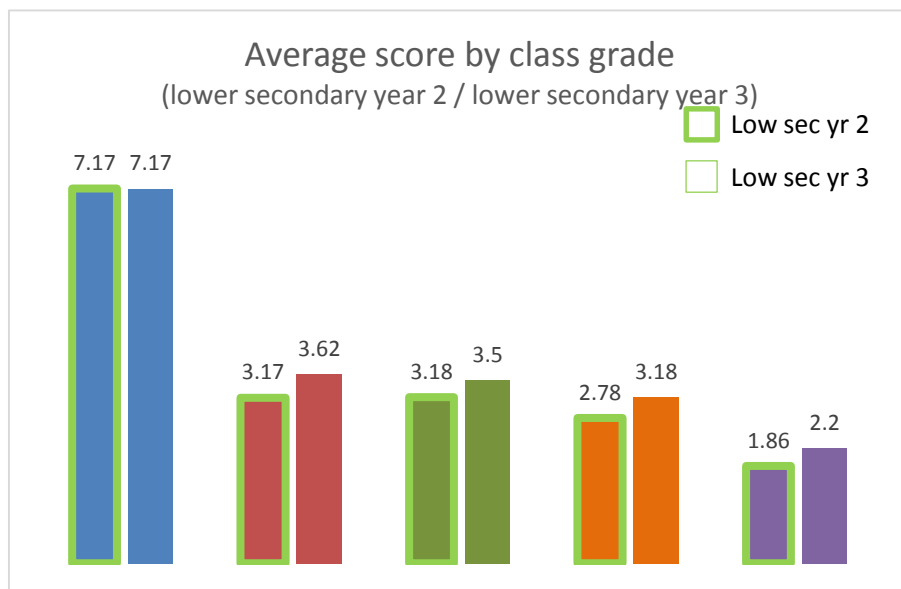
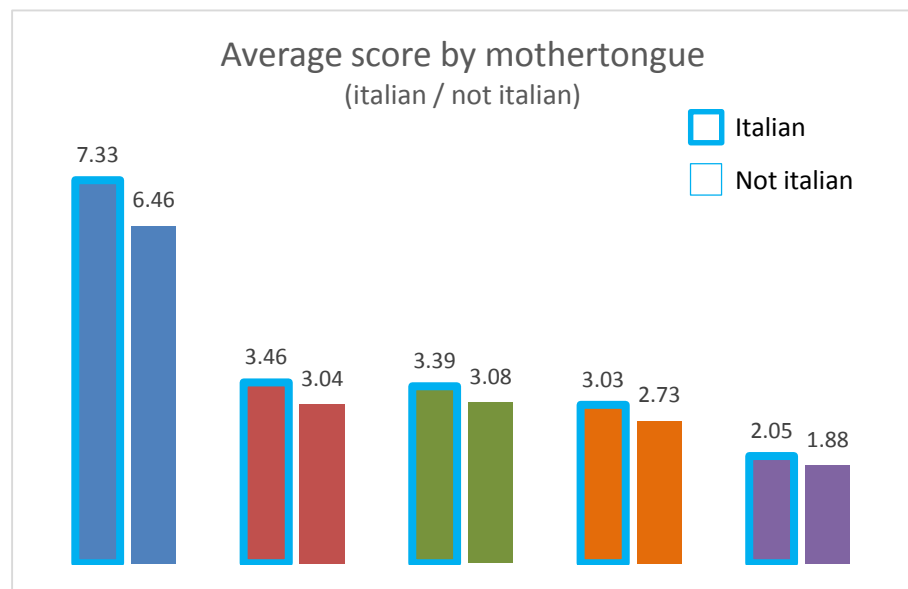
tone, freshness
(1-5)



The blogs: analysis by gender, native language, grade the blogs: analysis of 138 topics written by 1s 2° and 3° year (grade 7 and 8), IC Fermi, Romano Lomb.

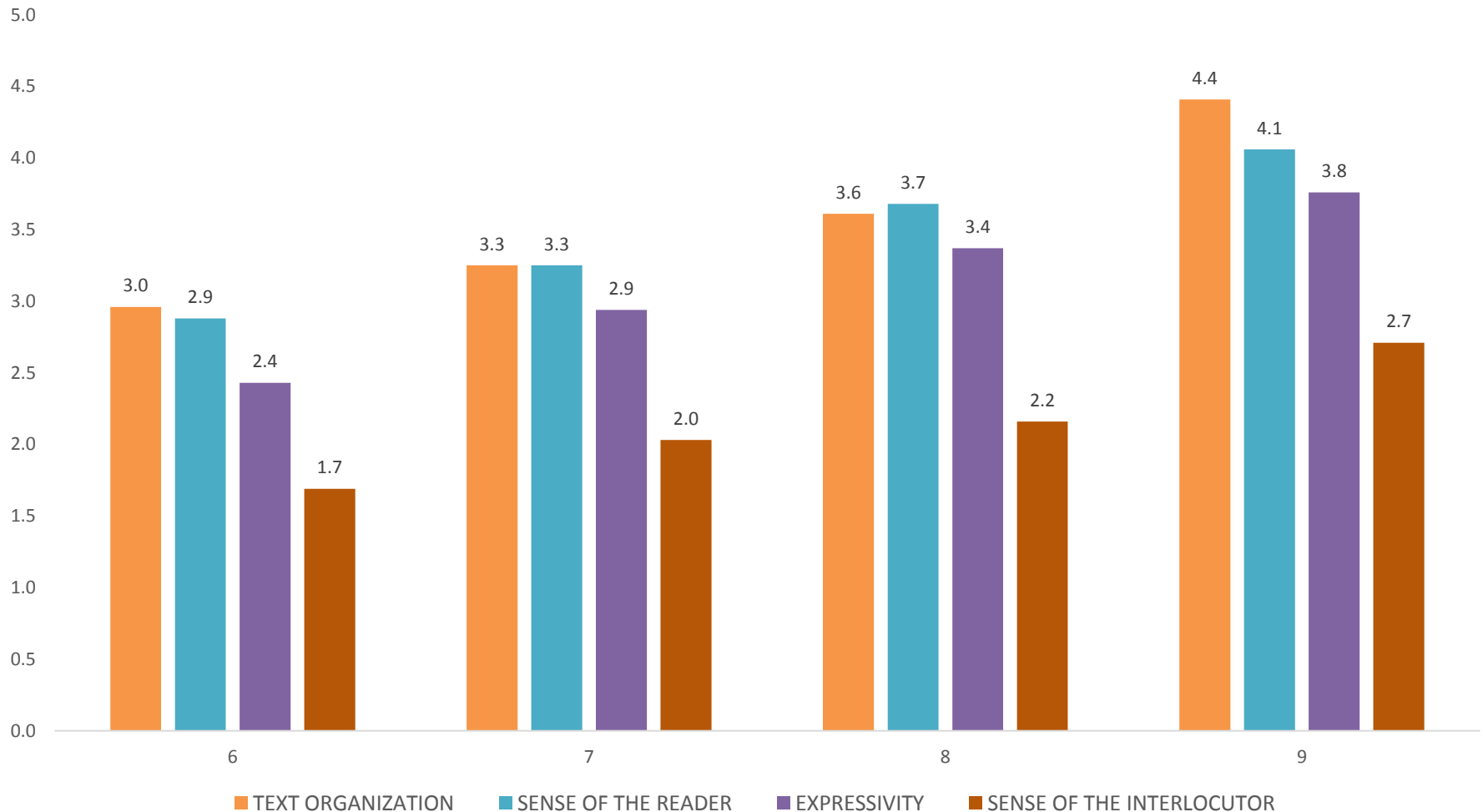


- Final Italian score at school
- Text organization
- Sense of the reader
- Expressivity
- Sense of the interlocutor



the blogs: analysis of the average scores 136 topics
written by 1s 2° and 3° year (grade 7 and 8), IC Fermi, Romano Lomb.
By final assessment in Italian (from 6 to 9)

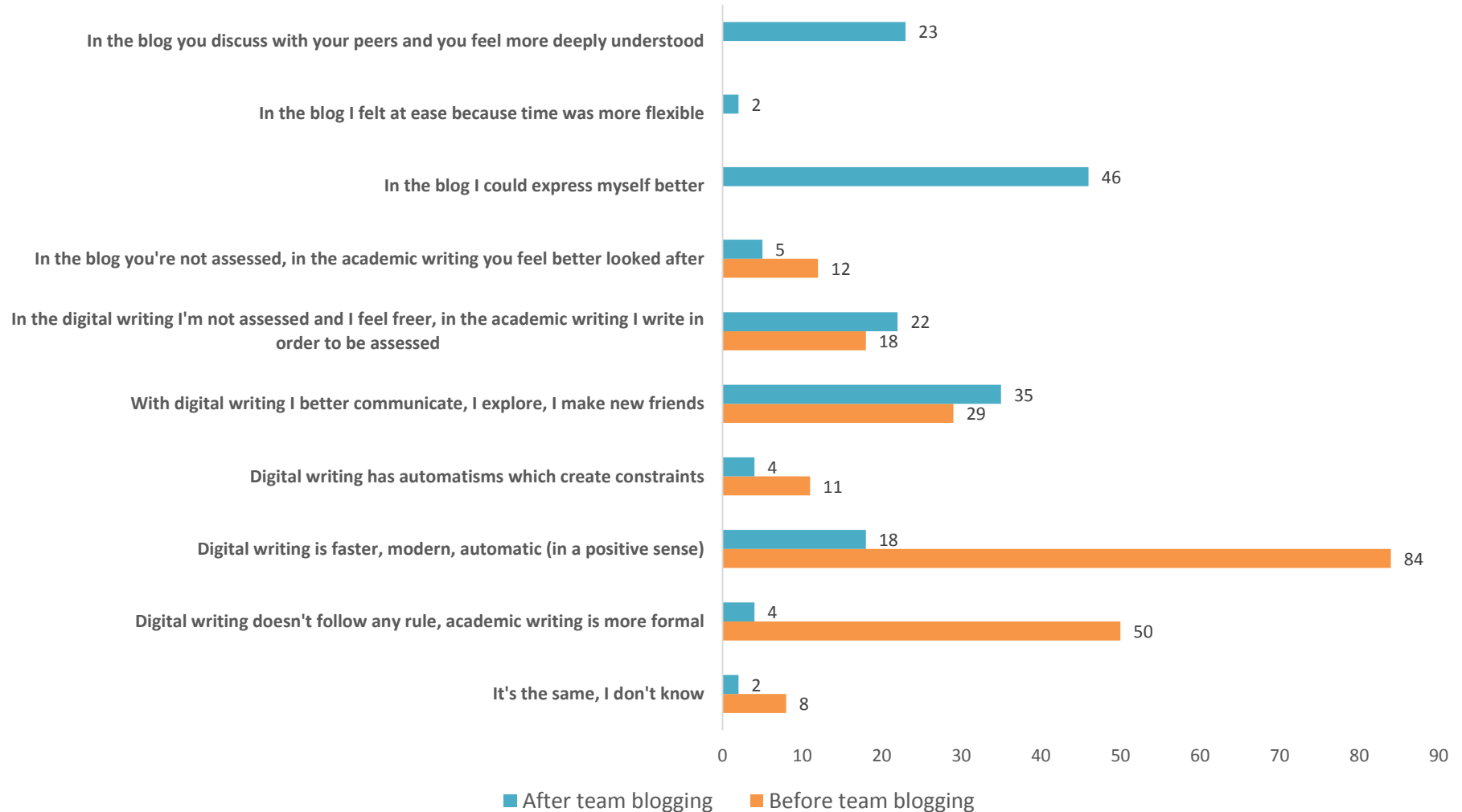
Average scores in blog and final term score in italian



What differences do you see/did you notice between digital and academic writing?

Analysis of responses provided **before** the team blogging and **after** the team blogging.

Baseline questionnaire IC Fermi Romano (n. 212) and follow-up questionnaire (n.161), Open ended question



What differences have you noticed between the school and the blog writing ?

IC Fermi Romano di Lombardia, some examples

Follow-up questionnaire, open-ended question

When I write at school I want to tell about my feelings and the emotions I feel in certain situations. By doing this I express myself, but my essays are only read by my teachers -unless the teacher decides to read them in front of the class. Yet I would like to make myself known by many people. This opportunity has been offered by the blog. I find it so nice not to have pressures of assessment, so I can really write what I want (**Vanessa**, LS 1, grade 6)

Writing at school means that sometimes what we write is not read by anyone, while in the blog I have the chance to be read by all of Italy. The second difference was that in the blog I have no fear of judgment, because I know that the other guys will not give me a mark . (**Greta**, LS 2, grade 7)

When I write at school I always feel constrained, although I would like to express myself much more in the essays we do at school. I have to respect the strict rules imposed by the teacher and stick to the time allowed and the subject to be developed. With the blog I feel free to write when I want, how I want (although within the rules given) and developing the topic that I like best: myself. I feel I can talk about myself without limits: stories about what I love to do in my life, what I do in my spare time, my greatest interest .(**Michela**, LS 2, Grade 7)

The main difference is that when you write the blog, there is someone on the other end who reads with their heart. I also felt free and I have met people who have the same problems as I have. (Maddalena, LS 2, grade7)

In school you have to write for the lesson, and I do not like it , instead on the blog you must write with the computer to people who also write blogs and this is something that I really like a lot (**Make Isuf**, LS 1, gr 6)

Writing at school is more complicated because you can make many grammatical mistakes that then the teacher must correct. While in digital writing there is an automatic spellchecker that corrects you and no one blames you. (Matthew, LS 2, gr 7 cl)

Writing school is more tiring than digital, it's nice to move your fingers on the keys. As for the content, writing on the blog comes easier than writing on the paper, because I feel more free. (**Luke** LS 2, grade 7)

In writing at school you can make spelling mistakes , you can make erasures and so you may have difficulty in some kind of writing. While writing on the blog this does not happen, or perhaps at all. Also thanks to the blog we have been able to communicate easily with peers who live elsewhere in Italy (**Jacopo**, LS 3, grade 8)

The team blogging experience

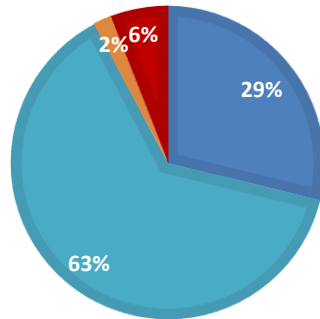
perceptions of *interest*, *utility*, *realization* and *self-efficacy*

IC Fermi Romano di Lombardia

Follow up Questionnaire (**closed ended question**)

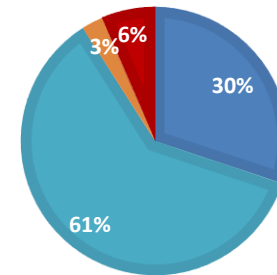
DID YOU LIKE IT?

■ A lot ■ Quite ■ Not too much ■ Not at all



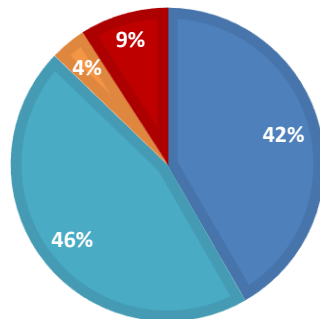
DID IT ALLOW YOU TO EXPRESS YOURSELF?

■ A lot ■ Quite ■ Not too much ■ Not at all



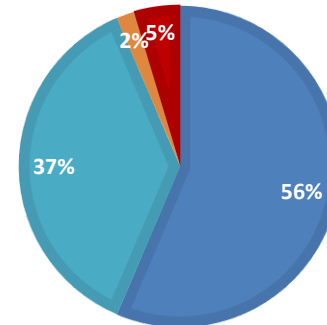
DID YOU FIND IT USEFUL?

■ A lot ■ Quite ■ Not too much ■ Not at all



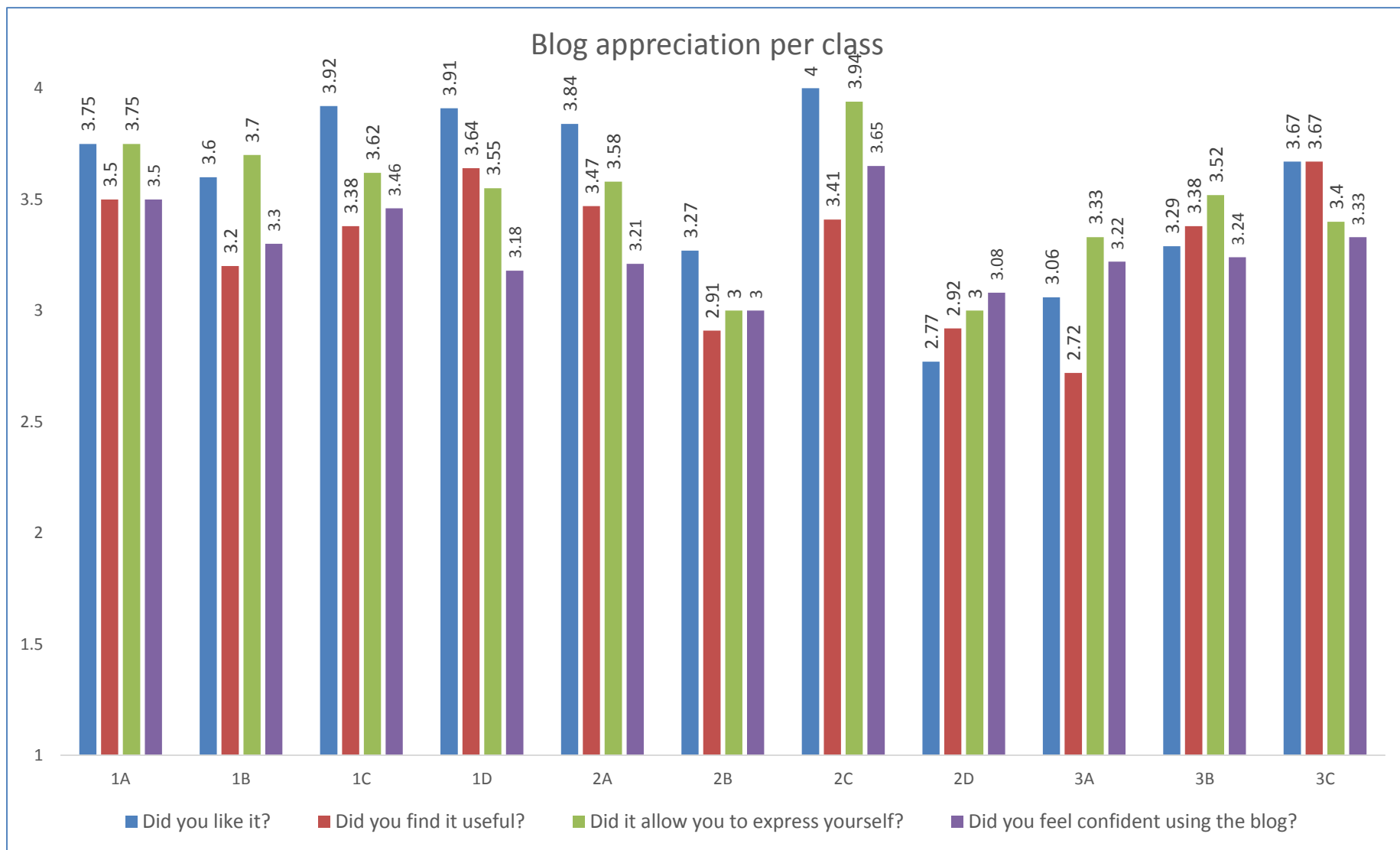
DID YOU FEEL CONFIDENT TO USE IT?

■ A lot ■ Quite ■ Not too much ■ Not at all



The team bloggging experience in each of the 11 classes of IC Fermi Romano:
interest, realizzation, utility, self-efficacy

Follow up questionnaire (closed ended question) N. 159

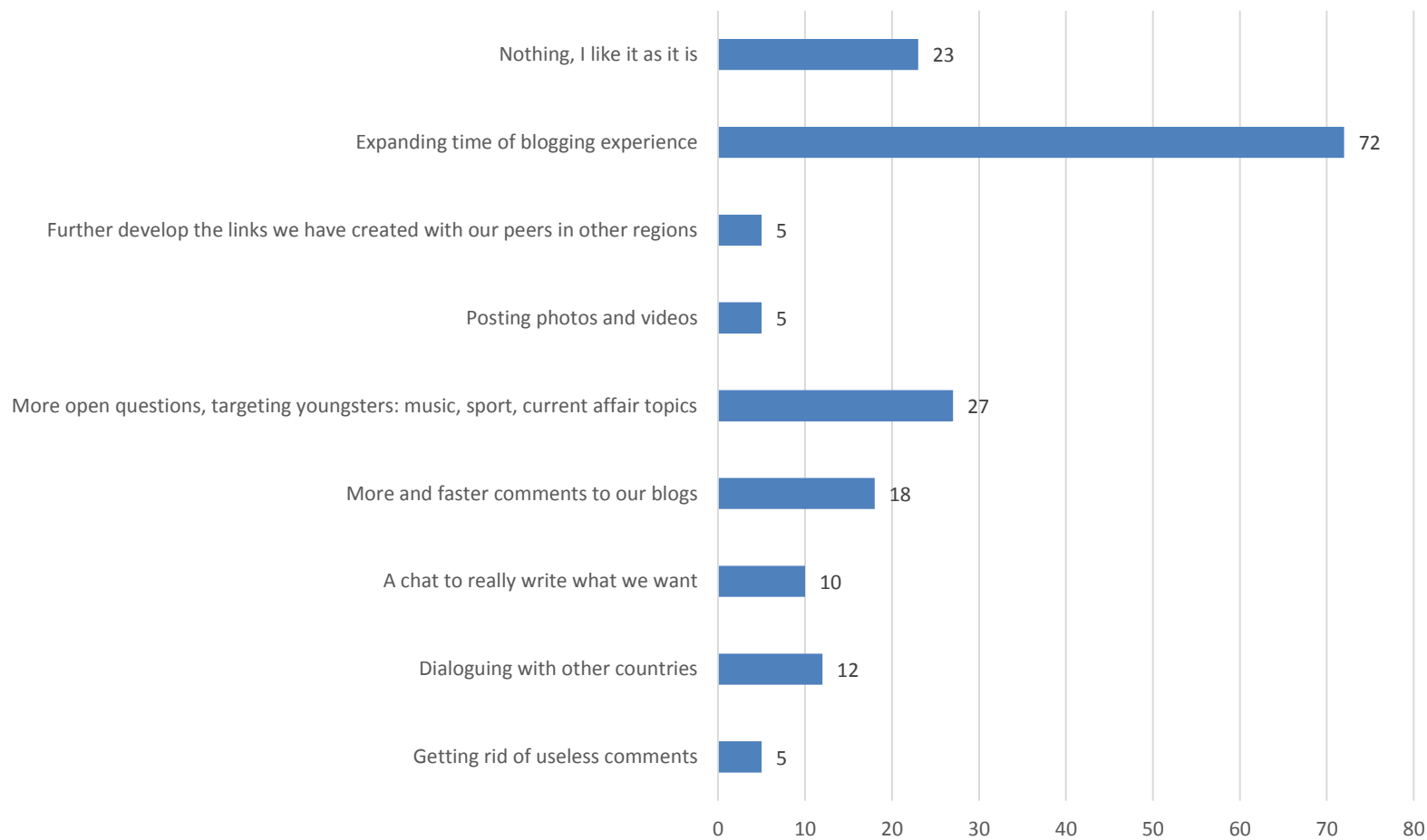


What would you change in the Team Blogging?

IC Fermi Romano di Lombardia

Follow up questionnaire (**open ended question**) n. 155

(multiple answers are considered)



Summing up....

The MIUR-TBFF CODIRS project creates an interesting scenario where to explore the challenges that education to dialogue faces when written dialogues are at stake. Students' written voices make clear that:

- if we want to develop dialogue skills we cannot disregard the technicalities and the atmospheres of school writing and the new literacies that underpin digital writing.
- dialogue and written dialogue may offer powerful contributions to the curricular teaching of writing

Some thoughts (1)

What kind of assessments for writing? And when?

Many students report discomfort about their writing at school "for being assessed". Students show how the perspective of assessment impose limitations upon their expression. Writing at school "does not leave me free and I am always assessed" says Martina. Listening to the students, the writing seems to become somewhat a victim of its own assessments. At the same time, however, some students also express a desire to have support, supervision, they feel reassured by the judgment of teachers, they are confident that they can learn more and their teachers can help a lot..

Some important questions about how to assess writing arise from this data. They must be tackled if we want to accommodate the digital writing and the written dialogue in classroom practice.

Some thoughts (2)

"And you ...? Write me, I am prepared to read?"

Writing as a tool for dialogue

In the school students' use of writing does not target a real audience, the main recipient is the teacher. The team blogging experience and the MIUR TBFF CODIRS research has highlighted a wide range of potential intervention on interactive writing. School days frequently lack "horizontal" opportunities, where children can read, write together, so - as many kids observe - writing suffers from a dangerous loss of sense. You write and write but there is no one "reading with their heart," says Maddalena (grade 7).

Students appear thirsty for comments and peer acknowledgement.

If there is one negative aspect in the blog experience, this is the fear of not receiving feedback, not to be seen and read - "I do not want to end up on the second page so that no one sees me" someone complains.

And students themselves become sophisticated assessors of the comments they receive., as becomes clear from the reading of their posts. However, as shown by the topics' analysis, they do not seem to have a clear idea of how to talk to their interlocutors.

This data shows that there is indeed a long way ahead if we really want to teach dialogue and how to use writing for dialogue. Many students are full of hope in being taught by their teachers, but for the time being they do not seem familiar with the question "and you? Write me, I am prepared to read you"

Some thoughts (3)

Themes and topics. What to write?

The topics on which they are invited to write appear to have a significant impact on students' pleasure of writing: this is not an original consideration, but it is never enough taken into consideration. Several students clearly describe their anguish against unpopular topics, and effectively explain how being confronted with an exciting topic can turn their involvement into new skills.

The issue of the popular/unpopular or pleasant/unpleasant topics of writing emerges from many sources: from the answers to the question "do you like writing at school?", from the analysis of the topics proposed, from the comparison blog / academic writing.

One wonders whether teachers adopt conscious strategies to address students' variability of interests, making appropriate strategical decisions and letting their actions be fairly inspired by students preferences.

Some thoughts (4)

The key and pen: the "new world" and the "old"

The keyboard seems to embody the enthusiasm for the new, for the speed, for a new beauty in everyday practice.

"It is nice to move your fingers on the keys" Luca writes. To the contrary, the traditional instruments of writing – the pen, the page, the correction fluid and the ink, as metaphorically someone even mentions- become instead the emblems of a wasted effort, something which makes your hand stiff and gets you tired and bored.

For most of the guys - though not for all - the "handmade" writing is far from having the charm of homemade pasta, rather it smacks of old, musty. It is almost perceived as an obstacle to the progress towards further skills.

Meanwhile digital writing tools are entrusted with "magic" powers to decide and do for themselves things which earlier everyone had to commit themselves to do (eg the magic of the spellchecker!). However, despite their enthusiasm, the students do not seem fully aware of these processes and their real implications. There is a clear need to investigate and reflect on the emerging new-old dichotomy , in order o tackle it in teaching with appropriate proposals.

Some thoughts (5)

Between the longing for an harbour, and the aspiration for "freedom": new literacies and new differences

Students' words portray the worlds of writing – the academic and the digital - as different and sometimes thick of real oppositions. Different are the worlds, but also very different are the ways in which students position themselves in these worlds. The students participating in the MIUR-TBFF CODIRS research seem to be particularly determined in the descriptions of their approaches. It seems that the digital scenario makes sharper the shades of some differences. There are those who "love" the key board -its modernity, its speed, its - and those who are not willing to bow at it and claim the right to use their pen, without being considered obsolete. There are those who feel overwhelmed by the assessment of teachers and those who feel reassured, because they can get support, advice, correction.

The list of dichotomies could be long and allow for interesting typologies.

One wonders to what extent teachers can work with constructive awareness with the "new" technological differences and gaps that the digital scenario is making even more dichotomous. Are teachers committed to design didactic architectures that can cope with these differences and make the students themselves aware? Or - like some CODIRS guys suggest - class life is still made of unbreakable paces of “a priori” established proposals? What kind of support and teacher training would be needed to make sure that classroom life approaches effectively the challenges and the opportunities of student participation and dialogue education within a context of multiple differences.

Some thoughts (6)

The blog as a bridge between two “writing worlds”?

Among the students who completed the baseline questionnaire few claim to have the opportunity to use blogs as tool of expression. Less than 20% use blogs, against 80% of those using chats. The latter are seen as the paradise of that "freedom of expression" which emerges as a greatest aspiration for most students, highlighted by multiple evidences in the MIUR-TBFF CODIRS research

This aspiration, the way students formulate it and attempt to achieve it, deserve further reflections which goes beyond the aims of this research. The blog - with its alternations of topics and dialogic post - could be an important bridge between "old" and "new" world. It could be the place for a renewal of reading and writing, where the motivation to write is fed by the lively suggestions provided by healthy contexts of dialogue. Here the questions: "Why do I write?", "To whom do I write?", "What do I write?" could find true recipients even if in a virtual arena. In fact, in the team blogging you do not write only "for the lesson, you must write with the computer, to the people who also write blogs" Yusuf comments in his sharp simplicity, (grade 6) and he adds "and this is something that I really like a lot."

Some thoughts (7)

Game rules, constraints & opportunities in the blog's organisation

What to do? How to do? The experience of the MIUR-TBFF CODIRS project - and the observations conducted jointly by researchers and teachers working with students - are showing us how in organising student blogs the architectures of rules and time are crucial. There can be many and varied ways, but the attention to the variables involved, to the monitoring and feedback, to the strategic use of the differences is essential. A convincing blog experience would be difficult to achieve for single teachers alone with their classes. The blog may become an instrument of real communication when it is based on an intense exchange which is possible in a network of schools, in different locations.

"Blogging" could then be a very useful way for:

- Let students discover the most productive ways to use writing for dialogue
- Help build an idea of writing as a flexible tool, useful for many purposes.

We could think of blended workshops for teachers, where different kinds of blogs, can be designed and tested in order to explore new instruments of knowledge building that allow students to achieve new participative identities inspired by intercultural and interreligious dialogues .

Which “new literacies”
for dialogue?



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GRAZIE!!!

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