

NEW FRONTIERS OF TEACHING: THE WRITING FOR INCLUSION AND EUROPEAN CITIZENSHIP (WIN) PROJECT

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Abstract:

The historic moment we are living in is characterized by social, economic and political instability. Such situation has led to inhuman behaviours that use religious, political and economic ideologies to build walls of mental and physical separation, that are materialized in massacres and actions that lead to misery and hunger communities, regions and even entire nations. In this scenario, the school as the main source of education of the future minds is called to create the preconditions to foster better inclusion and integration among people and most importantly among the youth. To this end, the present research aims to propose the introduction of narration in the school disciplines in order to meet the needs of our era.

In order to reach our scientific goals, we have first conducted a content analysis of the existing literature in the field of teaching methods in general and more specifically the benefits of narration in educational processes. As a second step, we used the "Writing for Inclusion and European Citizenship (WIN) Project" as a case study. The project involved 4 high-schools of 4 different European countries (Italy, Greece, Portugal, and Romania). Each school is represented by 2 teachers and 20 pupils (age 13-15). The pupils participating come from different social backgrounds. The projects core activity is a Writing Relay. The outcome of the project will be a story written by the 4 participating schools. An author gives the incipit to the first school which writes the first chapter of the story, once finished, the chapter is translated in the 4 languages of the participating countries and English, and then passed it to the next school that continues the story and so on.

The project will be concluded in 2019, but the first results show a significant change in the attitude of both pupils and teachers towards what is for them considered as "foreign".

The school today more than ever, must take on the great commitment of making sure that each discipline concentrates its contents towards a more responsible, unitary and humanitarian consciousness.

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