

# THE INCLUSIVE PROFESSIONAL ACTION OF THE TEACHER AND MUSEUM DIDACTICS IN WORKSHOP INTER-ACTION

## L'AGIRE PROFESSIONALE INCLUSIVO DEL DOCENTE E LA DIDATTICA MUSEALE NELL'INTER-AZIONE LABORATORIALE

Daniela Gulisano  
Università degli Studi di Catania  
daniela.gulisano@unict.it



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### ABSTRACT

In this contribution, the Author analyzes the fundamental elements that constitute the *inclusive didactic action of the teacher* in the "school of each and every one". In particular, attention is directed to the didactic action from an active, inclusive and laboratory point of view through the interaction with the extra-school for an *educational usability of the museum asset*. *So why not think of the museum as a practical-innovative learning environment, as an educational laboratory?*

In questo contributo l'Autrice analizza gli elementi fondamentali che costituiscono *l'agire didattico inclusivo del docente* nella "scuola di tutti e di ciascuno". In particolare modo, si focalizza l'attenzione sull'*agire didattico* dal punto di vista attivo, inclusivo e laboratoriale attraverso l'interazione con l'extra-scuola per una *fruibilità didattica del bene museale*. *Perché allora non pensare al museo quale ambiente di apprendimento pratico-innovativo, quale laboratorio didattico?*

### KEYWORDS

Teachers, Inclusive Didactics, Workshop, Museum, Disability  
Docenti, Didattica Inclusiva, Laboratorio, Museo, Disabilità

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## Introduction

The *Society of Complexity* requires adding to a purely theoretical or technical knowledge, a praxic knowledge, capable of analyzing and understanding the singular experiences that are being lived and in deciding which actions to implement (Mortari, 2003, p. 88). The context in which the teacher works on a daily basis is constantly evolving and contains inclusive and differentiated cultures and existential conditions, requiring calibrated and person-conscious planning which does not concern only the scope of knowledge, but the acquisition of skills and abilities capable of increase methodological-didactic awareness. Professional teachers and expert connoisseurs of training processes (Mulè, 2016), for example, should be able to interpret and act in the complexity of situations relating to their professional practice but also in relation to the framework of institutional transformations and should mobilize their resources on more levels: cognitive, affective, methodological and practical.

From this point of view, the reference to a theory of experience is essential, since «education is development within, through and for experience» (Dewey, 2014, p. 14), consequently it is authentic if it generates experiences of quality, through which one learns, from the forms of organization of the class, to the different forms of collaborative teaching/learning, to the roles of teachers and students analyzed during the new learning process. Thus characterized, learning from experience clearly refers to a "laboratory" situation in which the student is engaged in doing, experimenting, observing. Precisely for this reason, the teaching structure considered as a laboratory represents a fundamental point of reference for the expert connoisseur of training processes. *So why not think of the museum as a practical-innovative learning environment, as an educational laboratory?*

The article proposes the museum as a space that opens the doors to the territory, according to an active, inclusive and democratizing didactic perspective, revealing itself to the user by educating as an interesting context of experience and integral formation of the subject-person.

## **1. New challenges in the teacher's active and inclusive didactic action: a constantly changing issue**

In an extremely dynamic phase of changes in knowledge, skills / capabilities (Ellerani, 2017; Gulisano, 2019), and the organization of the teacher's professional action, the traditional teaching models based on the processes of transmission of knowledge and on the self-reproduction of educational schemes that are always identical to themselves are no longer considered efficient.

The teacher's professional identity is characterized by a dynamic that repeatedly clarifies, points out and develops the conception, perception and practice of the educational task in relation to changing developments and changes in the school, community and society.

The need to improve teacher training in an inclusive perspective through its didactic action is widely recognized nationally as a priority for systematically addressing the cultural and educational changes required by a constantly changing society.

Teaching, it has been said, is a rapidly evolving profession and there are many areas of competence/ ability of the teacher «who must guide the learning activities, but also carry out a consultancy/orientation function for the students, act as between the school and the social community, collaborate in the management of the classroom and the institution» (Meirieu, 2013, p. 66). Professional action is therefore not (only) "teaching", but also, and above all, "making people learn", that is to say, it promotes, accompanies, supports the growth process of each and every one, without restrictions or *foreclosures*. «You don't select *who* to teach, but you choose *how to act* to reach each and every one [...]. For this reason, in the binomial teaching-learning the dash between the two terms does not separate but unites: it is a *trait d'union* that graphically represents a relationship, a close connection [...]

(Grange, 2023, p. 37).

To this end, the OECD (2012) had already reaffirmed the importance of building the "right" skills to transform them into better jobs and better lives", as did the European Commission in the Europe 2020 Strategy and then in Agenda 2030, «*for smart, sustainable and inclusive growth* , and learning opportunities for all, [...] build and adapt school facilities to be adapted to children's needs, disability and gender differences and provide safe learning environments, non-violent, inclusive and effective for all» (<https://ec.europa.eu>).

Therefore, within the teacher training process, the choice to build the "right" skills and to follow the direction of professionalism, «allows to connect a series of devices

aimed at acquiring knowledge "to teach and to teach" with other devices that offer an immersion in the complexity of professional practices» (Strollo, 2017, p. 179).

To this end, the *professional expert connoisseur of training processes* (Mulè, 2021), manages the situation globally and mobilizes some specific skills, independent of each other. For example, it is known that *experienced teachers* have developed a very valuable skill simultaneous perception of various processes taking place in the classroom.



Figure 1: *Multi-level model of skills development*  
(adapted from P. Perrenould , 2002)

Along this direction, *teaching professionalism* and *essential skills* are divided into four areas (Chianese, 2013, pp. 100-101):

- a) *the knowing. Disciplinary competence* is understood as cultural (historical-epistemological) mastery of teaching subjects and as capable of being able to compare and contrast with other disciplines (interdisciplinarity);
- b) *the know-how. Didactic competence* is understood as methodological and empirical mastery in both general teaching (mastery of planning, innovation and evaluation control procedures) and disciplinary teaching

(mastery of disciplinary and interdisciplinary statutes and their teaching strategies- learning);

- c) *knowing how to be with others. Relational competence is understood as mastery in the field of communication-socialization dynamics, as well as the ability to control the teacher's attitudes in socio-affective relationships with students* (the teacher's ability to analyze and control transference and counter-transference );
- d) *knowing how to be. Deontological competence is understood as pedagogical professionalism in the field of educational sciences. This competence aims at safeguarding the singularity, irreducibility and inviolability of the subject-person.*

To achieve this, as Mulè (2010) states, it is necessary that the teacher, in addition to being an expert connoisseur of his own disciplinary fields, the connoisseur of the sciences of education according to a pedagogical, psychological, didactic, legal perspective, must be an «expert attentive to the process of biopsychic and cultural formation of the *educandus subject* but also a connoisseur of the paths to be offered to pupils to allow them to translate personal potential into *knowledge, skills and competencies*" (Mulè, 2010, p. 63).

Even in the recent Italian legislation we can trace the *Standards in the teaching profession* found in the MIUR working document "*Professional development and quality of in-service training*" (2018).

The concept of *professional standards* refers, as outlined in the *Document* (Miur, 2018), to a descriptive content of the skills expected "in situation" by teachers, thus going beyond a generic and synthetic regulatory reference. These are both theoretical and practical-operational skills, in which the latter outline the teacher's professional specificity (his "knowledge in action").

| The Mapping of Standards |                                                                                                                                              |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| Culture                  | <i>Cultural and disciplinary knowledge of knowledge that is the "subject" of teaching;</i><br><br><i>Methodological-disciplinary skills;</i> |

|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Didactics             | <p><i>Planned and structured teaching for learning, mastery of didactical strategies for effective teaching, ability to manage digital resources and tools, building learning environments, innovative methodologies;</i></p> <p><i>Instructional strategies to support learning (of all students);</i></p> <p><i>Assessment methods and strategies to promote learning;</i></p> <p><i>Management of relationships and behaviors in the classroom to promote learning, relational skills such as the ability to build positive relationships with students, to involve them in learning, listening, communication, feedback;</i></p> |
| Organization          | <p><i>How to participate in the professional experience organized at school;</i></p> <p><i>Ability to work collaboratively between teachers, in the context of the class, of the department, also in vertical dimensions;</i></p>                                                                                                                                                                                                                                                                                                                                                                                                    |
| Institution/Community | <p><i>Mastery of the professional context, with its rules, routines, responsibilities; knowledge of normative and regulatory dimensions; participation in the system of relationships, decisions and professional relationships;</i></p> <p><i>Ability to establish positive relationships with parents, institutional and social partners, knowing how to experience the relationship with the territory and the community as a positive resource;</i></p>                                                                                                                                                                          |
| Professional care     | <p><i>Feed one's own competence through permanent participation in training experiences;</i></p> <p><i>Development of one's own professionalism, with willingness to assume functions and responsibilities inside and outside the school, in the didactic, educational, organizational dimensions, subject to appropriate education and training.</i></p>                                                                                                                                                                                                                                                                            |

Table 1: *The Mapping of Standards*  
(adapted and reworked, *Professional development and quality of in-service training*, Miur 2018)

In the *Education Area*, standard n.2 concerns *Educational Strategies to support learning (of all students)*. The inclusion of the clarification in parentheses can be read as "an attempt to remove any doubts about the recipients and emphasize the concept that tools for everyone are being proposed" (Capperucci & Franceschini, 2019).

In this reciprocal relationship, with the "special normality" as a starting point, teachers are required to make an educational investment that is increasingly capable of innovating and differentiating teaching strategies in a creative and flexible way, to make them not only more suitable for the present *era* , but above all significant for everyone's needs, with constant care and attention to personal characteristics and individual needs, so that everyone's potential can emerge and mature (Chiappetta Cajola & Ciraci, 2013, p. 9).

*Profile of inclusive teachers* was developed (Gulisano , 2021) as one of the main results of the project *Teacher training for inclusion* carried out by the *European Agency for Development in Special Needs Education*, whose main objectives are: 1) *Valuing pupil diversity*; 2) *Supporting pupils*; 3) *Work with others*; 4) *Professional development and updating*. It is a matter of training *inclusive teachers* in a school which already includes the founding elements of the inclusive dialectic, in which expressions, ways of relating, the co-responsibilities of teachers, accessibility to knowledge, the management of the class, the didactic strategies, the plurality of competencies/capabilities and specific abilities, not only declined on the curricular-disciplinary side, but in the broader horizon of the *life project of the disabled person*, which must open up to the wider social scenario and cultural origin (Gaspari, 2017).

In this direction, the inclusive teacher is an *active and reflective professional* who takes care of his own educational growth oriented towards the use of teaching practices in a school and extra-school context capable of encouraging *cooperative, laboratory, metacognitive learning*, functional to responding to *everyone 's needs and of each*. "Now we know that good integration is a first step in the direction of an inclusive school, [...] that individualizing well opens the way to more generalized forms of Inclusive Education, aimed at all pupils, [...] Inclusion is no longer a synonym modern of Integration [...]. And we also know that we will get even closer to an inclusive school if we plan spaces, times, materials and didactics right from the start in plural, different and multiple forms, usable *and* suitable for the various differences" (Ianes & Canevaro 2015, p. 17) .

That being said, bringing more *methodological competence* to all teachers should make normal teaching more inclusive, spreading the "proximity", as Canevaro (2013) described, the functions of support and facilitation of learning and social participation.

The teacher is therefore required to design appropriate *learning environments* to stimulate student commitment and responsibility. It is also required to combine formal, non-formal and informal learning by organizing planning and operational activities, negotiations, decision-making moments and common reflections with experts from the extra-curricular world (world of work, volunteering, etc.) as well as from the family. All these contribute to transforming the school context, often rigidly structured, into a more suitable environment for activating *social and collaborative* learning moments, in which the student's *actions* translate into *reflective thinking* that takes the form of interactions with classmates and with the teachers. This environment is representative of *laboratory teaching*.

## **2. Teacher professionalism: the didactic-museum workshop in an inclusive perspective**

*Enabling the teacher's professional development* (Gulisano, 2019) translates into the possibility of mobilizing the professional identity that is capable of achieving significant learning by investing not only technically but intensely in personal aspects, including intellect, emotions and identity.

The qualification of the teacher, in fact, is based on the possession of disciplinary and technological-didactic skills, planning and organizational skills but expresses a professional functioning based on ethical and emotional-relational values with which to live the educational relationship, for a continuous practice of self-analysis, reflexivity and educational redesign.

From this point of view, the reference to Dewey, to a *theory of experience*, is essential, since "education is development within, through and for experience" (Dewey, 2014, p. 14), consequently it is authentic if it generates quality experiences, capable of living fruitfully in the future of *all* students, soliciting their growth, a progressive existential enrichment.

Therefore, "learning from experience" means making a reciprocal connection between what we do to things and what we enjoy or suffer as a result [...] under these conditions, "doing" becomes an attempt: an experiment with the world to

find out what is; and “submitting” becomes instruction: the discovery of a connection between things ( Dewey 1965, p. 187).

Thus characterized, *learning from experience* clearly refers to a "laboratory" situation in which the student is engaged in doing, experimenting and observing.

In this direction, before being an "environment", the *laboratory* is an "equipped mental space", a *forma mentis*, a way of interacting with reality to understand and/or change it.

*Laboratory teaching* is a *teaching strategy and learning* in which the learner approaches knowledge in the context of its use. This is in contrast to “conventional teaching” in which knowledge is offered to students in isolation from any use and for its general characteristics. It tends to overcome two of the main causes of superficial, reproductive learning that generates a limited transfer of knowledge inside and outside the school. (Marconato, 2018).

With work in the laboratory, the student masters the meaning of his learning because he produces, works concretely and learns by doing.

To this end, to the question "*What are the fundamental elements of the laboratory method?*" Munari (1994, p. 55) indicates some characteristics that a laboratory activity must provide for an effective and efficient *operational epistemology* (knowing through action):

- it must lend itself to *concrete manipulation* (verbal or symbolic linguistic codes are not enough);
- it must involve the *crucial operations* (the main steps of a procedure must be present);
- *not* with a *single solution* (it must give the possibility to choose and decide; the laboratory that proposes a single solution is reduced to an application algorithm);
- it must cause a cognitive "*displacement*" (it must lead to the discovery of something new, throwing old acquaintances into crisis);
- it must involve different levels of *interpretation* (plurality of points of view);
- it must involve the student's relationship with knowledge (in the laboratory, *knowledge is knowledge in action*).

It is an organizational innovation that implies mobility of students in the educational space,. Mobility aiming at reaching areas of activity inside (laboratories) or outside the school. A sort of *de-schooling* (De Bartolomeis , 1976,

p. 126) which does not annul but radically transforms the institution-school, attributing to it educational spaces even for those which are outside the school.

Precisely for this reason, the teaching structure *considered as a laboratory* represents a fundamental point of reference for the expert connoisseur of training processes.

*So why not think of the museum as a practical-innovative learning environment, as an educational laboratory?*

In the 20th century much has been written about the future of museums and their role in teaching and dissemination; actually, the potential that museums have to attract people of different ages and cultures and communicate through collections of objects, places them in a unique position compared to other cultural institutions ([www.didatticarte.it](http://www.didatticarte.it)). Proposing the museum as a space that opens its doors to the territory, according to an inclusive and democratizing educational perspective, revealing itself to the user as an interesting context of experience and self-education in a lifelong, lifewide *and* lifedep *perspective learning*, according to the Integrated Training System model (Frabboni & Guerra, 1991). In line with what is expressed in Agenda 2030, with reference to the fourth goal of the 17 objectives: "Providing quality, equitable and inclusive education and learning opportunities for all " (Agenda 2030), the recognition of the possibility of using the heritage as citizens' right to participate in cultural life (Dewey, 1951) accentuates the possibility of supporting the transformative and generative tendencies relating to the ways of disseminating knowledge through *multisensory* and *multimodal experiences* capable of involving the emotional, cognitive and social dimension of the visitor (Munari, 1966, 1977).

The laboratory guarantees *direct usability of the museum asset*, extrapolated from the context and offered for dialogue with the visitor, also through manipulation; it stimulates the willingness to *learn from the museum* through the continuous involvement of people in the construction of the educational message and thanks to the direct dialogue between the "object" and the visitor, which among other things feeds strong emotional currents. To this end, the laboratory envisages a *mediation* intervention between museum assets and users by the operator, aimed at directing the ongoing experience towards the achievement of the pre-established educational purposes. Specifically, the opportunities offered by a museum laboratory, which differ according to the type of museum, can be the following (Nardi, 2001, p. 120):

- show, touch, smell, taste, etc. that is, to stimulate multi-sensory experiences;
- show and explain technical processes and guide to do;
- guide the observation and discovery processes of hidden elements;
- allow the construction of numerous interdisciplinary paths.

Clearly, for the laboratory to be truly effective, it is necessary to pay attention to its organization, for which the presence of a *specialized team* and the possibility of creating *experiential and interactive learning environments* that: focus at communication of the image rather than the text (i.e. they are visually based). They are interactive, in other words, they allow the subject to choose, to respond to every step of the communication, to structure it in various ways. They are connected so that a number of information sources of all types are accessible in real time and in an interactive form.

Based on the considerations made, what meaning to give, then, to the experience of the so-called *fruition* (the term fruition in itself means "to use and benefit from it", but also "to enjoy"); certainly it is a question of an articulated, composite process, which implies seeing, receiving in this way information that is learned, hopefully being able to keep it, that is to say remember; but also thinking, imagining, adding one's own: both using the cognitive prerequisites possessed, and in terms of the ability to "feel", or rather the emotions that can be activated in conjunction with the visit (Sani, Trambini, 2003, p. 40).

To this end, the museum must be considered as an *educational didactic place* for person-subjects of all ages; Secondly, to attribute to the museum the specific function of igniting the culture of curiosity and *perceptive-sensorial enjoyment*. But for this to happen, it is necessary to "*redesign museums*", looking at them not from the curator's side but from the visitor's side (Laneve, 2000). The need for museum education emerges, for a connection between school and museum, so that it is possible to solve the main problem that it arises, namely that of allowing an authentic fruition of the cultural asset and, therefore, "allowing its total penetration, in order to grasp together its spiritual meaning, its historical and aesthetic value, and allow an act of contemplation and enjoyment, which will result in the protection of the cultural heritage and the creation of new works" (Laneve, 2000, p. 45).

Hence the idea of the laboratory as a place of experience Deweyan understood and of art as an experience of education. Hence considering the museum a place of education on a par with the school, where it is possible to implement

teaching/learning paths based on active, inclusive, laboratory teaching strategies and methodologies, in order to encourage the life project of the disabled *student* and the full development of the human person.

## Conclusions

The *European Framework Convention on Cultural Heritage (Convention of Faro)*, starting from the idea that knowledge and use of heritage fall within the right of citizens to participate in cultural life, as defined in the Universal Declaration of Human Rights, gives an ethical interpretation of heritage, beneficial to society as a whole and to the quality of life ([www.coe.int](http://www.coe.int)).

To this end, the museum becomes a place of observation and at the same time of production. First of all, interactivity is valued; then the exhibition of experiences and not of objects; next there is the evocation of emotions and not only of knowledge; finally the collaboration among the visitors to start the experiences. In an experiential situation, the visitor-educator is invited to "do", to carry out activities. The real bet for the school is, therefore, to build a pedagogy and didactics, which adopts the most effective languages and mediators to encourage the learning of knowledge and the development of life skills. As proof of this, I note that in the classroom our students have changed considerably compared to the past (D'Alonzo, 2016), having ascertained the presence of diversified and specific personal needs, having verified the heterogeneity of the classes, the need to adopt active, collaborative and inclusive teaching methods and strategies thanks to which all students can achieve significant scholastic and training goals, develop necessary knowledge and consolidate essential skills/capacity-actions to generate a path of personal and professional adulthood. To this end, we can only conclude by recalling the title of the collection of poems by the American poet Mark Strand, who states that: *The future is not what it used to be*.

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