

19 maggio 2020

# La Valutazione nella Didattica a Distanza delle lingue e del CLIL

Letizia Cinganotto, PhD Ricercatrice  
INDIRE



# Assessment in language learning and CLIL

1

What is assessment?

2

Assessment for learning

3

Assessment of learning

4

E-assessment

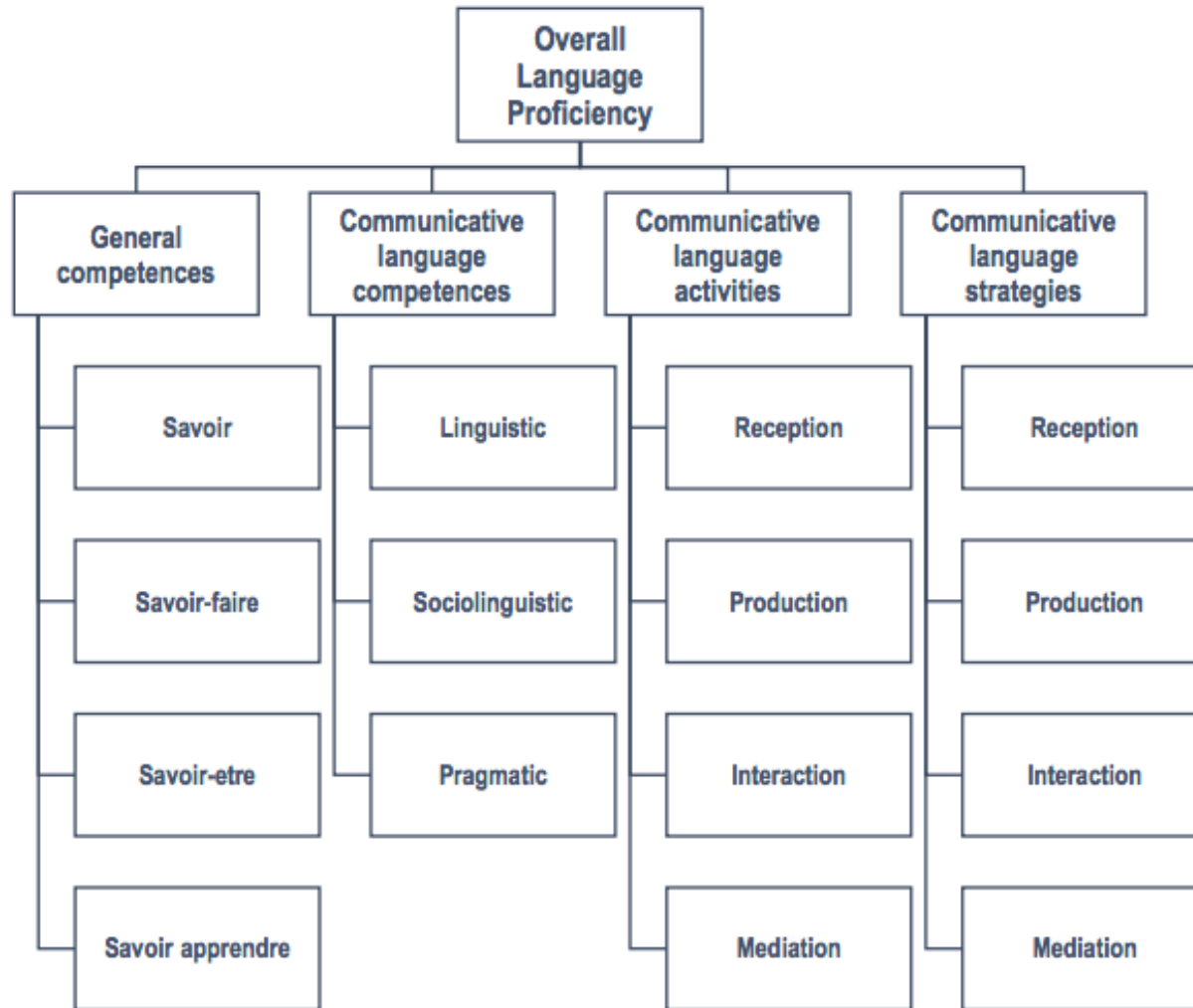
# Background

# Companion Volume CEFR

COMMON EUROPEAN FRAMEWORK  
OF REFERENCE FOR LANGUAGES:  
LEARNING, TEACHING, ASSESSMENT

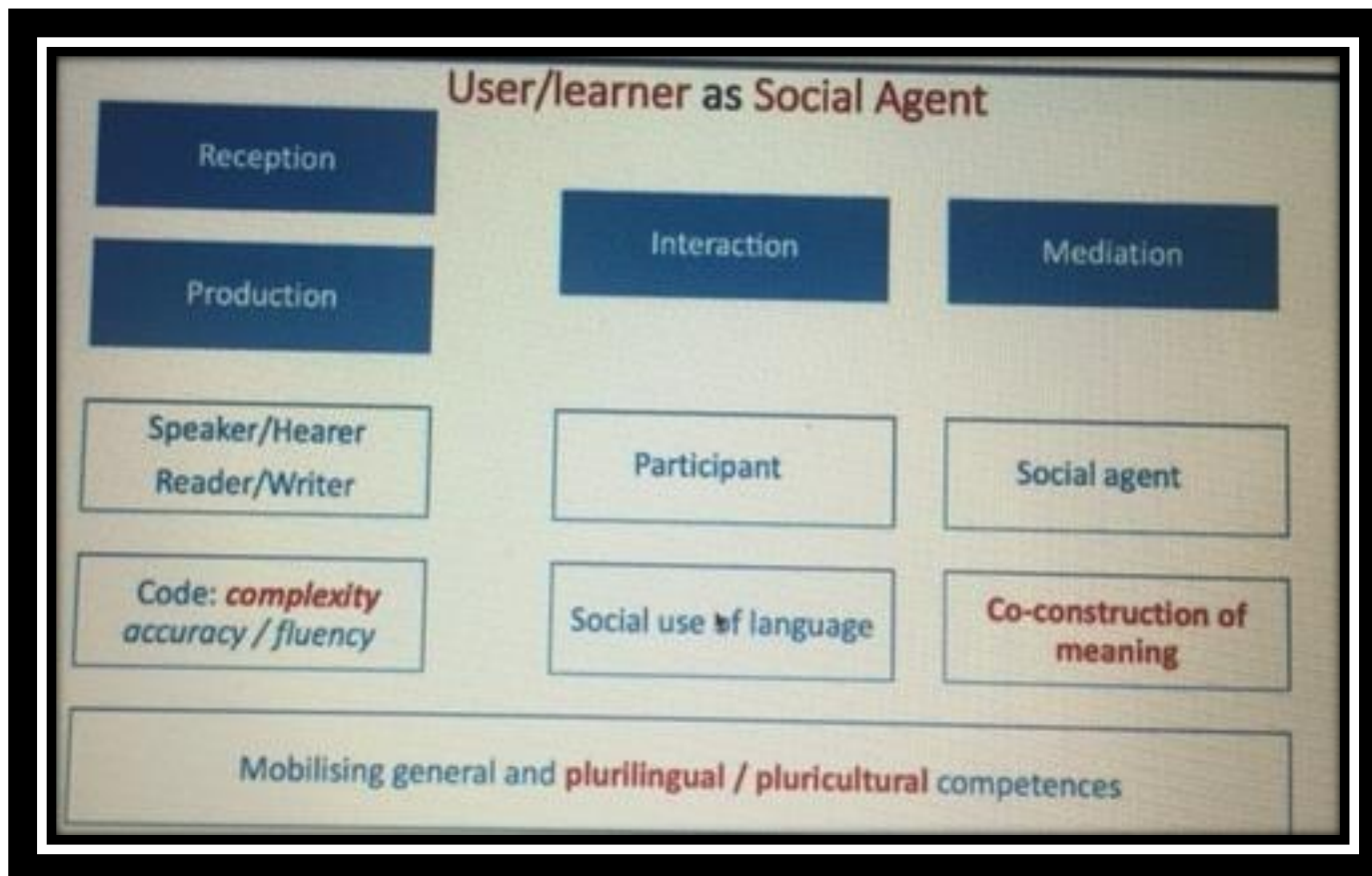
**COMPANION VOLUME  
WITH NEW DESCRIPTORS**

# CEFR CV



**Figure 1** – The structure of the CEFR descriptive scheme<sup>3</sup>.

# CEFR CV



# CLIL

## Council Recommendation on languages, 2019

### Case study: Italy – CLIL for all in upper secondary education

The introduction of CLIL was implemented in all *Licei* and *Istituti Tecnici* (upper secondary education) in 2014/15 as part of a comprehensive school reform. In practice, one non-language subject must be taught in a foreign language in the final year at *Licei* and *Istituti Tecnici*. In the latter, the subject must be chosen from the specialist areas. In the final three years of *Licei linguistici*, two different non-language subjects must be taught through two different foreign languages.

The Ministry of education has defined the competences and qualifications teachers need to teach CLIL classes. They concern the target languages, the non-language subjects and issues relating to methodology and teaching approaches. In particular, CLIL teachers must have attained a C1 level of competence on the scale defined by the Common European Framework of Reference for Languages (CEFR). In order to help potential CLIL teachers acquire the appropriate knowledge and skills, the education authorities are financing specific continuing professional development activities. For instance, in 2016, within a new school reform, they launched a National Teacher Training Plan which established a wide range of training programmes in CLIL methodology, which also included teachers from primary, lower secondary and vocational schools.

# What is Assessment?

Measuring knowledge, skills and attitudes by collecting and documenting empirical data



# Mindful assessment

*"It is time to rethink the relationship between teaching and learning and assess the crucial skills students need to succeed in the 21st century. Educators must focus assessment on mindfulness and feedback for improvement, framing assessment around six fluencies students need to cultivate".*



**"Mindful Assessment  
The 6 Essential Fluencies of Innovative Learning"**

*Lee Watanabe Crockett, Andrew Churches*

# Features of a meaningful assessment

- Meaningful assessments and feedback:
  - Are valid
  - Are individualized
  - Are understandable
  - Communicate high expectations
  - Lower emotional barriers
- Assessment of content-area knowledge:
  - Formative Assessment
  - Summative Assessment
  - Self-assessment
  - Peer-assessment

# Assessment OF learning

# Assesment OF learning

A diagram showing three stacked light blue rectangular boxes, each preceded by a yellow square. The boxes contain the text 'summative', 'test/exams', and 'check progression at the end of a module/a course' respectively.

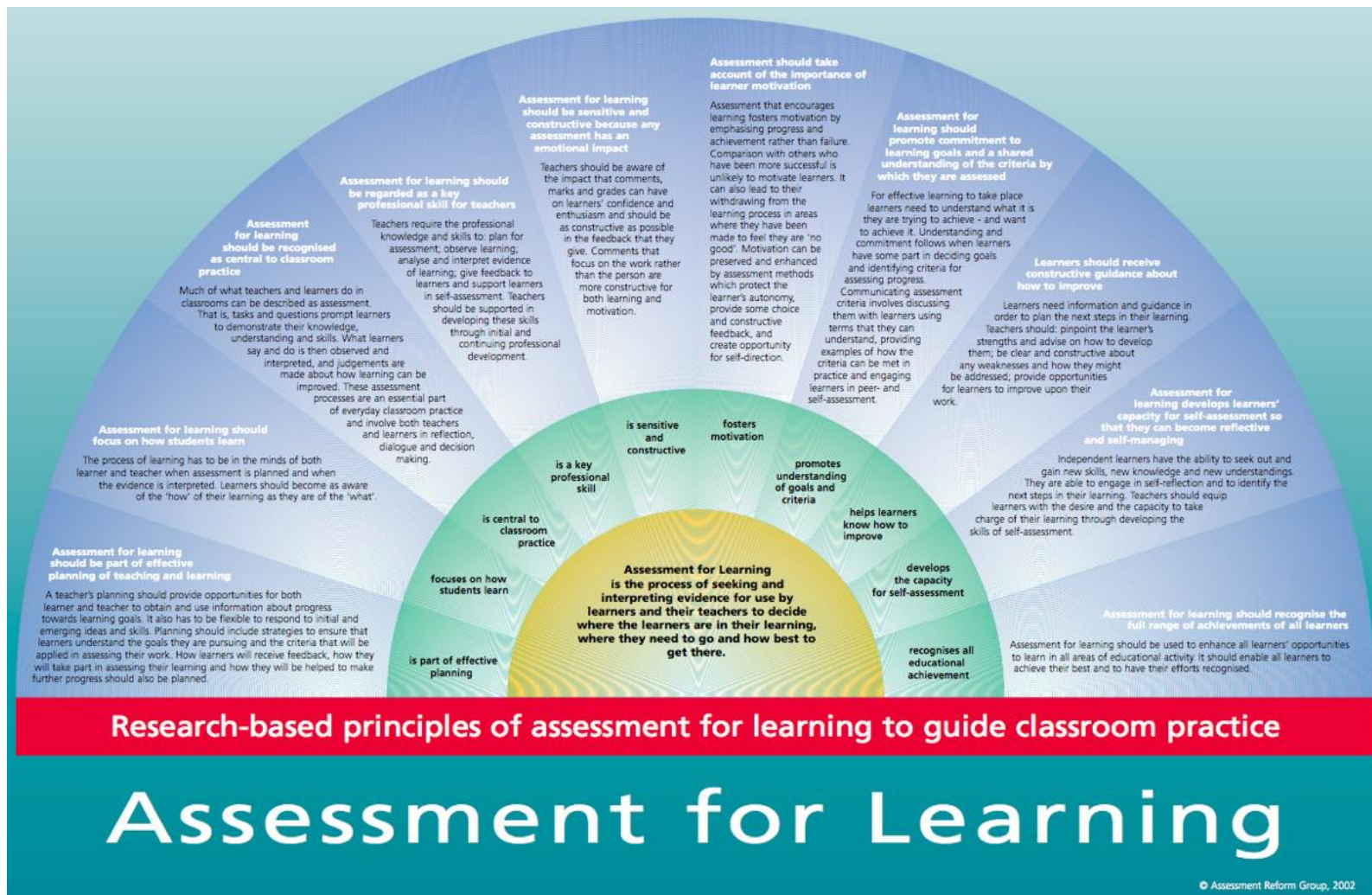
summative

test/exams

check progression at  
the end of a module/a  
course

# Assessment FOR learning

# Ten Principles of Assessment



ARG (Assessment Reform Group), 2002:

[http://www.hkeaa.edu.hk/DocLibrary/SBA/HKDSE/Eng\\_DVD/doc/Afl\\_principles.pdf](http://www.hkeaa.edu.hk/DocLibrary/SBA/HKDSE/Eng_DVD/doc/Afl_principles.pdf)

# Assessment for learning

These types of assessments occur on a daily basis and help teachers decide what they can do to help students progress:

- Student Reflections (learning journals, concept maps)
- Conversations with students
- Peer Assessments



# Assessment for learning

A solid yellow square positioned to the left of the word 'planned'.

planned

A solid yellow square positioned to the left of the word 'reactive'.

reactive

A solid yellow square positioned to the left of the word 'reciprocal'.

reciprocal



# Assessment for learning

**AfL helps students to:**

understand  
expectations

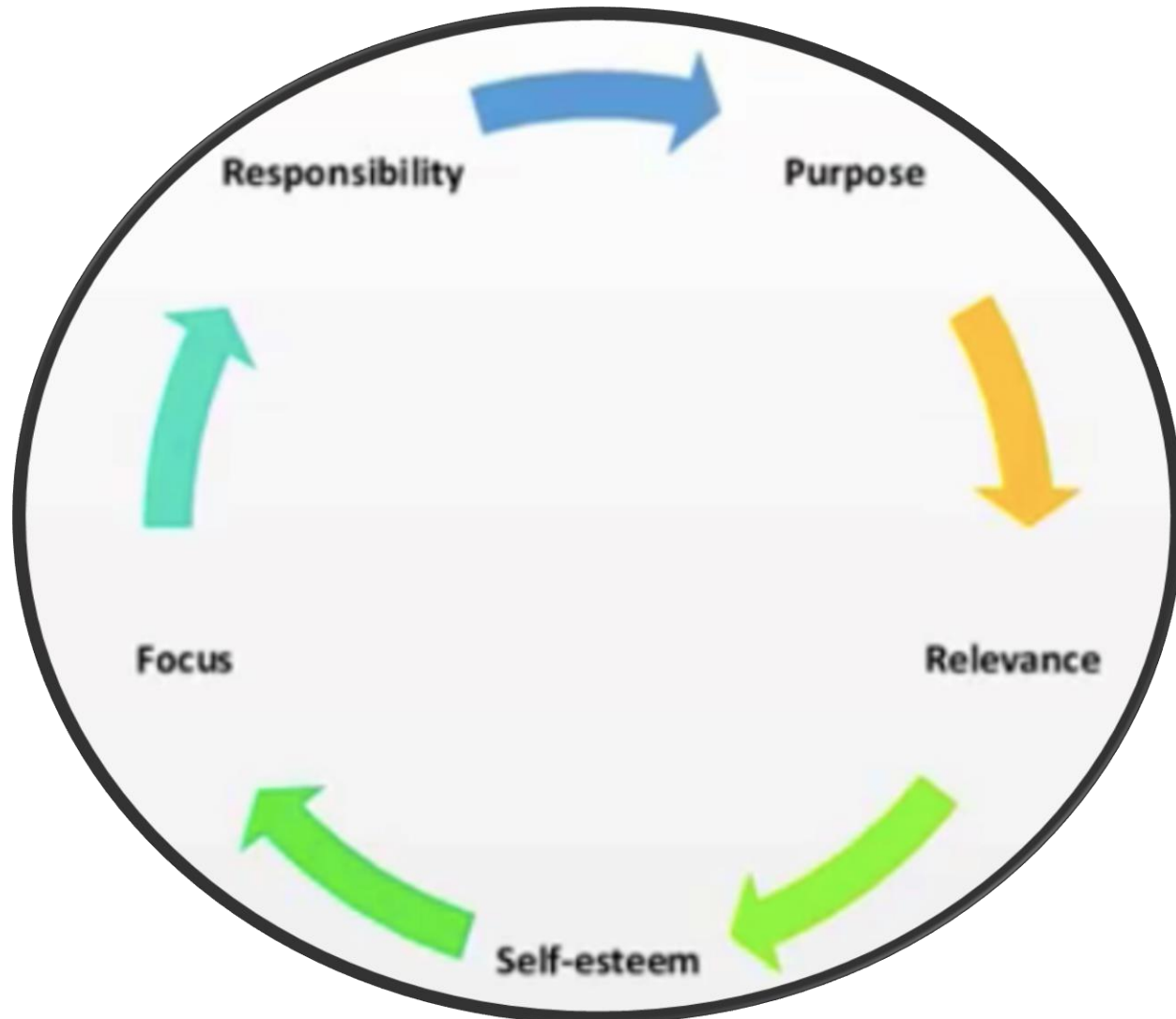
work  
independently

recognise their  
efforts and  
achievements

focus on their  
personal  
development areas



# Assessment for learning



# Self-Assessment

- Builds metacognitive competence
- Students can tell us a lot
- Creates independent learners
- Assesses both the learning process as well as outcomes



I can do this!



I'm getting there.



I need help!



# Peer-assessment

- Peer learning
- Sharing ideas, experiences, feedback
- Learning from the peers' mistakes.



# Anxiety: a reason for making mistakes

- Steinberg and Horwitz (1986) found that anxiety affects communication strategies
- Certain grammar points may also be “forgotten”
- Krashen’s Affective Filter
- This affects the validity of the assessment



Copyright © 2007 Creators Syndicate, Inc.

# Feedback

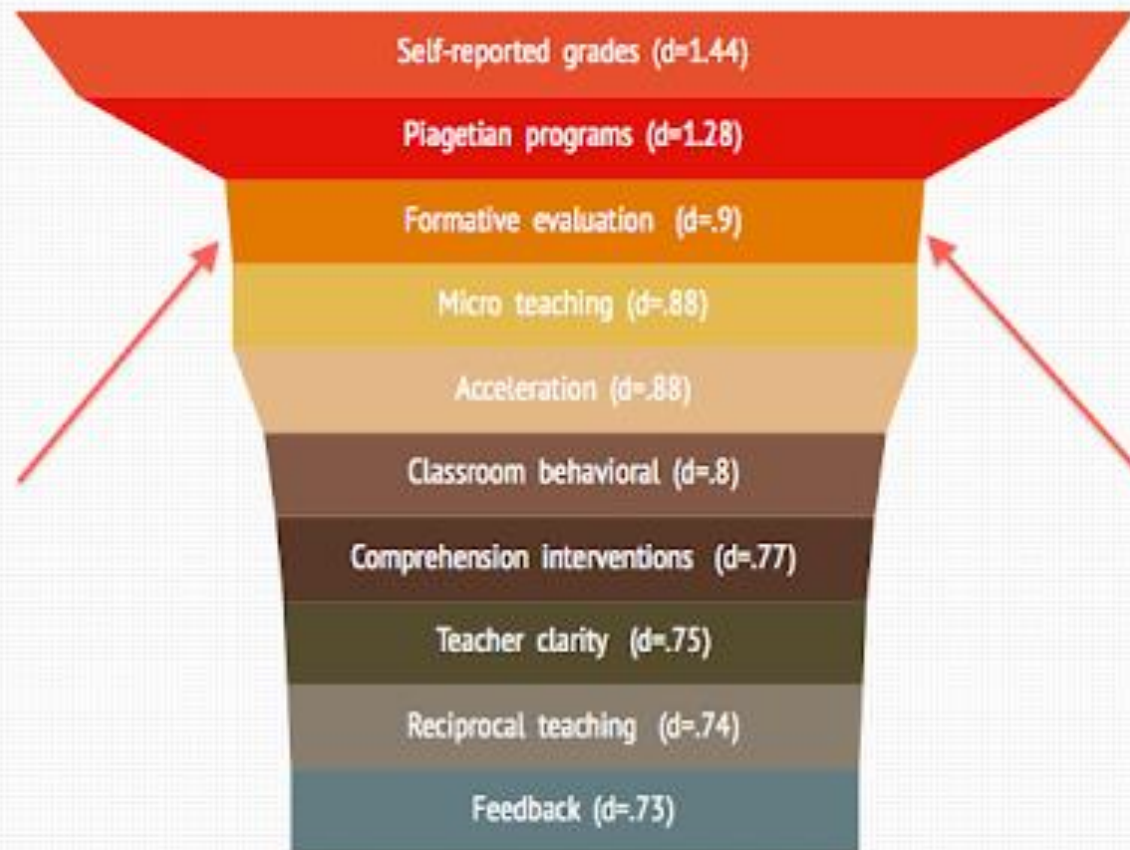
# Feedback

**“The most powerful single moderator that enhances achievement is feedback. This does not mean using many tests and providing over-prescriptive directions. It means providing information about how and why the student understands and misunderstands and what directions the student must take to improve”**

J. Hattie, Influences on Student Learning

# Feedback

## The Top 10 influences on achievement





# Ladder of feedback



# Kaizena

Kaizena is an extension or add-on that can be used with Google, Word and Chrome. It allows teachers to leave feedback through voice recording.

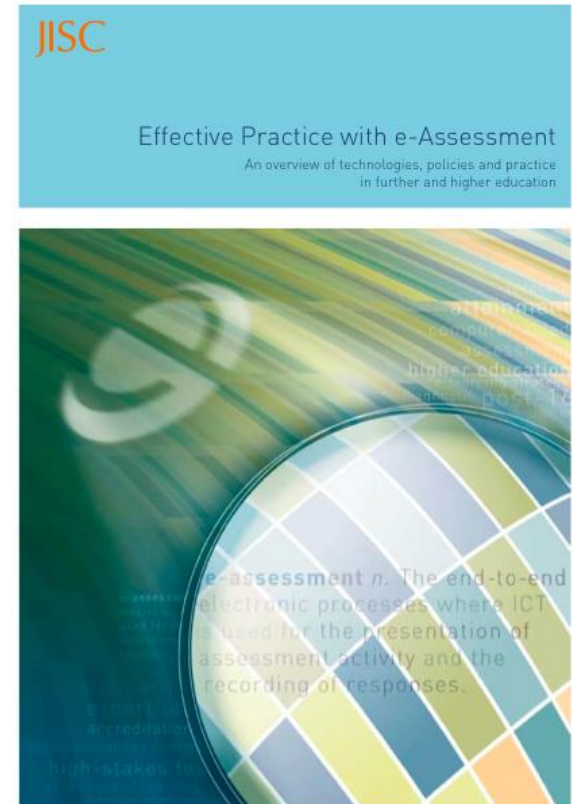


# E-assessment

# E-Assessment

*‘ the end-to-end electronic assessment processes where ICT is used for the presentation of assessment activity, and the recording of responses’.*

JISC (2007): UK not-for-profit educational organization for digital services and solutions.




# The two components

e-Assessment consists of two components that are interrelated:  
one can not exist without the other.

“assessment” component

“e” component

*Crisp, G. (2007). The e-assessment handbook, Bloomsbury.*




[Training and PD](#)
[Resources](#)
[Schools and Districts](#)
[Sign Up Free!](#)
[Log In](#)

## Remote Learning with Seesaw

Meaningful learning can happen anywhere. We're here to support students, teachers, and families with remote learning.

[Learn How](#)
[Sign Up Free](#)



### Seesaw for Schools

## Seesaw Basics



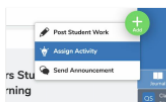
### View Student Work in 3 Ways

- ✓ Click the Journal tab to see all students' posts
- ✓ Click the calendar icon to view work by a specific date
- ✓ Click on a student's name to view work by that student



### Students Add to Their Journals

- ✓ Click the green Add button
- ✓ Respond to an activity by clicking Add Response
- ✓ Either way, students access Seesaw's learning tools



### Find and Assign Activities

- ✓ Get to the Activity Library: Green add button > Assign Activity
- ✓ Click Community to find activities
- ✓ Click the heart to save activities to My Library
- ✓ Click Assign to assign activities to your class



### Approve Student Work

- ✓ Click Review on the red bar on the bottom of your screen
- ✓ Click on posts to view
- ✓ Click Approve, Send Back, or Delete

# Portfolio: Mahara



[HOME](#) [DOWNLOAD](#) [DEMO](#) [ABOUT](#) [COMMUNITY](#) [PARTNERS](#)

OPEN SOURCE EPORTFOLIOS

## Create. Share. Engage.

Fully-featured web application to build your electronic portfolio



### Personalized

Create your multimedia portfolio the way you want and share it with the people who should view it.



### Collaboration

Create project portfolios together with others and use the discussion forums to talk about your work.



### SmartEvidence

Align your portfolio to a competency framework and visualise, which competencies you have already achieved.



### Open source

Mahara is built on open source and open principles, it is free and is being improved by enthusiasts around the world.



### Customizable

Configure your Mahara site as administrator to tailor it to your institution's specific needs.



### Mobile

Access Mahara on any device via responsive design. Mahara Mobile even allows you to collect evidence offline.



### Integration

Use Mahara alongside your learning management system and other services via web services.



### Scalable

You can use Mahara with just a few learners or multiple institutions with thousands of users on one site.

Edulastic

[Districts](#) [Teachers](#) [Resources](#) [Assessments](#) [Blog](#) [Log In](#) [Join for Free](#)

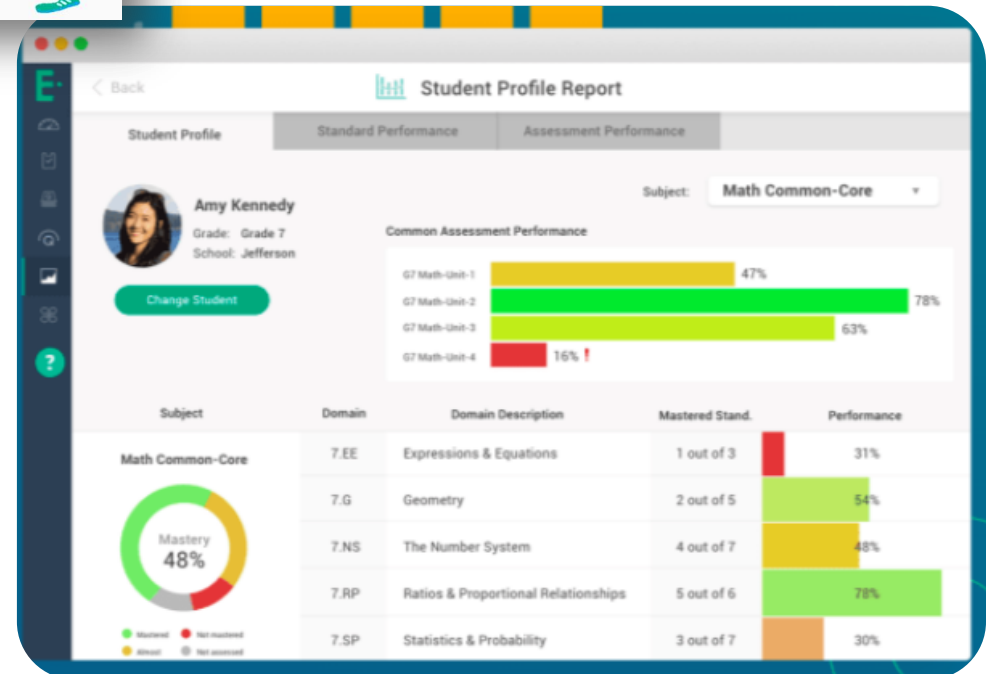
[Learn More](#)

**Prepare for distance learning due to COVID-19**  
We've added new free features to support educators

## Put every student on the path to success

Technology-enhanced assessments that work for teachers and leaders alike, so you can fix gaps and see growth.

[See how it works](#) [Request demo](#)





# VoiceThread

An online media album that can hold essentially any type of media (images, documents and videos) and allows people to make comments.



# Vocaroo

Vocaroo is a very simple tool that allows students to record their voice for up to five minutes and then send the resulting recording as an email.



# Poll Everywhere

Poll Everywhere is an online question and response application that allows lecturers to post questions to students during a lecture scenario and receive live feedback through students using portable devices that have internet capability.



[How it works](#)

[Pricing](#)

[Support](#)

[Enterprise](#)

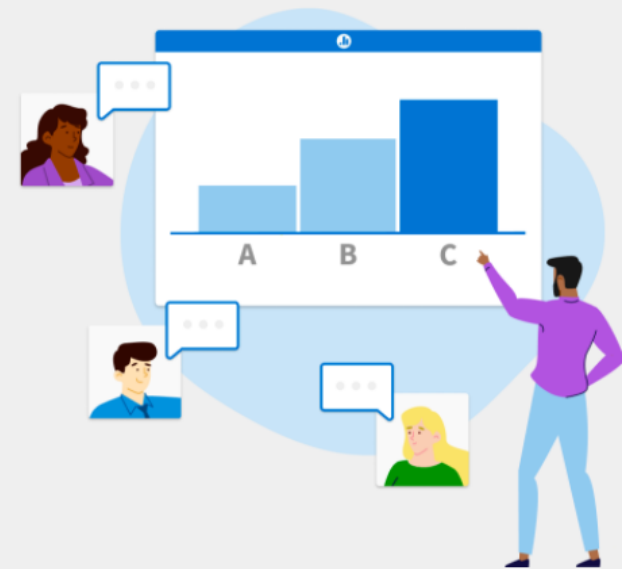
[Blog](#)

[Contact sales](#)

## Live activities for teammates, students, and friends

Ask interactive questions that get participants talking

[Get started](#)



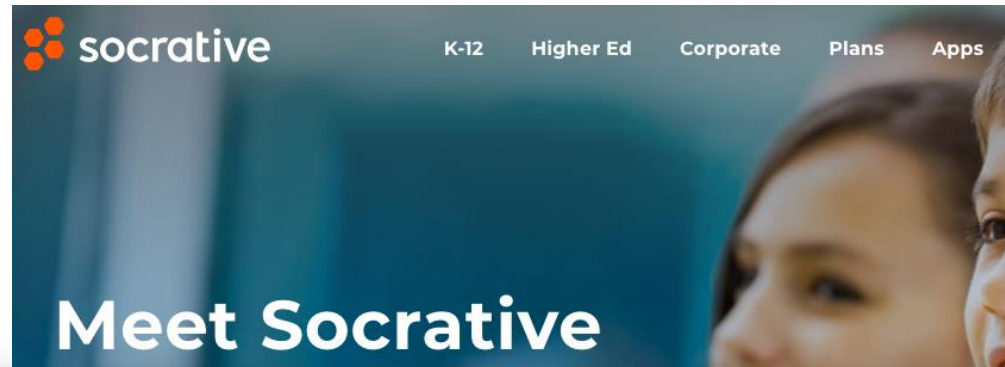
# Mentimeter

Go to [www.menti.com](https://www.menti.com) and use the code 80 34 97

## Your idea of CLIL in three words

Mentimeter





## KEY FEATURES



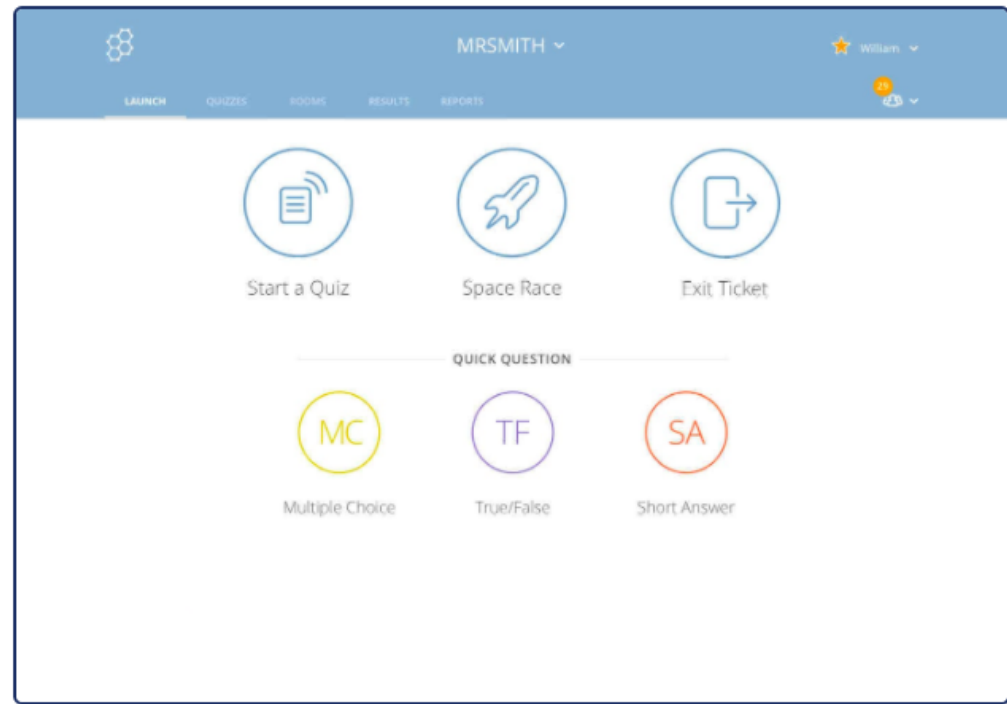
## Activities

Quizzes

Quick Question

Class Count

Engage your students as learning happens with your choice of activity type. Launch a quiz, receive exit tickets, or ask a quick question for instant student feedback.



# Rubrics

**“Raccoglie le evidenze  
osservabili delle  
prestazioni di un soggetto,  
all’interno di un percorso”**

Mario Castoldi

# Language

|                                |   |   |   |   |   |
|--------------------------------|---|---|---|---|---|
| <b>Accuracy</b>                | Consistent grammatical control and appropriate use of vocabulary.   | Good grammatical control and generally appropriate use of vocabulary. | A few mistakes in grammar and vocabulary use do not lead to misunderstanding. | Systematically makes mistakes in grammar and vocabulary use but the message is generally clear. | The systematic grammar mistakes and the narrow range of vocabulary makes the message meaningless. |
| <b>Fluency and Interaction</b> | Can express him/herself with a natural flow and interact with ease. | Can express him/herself and interact with a good degree of fluency.   | Can express him/herself and interact with a reasonable degree of fluency.     | Can manage the discourse and the interaction with effort and must be helped.                    | The communication is totally dependent on repetition, rephrasing and repair.                      |

# CLIL

|                        | Criteria                   | 5 = excellent  | 4 = good   | 3 = satisfactory  | 2 = almost satisfactory  | 1 = unsatisfactory   | Score |
|------------------------|----------------------------|--|--|---|--|--|-------|
| CONTENT LANGUAGE ..... | Basic concepts/ principles | Has acquired all the basic concepts and principles of the topic.                       | Has acquired most of the basic concepts and principles of the topic.                   | Has acquired some basic concepts and principles of the topic.                         | Has acquired only a few basic concepts and principles of the topic.                              | Hasn't acquired none of the basic concepts and principles of the topic.  |       |
|                        | Elaboration /Evaluation    | Well structured, correct and comprehensive explanation; excellent personal evaluation. | Generally well structured, correct and adequate explanation; good personal evaluation. | Sufficient explanation, with a limited number of errors; limited personal evaluation. | The explanation shows major deficiencies in terms of logical structuring and formulation.        | The explanation is severely deficient in terms of logical structuring and formulation; no personal evaluation. |       |
|                        | Accuracy                   | Consistent grammatical control and appropriate use of vocabulary.                      | Good grammatical control and generally appropriate use of vocabulary.                  | A few mistakes in grammar and vocabulary use do not lead to misunderstanding.         | Systematically makes mistakes in grammar and vocabulary use, but the message is generally clear. | The systematic grammar mistakes and the narrow range of vocabulary make the message meaningless.               |       |
|                        | Fluency & Interaction      | Can express him/herself with a natural flow and interact with ease.                    | Can express him/her self and interact with a good degree of fluency.                   | Can express him/ herself and interact with a reasonable degree of fluency.            | Can manage the discourse and the interaction with effort and must be helped.                     | The communication is totally dependent on repetition, rephrasing and repair.                                   |       |



# CLIL & ICT

EVALUATION GRID

|                 | SCORE  | 4  | 3,5   | 3   | 2,5  | 1,5  |
|-----------------|--|--|---|---|--|--|
|                 |  | <b>Excellent</b>   | <b>good</b>   | <b>satisfactory</b>   | <b>almost satisfactory</b>   | <b>unsatisfactory</b>  |
| <b>CONTENT</b>  | <i>Basic concepts/<br/>Principles/ Creativity/<br/>Personal evaluation</i> | Has acquired <u>all the</u> basic concepts and principles of the topic. Well structured, correct and <u>comprehensive</u> explanation; excellent personal evaluation | Has acquired <u>most of</u> the <u>basic concepts</u> and principles of the topic. Generally <u>well structured</u> , correct and <u>adequate</u> explanation; good personal evaluation | Has acquired <u>some</u> basic concepts and <u>principles</u> of the topic. <u>Sufficient</u> explanation, with a <u>limited number of errors</u> ; limited personal evaluation | Has acquired <u>only a few</u> basic concepts and principles of the topic. The explanation shows <u>major deficiencies</u> in terms of logical structuring and formulation           | Hasn't acquired <u>none</u> of the <u>basic concepts</u> and principles of the topic. The explanation is <u>severely deficient</u> in terms of logical structuring and formulation; no personal evaluation   |
|                 | SCORE  | 4  | 3,5   | 3   | 2,5  | 1,5  |
|                 |  | <b>Excellent</b>   | <b>good</b>   | <b>satisfactory</b>   | <b>almost satisfactory</b>   | <b>unsatisfactory</b>  |
| <b>LANGUAGE</b> | <i>Accuracy/ Fluency &amp; Interaction</i>                                 | Consistent <u>grammatical control</u> and appropriate use of <u>vocabulary</u> . Can express him/her self with a <u>natural flow</u> and <u>interact with ease</u>   | Consistent <u>grammatical control</u> and appropriate use of <u>vocabulary</u> . Can express him/her self with a <u>natural flow</u> and <u>interact with ease</u>                      | A <u>few mistakes</u> in grammar and <u>vocabulary</u> use do not lead to misunderstanding. Can express him/her self and interact with a <u>degree of fluency</u>               | Systematically makes <u>mistakes in grammar</u> and vocabulary use but the message is generally clear. Can express him/her self and interact with an <u>almost degree of fluency</u> | The systematic grammar <u>mistakes</u> and the narrow range of vocabulary makes the message meaningless. Can manage the discourse and the interaction with <u>effort</u> and must be helped; sometimes the communication is totally dependent on repetition, rephrasing and repair |
|                 | SCORE  | 2  | 1,5   | 1   | 0,5  | 0  |
|                 |  | <b>Excellent</b>   | <b>good</b>   | <b>satisfactory</b>   | <b>almost satisfactory</b>   | <b>not used ICT</b>  |
| <b>ICT</b>      | <i>USE of ICT</i>  | Knows very well the <u>technologies</u> and handles them with competence and creativity  | Knows the <u>technologies</u> and handles them with competence  | A limited knowledge of the <u>technologies</u> and a satisfactory utilization   | A little knowledge of the <u>technologies</u> and a low- use of them   | ICT non used   |


# Self-evaluation grid

|  |                       |                       |                   |                        |
|--|-----------------------|-----------------------|-------------------|------------------------|
| STUDENT'S NAME                         |                       |                       |                   |                        |
| CLASS                                  |                       |                       |                   |                        |
| L2:                                    |                       |                       |                   |                        |
| SUBJECT                                |                       |                       |                   |                        |
|  | <b>General issues</b> |                       |                   |                        |
| <b>MY EVALUATION</b>                   | <b>1<br/>lacking</b>  | <b>2<br/>adequate</b> | <b>3<br/>good</b> | <b>4<br/>excellent</b> |
| a. Evaluation of the lesson as a whole |                       |                       |                   |                        |
| b. Content acquisition                 |                       |                       |                   |                        |
| c. Concepts development                |                       |                       |                   |                        |
| d. Involvement in communication        |                       |                       |                   |                        |
| e. Use of L2                           |                       |                       |                   |                        |
| f. Problem-solving activities          |                       |                       |                   |                        |
| g. Individual behaviour                |                       |                       |                   |                        |
| h. Behaviour in the group              |                       |                       |                   |                        |
| DIFFICULTIES ENCOUNTERED               |                       |                       |                   |                        |
| WHAT INTERESTED ME MOST                |                       |                       |                   |                        |

# Peer assessment grid

|  | I can do this excellently, quite well, well, poorly. | Peer: You can do this. | Comments |
|--|--|------------------------|----------|
| a. Use the information offered by the various media critically   |  |                        |          |
| b. Take down notes/ keywords efficiently so I can use them later on  |  |                        |          |
| c. Do some extensive brainstorming on the various texts and narrow these down to the essential strings in a mind map         |  |                        |          |
| d. Produce a text / an outcome according to the task achievements of the assignment (cohesion, coherence, accuracy, fluency) |  |                        |          |
| e. Stick to the time schedule  |  |                        |          |
| f. Express orally what I heard, read or wrote  |  |                        |          |
| g. Make use of suggestions and feedback from my study mate   |  |                        |          |
| h. Make use of suggestions and feedback from my teacher  |  |                        |          |
| i. Others:   |  |                        |          |

# Rubistar




Create Rubrics for your Project-Based Learning Activities

[Home](#) | [Find Rubric](#) | [Create Rubric](#) | [Login](#) | [Sign Up](#)

**RubiStar** is a free tool to help teachers create quality rubrics.  
[More](#) | [What a Rubric Is](#) | [Tutorial](#)

Welcome



**Welcome to RubiStar!**

Want to make exemplary rubrics in a short amount of time? Try RubiStar out! Registered users can save and edit rubrics online. You can access them from home, school, or on the road. Registration and use of this tool is free, so click the Register link in the login area to the right to get started now.

[Register](#)  
[Quick Tour](#)

**Featured Projects**

**Log In** [Register](#)

First Initial:  Last Name:  Modifier:

Zip Code:  Password:

**Go To a Saved Rubric**  
**View, Edit, or Analyze a Rubric**

Please enter your Saved Rubric ID below:

**Search for a Rubric**  
Choose your Search Type below:

☒ Search Rubric **Titles**  
☐ Search Author **Name**  
☐ Search Author **Email Address**

Keywords: (up to 3)

Search Type:

## Create a Rubric

Choose a Topic below to create a new rubric based on a template:

[Oral Projects](#)
[Multimedia](#)
[Math](#)
[Writing](#)
[Products](#)

[Reading](#)
[Art](#)
[Work Skills](#)
[Science](#)
[Music](#)

# An invitation



Load unfinished survey Exit and

0%

## Questionnaire on language teaching, learning and assessment

*Dear teacher/school leader,*

*this questionnaire has been developed by the European Commission in cooperation with INDIRE (Italian Institute for Documentation, Innovation, Educational Research).*

*The questions are relevant for the current policy discussion on language learning, teaching and assessing and your answers will provide useful input in this context.*

*The data will be collected and analyzed by INDIRE and shared through a report which will be written by INDIRE in cooperation with the European Commission.*

***Thank you in advance for the time you will kindly dedicate to the questionnaire!***

For any technical problems or doubts write to: [europesurvey@indire.it](mailto:europesurvey@indire.it)

***To continue please first accept our survey data policy.***

To continue please first accept our survey data policy.

For any technical problems or doubts write to: [europesurvey@indire.it](mailto:europesurvey@indire.it)

To continue please first accept our survey data policy.

**” In the depth of winter, I  
finally learned that there  
was in me an invincible  
summer”**

Albert Camus  
Nobel Prize-winning philosopher

**THANK YOU!**

**letizia.cinganotto@gmail.com**

# Informazioni utili

Attestati, materiali, archivio videolezioni, calendario





# Offerta **FORMAZIONE** finanziabile anche con DL Cura Italia Art.120 lett.c)

## ORIZZONTE VALUTAZIONE

### **SMART** TRAINING

SINGOLA SCUOLA

TUTTI I docenti

**3 ORE ESPERTO  
ON LINE**

Piattaforma eLearning

A partire da **€1.000**

### **SMART** TRAINING **PLUS**

SINGOLA SCUOLA

TUTTI I docenti

**6 ORE ESPERTO  
ON LINE**

Piattaforma eLearning

A partire da **€1.500**

### **BASIC** TRAINING

SINGOLA SCUOLA

TUTTI I docenti

**9 ORE ESPERTO  
ON LINE**

Piattaforma eLearning

A partire da **€2.100**

### **CLASSIC** TRAINING

SINGOLA SCUOLA

TUTTI I docenti

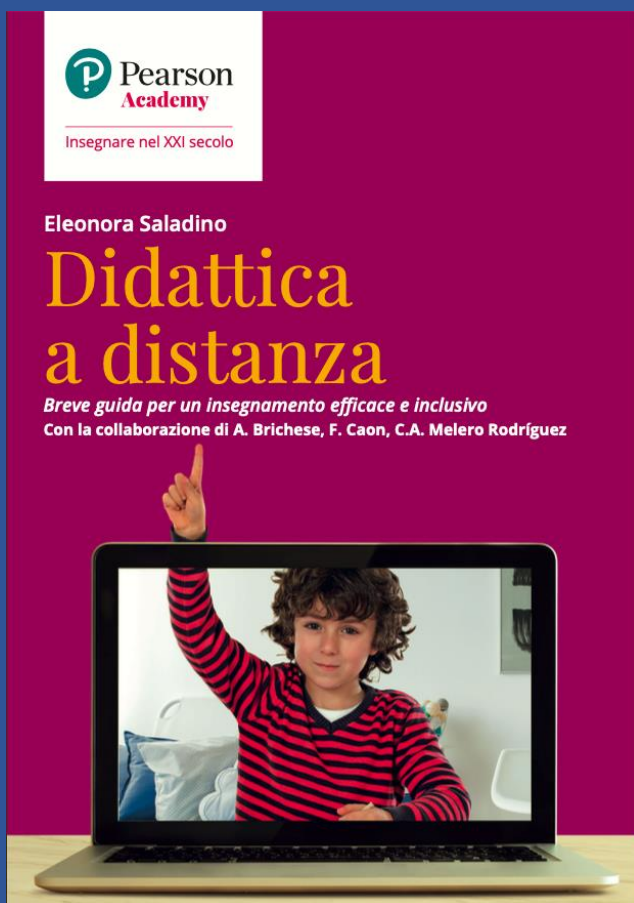
**12 ORE ESPERTO  
ON LINE**

Piattaforma eLearning

A partire da **€2.800**

UNITÀ FORMATIVA DI 25 ORE

# Offerta EDITORIALE



Per l'acquisto xxxxxxxxxxxxxxxxxxxx

## 1) Informazioni e supporto



Per informazioni

*Scrivi a [formazione@pearson.com](mailto:formazione@pearson.com)*

*Oppure*

*contatta il tuo consulente personale  
[pearson.it/consulenti-personali](http://pearson.it/consulenti-personali)*

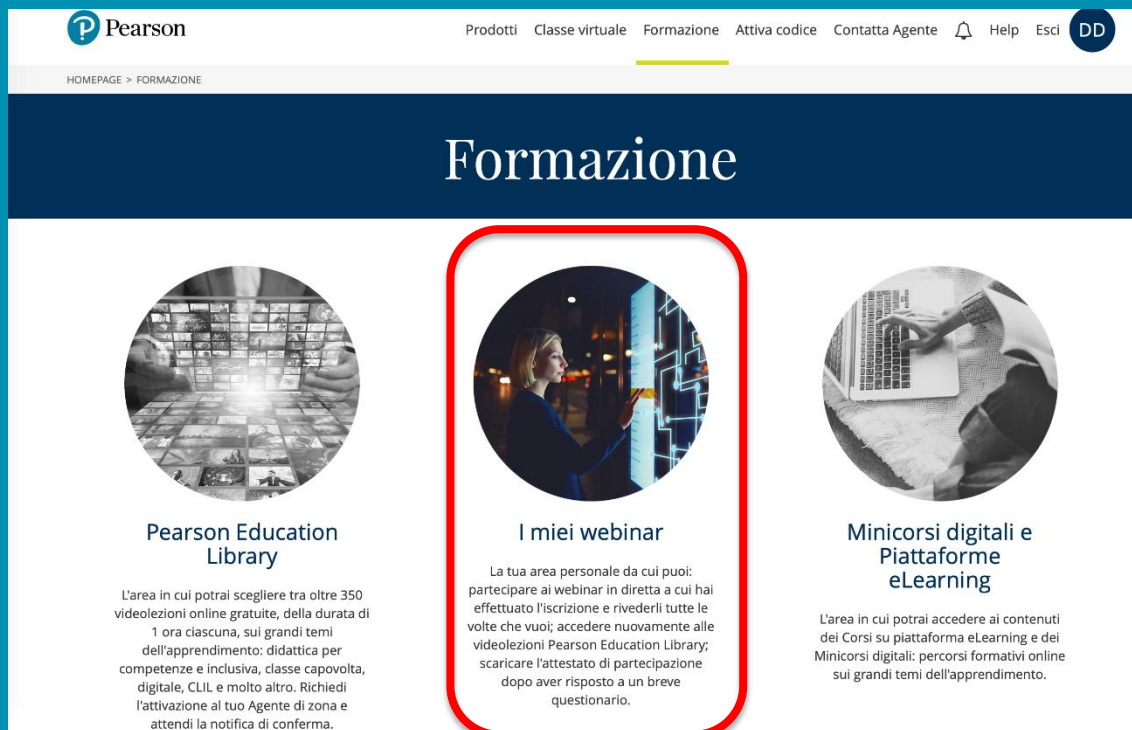
Per problemi tecnici

*contatta il nostro supporto [pearson.it/supporto](http://pearson.it/supporto)*

## 2) Attestati di partecipazione

**L'attestato di partecipazione,**  
*valido ai fini della certificazione delle ore di formazione obbligatoria*  
**è previsto solo per gli insegnanti iscritti come docenti**  
**a My Pearson Place**


Se ti sei iscritto  
al webinar e hai  
effettuato il login  
con la stessa email,  
troverai  
automaticamente il  
questionario nella  
sezione  
**I miei webinar**



**Pearson** Prodotti Classe virtuale Formazione Attiva codice Contatta Agente Help Esci DD


HOME PAGE > FORMAZIONE

### Formazione




**Pearson Education Library**

L'area in cui potrai scegliere tra oltre 350 videolezioni online gratuite, della durata di 1 ora ciascuna, sui grandi temi dell'apprendimento: didattica per competenze e inclusiva, classe capovolta, digitale, CLIL e molto altro. Richiedi l'attivazione al tuo Agente di zona e attendi la notifica di conferma.



**I miei webinar**

La tua area personale da cui puoi: partecipare al webinar in diretta a cui hai effettuato l'iscrizione e rivederli tutte le volte che vuoi; accedere nuovamente alle videolezioni Pearson Education Library; scaricare l'attestato di partecipazione dopo aver risposto a un breve questionario.



**Minicorsi digitali e Piattaforme eLearning**

L'area in cui potrai accedere ai contenuti dei Corsi su piattaforma eLearning e dei Minicorsi digitali: percorsi formativi online sui grandi temi dell'apprendimento.

### 3) Materiali e videolezioni



Tutti i materiali e le videolezioni registrate  
sono disponibili sulla  
**Pearson Educational Library**

## 4) Appuntamenti

Troverete tutti i prossimi appuntamenti seguendo il nostro sito:  
**pearson.it/pearson-academy**



The image shows a screenshot of the Pearson Academy website. The top section has a dark teal background. On the left is the Pearson Academy logo. On the right is the MIUR accreditation logo. Below the logo is the text 'Pearson Academy' and 'Formazione per professionisti che credono nella scuola'. A paragraph describes the academy's mission. To the right is a pink circle with a rocket icon and the text 'Il progetto>>'. The bottom section has a yellow background with the heading 'La formazione Pearson Academy'. Below this is a green apple icon and the text 'I corsi per TEMA' followed by a list of topics and a link 'Scegli il tuo corso >>'. The page number '54' is in the bottom right corner.

**Pearson Academy**

Formazione per professionisti che credono nella scuola

Pearson Academy nasce e opera per affiancare docenti e istituzioni scolastiche nel viaggio verso il futuro dell'apprendimento e dell'insegnamento. Attraverso una rete di esperti italiani e internazionali, accompagnati da nuove tecnologie formative, Pearson Academy si pone a supporto della formazione dei docenti su tutti i grandi temi della scuola di oggi.

Accreditamento  
**MIUR**  
e piattaforma  
S.O.F.I.A.

**Il progetto>>**

**La formazione Pearson Academy**

» I corsi per TEMA  
Inclusione, Didattica cooperativa e capovolta, Didattica per competenze, Digitale, Cittadinanza e molto altro. [Scegli il tuo corso >>](#)

54

## 5) Seguiteci su Facebook!

Potrete restare aggiornati sui prossimi appuntamenti di formazione, leggere articoli di approfondimento, notizie sulla scuola. E potrete condividere quello che vi piace o lasciare commenti.

The screenshot displays the Facebook profile of Pearson Academy - Italia. The profile picture is the Pearson Academy logo, and the cover photo is a book cover titled "Costituzione & Cittadinanza per educare cittadini globali" by Franca Serafini. The page has 24 likes and 11 shares. The right sidebar shows a list of followers, including Elena Gros, and a map of the location.

**Pearson Academy - Italia**  
@PearsonAcademyItalia

**Home**  
Informazioni  
Foto  
Recensioni  
Video  
Post

**Post:**  
Costituzione & Cittadinanza per educare cittadini globali  
24 Mi piace  
11 Condivisioni

**Informazioni:**  
via Costanza 20129 Milano  
Indicazioni: 02 748231  
Di solito rispondo via un messaggio

Grazie  
per la partecipazione





IMPARARE SEMPRE

La registrazione del webinar sarà  
disponibile nei prossimi giorni

