

Abstracts

Emma Nardi, *In interiori puero, a research for cultural mediation in museums*

The following contribution introduces the general considerations that inspired *In interiori puero* project, created by the Author in 2016 and implemented in 2017, in cooperation with Vatican Museums and Istituto comprensivo “Mar dei Caraibi”. Starting from an analysis that shows how abstract the idea of museum is for children, the choice of Wenzel Peter’s *Adam and Eve in the garden of Eden* is motivated as an initial approach to the educational activity. It is, then, explained how the project overturned the common organization of museums visit for primary school pupils, and suggested a method that relies on the acquisition of that autonomy and awareness that is indicated in the same name of the research.

Keywords: museum education; art education; cultural mediation; primary school; handwriting.

Maria Serlupi Crescenzi, *Nulla die sine linea in the Paradiso Terrestre*

The educational action of Vatican museums was already implied in the words on the dedication plaque of *Museo Cristiano*, the first to be opened to visitors in 1757. In the Twentieth century, that mission has acquired a more precise cultural identity and in 1987 a specific Office for educational activities with schools was founded, thus underlining the relevance assigned to the relationship between cultural action and educational institutions, partners in the promotion of education and citizenship values. When the office was restored under the direction of Maria Serlupi, in 2008, a fruitful collaboration was started with Emma Nardi and the world of university. The project *In Interiori Puero*, created by Emma Nardi and ad-

dressings art and writing in schools, was thus truly welcomed in the Vatican setting. It showed a revolutionary impact in the schools, especially in a moment when hand writing has been so widely neglected. Significantly, *calligraphy*, in its same definition, is associated to drawing and, as such, to art, and this affinity marks the connection between writing and artistic creation, between reflection and creation.

Keywords: hand-writing; cultural action; Vatican Museums; reflection; creativity.

Paolo Campetella, *Writing practice and interpretation of artwork*

Within the main research project *In intellectu et in sensu* that promotes the handwriting practice to achieve handwriting competences in formal education contexts, *In interior puero* research aims to define relationships between writing and the development of autonomy in interpreting iconic messages for pupils of primary school.

The methodological design, as it has been defined by Emma Nardi who was responsible for this part of the project *In intellectu et in sensu*, combines a quasi-experimental approach for the core activity and qualitative methods to collect information on independent variables. Pupils from primary school, involved in the quasi-experimental activity, were asked to daily write a text of five lines about small parts of a Vatican Museums' painting for 51 days. When at the end of their experience, pupils demonstrated an improvement of observation and interpretations skills.

From the museum perspective, the research project contributes to develop a framework for designing education activities to enhance the development of cross competencies in formal education contexts.

Keywords: handwriting; museum education; cultural mediation; cross-competencies; interpretation capacity.

Teresa Savoia, *Uva passa... passa, ma non saluta: students' titles in the project In interiori puero*

The following contribution introduces a study on the titles of the texts produced by the students for the project *In interiori puero*. Titles are by themselves meaningful elements in the written production, as they reveal aspects concerning the cognitive processes of their writers. Specifically in this project, their choice implies an even more complex task, as they represent the synthesis between two different semiotic systems: the image proposed to the students as a stimulus for their productions and their written texts.

A framework was defined for the analysis of the *corpus* in order to describe them under different perspective, both structural (Genette, 1987; Di Fazio, 1984) and semantic (Eco, 1980; Adorno, 1979), and define how a title can be considered as good or not. Finally, a chronological analysis, conducted under these perspectives, allowed the possibility to verify a possible evolution of the titles in time and check the fruitfulness of the practice of hand writing.

Keywords: title, wrting processes, semiotic system, titrelogie, hand writing.

Cinzia Angelini, *Critical thinking and literacy*

This article shows a model for the development of critical thinking through the practice of handwriting. The model is inspired by the *digital chain* that Maryanne Wolf (2018) uses to demonstrate how reading skills are becoming weaker and weaker due to the use of technological devices. The hypothesis is that if a *mental habit* (Dewey, 1933) incline to thinking critically is structured while reading and writing skills are still under development, it is possible to limit the damages caused by digital reading. The model has been first applied to the works of one of the pupils participating in *In interiori puero*, a research activity conducted with the fifth-grade students of a primary school in Rome. The activity was directed by Emma Nardi within the experimental programme *In intellectu et in sensu* promoted by Benedetto Vertecchi. The model is currently being applied to the works of all the participating students.

Keywords: critical thinking, handwriting, reading and writing skills, writing process, reading comprehension process.

Elena Manetti, *Children and handwriting: self-expression and search for autonomy*

The widespread use of digital devices in primary Italian schools, often accepted as teaching tools, is one of the reasons for the lively debate on the role of handwriting, especially cursive, that is slowly surrendering to manuscript block capitals. On the other hand, in recent years school reforms have paid more attention to socio-cultural issues than to the formal learning of handwriting skills: the school has shifted from teaching rules and diligence to stimulating pupils' creativity and problem solving. Even the school programmes for primary schools provide no specific guidelines on how to teach handwriting skills, thus contributing to wrong habits or, even worse, to problems like dysgraphia. According to Cornoldi (1999), 13% of the students in

Italian schools are low-achievers, while Vertecchi (2016) shows how mental operations are reducing their effectiveness due to the (ab)use of technologies. Though the digitalization represents a great opportunity, schools need to find a way to make the two aspects of writing meet: the hand that writes codified signs allowing communication and the ability to type complex texts on a computer.

Keywords: handwriting; writing skills; dysgraphia; low-achievers; technological devices.

María Aranzazu Carrasco Temiño, María R. Belando-Montoro, *Adaptation and validation of the Questionnaire of Participation Behaviors (CCP) to a sample of undergraduate and graduate students in Social Education*

The objective of this work is to adapt and validate the Participation Behavior Questionnaire (CCP), prepared by Vergara-Lope and Hevia de la Jara (2012), in a sample of Spanish university students of the Degree in Social Education and the Master's degree in Advanced Studies in Social Education, from the Complutense University of Madrid. To that end, we carried out a lexical adaptation of the questionnaire, because there are differences in the democratic structure of both countries. We collect the questionnaires and we proceeded with a Factorial Analysis of Principal Components with Varimax rotation, to analyze the load of the reagents and the Cronbach's Alpha Coefficient what assesses the internal consistency. The results show four components similar to the original questionnaire, which respond to the following names: Politics, Participatory, Electoral, Associative-civic. The validation of the questionnaire provides a valid instrument to measure the participation behaviors of young people.

Keywords: participación, validación, cuestionario, estudiantes universitarios, educación social.