

University Academic Curriculum Vitae

Personal information

Name Daniele Morselli
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 Scopus ID 56324621300

Education since leaving school

2004. Laurea Magistrale (BA plus MD) in Work and Organizational Psychology. Faculty of Letter and Philosophy, The University of Parma, Italy.

January 2010 – March 2014. Jointly awarded PhD in Cognition and Education Sciences/Doctor of Philosophy. Department of Philosophy and Cultural Heritage, Ca' Foscari University of Venice, Italy. The Melbourne Graduate School of Education, the University of Melbourne, Australia. Title of the thesis "Entrepreneurship Teaching in Vocational Education. A Comparative Study between Italy and Australia".

Present appointment

- 1 September 2021 → Present
- RTD Ricercatore a tempo determinato tipo B.
- University of Bolzano, Faculty of Education.
- Duties: Teaching, research, supervision.

Professional experience

9 2018 → 8 2021 RTD Ricercatore a tempo determinato tipo A. University of Bolzano, Faculty of Education. Duties: Teaching, research, supervision.

11 2017 → 7 2018. Fulbright Research Scholar. **Ohio College of Business, Ohio University (USA)**. Research Fellow. Research on the best practices for entrepreneurship education for K12 students in Ohio.

8 2015 → 7 2017. Marie Curie Research Fellow. **Faculty of Educational Sciences, Helsinki University (FINLAND)**. Duties: Research, teaching. Project "The Entrepreneurial Laboratory for teachers' training. A Capability Approach for Entrepreneurship Education in Vocational education".

5 2015 → 10 2015. Assistant researcher. Ca' Foscari University of Venice (ITALY). Project on boundary crossing meeting for enterprise education in three vocational schools.

Commissioned research

May 2020 → present. CEDEFOP tender AO/DSI/DKULS/Entrepreneurship-competence-VET/004/20: Entrepreneurship Competence in Vocational Education and Training. Funding gathered: 15.000 Euros + VAT. For Fondazione Guido Brodolini (FGB, Brussels): Deputy Research Team Leader. Research on how entrepreneurship competence is developed in eight European countries. Main duties: 1) as a part of the central research team: elaborating protocols of research and instruments to gather data questionnaire, focus-groups and observations for research; drafting reports for CEDEFOP; 2) as responsible for the study in Italy: supervising and carrying out the study in Italy, with visits (with interviews, focus-groups and observations to students, teachers and school directors) to six VET providers, interviews to privileged observers; writing the country case report.

November 2017 → July 2018. REACT Erasmus + Project. Responsible for IO1 at Ca' Foscari University: Collection of best practices on entrepreneurial education and writing the report.

Work as projects evaluator

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|--------------------|---------------------------------|------------------------------------------------------|
| 5-6/2022 | REA – Research Executive Agency | HORIZON-WIDERA-2022-ERA-01-70 on STEM projects |
| 3/2022 | Fulbright Commission Italy -USA | Fullbright research scholarships |
| 11/2021 | EACEA European Commission | Marie Curie projects |
| 3/2021 | MIUR – CINECA | Evaluation of 1 Prin Project |
| 11/2020 | MIUR – CINECA | FISR FISR - PROPOSTE PROGETTUALI DI RICERCA Covid-19 |
| 9 2020/ 10 2020 | EACEA – European Commission | Marie Curie projects |

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|--------------------|----------------------------------------------------|-----------------------------------------------------------------------|
| 9 2019/ 10 2019 | EACEA – European Commission | Marie Curie projects |
| 4 2019/5 2019 | Research Executive Agency – European Commission | H2020-SwafS-2019-2-two-stage Cosme/Entrecomp on STEAM didactics |
| 1 2017/ 4 2017 | EACEA – European Commission | Erasmus + EACEA 40/2016 on work based learning in VET |

Experience in academic teaching

Based at the University of Bolzano

All courses are designed according to the theory of Constructive Alignment for course design, hence starting from the learning outcomes and seeking an alignment between intended learning outcomes, teaching and learning activities, and assessment.

- 2022 → Course in Social Entrepreneurship Education for master IRIS for social educators (5 cr), in English. The course is taught with the Korda method for entrepreneurship education. It is based on a real challenge delivered by a South Tirolean entrepreneur. Since 2023 this course is also offered in the STUDIUM GENERALE.
- 2020 → present (2 editions). Course in "Evaluation and development of the school system of primary schools and kinder gardens" (30 hours, 5 cr, English) BIWI course, IV year. Course on evaluation (OECD PISA, Prove INVALSI, RAV INFANZIA) and assessment (formative and summative, self assessment, rubrics).
- 22 January 2022 (8 hours): Online training course for the vocational teachers of the Provincia Autonoma of Bolzano on competence based education (assessment and course design).
- 2018 → 2021 (4 editions). Course in „Methods of Groups Work“ (30 hours per year, taught in English). Within the bachelor in social education, the course made use of an innovative didactics called "Korda Method" based on problem-based learning and entrepreneurship education, with the help of a local social enterprise who launches a real and cogent challenge to students. The pedagogical results of the diverse editions of this course have been published in diverse journals (Form@re and the International Journal of Management Education).
- 1st September 2021. 8 hours training for in-service teachers at the professional schools in Bolzano on competence development and course design.
- 2019 - 2020 5 hours each year, training for doctoral students on academic writing and publishing internationally (in English).
- 2019 "La teoria dell'allineamento costruttivo" (6 hours). University didactics (curriculum design) for the supervisors of practicum.
- 2019 "The theory of constructive alignment" (7 hours). University didactics (curriculum design) for new coming structured personnel.
- 2019 and 2020, module (20 hours in 2019 and 12 in 2020) on "Verifica e valutazione imprenditorialità" for student VET teachers at Intendenza Italiana Formazione Professionale of Bolzano. Didactics (curriculum design) in vocational education through the theory of constructive alignment.
- 2018 and 2019 three workshops per year (20 hours each, 1 cr, total 120 hours) on didactics (curriculum design) (Linee guida sulle competenze: Obiettivi formativi, Portfolio, Valutazione) Courses taught at the University of Helsinki:
- 2016 course in Yksilölliset erot kehityksessä ja oppimisessa (Assessment and interventions in special education), base, student teachers, (5cr, taught in English). The course was based on the Feuerstein methods;
- 2016 course in Assessment and interventions in special education, advanced, student teachers, (5 cr. Taught in English). The course was based on Feuerstein theory;
- 2016 course in Entrepreneurship Education, Master students in education, (5 cr., taught in English) Faculty of Educational Sciences. The course took a learning by doing stance asking the students to follow an entrepreneur. An

article on Education + Training (2018) was written on this pedagogy.

Other teachings and merits:

- Training for PhD students between 2014 and 2016. Academic Writing and Publishing Internationally for PhD students (4 workshops of 3 hours each) University of Venice; Expansive Learning and the Change Laboratory (2 workshops of 3 hours each) for PhD students at UniRoma3.
- Three articles and one book chapter on university pedagogy.
- Certificate of Academic Teaching Excellence by British Council 10-14 December 2018 at UniBz.
- Two courses on University Pedagogy at the University of Helsinki (5 cr each, module: 1 teaching and learning at the university; 2 Designing constructively aligned courses).

Membership

YKTT. Finnish Association of Entrepreneurship Education (2015, 2016, 2019)
 AERA The America Educational Research Association. (2019)
 SIRD. Società Italiana di Ricerca Didattica, (since 2019).
 SIREF, Società Italiana di Ricerca Educativa e Formativa (since 2012).
 SIPED, Società Italiana di Pedagogia (since 2015).
 ICSEM, International Centre for Studies on Educational Methodologies, since 2020.

Supervision of students

- Supervisor of four Ph.D. students at UniBz since 2020.
- Supervision of several master thesis at UniBz (2020).

Other academic responsibilities

Special ISSUE 2022. Guest Editor with Ulrike Stadler Altmann. *Formazione & Insegnamento*. Call on “From Neural Plasticity to Cognitive Modifiability. Celebrating 100 years from Reuven Feuerstein’s birth.”
 Special ISSUE 2022. Guest Editor - with A. Kakouris and L. Pittaway. *The International Journal of Management Education*. Call on “Educational Theory Driven Entrepreneurship”:
<https://www.journals.elsevier.com/the-international-journal-of-management-education/call-for-papers/educational-theory-driven>
 Editor of *Formazione & Insegnamento*
 Reviewer of: *International Journal of Management Education* (2015-2017), *Workplace Learning* (2020), *Education and Training* (2018-2019): *Teacher and Teaching Education* (2021); *Industry & Higher Education* (2021).

- Invited reviewer for the AERA conference papers (2019 and 2020).
- Supervisor of 5 Ph.D. students at UniBz (since 2020).
- Supervision of 5 master thesis at UniBz (since 2020).

Research and scholarships

| Date granted | Award Holder(s) | Funding Body | Title | Amount received |
|--------------|------------------------|----------------------------------------|----------------------------------|----------------------------------------------------------------|
| 7 2020 | Myself | UniBz INVALSI as partner | WebEnT. Web Enterprise Training. | € 12,000 |
| 6 2018 | Myself | Marie Curie Alumni Association | Micro travel Grant | € 1,000 |
| 11 2017 | Myself | College of Business at Ohio University | Research Scholarship | \$ 6,500 |
| 4 2017 | Myself | Fulbright Commission | Research Scholarship | \$ 12,000 + round trip flight + health insurance in the States |
| 2 2015 | University of Helsinki | European Commission | Marie Curie | € 187,000 |
| 3 2014 | Ca' Foscari University | Provincia di Mantova | Assegno di Ricerca | € 12,600 |

BOOKS

Publications

Morselli, D. (2019). *The Change Laboratory for Teacher Training in*

Entrepreneurship Education. A New Skills Agenda for Europe. Cham: Springer.
<https://doi.org/10.1007/978-3-030-02571-7>

Morselli, D. (2015). Enterprise Education in Vocational Education. A comparative Study between Italy and Australia. Basingstoke: Palgrave Macmillan. DOI 10.1057/9781137552617 Trad. It. L'educazione all'impresa nella formazione tecnica e professionale. Uno studio comparativo Italia Australia. Lecce: Pensa Multimedia.

BOOK CHAPTERS

D. Morselli, A. Kakouris. (2022). Teaching entrepreneurship to undergraduates: a Vygotskian perspective. In: G. J. Larios-Hernandez, A. Walmsley, I. Lopez-Castro (Eds.) *Theorising Undergraduate Entrepreneurship Education*. 49-68. Cham: Palgrave Macmillan <https://doi.org/10.1007/978-3-030-87865-8>

Morselli, D. (2021). L'apprendimento secondo Feuerstein e Vygotskij: A new deal for education in the XXIst Century. In. L. Galliani, R. Minello, F. Tessaro (Eds.) *Principio di responsabilità e ricerca pedagogica. Scritti in onore di Umberto Margiotta*. 297-312. Roma: Armando.

Morselli, D., Ravanelli, F. (2021). L'integrazione tra contesti di apprendimento attraverso le teorie dell'apprendimento costruttivo nella formazione iniziale degli insegnanti. In. G. Cavrini, M. Parricchi, D. Kofler, & M. Cagol (Eds.) *Per Tutta la Vita*. 144-155. Milano: FrancoAngeli.

Morselli, D. (2021). Prefazione. In.: S. Damnotti (Eds). *Reuven Feuerstein. Storia Straordinaria di un Uomo Straordinario*. 7-15. Milano: Simonelli.

Morselli, D., Dell'Anna, S., Bellacicco, R., Stadler-Altmann, U. (2021). L'insegnamento online durante la prima ondata di pandemia. Un sondaggio in una Facoltà di Scienze della Formazione. In: P. Lucisano (Eds). *Ricerca Didattica per Promuovere Intelligenza, Comprensione e Partecipazione*. Atti del X Congresso SIRD 9-10 aprile 2021. I Tomo. 141-157. Lecce: Pensa Multimedia.

Kakouris, A., Morselli, D. (2020). Addressing the pre/post-university pedagogy of entrepreneurship coherent with learning theories In: S. Sukanlaya (Eds). *Entrepreneurship Education. A Lifelong Learning Approach*. 35-59. Cham: Springer. <https://doi.org/10.1007/978-3-030-48802-4>

Morselli, D. (2020). Verso una integrazione di educazione musicale ed educazione all'imprenditorialità in un'ottica di lifelong learning. Un'analisi della letteratura. In: A., Coppi (Eds). *Donare-Donarsi. Relazioni, interdipendenze e inclusione nella pedagogia della Community Music*. Lucca: Libreria Musicale Italiana. 119-126.

Morselli, D. (2020). Gli icebreakers per la costruzione delle relazioni di gruppo e per lo sviluppo delle competenze chiave in una prospettiva di apprendimento permanente. In: L., Cerrocchi, M., Ladogana, & A., D'Antone, *Educare alla vivibilità nella famiglia e nella scuola. Riflessioni, esperienze e pratiche educative*, 87-93. Zeroseiup.

Morselli, D. (2019). Postfazione. In: J. Virkkunen & D.S. Newnham, *Il Change Laboratory. Uno strumento per lo sviluppo collaborativo nelle organizzazioni lavorative e in ambito educativo*, 219-222. Roma: Armando. (Translation and postface)

Morselli, D. (2018). Una nuova skill agenda per l'imprenditorialità. In Alessandrini, G., *Atlante di pedagogia del lavoro*, 398-415. Milano: Franco Angeli.

Morselli, D. (2017). The boundary crossing workshops for enterprise education. In: P., Jones, G., Maas, G. & L., Pittaway, *Entrepreneurship Education: New perspectives on research, policy & practice*. Volume 7, 277-300. Bingley: Emerald. DOI:10.1108/S2040-724620170000007017

SCIENTIFIC ARTICLES

- Morselli, D., Gorenc, J. (2022). Using the EntreComp framework to evaluate two entrepreneurship education courses based on the Korda Method. *The International Journal of Management Education*, 20 (1), 1-9. <https://doi.org/10.1016/j.ijme.2021.100591>
- Morselli, D. and Marcelli, A.M. (2022), "The role of qualitative research in Change Laboratory interventions", *Journal of Workplace Learning*, Vol. 34 No. 2, pp. 215-228. . <https://doi.org/10.1108/JWL-08-2020-0140>
- Morselli, D., Dell'Anna, S., Bellacicco, R., Stadler-Altman, U. (2021). Online Teaching amid the Covid-19 Pandemic: Insights from faculty members. A study in the context of teacher training at a university. *Journal Teacher Education under Review/Lehrerbildung auf dem Prüfstand*, 1, 103-119.
- Morselli, D., Seikkula Leino, J. (2021). Evaluating a Finnish web-based platform to nurture a sense of initiative and entrepreneurship in three Italian upper secondary schools during COVID-19 pandemic. *Giornale Italiano della Ricerca Educativa*, xiv, 190-202.
- Morselli, D. (2021). A three-levels analysis of double stimulation in Change Laboratory. *Workplace Learning*, 33(7), 505-522. <https://doi.org/10.1108/JWL-08-2020-0128>
- Morselli, D., Ellerani, P. (2021). Lo studio dell'agency secondo il Capability Approach nei paradigmi d'indagine qualitativa. *Formazione & Insegnamento*, xix(1), 84-97. DOI 10.1108/JWL-08-2020-0140
- Morselli, D., Sannino, A. (2021). Testing the model of double stimulation in a Change Laboratory. *Teacher and Teaching Education*, 97, 1-8. doi: [10.1016/j.tate.2020.103224](https://doi.org/10.1016/j.tate.2020.103224)
- Morselli, D. (2020). La metodologia dell'indagine qualitativa negli interventi formativi di matrice vygotskijana. *Formazione & Insegnamento*, xviii(3), 303-318.
- Morselli, D., Ellerani, P. (2020). Verso un programma di ricerca sull'agency in accordo al Capability Approach. *Giornale Italiano della Ricerca Educativa*, xiii(24), 84-101.
- Costa, M., Morselli, D. (2019). An enterprising capability for the development of agency in adults: Results from a European Erasmus Plus project. *Pedagogia Oggi*, 17(2), 168-183.
- Morselli, D. (2019). Teaching a sense of initiative and entrepreneurship through problem-based learning. *Form@re - Open Journal per la formazione in rete*, 19(2), 149-160.
- Morselli, D. (2019). L'attualità degli studi di matrice vygotskijana e il loro contributo alla ricerca educativa. *Formazione & Insegnamento*, XVII (1), 39-58.
- Morselli, D. (2019). Testing the Vygotskian Model of Double Stimulation in a Formative Intervention. The contribution of educational research. *Formazione & Insegnamento*, XVII(1), 375-390.
- Morselli, D. (2018). La valutazione di un senso di iniziativa e di imprenditorialità nella formazione tecnica e professionale. *Formazione & Insegnamento*, XVI (2), 419-431.
- Morselli, D. (2018). Teaching the sense of initiative and entrepreneurship with constructive alignment in tertiary non-business contexts. *Education + Training*, 60(2), 122-138. <https://doi.org/10.1108/ET-06-2017-0093>
- Morselli, D. (2018). How do teachers promote the key competence of the sense of initiative and entrepreneurship? Development and first application of the SIE questionnaire. *Education + Training*, 60(7/8), 800-818. <https://doi.org/10.1108/ET-03-2017-0046>
- Morselli, D. (2017). Teaching the European key competence of the sense of initiative and entrepreneurship. *Formazione & Insegnamento*, XV(3), 103-122.
- Morselli, D. (2016). The entrepreneurial laboratory for teacher training in

enterprise education. *Formazione & Insegnamento*, XIV(3), 75-88.

Morselli, D. (2016). Un approccio capacitante di educazione all'imprenditorialità durante l'alternanza scuola lavoro. *RicercaAzione*, 8(2), 177-196.

Morselli, D. (2016). Teaching academic writing to students with English as second language. *Formazione & Insegnamento*, XIV(2), 269-275.

Morselli, D. (2016). La pedagogia dell'imprenditorialità. *Formazione & Insegnamento*, XIV(2), 173-185.

Morselli, D., Ajello, A. M. (2016). Assessing the Sense of Initiative and Entrepreneurship in vocational students using the European Qualification Framework. *Education + Training*, 58(7/8), 797- 814. DOI 10.1108/ET-02-2016-0038

Morselli, D., Costa, M. (2015). Il laboratorio imprenditoriale per la formazione degli insegnanti all'imprenditorialità. *RicercaAzione*, 7(2), 111-124.

Morselli, D., Cremonesi, M.R. (2015). Laboratorio di contrasto alla dispersione: risultati di un progetto negli istituti mantovani. *Formazione & Insegnamento*, XIII(1), 283-295.

Costa, M., Morselli, D., Polesel, J., Rice, S. (2015). Strategies for structural youth unemployment. A capability approach for guidance. *Pedagogia Oggi*, 1, 91-114.

Morselli, D., Costa, M. (2014). Il laboratorio di attraversamento dei confini nell'alternanza scuola lavoro. *RicercaAzione*, 6(2), 193-210.

Morselli, D., Costa, M., Margiotta, U. (2014). Entrepreneurship education based on the Change Laboratory. *The International Journal of Management Education*, 12, 333-348. <http://doi.org/10.1016/j.ijme.2014.07.003>

Morselli, D., Cremonesi, M.R. (2013). L'insegnamento del senso d'iniziativa e d'imprenditorialità in contesti cooperativi. *Formazione & Insegnamento*, XI, 4, 71-84.

Morselli, D. (2013). Enhancing the Sense of Initiative and Entrepreneurship in VET Students: preliminary results. *Formazione & Insegnamento*, XI, 1, 247-260.

Morselli, D., Polesel, J. (2012). Entrepreneurship teaching in VET through the Change Laboratory. *Formazione & Insegnamento*, X,2, 241-254.

Morselli, D. (2011). Il Laboratorio di Attraversamento dei Confini per mobilitare la competenza tra scuola e lavoro. *Formazione & Insegnamento*, IX,3, 157-166.

Morselli, D., Cremonesi, M.R. (2011) Nella mia scuola nessuno è straniero. L'educazione all'Intercultura attraverso il metodo Feuerstein. *Formazione & Insegnamento*, IX,3, 161-176.

Garagnani, E., Morselli, D. (2011) Visione d'insieme. L'integrazione di soggetti ipovedenti attraverso il metodo Feuerstein. *Formazione & Insegnamento*, IX,3, 227-240.

**Further data
Invited speeches at
international
conferences**

3-4/6/2022. EntrePed2022 Conference organized by University of Macedonia. Thessaloniki (GR). Invited speaker: "The Korda method for entrepreneurship education with secondary school students".

2-3/10/2019. YKTT, Haaga-Helia University, Helsinki. Finnish Conference of Entrepreneurship Education. Invited keynote speaker "The Change Laboratory for Entrepreneurship Education with Secondary Teachers".

2 – 2/11/2018. Enspire Conference organized by The Young Entrepreneurship Institute. Cleveland (OH). Invited speaker for round table. "The European Perspective on Entrepreneurship Education".

Key-note speech

16-25/09/2021. XVI Siref Summer School. 23/09. Moderator in the session

at national conferences

“Verso una Metodologia di ricerca negli ecosistemi formativi. Agency e sviluppo dei contesti: alcune prospettive di ricerca. Plus speech „Il Processo della ricerca qualitativa: Studi sull’agentività degli insegnanti secondo il Capability Approach”.

International conferences with paper presentation

18-20/5/2022. Boosting Entrepreneurial Skills and Mindset: Theories, Methods, and Impact. Organized by Bologna Business School. “Evaluating an interfaculty entrepreneurship program based on problem-based learning through the EntreComp Framework”.

6-10/9/2021. ECER (Geneva, CH). Online. (two presentations) “Evaluating a Finnish web-based platform to nurture a sense of initiative and entrepreneurship in three Italian upper secondary schools during COVID-19 pandemic” and “Online Teaching amid the COVID-19 Pandemic: Insights from faculty members”.

15-16/12/2020. FERA (Finnish Educational Research Association). Online. Cultural-Historical Activity Theory and Formative Interventions SIG “Connecting the dots: situating formative interventions in the panorama of qualitative research”.

2 – 6/09/2019. ECER. Hamburg (D). “A multileveled analysis of double stimulation in the Change Laboratory”.

4 – 9/4/2019. AERA. Toronto (Canada). “Applying the Vygotskian model of double stimulation to Change Laboratory”.

4 – 7/9/2018. ECER. Bolzano (It). “Teacher In-Service Training in Entrepreneurship through the Change Laboratory”.

11—14/01/2018. USASBE Conference on Entrepreneurship Education. Los Angeles (CA). “Teaching a Sense of Initiative and Entrepreneurship with Constructive Alignment in Tertiary Non-Business Contexts”.

06 – 08/07/2017. EGOS Colloquium 2017: sub-theme, Activity Theory and Organizations. Copenhagen Business School, Denmark. “The Change Laboratory for In-Service Teacher Training in Entrepreneurship Education. Preliminary Results”.

07 – 09/07/2016. EGOS Colloquium 2016: sub-theme, Activity Theory and Organizations. University of Naples, Italy “Teacher Training in Enterprise Education. 7 Challenges”.

14 – 15/09/2015. Enterprise Education Conference, YKTT 2016, Jyväskylä, Finland “Teaching the European Key Competence of a Sense of Initiative and Entrepreneurship”.

02/10/2015. Poster presentation at CICERO Learning, Brain, Technology. Helsinki, Finland. “Teaching Entrepreneurship in an entrepreneurial Way? From Experiential learning to Expansive learning”.

24 – 25/09/2015. Enterprise Education Conference, YKTT 2015, Pori, Finland “The Entrepreneurial Laboratory for Teacher Training in Enterprise Education”.

April 2014, Barcelona, University-Industry Interaction Conference. “The Change Laboratory for enterprise education, a comparative study between Australia and Italy”;

July 2014, Amsterdam, EGOS Colloquium 2014: sub-theme 61, Activity Theory and Organizations. “The Boundary Crossing workshops between school and work”.

National conferences with paper presentation

30/06 - 2/07/2022 SIRD (Palermo). "L'insegnamento della competenza finanziaria attraverso il cooperative learning nella scuola primaria: uno studio esplorativo basato sulle evidenze".

9-10/4/2021. SIRD (online). "L'insegnamento online durante la prima ondata di pandemia. Un sondaggio in una Facoltà di Scienze della Formazione".

Invitation for Speeches

27/03/2019. "Il Change Laboratory. Cambiamento delle pratiche e innovazione della formazione insegnanti". La creatività s'impura. Open day organized by ICSEM, Istituto Cellini Tornabuoni, Firenze.

2-4/12/2021. Convegno Terra Natura. Workshops: "DiCiDi – Diventare Cittadini Digitali. Per attivare competenze di cittadinanza *onlife*".

30/11/2018. Conference Terra Natura. Io abito qui, io abito il mondo. Bressanone (Bz). Workshops: "Ice Breakers for Team Building".

23/11/2019. "Educare all'imprenditorialità, una ricerca comparativa Internazionale". Ca' Foscari University of Venice, Erasmus + project REACT.

19/11/2018. "L'alternanza scuola-lavoro, un approccio per competenze". Conference "L'alternanza Scuola Lavoro, Quali Prospettive?" at the Fondazione Marco Biagi, University of Modena and Reggio.

15/10/2015. "The employability skills for personal growth". Dissemination seminars organized by University Roma Tre within the European project SMEqual.

Statement of interest

At the compulsory education levels, I will find Italian and German speaking schools and kindergarten where to experiment: 1) tools for entrepreneurship education based on Finnish Skilloon platform; 2) a preparation to work experience based on PBL (problem-based learning) with real problems given by 'flesh and blood' social entrepreneurs; 3) experiment with new tools at the kindergarten and primary school level that aim both at inclusion and educating for a sense of initiative and entrepreneurship, especially its components suitable for early ages (for example autonomy, creativity, planning, working in groups, personal initiative). At the tertiary level, my aim is to develop my scholarship of teaching by adapting PBL to subjects related to the educational sciences. The activities above will be the springboard for publications in national and international journals.

Language competence

Mother tongue: Italian

| | Listening | Reading | Speaking | Writing |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------|----------|---------|
| English | C2 | C2 | C2 | C2 |
| <i>IELTS test on 26/08/2012 average band score 8/9</i> BRITISH COUNCIL ACCADEMIC TEACHING EXCELLENCE 2018 Doctor of Philosophy – The University of Melbourne | | | | |
| German | B2 | B2 | B2 | B2 |
| <i>TELC B2 Exam on 23/09/2020 score 250/300 Gut</i> | | | | |
| <i>Common European Framework of Reference for Languages</i> | | | | |

Date

Signature

16/03/2022

IT: Dichiaro, ai sensi dell'art. 76 del D.P.R. 445/2000, che le informazioni rispondono a verità. Autorizzo il trattamento dei miei dati personali ai sensi del Decreto Legislativo 30 giugno 2003, n. 196 "Codice in materia

di protezione dei dati personali" e del GDPR 679/16 – "Regolamento europeo sulla protezione dei dati personali".

DE: Ich erkläre gemäß Artikel 76 des D.P.R 445/2000, dass die Angaben der Wahrheit entsprechen. Ich genehmige die Verarbeitung meiner persönlichen Daten gemäß der Gesetzesverordnung Nr. 196 vom 30. Juni 2003 "Datenschutzgesetz" und der GDPR 679/16 - "Europäische Verordnung über den Schutz personenbezogener Daten"