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The MOIDA Project: The Experience of Research With The Provincial Centers For Adult Education In Italian Context

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ABSTRACT
The paper describes the main actions and results of the MOIDA project, which has seen the collaboration between the University of L'Aquila and the Provincial Centers for Adult Education (CPIA) of the Abruzzo Region. Starting from the study of educational contexts characterized by a high variety of learner characteristics and extreme variability of learning conditions, the project focused on the analysis of lesson planning processes and their results, trying to increase the micro-design skills of teachers and support decision-making processes in situations to improve the quality of education. It used structured observation and critical reflection, combined with the techniques of videotaping and modeling of a stimulated lesson carried out by an expert teacher, to enable the teacher to create a lesson model capable of combining theory and practice within a micro-teaching lesson study that, from the definition of the plan (structure and forecast) to its realization (videotaping), used all the resources of the participants in a collaborative perspective.

Keywords: Lifelong learning; Italian Centers for Lifelong Learning (CPIA); Teachers; Teaching; Instructional Design

INTRODUCTION

The goal of quality adult education aligns with the 17 Sustainable Development Goals and 169 targets (SDGs) adopted by the 70th United Nations General Assembly in 2015 to end poverty, inequality, and inequality in all its forms - everywhere, as such forms have evolved and created cumulative effects that are unsustainable, with wide variations across countries. The fourth SDG aims to "ensure inclusiveness and equity in quality education and promote lifelong learning opportunities for all."

Indeed, lifelong learning is interpreted as a genuine European strategy that can contribute to supporting smart, sustainable, and inclusive growth, where skills development is seen as an important policy tool to address the ongoing economic crisis, an ageing population and the EU's broader financial and social strategy in the context of globalization.

There is convincing evidence that the development of education is strongly correlated with the economic one, but as the causal effect of this relationship still remains closely linked to the quality of education, which remains one of the most determining causes of economic growth and income, since the construction of useful skills facilitates more levels of high productivity among those who possess them compared to those who do not (Schutz, 1961). The correlation between education and work is a very important fact in the entire scientific literature, especially regarding the basic skills, and the mathematical and linguistic skills of the adult population, which still today represent a real and precise problem, because they have a positive effect on success in the labor market and in social life.

The PIAAC 2012 Survey of Adult Skills (OECD, 2013; OECD, 2016; OECD, 2019f; OECD, 2019b), which collected a series of representative samples of the resident population aged 16-64 in each participating country, found that:

a. Adult skills appeared to be significantly correlated with educational attainment.
b. The language and mathematical skills of Italian adults were among the lowest in OECD countries, and the performance of Italians appeared to vary according to socio-demographic characteristics, although the differences were almost similar to those found on average in the countries participating in the study.
c. There was a large difference between the language and mathematical skills of residents born in Italy and those born abroad, although in all countries, including Italy, adult skills seemed to be significantly correlated with educational attainment.
d. The use of language and mathematical skills in the workplace appeared to be more limited in Italy than in other countries, although it was more frequent in solving complex problems at work.

To respond to these needs, (OCDE, 2019a) proposes to take urgent action in the areas of the lifelong learning system, mainly in terms of the acquisition of basic and life skills. broader. Indeed, the current level of adult skills is one of the key factors underlying the need to define timely adult learning systems in the future. Better skills are also important to protect adults from potentially negative effects related to the labor market (e.g. automation). A highly skilled workforce is essential for different countries to benefit from technological progress and to have the opportunity to grow and develop. Despite the importance of improving the skills of low-skilled adults, the weaker groups are still severely under-represented in adult learning and do not meet the necessary requirements for professionalisation. Low-skilled adults are often not in full-time employment and find it more difficult to access training (OCDE, 2019b). Improving basic skills has the potential to engage adults in a virtuous cycle of further skills acquisition throughout their working lives. The OECD (2019b) identifies the main determinants of urgency at the level of adult education and training, including current skill levels, demographic and structural change, automation, and globalization, and uses a comprehensive set of indicators to assess the urgency of training needs in different countries. Figure 2 presents indicators of the proportion of adults with low levels of basic skills in the countries for which data are available: 26% of adults are only able to perform basic reading and/or mathematical tasks. An even larger number (37%) of adults have low or very low skills in using digital technology and communication tools to navigate and solve everyday problems (so-called digital problem-solving skills).

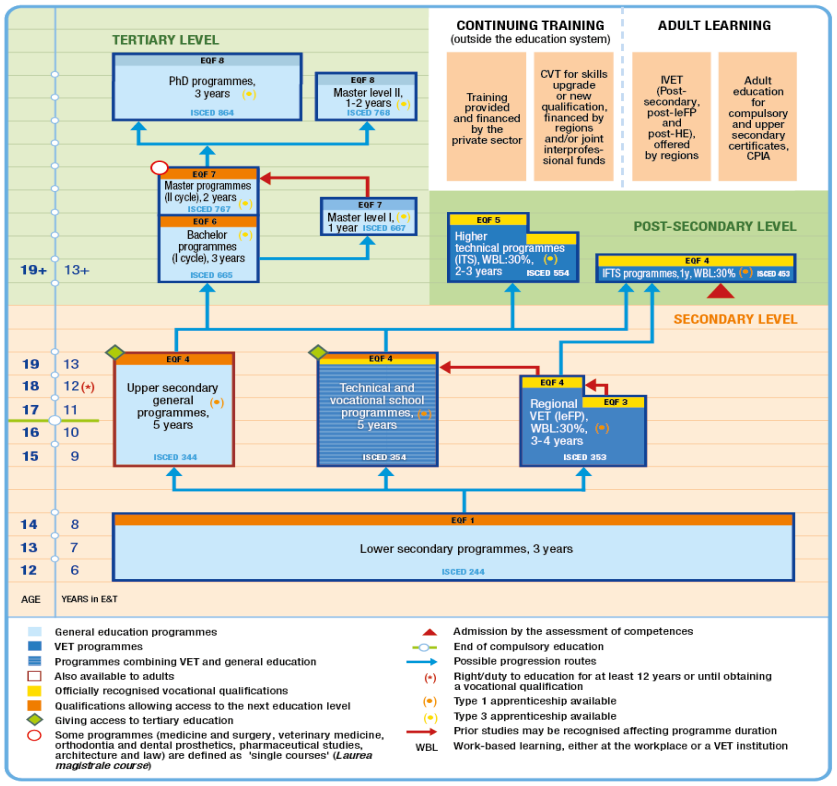


Figure 1. NB: ISCE-P 2011
Source: *Cedefop and Refernet Italy*, 2022

Reports from the European Center for the Development of Vocational Training continue to confirm how adult learning participation is still influenced by individual socio-demographic characteristics and factors such as age, education, employment and occupational conditions. Generational gaps are widening, with learning opportunities more available to young people, those with higher levels of education and those in skilled jobs than to those with low levels of education, those over 45 and those in low-skilled jobs.

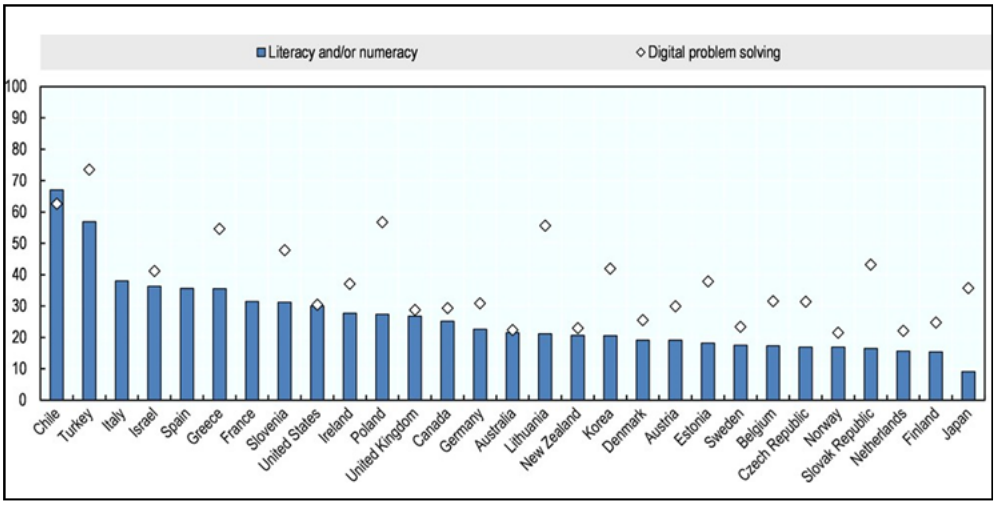


Figure 2. *Adults with low basic skill* levels. % of adults aged 25 to 64 years. Source: OECD (2013; 2016)

As reported in Getting Skills Right: Future-Ready Adult Learning Systems6 (OECD, 2019a), the world of work is changing with digitalization, the expansion of globalization, and the aging of the population. Adults are participating in education and training, but many people want to acquire labor market skills to advance their careers. Across OECD countries, 73% of adults participating in formal education and training say they did so for job-related reasons, as do 83% of those who have participated in non-formal education and training, of whom 48% say they did so to improve their job or career prospects.

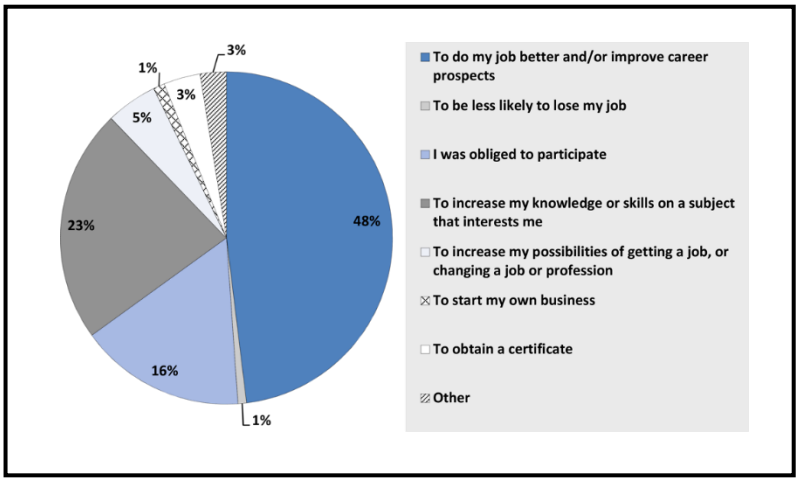


Figure 3. Measures *of participation in non-formal work-related education and training by adults. %* of participants. *Average of OECD countries participating in PIAAC; only non-formal work-related education and training.* Source: OECD (2013, 2016)

Other important reasons include the obligation to participate (16%) and interest in increasing knowledge in a certain area or topic (23%). The extent to which individuals reap the benefits of change depends on the readiness of adult learning systems to help people and develop skills relevant to the changing world. To improve social mobility and socio-economic outcomes, it is important to eliminate inequalities and to give everyone concrete opportunities to obtain a high-quality education, a fundamental aspect of the social contract.

METHOD

The MOIDA project (Methodologies, Orientations and Interpretations for an Active, Objectivist and Strategically Integrated Teaching) is a research program promoted by the "Center for Research, Experimentation and Development" (CRSS) (art. 28, paragraph 2, letter b of DM 663/201), for which the University of L'Aquila has the scientific responsibility. It focuses on the design and micro-teaching techniques, with particular attention to "lecture-making" in mathematics and the Italian language, i.e. in the areas of competence considered most correlated with professional success. The project revolves around two axes that focus on training teachers from the

Provincial Centers for Adult Education (CPIA) in Abruzzo (L'Aquila, Teramo, and Chieti-Pescara) in micro-teaching with the aim of:

a. Improve the conditions of "lecture making" and facilitate the process of lesson structuring by teachers;
b. Improve analytical skills and teaching strategies by strengthening the mechanisms of lesson planning and implementation to facilitate learning a science of teaching (design).

The research path included a training phase, a kind of "methodological training" both in person and online, including the use of a specific framework for observing and analyzing "teaching situations, as well as opportunities to practice the use of strategic lesson plans to make visible the teaching actions and teachers' thinking about teaching-learning processes for planning and implementing lessons created according to precise models of instructional design and the construction of a classroom "discourse" and "action.

The project began with the study of educational contexts characterized by a high diversity of learner characteristics and extreme variability of learning conditions, such as those associated with adult education:

a. On the analysis of lesson planning processes and their outcomes in an effort to increase teachers' micro-planning skills and support situational decision-making processes to improve the quality of instruction;
b. On the use of an integrated methodology that enhanced the use of structured observation and critical reflection in conjunction with the techniques of videotaping and modeling a stimulating lesson led by an expert teacher;
c. On the teacher's ability to construct and implement an instructional model capable of combining theory and practice within a Micro-teaching Lesson Study (MLS) format that, from the definition of the plan (structure and prediction) to its implementation (videotaping), used all the resources of the teachers participating in the research in a collaborative effort.

The main question from which this study started was: "Is it possible to use video observation/analysis and reflection in a context with a high variety of characteristics of learners and a high variability of learning conditions to strengthen teachers' micro-planning skills and their action reflection processes in lesson planning?

Action reflection was understood here as a form of focused, persistent, and critical reflection aimed at achieving a goal (Dewey, 1933), using an expert's observation of a videotaped lesson as a stimulus for appropriate lesson plan construction and implementation. To be effective, teacher reflection must lead to concrete improvements in teaching practice. Indeed, without action, reflection on teaching loses its original purpose. Therefore, the study of the process of "reflection on, for, and in action" using guided and structured observation involved an effort to focus on the key elements contained in the main research questions, namely:

a. CPIA teachers are able to identify areas of direct lesson improvement when exposed to a videotaped stimulus lesson enhanced by observational/reflective analysis;

b. teachers are able to conduct a critical-reflective analysis of their own teaching following a training intervention designed to use a video-enhanced observational/reflective lesson analysis model;
c. teachers can understand solutions for identifying potential improvements following a training intervention designed to use a video-enhanced observational/reflective analysis model of the lesson.

In the alternative, it was a matter of understanding:

a. the impact of precise instructional micro-design patterns (lesson plans) on an observational/reflective video enhanced lesson analysis model;
b. the investment of time and effort required for teachers to use an observational/reflective video enhanced lesson analysis model is reasonable;
c. critical thinking is enhanced by an observational/reflective video-assisted lesson analysis model.

"Lecturing" and design skills

The research starts from the idea of the lesson as a valid tool to improve the teaching-learning processes and increase their effectiveness (Burroughs & Luebeck, 2010), as well as how to carry it out in collaboration with others, inducing teachers to act didactically in a more significant way, starting from the acquisition of new models and techniques with which the lessons can be developed and realized. Teaching, therefore, should be understood as an evolving practice that requires focused attention, internalized awareness, and critical reflection on the action, which implies the ability to face difficulties, to meet the work and to remove all the barriers that may hinder the understanding of both learners and teachers (Nuzzaci & Bandiera, 2018).

"Lesson making" and design skills in terms of precise planning, selection and relevant use of materials, and clear expression and communication directly impact student understanding, learning, and engagement (Marble, 2007), while also allowing teachers to assess their teaching effectiveness (Murdaca, Nuzzaci, Oliva, & Cuzzocrea, 2014).

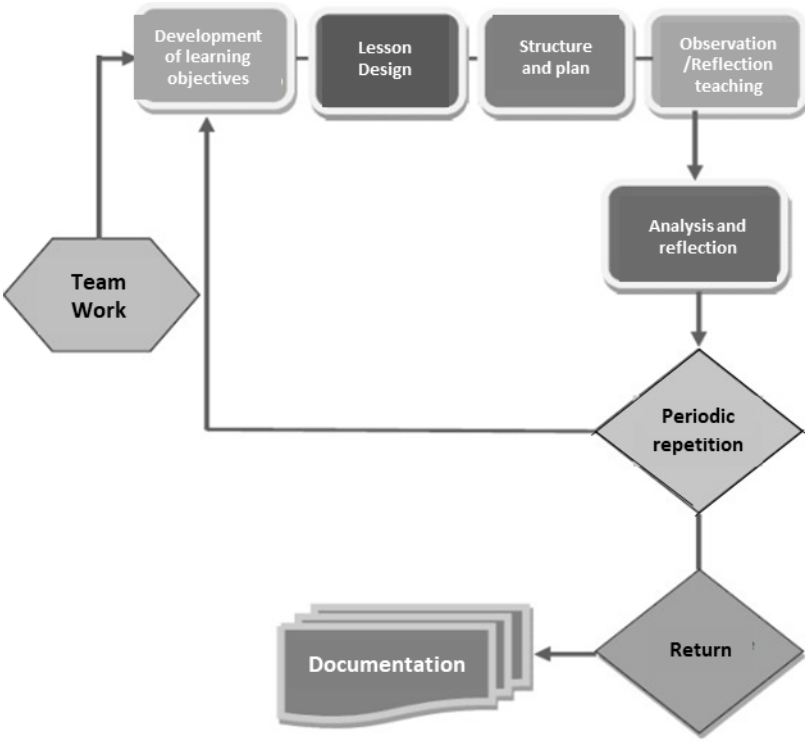


Figure 4. *The path of work*

The MOIDA project focused mainly on the analysis of lesson planning processes and their outcomes to try to increase teachers' micro-design skills and support their decision-making processes in situations using an integrated methodology and multifocal that, through the use of structured observation and critical reflection, starting from a stimulating lesson conducted by an expert teacher, with the help of videotaping and modeling techniques, to enable CPIA teachers to learn how to design a lesson plan and implement it.

These were basically:

a. To combine theory and practice within a precise scheme that, starting from the definition of the lesson plan (structure and forecast) and its realization (video recording), makes use of the implicit knowledge of the famous participants and their previous acquisitions.
b. Prepare a technical plan of the lesson that would allow teachers to manage its opening, body and closing, and a practical plan that would help them to control its timing (preparation, opening, application and evaluation) and phases;
c. Develop a lesson structure that would strengthen the alignment processes, making it more coherent in terms of objectives, prerequisites, content, strategies and verification systems adopted, both in the planning phase (plan structure) and in the implementation phase (action), in terms of exposure/presentation style, clarity, etc.;
d. Develop a "lesson design" that takes into account the recovery of prerequisites, in

terms of the use of what has been previously taught and learned by the students; the introduction, in terms of the continuity between what precedes and follows the lesson, as well as its link to the concrete aspects of reality; the presentation, in terms of the control in the introduction of new information and concepts in relation to the material and the task(s) with sidelines; the practice, in terms of the opportunities to practice the information received and the skills acquired; the evaluation, in terms of the teacher's verification of what the students have learned (effectiveness) and the use and control of feedback;

e. Managing the transitions in the situation during the implementation phase of the action and any difficulties that may arise in the classroom context, such as obstacles and unforeseen events, and to vary and correct the functioning of the teaching-learning processes.

A methodological tool: the Fieldbook

A "Methodological Guide" (Fieldbook) was structured to respond to the legitimate concerns of "novice and experienced" teachers, in initial and continuing training, and to bring together the essential elements to design, prepare, implement, and evaluate a training sequence in a didactic context characterized by high variety and variability. The aim was to enable the teachers of the CPIAs to plan and organize a plan of the lesson and implement it following the references of the scientific literature and the interpretative models available, mobilizing the resources and professional skills present and profitably using the experience gained to invest what has been learned in context.

This Guide offered a general overview of both the research and teaching activities, especially with reference to the main functions performed by the teaching and the systematic use of the Direct Lesson (LD) and the structured Lesson Plan (PL). The Fieldbook consists of two parts:

a. The methodological section, which contains the documentary and documentary apparatus of the research (approach, design, procedures and tools used);
b. the training section, consisting of a description of the training course implemented.

The Guide has helped to guide teachers and support them in micro-design to draw on references and tools and to make didactically effective choices. Some design devices (such as those related to lesson models) have been designed to be applicable to a wide range of situations and to make it possible to transpose the teaching, after the period of exposure to the observation of the video-lesson.

The Fieldbook has been conceived, used, and interpreted as a tool that, born from field research, is able to make what has been acquired "with and in" the study expendable and implementable. All the training and research material was then uploaded to the *MOIDA Project Platform*

The Fieldbook constituted, on the one hand, the documentary and documentary apparatus of the MOIDA Project and, on the other, provided guidance for the teachers who were called to organize the teaching activity in the classes of the CPIA to try to help them deal with the planning processes of the lesson and to make its results expendable. It described the elaboration process and the series of activities, training,

and research, which produced field observations, and which were extensively documented. Its purpose was to provide the reader with detailed explanations of what happened in the training activity and in the research process and their respective results to try to make them understand how the information collected in the field could to be interpreted, analyzed, used, and implemented profitably in other contexts.

A survey plan and several tools were also developed to support teachers in micro-planning processes, paying particular attention to the Lesson Plan (PL) and its construction.

The focus on "give lessons" has thus helped to:

a. counteract the difficulties of managing and conducting school and teaching in contexts with a high variety of the characteristics of the recipients and variability of teaching-learning conditions;
b. be able to adequately learn these new categories of students and to calibrate teaching on the basis of their characteristics, preparing appropriate forms of planning and cultural proposals most suited to them, in line with innovative pedagogical solutions that take into account the specific needs of learners;
c. create favourable conditions for learning;
d. respect the characteristics of new types of students (adult ones) and study their peculiarities and individual needs.

The "science of teaching" as a guide teaching practices and micro-design

From a general point of view, Fieldbook was designed to help teachers understand how to become mentors of themselves starting from a training focused on an idea of teaching guided by the "science of teaching". At the center of the analysis was placed one of the long-standing problems of teaching, namely that of training in one of the most important methodological skills of the teaching profession, namely design, and in particularly the one that refers to micro-design, whose fundamental principles are the basis of "making lessons". The idea was that of a "lesson" capable of combining theory and practice within an interconnected system regarding development a critical-reflective approach to teaching, which can be used with any methodology or teaching strategy to produce a greater and deeper awareness of decision-making processes and of "doing didactic". Everything contained in the Fieldbook served to connect the experience of methodological training to which the teachers of the CPIAs were exposed to the daily practice of teaching, since, as is known, experience alone is not sufficient to feed professional development.

Observing the Teaching to Learn to Teach

One of the elements involved in the training and research model was that of the observation of teaching. The latter is widely used in the initial and continuing education of teachers as a means of guiding them towards a better understanding of their own teaching and that of others. It is well known that systematic observation activities can have a positive impact on teachers' practice since observational experiences are mainly linked to teaching effectiveness, i.e. the degree of improvement of the quality of the actions produced. Thus, if observation is aimed at increasing the quality of teaching-learning processes, its tools can enable teachers and researchers to

identify, describe, analyse, and interpret and verify the effectiveness of an instruction sequence. In this sense, research often asks teachers to provide reports, considerations, analyzes and reflections on how they usually use observation and how to interpret facts, events, behaviors, even those related to so-called "exemplary" teaching practices, while taking place within a classroom, to try to understand the components of effectiveness.

Effective teaching can be considered as the ability to use theoretical, conceptual, pedagogical knowledge and didactic and methodological skills aimed at structuring teaching in an appropriate manner and whose situations require specific skills to solve complex problems of education, in such a way as to promote the learning of all students. Creating observational repertoires on teaching is therefore the indispensable premise of a research that allows not only to identify and understand the use, but also to increase the result.

Observation and critical reflection

Researchers sought to understand the use of video-supported observation in a training context and identified specific techniques to encourage and improve teachers' reflection (Jensen, 1994; Storeygard & Fox, 1995; Cunningham, 2002; Sherin & van Es, 2005), leading them towards a progressive increase in professionalism. The results of the research suggest that the use of video is a productive tool to increase reflection and awareness about the performance of teachers. The advantages include above all the ability to:

a. Enhance the knowledge, implicit and explicit, about the teaching methods of teachers and those of learning of students;
b. Provide an excellent starting point for discussion and professional development;
c. Define a structured formal reflection method to facilitate the improvement of measurable teaching (cunningham, 2002);
d. Increase classroom performance and achieve a greater understanding of student learning (jensen, 1994).

Several logistical and organizational aspects pose obstacles to the use of video-supported reflection, as reflection is generally not accepted as a critical part of teachers' work (Jay & Johnson, 2002), and often the latter, for their part, are not always sure how and what to reflect on (Jadallah, 1996).

Methodological Fieldbook

A second starting point was that of video recording. We started from the consideration that observation could improve the quality of teaching and its "practices" and that these could be stimulated by use of explanatory videos that would act as a stimulus for an accurate reflection of what has been observed. If it is true that the literature shows that the existence of difficulties of different nature in the use of video in training are attributable to factors such as intrusiveness, anxiety and selectivity, it is equally true that these problems can be overcome by the undoubted boasts that derive from its use, which allows the teacher to study and, to some extent, to objectify their practice by allowing it to recover elements that document and prove statements, memories, etc., and stemming "forgetfulness". Of undoubted advantage is also the fact

that thevideo recording allows to preserve the documentary value of the videotaped material, also in terms of the richness of elements, the starting point for the analysis of subsequent sequences to select and compare them, and to focus on a series of behaviors, attitudes, postures and reactions of teachers and students, to reflect on different variants of formats and phases of a lesson etc., with evident possibility of sharing the same corpus by several people at different times, in simultaneity etc.

It becomes extremely methodologically central that this facilitates the teacher (or the external observer) in conducting the analysis with precision in the post-observational phase, allowing him both to select episodes problematic or not - to reach a detailed examination of the action both activate an accurate individual and group discussion of the material examined.

The literature shows that active reflection has the advantage of helping to improve teaching practices above all and to meet the needs of learning recipients (Schön, 1987; Choy, Lee, & Sedhu, 2019; Choy et al., 2021; Warden, 2004). The use of different methods and techniques to encourage the teacher to use video recording (as happened in MOIDA), as a tool to improve observation (Tauer & Tate, 1998) for the accompaniment of the lesson through reflection (Zeichner & Liston, 1996). at the same time, as happened in MOIDA, it showed itself as a winning strategy.

Micro-teaching Micro-teaching Lesson Study (MLS) strategies

Starting from the above premises, a *Micro-teaching Lesson Study* (MLS) approach has been developed, aimed at allowing teachers to prepare, share and present lesson plans elaborated and based on a reflective exploration, carried out individually and collaboratively with n colleagues. Precise results of the research were then used to formulate lesson plans as an integral part of a hierarchically organized approach to didactic design, which saw the multi-dimensional of teaching and learning incorporated into it, attributable to the different ways of "doing lessons", to the different teaching strategies and to the available forms of structuring of the teaching units.

In this sense, the Project wanted to integrate the most advanced research related to the cognitive, motivational, and socio-emotional aspects of the involvement of adult students with that on instructional design and micro-teaching activities, in order to help teachers implement the use of precise design tools.

For micro-teaching strategies, reference was made to the most accredited instructional design models (Robert Gagnè and Madelin Hunter) and to the levels and degrees of knowledge linked to the most established taxonomies, while for the definition of lesson plans there is you are those with high motivational value, paying particular attention to factors such as significance, relevance, relevance, interest and factors of variety and didactic variability, as well as those attributable to socio-emotional commitment related to motivation, membership, adaptability and security.

To enable CIPIA teachers to plan and organise a lesson and to draw up its implementation plan, the model derived (translated and adopted) from the system of indicators in *the Framework for the observation of effective teaching* (NYSTCE, 2011) was considered.

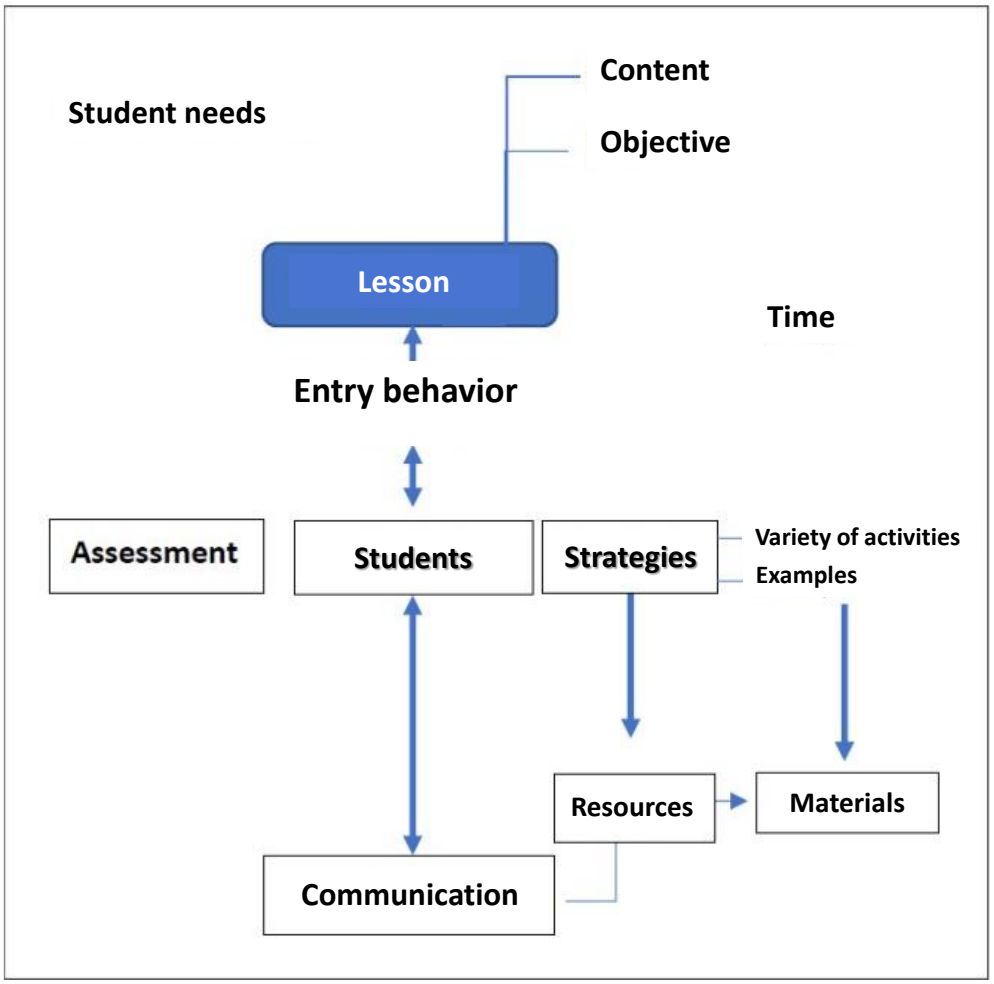


Figure 5. *Lesson structure*

Help teachers identify the strengths and weaknesses of their teaching

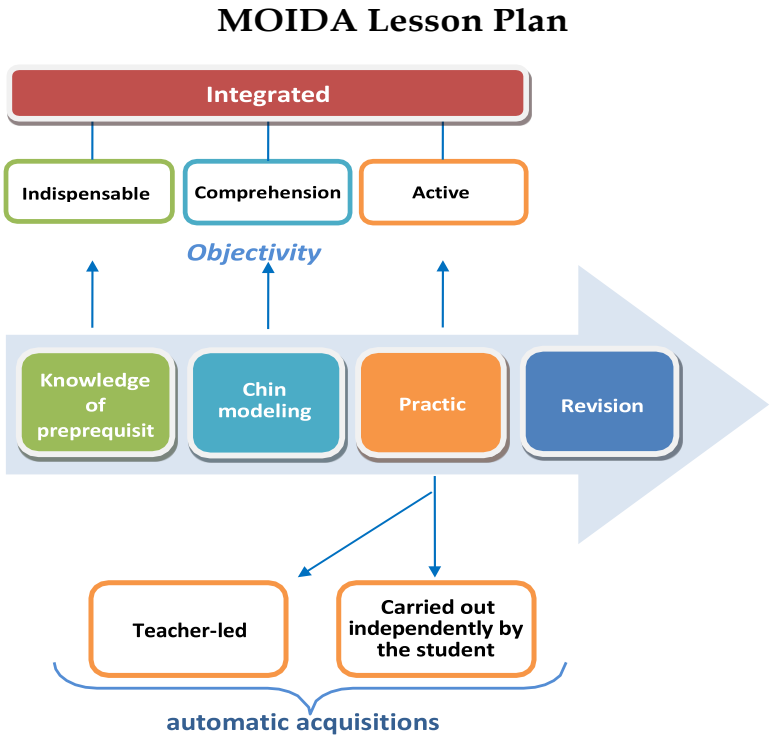
Teachers are generally left alone to conduct their teaching independently, while observation, combined with reflection "on, in and for" action, becomes a valid support to help them both to detect and to objectify what happens in practice in order to improve it to share with their colleagues and / or with external observers what has been found to better understand what happens in the classroom when they have a lesson. For example, a colleague who works in the same class as us can help us identify our strengths and weaknesses to build stronger professional performance or to understand how to make changes, if necessary, to our actions in the classroom and to increase professional micro-design and micro-decision-making skills in context.

The observational process has been organized and continuously supported by research to help teachers better prepare for the observation of their teaching and to dispose themselves favorably the acceptance of practical tale. It happened using criteria applied to observational and reflective protocols on teaching and to the presence of external observers or experts in the classroom who would guide training and research, an aspect that can often be an experience not always appreciated by many and often interpreted by teachers as a sort of evaluation of their work.

The lesson model starting from the analysis of the DISTAR model

The acronym DISTAR is called a system of direct education for the teaching of reading, which has been promoted on a large scale, as a result of the studies of Engelmann and his colleagues (Engelmann et al., 1988; Mac Iver, Kemper, & Stringfield, 2003) this approach to direct education was created to complete specific curricula and unlike the *master-effects* model is not part of the general procedures used by teachers (Rosenshine & Stevens, 1986; Rosenshine, 2008; 2012). Repeatedly criticized by teachers because it frequently used collective student responses, promoting the use of overly oriented and rigid scripts, it developed (Gersten, Carnine, & Woodward, 1987a; Gersten & Keating, 1987b), a procedure that suggests that direct education has six critical characteristics:

a. Development of an explicit strategy step by step;
b. Development of mastery at every stage of the process;
c. Use of specific strategic interventions to correct students' errors;
d. Progressive fading from activities directed by teachers to stimulate students ' independence from the learning task;
e. Use of appropriate and systematic practices through a number of target examples;
f. Communicative review of the concepts just learned.



The Lesson Plan (PL) and the planning process

The lesson plan is part of a short-term planning process, also called micro-planning, which can be said to be the main tool of a teacher.

A lesson typically lasts one to three hours. It includes an opening, a body, and a conclusion. Micro-planning refers to one of three stages of the teaching process initially identified by Jackson (1968):

a. the pre-active phase (reflection on planning);
b. the interactive phase (the teacher and students in action);
c. the post-active phase (reflective feedback on planning).

The plan was a tool that made it possible to write down the topics to be discussed with the students during the lesson, the nature of the interventions, the learning activities, the time allocated to each segment, activities, means and documentation that will be needed etc.

For each lesson we were asked to:

a. list the topics to be addressed;
b. provide relevant teaching and learning activities, as well as clearly define the approximate duration;
c. provide the means and tools necessary in the path (questionnaire, book, etc.);
d. prepare in advance everything that will be necessary for the planned teaching session.

RESULTS AND DISCUSSION

The study revealed how the research experience allowed participants to become more aware of how to structure individual work plans and share them with colleagues and how the training received was perceived by them as very useful, especially about the lesson planning processes and the theory-practice-observation-reflection connections (considered by the techers the strong points of the project).

It emerged, in fact, how routine didactic planning, linked to the idea, to the writing / rewriting and to the realization of the lesson plans, is able to support teachers in context in the attempt to acquire positive design habitus and to fill those daily gaps in the action who often still continue to remain open on the level of internalization of good writing habits and concretization of the didactic action (as explained by the participants in the restitutions).

The results of the study, from the point of view of skills, showed that the participants significantly improved their ability to analyze and carry out the lesson in different ways, especially in terms of comments, for example, which proved to be more accurate in terms of the description of the action. The focus on the teaching processes of teachers and students' learning and on the skills and disciplines concerned (Italian language and mathematics) was also more incisive and involved both a careful discussion on the topics identified and a reflection on the real problems rather that you suppose.

The type of reflection adopted (critical and structured) has led to a greater clarification of the process of understanding and interpreting events, producing a profound change in the way of elaborating the plan of the lesson and its realization. This brought into play the analysis skills of the participants that were strengthened in

the ability to propose strategic lesson plans and to implement them following alternative forms of teaching.

The strengths and weaknesses of the stimulus lesson conducted by the expert were clearly identified and enucleated by the participants, then reused as indicators for the construction of the new lesson. The strategies used in the lesson were also clearly defined with respect to the characteristics of the students, their needs, and disciplinary contents (Santagata, Zannoni, & Stigler, 2007) and shared during the return of data and discussion among the participants. All plans and videotaped lessons produced in the study were analysed based on precise approaches and criteria (Brown, 2001; Cameron, 2001; Moon, 2000), considering five aspects in particular: objectives, objectives, teaching activities, learning tasks, tools, means (and media). These aspects were examined and evaluated to find out to what extent they reflected the correct implementation and optimization of the teaching and methodological training proposed in the initial phase and based on specific disciplines (Italian language and mathematics), focused on basic skills and on themes. Every dimension of the research has been subjected to internal and external monitoring and evaluation.

CONCLUSION

In line with the literature, this research experience, which here has only been dealt with describing the internal metodological logic, without claiming to be exhaustive on the other levels, shows how there is a need to equip adult education with approaches and tools that in practice can help to break the pockets of difficulties that are produced in the didactic action in contexts high variety of learning characteristics and extreme variability of learning conditions.

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