

Abstracts

Heritage Education: a useful and profitable discipline within the cultural heritage management

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Heritage Education is a discipline that has by now been able to develop a substantial body of theory and methodology and that moreover produced many examples of implemented and evaluated works. This means that we now have the foundations to build up coherent and ambitious proposals. In the view of the partial scrutiny conducted at the Spanish Heritage Education Observatory, we can posit the existence of a whole set of research lines to be further explored as well as a number of specific needs which, when properly met, will sensibly consolidate Heritage Education in Spain. Such gaps and demands as have been identified in the present article, in the form what we may call the *future directions* for heritage-related education over the upcoming decade. After many years of increasingly specialised research, Heritage Education has attained the status of a discipline in its own right, with a theoretical corpus, a powerful methodological array applicable to Heritage didactics and a high degree of specialisation and diversification in terms of focuses, models, designs and implementations. Therefore, Heritage Education is not only a main discipline within the cultural heritage management but useful and profitable too.

Keywords

Heritage education, didactics on cultural heritage, standards based programmes evaluation, National Education and Heritage Plan, Spanish Heritage Education Observatory.

Adult learning in temporary exhibitions

Cinzia Angelini

Can adult learning be measured at the end of a visit to a temporary exhibition? And if so, what are the most adequate tools? The two-year project *Una metodologia per valutare l'apprendimento degli adulti nelle mostre temporanee in un'ottica europea*, funded by the Department of Education of the University of Roma Tre, aims at answering those questions. The article presents the results obtained during the first phase of the research, that was held during the exhibition *Da Donatello a Lippi. Officina pratese*, hosted by the Museo del Palazzo Pretorio in Prato, from 13 September 2013 to 13 January 2014. From the 212 questionnaires collected, the visitors' profile and how they chose to visit the exhibition were described. Besides, through some cognitive questions it was possible to measure if and to what extent visitors acquired new knowledge at the end of the visit.

Keywords

Adult learning, temporary exhibitions, learning assessment, museum visit, understanding.

Education in the prison world

Teresa Savoia

The present article introduces a reflection about inmates and Literacy. This reflection raises through an overview on the available studies about Literacy in the prison world. Research on this subject has been developed in two ways: either on the entire population and the prison population or exclusively on the prison population. Both types of studies are valuable, since they allow a higher and closer knowledge of the educational profiles of this area of society which is generally unknown and hard to inspect. At the same time, they offer a wide basis of analysis between inmates' level of alphabetization as compared to the population in general and help make choices for future development. In Italy, research on inmates is very scanty. However, the international studies presented below lay the basis for a research that was led in an Italian prison in 2010, and which analysed the education, literacy and cultural habits of inmates.

Keywords

Inmates, literacy, cultural habits, prison education, recidivism.

Reading mathematics at school. Inferential reasoning on the Pythagorean Theorem

Gabriella Agrusti, Valeria Damiani, Daniele Pasquazi, Paola Carta

Reading a mathematical problem can be often challenging for students. To be successful, they need to understand the words, transposing their meaning on an abstract level, to identify the relations stated in the problem and the task requested. Even if the meaning of the words is known, the case can be given that the student cannot grab the global meaning, nor inferring useful implications to solve the problem. This article offers an overview on reading comprehension issues linked to mathematical texts, and then proposes a set of common mistakes made by young readers, emerged in a first exploratory field experience carried out with grade 7 students. Given that learning activities were carried out on the Pythagorean Theorem, specific attention was devoted to the transposition of words into geometrical figures.

Keywords

Reading comprehension, mathematics, Pythagorean Theorem, inferences, lower secondary school.

Values and teaching styles in primary schools. A study on teachers' self-perceptions

Valeria Caggiano, Martina Di Loreto

This contribution is aimed to be a conceptual proposal within the discussion on the teachers' assessment and also intends to make a contribution in the explanation of the variables affecting and characterizing the primary school teachers' teaching styles. The study fits within the international debate on this topic and more in specific on the tools used for the assessment, and returns the interest on Values as psychological dimension characterizing the teaching styles and the teachers' self-assessed skills. The use of the spanish scale "Escala de Evaluación de la Competencia Autopercebida del Docente de Educación Primaria" (ECAD-EP), together with the Schwartz PVQ scale (Portrait Values Questionnaire) involved a sample of 203 primary school teachers. According to the results, the values whom primarily affect the development of these skills and professional behaviors are: tradition, universalism, benevolence and self-direction. The first two affect more significantly and on a higher number skills,

while the rest have more specific and targeted influences. Further studies will show in depth the socio-demographic variables impact on the teaching styles, contributing to the international literature about these issues.

Keywords

Teaching styles, teachers' evaluation, teachers' self-perceived teaching competences, instructional variables, values.