

University Academic Curriculum Vitae

Personal information

Dr. Sara Baroni

Education since leaving school

03/10/2018 **Master' s Degree in Primary Education Science (110/110 cum laude)** Free University of Bolzano. Brixen, Italy.

30/09/15 - 29/02/16 Erasmus+ (study and traineeship). **Alice Salomon Hochschule. University of Applied Sciences. Berlin, Germany.**

31/09/21 - 31/12/21 Research period abroad. **University of Vienna. Bildungswissenschaften und Zentrum für Lehrer*innenbildung. Vienna, Austria.**

31/05/2023 **PhD in General Pedagogy, Social Pedagogy, General Didactics and Disciplinary Didactics. XXXV cycle, Faculty of Education, Free University of Bolzano. Evaluation: excellent cum laude.**

Professional experience

From / to	Job title	Name of academic Institution	Academic level	Responsibilities
From 01/12/16 to 24/04/17	Scientific collaboration to the PhD research of Prof. Barbara Caprara. Data collection in a new-born Montessori school.	Free University of Bolzano and primary school "Col. Lugli" of Santa Croce di Carpi (MO).	Scientific Collaboration	Observation, study of the Montessori approach, focus group with teachers, participation in local events with the aim of promoting digital citizenship.
From 13/12/16 to 18/04/17	Research project <i>Spetul</i> , coordinated by Prof. Liliana Dozza.	Free University of Bolzano (BZ)	Scientific Collaboration and teaching to secondary school students	Tutor for the support of Italian learning as L2 for fourth- and fifth-year secondary school students. Documentation activities, feedback sessions with students and research group.
From 2018 To ongoing From 1.09.2023 primary school teacher with permanent contract.	Primary School teacher with inclusive teaching experience	Istituto Comprensivo 3 di Modena - Ministero dell'Istruzione e del merito	Primary school teacher with permanent contract	Lectures, student's evaluation, PEI's writing, implementation of inclusive activities. Gained experience in the fields of hearing and cognitive disabilities, autism, behavioural disorders, disciplinary didactics.
From 01/02/19 to 31/10/19	Research Assistant for the project "COCONATS: Combining Computational Thinking Didactics and Software Engineering in K-12".	Free University of Bolzano. Faculty of Information Sciences and Technologies and of Education Sciences UNIBZ.	Research Assistant	Field research activities, data collection, periodic writing of reports with data analysis, scientific writing.

From 30/09/22 to 31/03/23	Scientific collaboration in the context of teacher training "The heuristic dialogue. Training meetings to encourage dialogue and mutual listening at school" with Franco Lorenzoni (MCE) and Laura Parigi (INDIRE).	IPRASE – Provincial institute for educational research and experimentation. Rovereto (TN).	Research collaborator and teacher trainer	Activities of analysis, discussion, and teacher counselling.
From 01/07/23 to 30/08/23	Scientific collaboration within the project "WoTEE - The World of Twins: parenting and professional figures between emotions and education" (PI Prof.ssa Monica Parricchi)	Free University of Bolzano	Assignment of occasional autonomous research work	Qualitative data analysis of a Survey, conduction and analysis of interviews in Italian and in German.
From 15/09/23 to ongoing	Scientific collaboration within the project "GOODWILL - ResearchinG SchOOl Development: PathWays to Inclusive and quaLity Education 2030" (PI Prof.ssa Simone Seitz)	Competence Centre for School Inclusion of the Free University of Bolzano in collaboration with education department of the Province of Bolzano.	Scientific collaboration	Collaboration regarding methodology, data collection (survey, ethnographic observation), and to qualitative and quantitative data analysis.
From March 2024 ongoing	<i>All means all!</i> – An interactive, modular, multimedia OpenTextbook for an inclusive and intersectional, multidimensional approach in teacher education (PI Prof.ssa Heidrun Demo)	Competence Centre for School Inclusion of the Free University of Bolzano in collaboration with University of Bremen and National University of Ireland Maynooth. Erasmus+	Scientific collaboration	Moderator of a group for writing a chapter about "Teacher agency, teacher autonomy and inclusion" in <i>Gleichen</i> in Germany in the summer 2024.

Awards

Teach4Reach fellowship award: *"to Sara Baroni in recognition of exceptional dedication to sustainability research and a deep commitment to quality in teacher education in the global teaching profession."* Award ceremony at the Teach4Reach international research webinar, the 12th October 2022.

"Claudia Augusta" award for Doctoral Dissertation "Educazione, emergenza, resilienza. Narrazioni dall'esperienza degli insegnanti partecipanti al progetto ripARTiamo! al tempo del Covid-19" received at the Centro Trevi in Bolzano, the 18th December 2023.

Experience in academic teaching

- 07/10/2020 Presentation of the PhD research project to the students of the General Pedagogy Course of Prof. Liliana Dozza: "Theoretical methodological foundations". First year students in Primary Education, Brixen.
- 12/23/2021 Presentation of the PhD research project at the invitation of Prof. Barbara Caprara to the course of "Methodology and research methods in the pedagogical field". First year students in Primary Education, Brixen.

- 03/12/2021 Co-lead of the workshop "Creative experiments to awaken a transformative participation. Pedagogical devices from the experience of the project riARTiamo!" with Katia Fontana (Italian State School of Madrid) and Carla Cardinaletti (Free University of Bolzano) in the Citizenship panel and participation in the international conference on Education Territories and Nature.
- 03/17/22, 03/24/22 and 03/30/22 training course for teacher involved in Ravanusa emergency. SIPED Pedagogia dell'Emergenza group of the project "Thinking about the emergency, acting on education. Starting again from and with Ravanusa" entitled "Crossing the experience together: tools for recognizing, expressing, welcoming emotions" with Anna Paola Paiano (University of Salento), Nicoletta of Genova, (Sapienza University of Rome). Theoretical and practical contribution titled "From I to us: supporting resilience and rediscovering well-being through emotions".
- Informal activity of counselling and tutoring to PhD students of the 36th, 37th and 38th cycle in Brixen.

Other academic responsibilities (chronological)

- Since the beginning of 120h student work conducted at the Free University of Bolzano in the years 2014-2017 responsibility of planning and organizing conferences in the field of musical and aesthetic education.
- Since 2020 part of the organisation of the annual conference Educazione Territori Natura. Part of the organizing committee (edition 2020, 2021, 2022, 2023, 2024 SIPED Conference).
- From 2020 to 2023 part of the research group of the project ripARTiamo! With Prof. Dozza, Prof. Parricchi, Prof. Cagol, Dott. Cardinaletti. Responsibility for conducting a participatory action-research in collaboration with the MultiLab of the Free University of Bolzano, more than 14 partner institutions of the Provinces of Bolzano and Trento, including MUSEION, MUSE, MAG, MART, Italian, Latin and German school administration. Involvement of more than a thousand participants including teachers and children of kindergarten and primary schools. Particular attention is paid to the topics of teacher's professional reflection, emergency educational intervention, children's wellbeing.
- Collaboration to the research Teach4Reach with the University of Vienna, Innsbruck and Pretoria. 3/11/21 Teach4Reach virtual event: Webinar on SDG5 (gender equality) and teacher education 2nd role of facilitator in group 5: "Within the framework of teacher education programmes, what can a university didactic setting that realizes the SDGs look like in concrete terms?" Conducting a discussion workshop.
05/11/22 Teach4Reach Webinar "Achieving reduced Inequalities (SDG10) in Education- supporting Agenda 2030 in Teacher Education". Facilitator in the group 5: "Within the framework of teacher education programs, what can a university didactic setting that realizes the SDG10 look like in concrete terms?"
- Collaboration with members of the SIPED group Pedagogy of Emergency. Prof. Elena Zizioli (Roma Tre), Prof. Alessandro Vaccarelli e Nicoletta di Genova (UnivAQ), Prof. Patrizia Garista (INDIRE).
- 26/04/22 Organization and management of the "MultiLab PhD Welcome Day" at the faculty in Bressanone. Speed dating activities with doctoral students and Professors with the aim of getting to know each other and activating interdisciplinary collaborations.
- 16/03/23 organisation of the seminar "Kamisibai: how to inhabit the imagination" invitation of Prof. Casadei (UniBo).
- 13-14 e 20-21/10/23 Organization of the first edition of the teacher training course "Il Kamisibai: narrare e narrarsi" with Prof. Rita Casadei and Dott. Alessandro Gelmi, at the MultiLab.
- 14-15 e 21-22/02/24 Organization of the second edition of the teacher training course "Il Kamisibai: narrare e narrarsi" with Prof. Rita Casadei and Dott. Alessandro Gelmi, at the MultiLab.
- Reviewer of the article "Study of Psycho-Social Adjustment and Students Mental Well-Being: A Mediating Role of Core Self-Evaluations among Migrated African Students in Indian Universities." Intercultural Education,

Routledge, Taylor & Francis Group.

Responsibilities at the Competence Centre for School Inclusion

- Organization of the 9th international Conference “Didattica e inclusione scolastica – Inklusion im Bildungsbereich: equità e sostenibilità - Kontexte und Kontraste” that will take place in Bressanone-Brixen the 9th and 10th May 2025;
- CC Website and news management;
- Welcoming international Delegations and exchange about school inclusion <https://www.unibz.it/en/news/article/test-10>
- Collaboration to the project “Goodwill” (see professional experience)
- Collaboration to the project Point “Potentials of All-Day Education for inclusive Living Together” with Prof.ssa Simone Seitz;
- Collaboration to the writing of the project Here “HERitage Education: enhancing citizenship in a shaped-by-diversity region” with Prof.ssa Simone Seitz and Dr. Francesca Berti;
- Collaboration to the project „Diagnose Autismusspektrumstörungen: eine Studie zur Fallkonstitution bei Kindern migrantisierter Familien“ in collaboration with the Sozialsprengel Unterland and Prof.ssa Simone Seitz;

Memberships

- Since 2020 member of SIREF, Italian Society of Educational and Training Research. Responsibility of the secretary (abstract acceptance, email to participants, contact with professors and Phd students) as well as scientific responsibility as “Tutor” in the learning circles (supporting the discussion, creating synergies among participants, creating research groups for scientific production).
- Since 2021 member of SIPED, since 2024 “socia cooptata” of the Italian Society of Pedagogy. Part of the research group “Emergency Pedagogy: Educational Relationship, Resilience, Community”. Field and theoretical work.
- Since 2022 part of the scientific committee of “Sesto Atto” collana di Pedagogia dell’Emergenza Progedit.
- Since 2020 part of the MultiLab of the Free University of Bolzano.
- Part of the organizing committee of the “School on embodiment in natural science education integrated with the humanities.” Prof. Corni.

Research and scholarships

Date granted	Award Holder(s)	Funding Body	Title
From 01/02/19 - 31/10/19	Sara Baroni	Research grant Faculty of Information Sciences and Technologies and of Education Sciences UNIBZ. M-PED(03)	“COCONATS: Combining Computational Thinking Didactics and Software Engineering in K-12”.
From 01/11/19 – 31/01/23	Sara Baroni	PhD Free University of Bozano.	PhD Scholarship in General pedagogy, Social pedagogy, General didactics and Disciplinary didactics. 35 th cycle.
From 15/09/23 to 31/12/2024	Sara Baroni	Research Grant “Competence Centre for School Inclusion. Focus: dissemination and development” M-PED(03)	Research Dissemination, networking with national and international partners, research with third- party funding.
From 01/01/25	Sara Baroni	Research Grant “APrA: Achievement: A social practice in Primary School. An International Comparative Analysis on Germany and Italy”	Collaboration in an international comparative study (Italy/Bozen Province- Germany/North Rhine-Westphalia), qualitative in nature, on the relationship between performance and inclusion in primary schools.

Publications

Chapters in books

Baroni, S. & Caprara, B. (2019). Sentirsi bene a scuola: una ricerca sull'autoefficacia dei docenti in una scuola Montessori e in un Asilo nel bosco. In L. Cerrocchi, M. Ladogana & A. D'Antone (a cura di) *Educare alla vivibilità nella famiglia e nella scuola. Riflessioni, esperienze e pratiche educative*, pp. 73 -80, Zeroseiup.

Baroni, S. (2022). Prendersi cura del benessere emotivo e della resilienza dei bambini e delle bambine durante l'emergenza Covid-19: il progetto *ripARTiamo!* in M. Cagol & S. Nanni (a cura di) *Una scommessa per il futuro tra emergenze e resilienza. Approcci complessi dell'educativo*, pp. 67 -75, Zeroseiup.

Baroni, S.; Di Genova, N. (2022). La prospettiva della sostenibilità come forma di contrasto alla povertà educativa e di promozione del benessere. Un'analisi della letteratura in A. Coppi & B. Gross (a cura di) *La riflessione pedagogica tra relazione e fiducia*, pp. 131 – 139, Zeroseiup.

Baroni, S. (2022). L'utilizzo dei linguaggi espressivi narrativi a scuola per sostenere la resilienza dei bambini e delle bambine nelle emergenze. In A., Vaccarelli; G., Annacontini & E., Zizioli, (a cura di) *Sesto atto. Prospettive per una Pedagogia dell'Emergenza*, 97 – 108. Progedit.

Baroni, S.; Agostini, E.; Gross, B.; Francesconi, D. (2023). Risultati preliminari di una revisione sistematica della letteratura internazionale sulla co-occorrenza di sostenibilità, benessere e resilienza. In D. Morselli & G. Gola, Verso un'educazione sostenibile. Ecosistemi di ricerca e di apprendimento, 237- 246. Zeroseiup.

Ladogana, M. & Baroni, S. (2023). Ricerca partecipata per lo sviluppo delle comunità e dei territori: prospettive pedagogiche e pratiche di intervento. Nota introduttiva. In Dozza, L.; Ellerman, P.; Parola, A. (a cura di) *Ricerca partecipativa e formazione sistemica*, pp. 359 – 363, EduVersi, collana SIREF, Pensa Multimedia.

Baroni, S. (2024). Building resilience and resistance in emergency. The Polis as a network. In S. Langer, E. Agostini, D. Francesconi, & N. Zambaldi (Eds.), *PEA – Pedagogy, Ecology and the Arts: polis*, 257- 264. FrancoAngeli.

Baroni, S., Murphy, R., Ramesh, M., Turan, G. & van Woezik (in press) Teacher Agency and inclusion in *All means All* an interactive, modular, multimedia OpenTextbook for an inclusive and intersectional, multi-dimensional approach in teacher education.

Abstracts

Seitz, S., Auer, P., Baroni, S., Consalvo, G. (2024). «Fostering Quality Inclusive Education: Teachers' Valuation and Beliefs Related to Heterogeneity in Learning Groups». In: SCUOLA DEMOCRATICA (Eds.). Book of Abstracts of the International Conference of the journal Scuola Democratica. Reinventing Education, Rome, Associazione "Per Scuola Democratica".

Baroni, S., Parigi, L., Gelmi, A., Rigo, V. (2024). «In dialogue with the children. First outcomes of a teacher training course about dialogic teaching in the classroom». In: SCUOLA DEMOCRATICA (Eds.). Book of Abstracts of the International Conference of the journal Scuola Democratica. Reinventing Education, Rome, Associazione "Per Scuola Democratica".

Baroni, S. (in press). Teacher Agency and Inclusion within the Italian context. In *All means All* an interactive, modular, multimedia OpenTextbook for an inclusive and intersectional, multi-dimensional approach in teacher education.

Baroni, S. (in press). Teaching and learning during crisis and unrest: strategies for sustaining education for all within the Italian context. In *All means All* an interactive, modular, multimedia OpenTextbook for an inclusive and intersectional, multi-dimensional approach in teacher education.

Conference papers

Sartor Hoffer M, Baroni S, Fronza I, Pahl C. (2019). About Computational Thinking Assessment: a Proposal for Primary School First Year from a Pedagogical Perspective. Proceedings of the 2nd Systems of Assessments for Computational Thinking Learning workshop (TACKLE 2019) co-located with 14th European Conference on Technology Enhanced Learning (EC-TEL 2019).

Baroni, S., & Di Genova, N. (2021). Between Well-Being and Poverty in educational Contexts. What is the Role of Teachers? A Narrative Literature Review. Proceedings of the 2nd International Conference of the Journal Scuola Democratica "Reinventing Education". Vol. 3, Pandemic and Post-Pandemic Space and Time, pp. 748–758.

Baroni, S. & Villano, E. (2023). Arte e tecnologie per promuovere partecipazione, democrazia e cittadinanza. Approfondimento su una literature review. In Fiorucci, M, Liodice, I, Ladogana, M. (a cura di), *Scuola, democrazia, partecipazione e cittadinanza in occasione dei 100 anni dalla nascita di Mario Lodi*, 310 – 216. Pensa Multimedia. https://www.pensamultimedia.it/download/2167/129fce4f7b51/scuola-democrazia-partecipazione_siped-foggia_100-anni-mario-lodi.pdf

Journal articles in refereed academic journals

Baroni, S., Bornatici, S., Ceciliani, A., Giovanazzi, T., & Segafreddo, M. (2021). Educare alla cura del sé in senso ecologico e sostenibile. *Formazione & Insegnamento*, XIX (01), 797–805.

Baroni, S. (2021). Covid-19 e apprendimento trasformativo: dal dilemma disorientante all'importanza delle relazioni per gli insegnanti del progetto ripARTiamo! *Formazione & Insegnamento*. XIX(1), 734–746. https://doi.org/10.7346/-fei-XIX-01-21_62.

Baroni, S.; Bertoldi, L.; Pistillo, G.; Villano, E. (2022). Educazione, pratiche artistiche e trasformazione: per una democrazia partecipativa. Una revisione narrativa relativa al biennio Covid-19 in Italia. *Formazione & Insegnamento* XX – 1 – 2022. Pp. 995 – 1006. 10.7346/-fei-XX-01-22_89

Di Genova, N.; Baroni, S. (2022). Promuovere il benessere e contrastare la povertà educativa. Una sintesi narrativa della letteratura. *Formazione & Insegnamento*. XX – 1. Pp. 765 – 776. 10.7346/-fei-XX-01-22_67

Journal articles

Baroni, S.; Casadei, R.; Gelmi, A. (in press). Approfondimento: Supportare l'agency e la partecipazione dei bambini attraverso il Kamishibai. *Bambini, Spiaggiari*.

Thesis

2018 "In meiner Schule fühle ich mich wohl! (A scuola mi sento come a casa). Valutazione dell'autoefficacia dell'insegnante nel promuovere il benessere dei bambini nei contesti educativi Montessori e Waldkindergarten (asilo del bosco)." Supervisor: Prof. Barbara Caprara and Prof. Demis Basso.

2023 "Educazione, emergenza, resilienza. Narrazioni dall'esperienza degli insegnanti partecipanti al progetto ripARTiamo! al tempo del Covid-19". Supervisor: Prof. Liliana Dozza and Prof. Alessandro Vaccarelli.

Publications about the applicant

European Commission (2021). Education for environmental sustainability: policies and approaches in European Union member states. Final Report. Mulvik, I., Pribuišis, K., Siarova, H., Vežikauskaitė, J., Sabaliauskas, E., Tasiopoulou, E., Gras-Velazquez, A., Bajorinaitė, M., Billon, N., Fronza, V., Disterheft, A. & Finlayson A. (a cura di). European Commission Directorate General of Education Youth Sport and Culture. In this publication the European Commission underline the interesting and innovative approach of the MultiLab and of the network created by the project ripARTiamo!

Data were collected from the focus groups done with the group of student teachers and researchers who proposed the project to the schools.

Presentations in national and international scientific conferences

09/17/2020 "Doing distance learning through the voices of teachers and their pupils: the importance of relationships". XV Edition of the SIREF Summer School "the declinations of sustainability as a proposal of pedagogy: educational and training research in the post-covid 19 complexities", online.

01/12/2020 "Nuove consapevolezze per la ripartenza: le voci degli insegnanti e dei bambini partecipanti al progetto *ripARTiamo!*". Session "Emergenze e resilienza" at the fifth international conference "Terra Natura Education. Knowledge, complexity, sustainability", online.

02/12/2021 Presentation of the project ripARTiamo! in the session "Networking together in the time of Covid-19" at the fifth international conference "Terra Natura Education. Knowledge, complexity, sustainability", online.

02/06/2021 "Between Well-being and Poverty in Educational Contexts. What is the role of teachers? A Narrative Literature Review" with Dr. Nicoletta Di Genova in session H.4 "Training a democratic teacher" of the Second International Conference "Reinventing education Democratic School" online.

02/09/21 "Covid-19, Transformative Learning, and Resilience: First Results from an Ongoing Participative Research with Teachers and Children of the Project RipARTiamo!" in the panel "Transformative Thinking in Educational Research" Emerging Researchers' Conference ECER Geneva, online.

09/18/21 "Investigating the change in teachers' perceptions: a qualitative analysis in progress" in the learning circle "Democracy, participation, 'substantial' training" coordinated by Prof. Alessandro Vaccarelli and Prof. Daniela Gulisano. SIREF XVI Summer School "In the interfield, co-belonging, co-evolution and ecosystem formation. Models of innovation in real participatory democracy and ecological transition", online.

03/12/2021 "The perspective of sustainability as a form of combating educational poverty and promoting well-being. An analysis of the literature." With Dr. Nicoletta Di Genova in the third session "Relationships and trust" at the Sixth International Conference "Education Territories Nature. Pathways to citizenship starting from school", online.

12/13/2021 "Imagining the transformation oriented towards well-being and sustainability, for an aware citizenship in the post-Covid era. Reflections on the sidelines of an analysis of the scientific literature." **Invited contribution.** International Conference "Faces of Inequalities: Citizenships, Educations and Rights" SIPED, University of Aquila, online.

06/16/22 "Art and technologies to promote participation, democracy and citizenship. Insight into a literature review" with Dr. Elisabetta Villano of the University of Salerno. Junior Conference of the National Conference "School

Democracy Participation Citizenship on the occasion of the 100th anniversary of the birth of Mario Lodi", SIPED, University of Foggia.

01 - 10/09/22 "Teacher's responses to Covid-19. An Exploratory Grounded Theory and Action Research in Emergency." In the EERA Network: 08. Health and Wellbeing Education. ECER Conference "Education in a Changing World: The impact of global realities on the prospects and experiences of educational research", online.

2/12/23 "Preliminary results of a systematic review of the international literature on the co-occurrence of sustainability, well-being and resilience". by Sara Baroni, Evi Agostini, Denis Francesconi (Universität Wien) and Barbara Gross (Technische Universität Chemnitz). In session 3. "Climate change: education for a sustainable world". Seventh International Conference "Education Territories Nature. Utopia, commitment and care to transform the future." Brixen.

23-24/11/23 'Imagining spaces, tools and activities for playful training: the Kamishibai' with Prof. Rita Casadei (UniBo) and Dott. Alessandro Gelmi (Unibz). At the Conference 'Schule als Spielraum - scuola spazio ludico' held in Brixen/Bressanone.

30/11 – 2/12/23 At the 8th International Conference Education Territories Nature 'I care - we care: Respect and Responsibility for the Being of the Planet', held in Brixen/Bressanone contribution entitled 'Co-constructing well-being by educating to the thought that connects, the thought of peace' in the SIPED Working Group Pedagogy of the Environment and Pedagogy of Emergency.

3-6/06/24 Third International Conference of the journal "Scuola Democratica-education and/or social justice", Università di Cagliari.

- 1) contribution: Fostering Quality Inclusive Education: Teachers' Valuation and Beliefs Related to Heterogeneity in Learning Groups. In panel D.04 "Education and Social Justice: the Role played by School Quality. Ideas for and education system fighting inequality "
- 2) Contribution: In dialogue with the children. First outcomes of a teacher training course about dialogic teaching in the classroom. In panel E.01 "Adult education for social justice: is teaching to transgress still possible?"

29/11/24 Riflessioni su pedagogia e narrazione per affrontare le sfide della contemporaneità nella sessione Insegnanti, educatori, formatori e pedagogisti per valori e scelte metodologiche inclusive e interculturali Convegno internazionale SIPed "Formare al tempo della transizione ecologica, digitale e interculturale", in dialogo con Educazione Territori Natura

Technical skills

Competence in the use of Microsoft tools (Word, Excel, Power Point) and Google (Drive, Documents, Forms) both for educational purposes and for scientific analysis and dissemination. Experience in using Microsoft Teams, Zoom, Meet, Classeviva Spaggiari. Basic knowledge of SPSS software for data analysis. Advanced knowledge of MAXQDA software for analyzing qualitative data.

Methodological trainings

2. semester 19- 20 Ethnography course (18 hours) with Prof. Dorothy Zinn (Unibz) conduction of interviews and reporting about teacher resilience.

13-24/07/20 Essex Summer School in Social Science Data Analysis "Introduction to Qualitative Interviewing" 35 hours Dr. Katy Wheeler and Dr. Bethany Morgan-Brett.

12/03/21 World Grounded Theory Day: Conference about different uses of Grounded Theory. Prof. M.Thomas, A. Bryant, H. Scott, V.B. Martin, T. Andrews, A. Clarke.

6-19/11/21 Participation to the course „Gestaltung inklusiver Bildungsprozesse am Beispiel der „Vignettenforschung ‚Nah am Werk““ Prof. Evi Agostini, Prof.

Agnes Bube. Vienna University.

9/11/23 Participatory Action Research: Challenges and Opportunities Unibz
Brixen Campus Room with Hilary Bradbury.

23 - 24/01.24 Grundlagen der Netzwerkforschung. Pädagogische Hochschule
Zürich.

**Language
competence**

ITALIAN (mother tongue)

GERMAN (C1) Bilingualism license A obtained in Bolzano on 01/02/18.

ENGLISH (C1) IELTS 7.5 certified by the British Council on 23/06/18.

FRENCH (B1) studied for 6 years at I and II level secondary school.

November, 2024