

MEDIA EDUCATION: STUDI, RICERCHE, BUONE PRATICHE

Collana a cura del MED – Associazione Italiana
per l'Educazione ai Media e alla Comunicazione

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La collana a cura del MED (Associazione Italiana per l'Educazione e ai Media e alla Comunicazione) prosegue il suo percorso di formazione e di ricerca nel campo scientifico della Media Education. Al pari della rivista «Media Education: Studi, Esperienze, Buone pratiche», attiva dal marzo del 2010, è stata fortemente voluta dal fondatore della nostra Associazione, Roberto Giannatelli, uno dei primi studiosi ad aver portato la *media education* all'interno dei confini delle nostre università e delle nostre scuole che ci ha lasciati nell'ottobre del 2012. I primi dieci volumi pubblicati dal MED hanno aperto un orizzonte in Italia ancora inesplorato, una prima collezione di riflessioni e lavori scientifici mai apparsa prima nel nostro paese.

La collana ora riparte con nuovo editore e si propone di stimolare la realizzazione di ricerche e la pubblicazione delle opere più interessanti in relazione all'educazione ai media e all'uso dei media nella scuola (e nel territorio) allo scopo di migliorare l'apprendimento dei nostri alunni e di sviluppare competenze medial e digitali utili per affrontare la complessità del mondo odierno e per costruire una professionalità futura, anche in riferimento alle Indicazioni nazionali per il Curricolo scolastico.

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Introduction

MARIA RANIERI, LAURA MENICHETTI, MARTHA KASCHNY BORGES*

In many countries around the globe, the mission and the organisation of schools are changing and, therefore, also the role of teachers and what is expected from them (OECD, 2017). Teachers are increasingly asked to face new challenges including teaching in multicultural classrooms; integrating students with special and different learning needs; developing digital, media and information literacies for preparing their students; using information and communication technologies (ITC) effectively for teaching, and so on.

In this context, new challenges are also emerging for Teacher Education and Training. On one hand, the higher education system is required to rethink its educational offer in order to innovate both contents and methods of academic teaching. From this point of view, it is well known the call for the renewal of academic pedagogies by the side of international bodies such as the OECD (Hénard & Roseveare, 2012) or the High-Level Group on the Modernisation of Higher Education (McAleese *et al.*, 2013), which are recommending public institutions to support the improvement of quality teaching and learning at the university level.

On the other hand, the challenge of in-service teacher professional development is still in place with a myriad of heterogeneous and ephemeral initiatives, a plethora of methodological models for teacher professional development and a consistent amount of uncertain results about the effectiveness of interventions (see, for example, the case of innovation of teaching practices in OCDE, 2015).

With all this in mind, this book collects a series of contributions which were presented and discussed during the international work-

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shop Teacher Education & Training and ICT between Europe and Latin America, organised by the editors of this book at the University of Florence on November 19th, 2018. The aim of the workshop was to compare at national and international level different perspectives on emerging needs and approaches to Teacher Education and Training, with special attention to Europe and Latin America and a focus on intercultural and digital training.

More can be done and said on these issues, of course, especially considering that two main contexts were taken into consideration, that is Italy and Brazil. However, the workshop as well as the book can be considered as a first step towards a reflection which promises to go beyond the seminar and the book to develop further theoretical and practical work in the near future.

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