BOOK OF ABSTRACTS

ATEE Spring Conference 2024

Teacher education research in Europe: trends, challenges, practices and perspectives

Edited by Nicole Bianquin and Francesco Magni

May 29th – June 1st, 2024

S. Agostino, 2 - Città Alta, Bergamo, Italy

BOOK OF ABSTRACTS

ATEE Spring Conference 2024

Teacher education research in Europe:
trends, challenges, practices and perspectives

Edited by Nicole Bianquin and Francesco Magni

May, 2024

An event organised by:

Dipartimento di Scienze Umane e Sociali, University of Bergamo // www.dsus.unibg.it

CQIIA – Centro per la Qualità dell'Insegnamento, dell'Innovazione didattica e dell'Apprendimento, University of Bergamo // www.cqiia.unibg.it

ATEE – Association for Teacher Education in Europe // www.atee.education

In collaboration with:

	SIPED Società Italiana di Pedagogia		**Bahuahus4EU** European University Alliance
	CIRSE Centro italiano per la ricerca storico educativa		**Comenius Association** European Higher Education Network of Teacher and Social Education
	SIPSE Società Italiana per lo Studio del Patrimonio Storico-Educativo		**EfVET** European forum of Technical and Vocational Education and Training
	SIPeGeS Società Italiana di Pedagogia Generale e Sociale		**ETF** European Training Foundation
	SIPeS Società Italiana di Pedagogia Speciale		**INVALSI** Istituto nazionale per la valutazione del sistema educativo di istruzione e di formazione
	C.I.R.PED Centro Italiano di Ricerca Pedagogica		**Ufficio Scolastico Territoriale di Bergamo**
	SIREF Società Italiana di Ricerca Educativa e Formativa		
	SIRD Società Italiana di Ricerca Didattica		

Conference Chair

Nicole Bianquin, associate professor in Special Education, University of Bergamo, ATEE member;

Francesco Magni, assistant professor in Education, University of Bergamo, ATEE member.

Scientific committee

Adolfo Scotto Di Luzio, Vice-Rector for Didactics, Guidance and Placement, University of Bergamo, Italy

Marco Lazzari, Head of the Department of Human and Social Sciences, University of Bergamo, Italy

Anna Maria Falzoni, Director of CQIIA - Centre for Teaching Quality, Teaching Innovation and Learning, University of Bergamo, Italy

Maria Assunção Flores, University of Minho, Portugal
Joanne Banks, Trinity College of Dublin, Ireland
Federica Baroni, University of Bergamo, Italy
Tore Bernt Sorensen, University of Glasgow, Scotland (UK)
Paolo Bertuletti, University of Bergamo, Italy
Serenella Besio, University of Bergamo, Italy
Antonio Borgogni, University of Bergamo, Italy
T.J. Ó Ceallaigh, University College Cork, Ireland; ATEE AC member
Monica Crotti, University of Bergamo, Italy
Linda Daniela, University of Latvia, Latvia
Dietmar Frommberger, University of Osnabrück, Germany
Paola Gandolfi, University of Bergamo, Italy
Mabel Giraldo, University of Bergamo, Italy
Etti Gordon Ginzburg, Oranim College of Education, Israel
Michiel Heijnen, Marnix Academy, Netherlands; ATEE AC President
Erika Kopp, Eötvös Loránd University, Hungary; ATEE AC member
Marta Kowalczuk-Walędziak, University of Bialystok, Poland
Anna Lazzarini, University of Bergamo, Italy
Hagen Lehmann, University of Bergamo, Italy
Nicola Lovecchio, University of Bergamo, Italy
Gale MacLeod, University of Edinburgh, Scotland (UK)

Fernando Marhuenda Fluixá, Universitat de València, Spain
Alessandra Mazzini, University of Bergamo, Italy
Sara Nijs, Leuven University, Belgium,
Katrin Poom-Valickis, University of Tallinn, Estonia
Andrea Potestio, University of Bergamo, Italy
Evelina Scaglia, University of Bergamo, Italy
Johannes Karl Schmees, Norwegian University of Science and Technology (NTNU), Norway
Leah Shagrir, Levinsky College of Education, Israel; ATEE AC member
Olena Shyyann, Lviv State University of Physical Culture, Ukraine; ATEE AC member
Vasileios Symeonidis, Pädagogische Hochschule Freiburg, Germany
Ronny Smet, Karel de Grote University of Applied Science and Arts, Belgium; RDCs Coordinator of ATEE
Agnieszka Szplit, Jan Kochanowski University Of Kielce, Poland; ATEE AC Vice-President
Elena Theodoropoulou, University of the Aegean, Greece
Philippe Tremblay, Université de Laval, Québec
Vidmantas Tūtlys, Academy of Education, Vytautas Magnus University, Lithuania
Wieland Wermke, Stockholm University, Sweden
Mara Westling Allodi, Stockholm University, Sweden
Jenny Wilder, Stockholm University, Sweden
Rano Zakirova Engstrand, Stockholm University, Sweden

Organizing committee

Virginia Capriotti, University of Bergamo
Sara Cecchetti, University of Bergamo
Federico Chiappetta, University of Bergamo
Emilio Conte, University of Bergamo
Ester Guerini, University of Bergamo
Paolo Lazzaroni, University of Bergamo
Alice Locatelli, University of Bergamo
Isabel Maggiarra, University of Bergamo
Fabio Sacchi, University of Bergamo
Arianna Taravella, University of Bergamo

Table of contents

Parallel session n. 3
Day 3 // Afternoon / Friday, 31st May 2024

Poster section

Parallel session n. 2

Day 3 // Morning / Friday, 31st May 2024

B.5. Digital innovation and artificial intelligence (AI): schools, teachers and students between real and virtual world

ATEE Spring Conference 2024 // Bergamo   May 29th – June 1st 2024

B.5. Digital innovation and artificial intelligence (AI): schools, teachers and students between real and virtual world

LET ME INTRODUCE OPEN EDUCATION… FACILITATING PROSPECTIVE TEACHERS' UNDERSTANDING OF OPEN EDUCATION THROUGH AN AI-BASED TOOL

Francesca Crudele, *University of Padua*, Italy, francesca.crudele@phd.unipd.it
Beatrice Doria, *University of Padua*, Italy, beatrice.doria@phd.unipd.it
Laura Foschi, *University of Padua*, Italy, lauracarlotta.foschi@unipd.it
Graziano Cecchinato, *University of Padua*, Italy, graziano.cecchinato@unipd.it
Valentina Grion, *University of Padua*, Italy, valentina.grion@unipd.it
Juliana Raffaghelli, *University of Padua*, Italy, juliana.raffaghelli@unipd.it

Open Educational Resources (OERs), first defined by UNESCO (2011) as "any educational material that can be used, adapted, and shared without restriction", are central to promote access and inclusion. The EU still expresses the importance of open education (https://joint-research-centre.ec.europa.eu/what-open-education_en) as a driver in the innovation of educational provision, reducing the barriers to access to quality education. However, embracing OER is still a badly understood and little practised approach (Ossiannilsson et al., 2020).

In this presentation, we explore ENCORE, a tool for undergraduate and prospective teachers designed to embrace open education. As mediational tool (Ghislandi et al., 2013), we hypothesised that it could enhance prior pedagogical knowledge and values to move towards an open educational perspective.

ENCORE combines AI-driven tools to retrieve relevant open educational resources to improve the teaching-learning process. Its main goal is to guide educators in designing courses to address contemporary challenges such as digitalization, climate change, and post-COVID economic recovery (Raffaghelli et al., 2023).

Two project-based workshops on ENCORE were implemented, with 64 participants. A pre-post test (student's t-test) based on EU recommendation (OpenEdu Framework, Inamorato et al., 2016) shows relevant results. The subscales "OER knowledge,"" "Using OER," and "Understanding and contribution to Open Knowledge" were significant at the cut-off level of <.001 (df = 63, t = 9.43, 9.83, 7.22, respectively). Moreover, the UTAUT scale was applied, observing that the most important variables for this sample were, in decreasing order: 1) performance expectation (avg. score 15.4) and behavioural intentions (15.1); 2) social influences (13), facilitating conditions (12.9) and effort expectation (12.3). This means that for the participants, the impact of using ENCORE to embrace an open educational perspective is relevant.

The results show the validity of ENCORE for the initial teachers' training (undergraduate level) to embrace an open educational perspective.

Keywords: open education; AI-driven tools; initial teachers' training

Bibliography

Ghislandi, P. M. M., Raffaghelli, J. E., & Yang, N. (2013). *Mediated Quality: An Approach for the eLearning Quality in Higher Education*. International Journal of Digital Literacy and Digital Competence, 4(1), 56–73. https://doi.org/10.4018/jdldc.2013010106

Ossiannilsson, E., Zhang, X., Wetzler, J., Gusmão, C., Aydin, C. H., Jhangiani, R., Glapa-Grossklag, J., Makoe, M., & Harichandan, D. (2020). *From Open Educational Resources to Open Educational Practices. Distances et médiations des savoirs*. Distance and Mediation of Knowledge, 31, Article 31. https://doi.org/10.4000/dms.5393

Raffaghelli, J. E., Foschi, L. C., Crudele, F., Doria, B., Grion, V., & Cecchinato, G. (2023). *The ENCORE Approach. Pedagogy of an AI-driven system to integrate OER in Higher Education & VET* (https://hdl.handle.net/11577/3502320; DLV 5.1; ENCORE Project Report Series, pp. 1–94). University of Padova; Padova Research Archives. https://www.research.unipd.it/handle/11577/3502320

UNESCO. (2011). *A Basic guide to open educational resources* (OER). UNESCO Digital Library. https://unesdoc.unesco.org/ark:/48223/pf0000215804