

Innovation Paths in Italian Schools: From Cl@ssi 2.0 to 4.0 Technologies

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EXECUTIVE SUMMARY

Almost 10 years after the Cl@ssi 2.0 project began in Italy, the contribution intends to take stock of the consequences and the development of the project, broadening the view to the role of informal learning and the new 4.0 technologies, with a look at the effects of the emergence of COVID-19. The last part of the chapter focuses on the role of new enabling technologies in the future model of 4.0 learning which in turn fits into the Society 5.0 framework. These scenarios will offer insights for a concluding reflection on Society 5.0, a society in which the integration of technologies will offer an opportunity to develop all sectors of social life, including the education and training sector.

INTRODUCTION

The aim of this contribution is to analyse some of the elements that have characterised the digitalisation process of Italian schools starting from the developments of the

CI@ssi 2.0 project, which, from 2009 to 2012, constituted a pioneering and at the same time significant experience for the promotion of innovation processes in Italian schools (Taddeo & Tirocchi 2012a; 2012b).

The evolution of the innovation process will also be analysed in relation to the current period, characterised by the entry of the latest generation of technologies, the so-called 4.0 technologies, linked to the rapid transformations that are taking place in the world of work.

Through the analysis of this path, the evolution of the digital school will therefore be examined, highlighting the following aspects:

1. CI@ssi 2.0 and subsequent evolutions: what were the elements that characterised it?
2. Formal and informal at school: what are the skills that a truly digital school (and society) requires today?
3. The new 4.0 technologies - innovative technologies for teaching. How are they contributing to the redefinition of teaching practices and to the experimentation of new learning models?

The analysis will also take the complex situation brought about by the pandemic spread of COVID-19¹ into account, which has had a clear impact on the perception and transformation of digital inclusion processes at school.

This scenario is also intertwined with the theme of the centrality of digital skills, the definition of which is evolving to include so-called transmedia skills (Scolari 2018), which increasingly interact with soft skills, which in turn include communication skills, transversal skills or other employable skills that underline flexibility and the ability to adapt to situations.

BACKGROUND

Our society is increasingly configured as an environment in which digital has taken on a particular centrality and in which all activities are now marked by the presence of platforms that are structuring the daily lives of individuals and are also contributing to changing the world of education.

This digital affirmation has also been accompanied by the emergence of the informal sphere in education, which has recently become an increasingly important component of teaching/learning processes. Formal and informal are two dimensions that must necessarily be integrated, since the shift of the educational centre of gravity from school to a multiplicity and variety of educational agencies has led to a readjustment and realignment of educational strengths and burdens. The entry

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