

Margherita Di Stasio

Curriculum Vitae et Studiorum

CURRENT POSITION and INSTITUTIONAL RESPONSABILITY

From October 2014 I'm Researcher at National Institute for Documentation, Innovation and Educational Research - Istituto nazionale di documentazione innovazione e ricerca educativa (Indire).

At present time I'm member of the research line "Technologies for Active Learning Development" and from January 2021 I'm Head of the research line "Active Learning and Innovation in Humanities Curricula".

From 2020 I'm President of the Indire Guarantee Act Committee and member of the Indire Joint Body for Innovation.

EDUCATION

In 2002 I got "summa cum laude" degree in History of Contemporary Philosophy at the University of Florence.

In 2007 I got a PhD in Philosophical Sciences at the School of Content, problems and tools of Communication at the Università degli Studi di Siena, Arezzo; a master in Philosophical Sciences in 2005 (School of Contents, Problems and Instruments of Communication), master in Multimediality for E-learning in 2009 (Learning Science Faculty – University of Rome 3)

OTHER RESEARCH EXPERIENCE

I've got Young Researcher Scholar of the National Council of Research (CNR – Promozione Ricerca 2005).

RESEARCH INTERESTS AND PROJECTS

Starting from research on reliabilism in epistemology, in the field of teaching and training I am interested in the development of the concept of community, from the "community of speakers" to the "learning community". From this point of view, I carried on my research on: formal and informal learning environments and models (FOR Docenti); models for the growth of teachers through peer feedback and review in e-learning and in induction and in continuing training (Coding@school; Primaria 3D; NeoAssunti; Survey on National Plan of Teachers Training - PNSD); sustain innovation through action research and training research.

From the experience in projects on school improvement (VSQ and Vales) I have been able to frame the professional development of teachers as an element of the improvement of educational institutions; in this perspective I have developed my research on: the theme of Professional development and evaluation of teacher training (FOR Docenti; NeoAssunti Survey on National Plan of Teachers Training - PNSD); assessment in active learning through activities oriented to the

construction of the formative assessment path (Coding@school; Primary 3D; PON Coding e Robotica; PON Multilab).

My research is focused on the use of technologies in education and teachers training; I have a specific interest in media education, in coding, making and computational thinking (Coding@school; Primary 3D; PON Coding e Robotica). I'm conducting a cross-line research (research lines "Technologies for Active Learning Development" and "Active Learning and Innovation in Humanities Curricula" – PTA Indire) on analysis of the Logic and analytic philosophy as base for study natural and formal languages and for approach from an educational perspective computational and algorithmical thinking in educational context.

EDITORIAL ROLES

I am member of the Executive Committee of Philosophical Inquiries (ISSN 2282-0248) since its foundation in 2012.

I was a member of the editorial staff of ReF - Recensioni Filosofiche (ISSN 1826-4654) from 2007 to 2016.

I serve as referee for: JMLE – Journal of Media Literacy Education (ISSN 2167-8715) since 2020; Media Education – Studi, Ricerche, Buone Pratiche (ISSN 2038-3002) since 2018; Form@re – Open Journal per la formazione in rete (ISSN 1825-7321) since 2016.

SCIENTIFIC COMMITTEES AND WORKING GROUPS

I have been member of several scientific committees, working and research group. Some selected exemple:

- on Coding and Making: member of Scientific Committee in 2019 and of Organizing Committee in 2012 of "Interazione Bambini Robot" National Conference; member of Program Committee of "FabLearn Italy" International Conference in 2019 and 2020; member of the delegation of the European Schoolnet's 2018 Study Visit on Computational Thinking in Norway and Sweden (output: Balanskat A., Engelhardt K., Licht A.H., (2018). Strategies to include computational thinking in school curricula in Norway and Sweden- European Schoolnet's 2018 Study Visit. European Schoolnet, Brussels.)
- on professional development and evaluation of teacher training: Project manager in FOR Docenti (2010-2013); head of research group Valore Formazione (PTA Indire 2015 and 2016); member of "Technical Working Groups for the development and qualification of Teachers training process" (MIUR, 2017) and I am among the contributors of the Dossier "Sviluppo professionale e qualità della formazione in servizio" (MIUR, 2018).
- on education technology and active learning: member scientific committee "Adesia-Tech" 2010 and 2012 (Indire); member of working group E-English 2012 (MIUR).

TEACHING AND UNIVERSITY COLLABORATION

In 2015-2016 I am adjunct professor B015132 in Learning Technologies, at B011 Social Education Sciences at the Scuola di Studi Umanistici e della Formazione, University of Florence; in 2010-2011 and 2009-201 in New Dimension of Learning Environment at IUL.

QUALITY ASSESSMENT EXPERIENCE

I serve as Experts on Quality Assessment in 2019 for the assessment of project applications for “KA1 - Mobility project in the field of school education” for Erasmus+ Italy and for the assessment of project applications for “National Quality Label” for eTwinning Italy.

Recent publications

[Scaradozzi et al. In print] Scaradozzi, D., Lorenzo, G., Di Stasio, M., Miotti, B., Monteri_u, A., and Blikstein, P., editors (in press). Educational Robotics and Innovative Learning Environments - FabLearn Italy 2019. Advances in Intelligent Systems and Computing. Springer, Germany

[Di Stasio and Nulli, 2021] Di Stasio, M. and Nulli, G. (2021). Interfacce tangibili per la didattica disciplinare nel primo ciclo. dalla sperimentazione alla formazione. In Bozzi, G., Zecca, L., and Datteri, E., editors, Interazione bambini-robot. Riflessioni teoriche, risultati sperimentali, esperienze, pages 174{197. FrancoAngeli, MILANO

<https://ojs.francoangeli.it/omp/index.php/oa/catalog/book/636>

[Pettenati et al., 2021] Pettenati, M. C., Di Stasio, M., D'Amico, D., and Cerini, G. (2021). Monitoraggio del piano di formazione: organizzazione, modello e strumenti per l'indagine qualitativa. In Pettenati, M. C., editor, Paese Formazione. Sguardo d'insieme e viste particolari da esperienze nazionali di formazione degli insegnanti, pages 49{73. Carocci, Roma

[Di Stasio, 2021] Di Stasio, M. (2021). Una forma per la formazione: alla ricerca dell'unità formativa. In Pettenati, M. C., editor, Paese Formazione. Sguardo d'insieme e viste particolari da esperienze nazionali di formazione degli insegnanti, pages 103-115. Carocci, Roma

[Di Stasio, 2020a] Di Stasio, M. (2020a). Condividere e riflettere i risultati della ricerca con la comunità. In Camizzi, L., editor, Didattica della grammatica valenziale: dal modello teorico al laboratorio in classe, pages 213-225. Carocci, Roma. PressOnline
http://www.carocci.it/index.php?option=com_carocci&task=schedalibro&Itemid=72&isbn=9788829004188.

[Di Stasio, 2020b] Di Stasio, M. (2020b). Un modello di valutazione per il laboratorio di grammatica. In Camizzi, L., editor, Didattica della grammatica valenziale: dal modello teorico al laboratorio in classe, pages 174{197. Carocci, Roma. PressOnline
http://www.carocci.it/index.php?option=com_carocci&task=schedalibro&Itemid=72&isbn=9788829004188

- [Di Stasio, 2019a] Di Stasio, M. (2019a). Due scuole sperimentali: uno studio di caso comparato. In Pettenati, M. C., editor, *Visiting e Formazione Docente. L'esperienza delle visite a scuole innovative nell'anno di formazione dei docenti neo assunti*, pages 41-48. Tecnodid, Napoli.
- [Di Stasio, 2019b] Di Stasio, M. (2019b). Visita in scuole innovative e formazione docente. In Pettenati, M. C., editor, *Visiting e Formazione Docente. L'esperienza delle visite a scuole innovative nell'anno di formazione dei docenti neo assunti*, pages 20-26. Tecnodid, Napoli.
- [Di Stasio et al., 2019a] Di Stasio, M., Ranieri, M., and Bruni, I. (2019). Assessing is not a joke. alternative assessment practices in higher education. *FORM@RE - Open Journal per la Formazione online*, 19: 106-118. <https://oaj.fupress.net/index.php/formare/article/view/7488/7498>.
- [Stasio et al., 2019b] Stasio, M. D. D., Guasti, L., Niewint-Gori, J., and Nulli, G. (2019). Primaria 3d. gamification, riflessione e didattica curricolare in ottica making. *Scuola Democratica*, 3: 593-608.
- [Bruni et al., 2019] Bruni, I., Ranieri, M., and Di Stasio, M. (2019). Innovare le pratiche valutative in contesto universitario: percezioni di efficacia e resistenze degli studenti al self e peer assessment. In Lucisano, P. and Notti, A. M., editors, *Training actions and evaluation processes Atti del Convegno Internazionale SIRD*, pages 383-392, Lecce. Pensa Multimedia.
- [Ranieri et al., 2018] Ranieri, M., Di Stasio, M., and Bruni, I. (2018). Insegnare e apprendere sulle fake news. uno studio esplorativo in contesto universitario. *Media Education. Studi, ricerche, buone pratiche*, 9(1): 94-111. <https://oaj.fupress.net/index.php/med/article/view/8801/8379>.
- [Di Stasio, 2017] Di Stasio, M. (2017). Valutazione e collaborazione per la formazione dei docenti: al di là dell'ossimoro del senso comune. *Formazione e Insegnamento*, 15(2): 263-272. <https://ojs.pensamultimedia.it/index.php/siref/article/view/2356/2116>.
- [Nulli and Di Stasio, 2017] Nulli, G. and Di Stasio, M. (2017). Coding alla scuola dell'infanzia con docente esperto della scuola primaria. *Italian Journal of Educational Technology*, 2(17): 59-65. <https://ijet.itd.cnr.it/article/view/902/879>.
- [Cinganotto et al., 2017] Cinganotto, L., Di Stasio, M., Mangione, P. G. G. R., Messini, L., and Pettenati, M. C. (2017). Il pro_lo del docente etwinner. un bilancio di competenze per la valorizzazione professionale e l'orientamento formativo. *Giornale Italiano della Ricerca Educativa, Special Issue*: 325-341. <https://ojs.pensamultimedia.it/index.php/sird/article/view/2508/2253>.
- [Camizzi et al., 2017] Camizzi, L., Di Stasio, M., Messini, L., and Morini, E. (2017). Dalla validazione alla valutazione nelle formazioni indire: un'analisi del pregresso per l'individuazione di possibili sviluppi. In Magnoler, P., Notti, A. M., and Perla, L., editors, *La Professionalità degli insegnanti. La ricerca e le pratiche*, pages 633-653. Pensa MultiMedia, Lecce.