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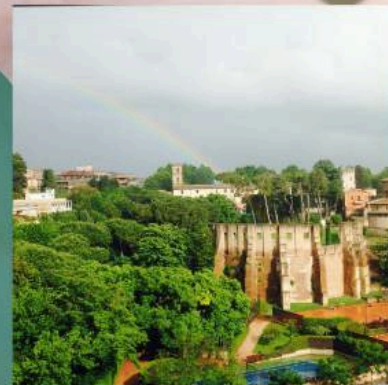
Principle  
2

Principle  
1

**How is the  
*Trialogical Learning  
Approach* applied in  
the project shown?  
How does it support  
inclusiveness?**

## PRINCIPLE 1

Organize trialogical  
activity around shared  
objects



*ROMA, Piazza Annibaliano*



3

## Principle 2

Interaction between  
personal and social levels of  
activity

*Students, Teachers, Parents,  
Municipality, Artists,  
Experts, Associations*



ACCADEMIA  
DELLE ARTI  
E NUOVE  
TECNOLOGIE

SCUOLA STATALE  
ISTITUTO  
COMPRESIVO

Luigi  
Settembrini



Nicola Machiavelli

Liceo Statale in Roma

*The dream  
team*

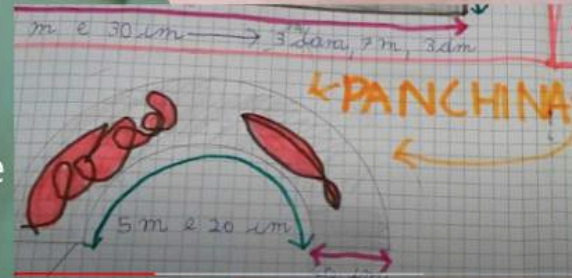






## Principle 3

Fostering long-term  
processes of knowledge  
advancement







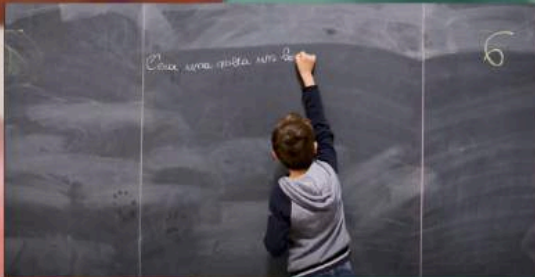
## Principle 4

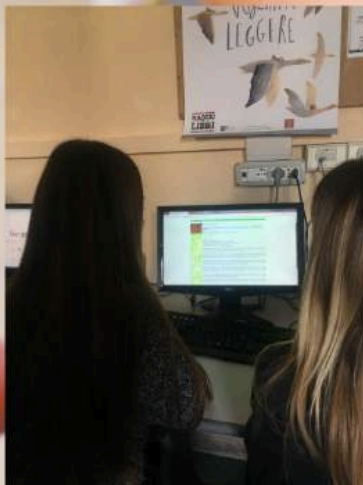
Development through  
transformation and  
reflection



## Principle 5

Eliciting (individual and collective) agency





## Principle 6

Flexible tool mediation for  
triological activity





# Critical incidents



**Incident:** some of the elder students (age 17-18) realized their voices were not properly represented in the video

The voice-over was amended to include more voices




**Incident:** some of the younger students (age 9-10) didn't like the music and recommended a more lively one

The music was changed after a careful selection with the students



*Several critical incidents proved students' ownership of the project and its processes.*

A close-up photograph of several hands of different skin tones reaching towards the center, holding a small, light-colored object. The image has a soft, greenish tint. The text is overlaid in the center in a white, italicized font.

*Working with real and shared objects  
provides the school with crucial  
opportunities for inclusiveness*

# References

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