

An Engaging School: Processes, Relationships, Meanings

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Abstract

An engaging school promotes the active and responsible involvement because of its specific formative function, it is a strategic mean in getting the students acquire mental habits and favorable behaviors for their life. The exigencies of an engaging school are not only the necessity to work with the contents and with the specific didactics but also with the processes, the relationships, the meanings, the motivations which are at the bases of student success or failure. Quality and innovation in language teaching and learning depend on a series of primary elements: the techniques for the continuous improvement of the didactic activity, in addition the methodologies linked to work group and laboratorial activities, furthermore the pedagogical options related to the main step for the success of the didactic, that is the culture of planning. The presence of other techniques such as the docimological science, an important way to ensure an evaluation process meant as an intense and authentic relation of help, with the reference to the precious didactic mean of the mistake together with the methodological - cultural resources coming from an appropriate didactic application of the education to the civil coexistence can contribute significantly to maintaining quality in the institutions.

As a matter of fact quality and innovation in language teaching and learning is the consequence of a wide use of high levels of ICT. Teachers with high levels of ICT ability are able to encourage an environment more suitable to the migration of the teaching-learning system to the e-learning system. Teachers should work towards finding the right mix of teacher - assisted and e-learning based teaching learning environments. According to the students, schools should develop multimedia presentations that can better the quality of the teaching – learning environment as a whole.

In the end an engaging school has to develop not only useful didactic itineraries related to the individualization and didactic personalization but also methodological initiatives using new communication models and techniques of didactic personalization. Schools can become engaging for students only when it is so for the teachers: passion for teaching, professional motivation, cultural interests, culture of the change.

References

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