



# Teaching in Upper Secondary Schools with High Migratory Complexity: The European Project QuaMMELOT

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**Abstract.** The necessity to support secondary school teachers for the educational needs of migrant minors, organize the reception of unaccompanied minors, improve their scholastic-performance, detect their knowledge, and decrease school drop-out, requires methodologies and tools which can develop basic skills through targeted disciplinary paths.

The QuaMMELOT Project (Qualification for Minor Migrants Education and Learning Open access - Online Teacher-training) Erasmus KA2, developed an e-learning structured path in training-modules around eight topics within the Moodle platform of the University of Florence that enabled teachers from partner countries (Greece, Denmark, Spain, Italy) to create, develop and adopt innovative teaching methodologies in the school-contexts of reference.

In this way we want to respond to the complexity of the school and rethink the role of the teacher as a person capable of reflecting on himself and on society, of doing research as a tutor for inclusion, of carrying out concrete action against discrimination and of promoting active citizenship. Distance learning allows the participation of European teachers within an interconnected system in order to confront everyone with a reality that cannot be avoided for a long time and that must be oriented towards dialogue and cooperation. The paper aims to describe the QuaMMELOT project through the main objectives achieved and the methodological approaches implemented, and to present some significant data from the survey carried out at the end of the training course.

**Keywords:** Migrant minors · e-learning training for European teachers · Inclusion · QuaMMELOT

## 1 Teaching in School with High Migratory Complexity

Since 2015, the number of refugees and migrants seeking asylum in Europe has increased significantly<sup>1</sup>. This development poses new challenges and opportunities for European Member States at administrative and practical levels, such as housing capacities, asylum procedures, health issues, employment opportunities and schooling. One of the

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<sup>1</sup> Eurostat, *Asylum Statistics*, September 2020.

main reasons for the existence of a pluralistic society is related to the phenomenon of emi/immigration. For several decades, Europe has been one of the main geographical areas receiving immigrant and refugee populations, and this trend has increased in recent years. Threats to a pluralistic, democratic and inclusive society come from racism, xenophobia and discrimination. These movements of rejection hinder democratic coexistence and social inclusion, fostering discourses and practices based on fear, hatred and the idea that European cultures are hierarchically privileged and hegemonic.

Education is a key tool to promote diversity and inclusion. Schools are crucial contexts in which to learn tolerance, coexistence, equality and democratic values. The coexistence of students can foster socialisation without prejudice, within a democratic society that seeks to ensure that all children and young people have the same rights and opportunities.

For this reason, rather than integration, we talk about inclusion, since it is a matter of ensuring that the educational system gives answers to the needs of all, as a strategy to engage the real participation of students, both immigrants and natives [1]. Recognition of diversity does not mean homogenizing the student body. It is not about transitional or temporary measures for people with specific educational needs, but rather about generating a curricular model that facilitates shared learning, in the recognition of diversity. In this sense, attention to diversity engages all of us as a society, and is not exclusively about the school. This commitment involves a dialogical relationship in the process of seeking a shared culture, both in school and in society. A pluralistic and tolerant society implies overcoming assimilation (understood as the passive adaptation of minority or immigrant cultures to that of the host society) and segregated multiculturalism (conceived of as the mere coexistence of different cultural or national groups in isolation), in order to develop a critical, tolerant, inclusive, dialogical and human rights-based intercultural approach. The intercultural model is based on the recognition and horizontal relationship between different cultural perspectives. The new decolonial and critical approaches propose a radical perspective of the intercultural model, conceived as a political project, which considers a joint process of decolonization, transformation and creation. In this sense, the aim is to question power structures and conventional epistemes, to foster social and cultural practices based on justice, equity and diversity. This question is addressed by the socio-critical educational paradigm, which poses the need for the school curriculum to be sensitive to social, economic and political issues, with the aim of making people aware of reality, as a fundamental principle in the process of social transformation.

The QuAMMELOT project is set in a cooperative and international intercultural perspective. It is a training proposal that seeks to improve the educational focus on immigrant students and minors, innovating the in-service training of teaching staff in secondary schools, since teachers are a decisive factor in the educational success and social inclusion of immigrant and refugee students.

In order to be able to respond to the complexity of the School – as an institution, rethink the role of the teacher as a person capable of professional reflection as well as reflecting on society, promoting inclusion, carrying out a concrete action against discrimination and promoting citizenship, it becomes necessary to deepen our knowledge of the needs of these adolescents who, from ongoing research [2], reveal an unexpected need to talk, to tell about themselves, about their life path, from the past in their family

and land of origin, to their arrival in the host country, and their more or less adventurous or dramatic journey. In the search for points of reference, the minor who emigrates finds himself in a more problematic condition than others, aggravated by the fact that, first in the country of origin, then in the country of arrival, he has not had family, social and cultural experiences that have allowed him to form and maintain his roots, but has experienced a form of fracture. The affirmation of one's own ethnic identity not only appears as an expression of a defensive attitude, but often becomes a symbolic manifestation, of which the community of arrival knows little or nothing. This involves many difficulties, including the coherent upholding of the constitutive elements of the cultural model of origin, with possible consequences at the level of the individual's psychological wellbeing. But growing up between two cultures, as happens for the children of immigrants in our country, can also be a great opportunity: they know a "before" and an "after" that they have to connect, and this is not always easy; for this reason the school, as a welcoming environment, can be fundamental.

With regard to the interventions addressed to unaccompanied minors, there are different steps of complexity at the level of organization, services and activities addressed to users, as well as specific planning influenced by different methodological approaches. For this reason, Universities, Regional Education Authorities and educational institutions and training agencies from the four project partner countries DK, ES, GR, IT, cooperated for 36 months to offer teachers new tools based on network synergies and ICT to improve their skills for inclusive education. The project fostered cooperation between the educational and social worlds, as inclusion problems, if not solved in the educational process, have immediate repercussions in the social sphere, generating school drop-out or increasing Not in Education, Employment or Training (NEET) rates. Since reception facilities, in addition to their primary task, also deal with school, training, work and foster-care, the QuaMMELOT project set-out to respond to the need to increase the level of awareness and sensitivity on the themes of integration and social inclusion, as well as to improve the possibilities of integration of minors in the school context. In the latter context, the need has emerged to open up to sharing, as well as to meet those who are able to give voice, testimony, recognition and dignity to their identity (NEETs). Indeed, the world of schooling often lacks the tools to facilitate the education of a growing number of migrants, many of whom are Unaccompanied Foreign Minors (UAMs), who have the right to education. The presence of migrant minors has multiplied in recent years in line with growing migratory waves characterized more and more by young people under 16 years of age who are unaccompanied. More specifically, Italy, Greece and to a lesser extent Spain, as landing destinations, are countries of arrival of migrants i.e. *reception countries*, and have to deal with the problems of reception and education of minors, while the countries of Northern Europe, such as Denmark, are *destination countries* which, over time, have developed quite solid integration tools and processes.

Schools in Greece, and especially in the Attica region, have welcomed a large number of students with immigrant and refugee backgrounds over the last decade, as the movement of populations from countries such as Syria, Iraq, Iran, Afghanistan, Kurdistan, Egypt, etc. has meant that thousands of school-age people are in urgent need of access to educational facilities, both primary and secondary education.

With reference to secondary education, an age-group in which a large number of refugees were unaccompanied, the challenge of their integration into the educational system was accompanied by the difficulty of their inclusion in school, their equal participation in the educational process and their effective involvement in the learning process. Thus, the priority of the Attica Regional Directorate for Primary and Secondary Education (PDE), as regards the education of refugees, was not only their reception and integration into the Greek educational system, but also their continuous support so that they could respond psycho-emotionally and cognitively to their learning obligations.

Consequently, the involvement of the Regional Directorate for Primary and Secondary Education (PDE) of Attica in the QuaMMELOT Project coincided with the effort of the Greek Ministry of Education and Religious Affairs to organize educational facilities for the reception of refugee and migrant students and training programmes for their more effective and smooth integration into the Greek educational system. Inclusive education was a priority for the Ministry of Education and thus for the PDE of Attica, which was administratively and pedagogically responsible for the proper functioning of refugee reception, their education facilities and the implementation of responsible inclusive pedagogical practices in its schools.

Together with other educational and training programmes implemented by the Ministry of Education and Religious Affairs (YPAITH), the Institute of Education Policy (IEP) and the Regional Educational Planning Centres (PEKES) of Attica, the QuaMMELOT project was an innovative educational and training programme that allowed all school leaders and teachers involved to study in depth the institutional framework regulating the education of refugees and, more specifically, that of unaccompanied refugees in secondary education. It also enabled the comparison of the organization and implementation of the reception and education of students with a migrant background in different European educational systems, mainly in the partner countries of the Project. Moreover, it allowed project partners to study, exchange and apply good/best educational practices in the field of the reception of refugee and migrant students and in the field of the development of language skills, in order to successfully meet the requirements of secondary education and to implement didactic scenarios with special attention to interdisciplinary approaches (mainly language and mathematics)<sup>2</sup>, which favour the active participation of students in the educational process (with inclusive practices such as theatre, digital technologies, art in education, debate) and collaborative group-work approaches.

There were two main objectives that the PDE of Attica set out to achieve through its involvement in the QuaMMELOT Project. One was to raise awareness and educate teachers participating in the Project's activities in relation to the extremely complex issue of integrating refugee students into the education system. What emerged from QuaMMELOT is that there are different types of integration of foreigners in school and that the great challenge is that the type of integration does not lead to assimilation or marginalization of refugee and immigrant students, but adopts a pluralistic approach for successful social interaction, solidarity, and equal opportunities for all. Therefore, the goal of inclusive education must be the awareness-raising in citizens who, through their active citizenship, contribute to the development of social cohesion and, above all, democracy. The school leaders and teachers who participated in the actions developed

<sup>2</sup> E.g. CLIL-based interdisciplinary approaches.

by the Attica EDP in the framework of the QuaMMELOT Project seem to have adopted these principles and tried to apply them in the fulfilment of their duties, according to their role in refugee education.

The second main objective was to enable secondary school teachers to design, develop and implement educational activities that would allow refugee and immigrant students to develop skills in a variety of subjects without necessarily requiring a high level of host-country language proficiency, something that these students did not acquire during the first years of their school life. This goal seemed to be the big challenge, especially in secondary education, as Greek schools generally speak of a “language centre”. The low level of language proficiency of refugee and immigrant students is often an insurmountable obstacle to developing a good learning path. For this reason, the teaching material used in the high school (lower secondary school) and high school (upper secondary school), both in the reception classes (RC) and in the general classes, had to be adapted to the new conditions, taking into account the heterogeneity observed in the general classes with the coexistence of non-Greek and Greek-speaking students. The training carried out in the framework of the QuaMMELOT Project was very useful in this sense, as it has “armed” teachers with adequate teaching tools that can be used in teaching students with a migrant background, but also in classes with heterogeneity in terms of Linguistic Competence Levels.

Integration is possible only in the name of reciprocity and, therefore, of the constitution and recognition of the identity of the other. In the dynamics of reciprocity that characterizes identity and integration, it is not enough for the “different” person to learn to do something, but it is necessary for him to integrate his possibilities with those of others in a relationship of exchange and collaboration. If we really want to practice equality of educational opportunities, we must plan based on the basis of differences.

The added-value of diversity must not be misunderstood: that is, it must not serve to emphasize inequalities, but to create the necessary conditions to respect the originality of each individual. In addition to the challenges of the developmental tasks of all adolescents, young immigrants face specific challenges that have to do with migration fatigue and the need to fit in without losing their history [3]. It is necessary to act on two levels: cognitive-knowing, and informative-affective, regarding mutual representations, relationships and emotional experiences. But cognitive openness is the first step, the necessary but not sufficient condition to establish relationships and encounters based on mutual exchange. It is important that, alongside the cognitive dimension, there is the ability to approach others, to open and maintain contacts, the ability to manage negotiations and conflicts, to tolerate uncertainty, to put oneself in the shoes of others for a while to try to see things from different points of view.

The European project QuaMMELOT supported teachers in their professional development to prepare them to curb early school-leaving, cultural diversity and facilitate the learning process(es) of unaccompanied foreign minors, seeking to strengthen teachers’ competences in the face of the multi-ethnic composition of classes, with a view to supporting all students, including migrant students in their access to learning and their inclusion. Distance learning has allowed the participation of European teachers within an interconnected system to enable everyone to come to terms with a reality that cannot be avoided for long and that must be oriented towards dialogue and cooperation.

Moreover, it gave pedagogical and methodological-didactic answers through experiences carried out in secondary school classes in Denmark, Greece, Italy, and Spain. The training-course modules addressed to European secondary school teachers in multicultural contexts facilitated the strengthening of the teacher-skills necessary for school inclusion of migrant children, to avoid abandoning studies (drop-out) and the difficulties in learning disciplines. Thus, best-practiced based research from states was implemented through a training course in Open-access Online Learning for “Tutors involved in the reception and inclusion of foreign minors within secondary schools in European countries” regardless of the teaching disciplines. This experience marks the beginning of a new chapter in the history of secondary school to actively support it and help it overcome obstacles and challenges: a model that encourages the educational and training value of experience and reflection, with the opportunity to ‘cultivate’ a double richness, that of two worlds that can enrich each other.

## 2 The Training-Course Modules

The online training-course modules for the professional figure of “Tutor for the reception and inclusion of foreign minors in secondary schools in European countries” is divided into eight training modules on specific topics (legislation, first reception, citizenship, relational communication, mathematics, L2, artistic-creative laboratory, computer science). The modules were placed on the e-learning platform managed by the Centro Linguistico di Ateneo of the University of Florence and allowed the eighty teachers selected in schools with a strong immigrant presence to train and apply the methodologies and tools proposed in each module: video lessons, texts, discussion forums, interactive tools, examples and tests. The training modules are available in the languages of the partner countries (ES, DK, GR, IT) as well as in English.

Secondary school teachers learned, applied in their classrooms, elaborated and produced new ways of using the proposals, which they then posted on the same e-learning platform and forum, to share with all the other participants. The course was experimented with 80 secondary school teachers and 1312 students were involved in the activities proposed and carried out in class, of these 1312 students 518 were migrant students (a much higher number than the 300 migrant students envisaged by the end of the project). The total number of students reached directly and indirectly was 1797.

The QuaMMELOT Project favoured the exchange in peer learning activities between teachers and 60 social operators (educators/mediators/services employees/families) in tables for discussion. Moreover, in mobility, it involved 23 staff members in the partner countries, more than 200 people in 3 multiplier events and international seminars, it saw 5 transnational meetings for cooperation between partners and it expected to be useful for all European teachers because it contains methods, processes and contributions of the experimentation carried out as well as materials useful for innovative approaches because these materials manage to bring together training/learning and social education - as they manage to combine instruction and social education.

The QuaMMELOT Project made it possible to achieve the following macro-objectives which are subsequently detailed in the “objectives achieved” section:

- strengthening teachers' skills and enhancing their professionalism with innovative tools;
- improving the school learning of migrant and UAMs students;
- fostering integration between education and the social/reception systems;
- building more inclusive educational practices;
- promoting the full enjoyment of rights and the inclusion of disadvantaged groups.

With regard to the modules designed and coordinated within the QuaMMELOT Project, monitoring of the online course-modules was carried out by all partners using the e-learning platform reporting system which enabled partners to see-at-a-glance course progress, and quantitatively determine in real time the number of activities carried out by the teachers in training, as well as the gradual completion of the training modules. This automatic detection system also made it possible to identify, quickly, any delays or trainee-difficulties in completing the activities, thus allowing course designers/providers to intervene with targeted support actions.

From a qualitative viewpoint, it was possible to get information about course progress by viewing the tasks and products delivered by the participants based on what each module required participants to achieve including the expected knowledge, skills and abilities. A further way of qualitatively surveying the outcomes of the online course was the assessment of the trainee contributions submitted in the forums dedicated to each training module.

The quantitative survey of the course outcomes was carried out using a questionnaire administered to the teachers involved at the end of the course.

Eighty completed questionnaires were returned by the 80 teachers who completed the online course. The quantitative and qualitative analysis of the data from the questionnaires was presented in the Online Course Monitoring Report (IO4) focusing on the results related to the educational issues faced by teachers working in secondary schools with a high presence of migrant and refugee students. Quantitative results were collected using descriptive statistical methods, such as frequency tables and bar graphs.

The aim of the QuaMMELOT Project was to train students from all cultural groups, including, of course, immigrants, so as to enable them to adapt, develop and be competent, both in the context of the host culture and in that of their culture of origin. This implied overcoming assimilationist and reductionist approaches. True intercultural education builds on dialogue and shared encounter-spaces, based on the respect and appreciation of students, teachers, families, associations and other stakeholders, through a dynamic of participation and confrontation. To achieve this goal, educational institutions must open up to society, creating the best conditions so that families, both native and immigrant, can be involved in the life of the school. The QuaMMELOT Project, therefore, was not limited to the cognitive development of students, but also addressed other aspects of the educational process: the legislative framework, educational facilities, reception, school climate, psycho-emotional support of students, cooperation, mutual understanding and acceptance. It did not approach knowledge in a partial way, but allowed the horizontal connection of different disciplines and encouraged a transversal and interdisciplinary approach as well as synergies between teachers.

The QuaMMELOT Project activities, transnational meetings and multiplier events were well-organised, included quality content and used innovative methodologies. The

project's comprehensive approach facilitated complex but necessary work to integrate the multiple dimensions related to migration and the education of migrant and refugee students, with attention to the legal framework, national cultures, the Common European Framework, public institutions and private entities established for the pursuit, without profit, of civic, solidarity and socially useful purposes.

### 3 Methodological Approaches

In designing and developing online training for secondary school teachers, the QuaMMELOT Project adopted a flexible, innovative, complex and integrated approach in relation to the curriculum and the different social actors involved in schools (students, teachers, management team, professionals, families, intercultural mediators, social workers, associations, social and local authorities). Based on the implementation of multimodal approaches, teachers, as trainees, are stimulated to design and implement a series of activities to encourage their students to understand mathematical ideas and abstract mental constructs, in a foreign language. Teachers involved in the education, training and instruction of students with a migrant background, in fact, need skills in relating to different languages and cultures in order to build an adequate pedagogical-didactic environment to support and encourage all those in training. From this perspective, it is necessary that the relationship between school and social development be conceived as a recognition of the handing-down to younger generations of existing cultural heritage and as a source of innovation, through the integrated development of all aspects of students' personalities (Biagioli 2015). It is important, moreover, "to promote students' ability to make sense of the variety of their experiences, in order to reduce the fragmentation and episodic character that risk characterizing their lives" [4].

The modules of the online training course QuaMMELOT present innovative approaches that have been tested by teachers in the *piloting* phase of the Project (2018–2019), with the aim of facilitating the inclusion of all students involved, as well as the improvement of learning to mitigate the phenomena of failure and school dropout. These methodologies mostly refer to the teaching of L2, the promotion of positive attitudes towards cultural diversity, the introduction of contents from the cultures of origin of students with migrant background in the ordinary curriculum (QuaMMELOT 2020 Guidelines).

The construct underlying the designed instructional activities is collaborative learning which emphasizes cooperation and experimentation among different participants leading to mutual learning and potential new ideas and exchanges among participants [5]. In this way, in the teaching-learning processes everyone participates actively and pupils learn to engage in social contexts. Collaborative learning is a way to work for and with social inclusion, where learning of content, models, and ways of thinking occur in a continuous and incessant co-construction [1].

#### 3.1 Narrative, Artistic and Multimedia Approaches

Storytelling, art and multimedia are now considered winning strategies in teaching-learning processes especially in multicultural contexts where they are used to foster



communication, learning of knowledge and disciplines through self-knowledge and knowledge of the world. Through the processes of knowledge of self and other, teachers and students can tune in and creatively dialogue, this in support of motivation to learn and for the achievement of communicative well-being [6]. In this sense, educational communication and intercultural communication are intertwined in the process of growth and evolution of the subjects in training.

Education at school is enriched by artistic practices that stimulate emotions and creativity as a means of promoting deep and positive learning in the areas of communication, interpersonal relations and more [7]. Similarly, the mix of artistic, narrative and multimedia approaches give rise to opportunities for self-experimentation that, as in the case of digital storytelling, allow the emergence of one's experiences and emotions through a story of the self that can be addressed through different languages that make it possible to overcome language barriers. Autobiographical narration is an important component to create a multi-voice dialogue ([8], where the writer is the protagonist of the story with its construction in the relationship with the world and its perspectives [9].

In school contexts, storytelling can be considered as a transformative tool that contributes to the added-value of cultural origins and the construction of the future of native and migrant learners. Self-narration opens-up the boundary between inside and outside; at the same time it helps to alleviate fears, the state of anxiety due to separations from places or loved ones.

Narrative methodology and digital storytelling allow people to express their experience and emotions through different languages that also allow them to overcome language barriers. Unlike storytelling in the classical sense, digital storytelling includes the use of multimedia tools and new technologies that can improve its ease of use as an educational methodology, as well as being easily available and reproducible (QuaM-MELOT 2020 Guidelines [19]). Creating a multimedia product becomes a meaningful task that can contribute to a sense of belonging to a group, and help create self-esteem, and self-confidence [10].

The telling of one's own life-story represents an important educational opportunity for everyone. Self-writing, used as a means of expression of autobiographies, becomes a significant practice of school and social inclusion.

The pedagogical perspective of the autobiographical method makes central the theme of acceptance of otherness, of different worldviews, of different experiences. The construction of an autobiographical space becomes a priority, writing about oneself alone or with others, in fact, encourages one not to fear the judgment of others and allows everyone, regardless of the diversity of approaches and experiences, to take care of their own identity "wounded", offended, hidden [11].

For students whose mother tongue is different from that of the host country, collaborating with their classmates through the digital languages of mobile learning is an opportunity to meet on common ground for all digital natives in every part of the world [12].

The galaxy of free share applications and Creative Commons licenses offers many possibilities to create original projects that can stimulate all the members of the class group to put their previous skills into play, and to engage in collaborating on common projects. In this way it is possible to try to overcome various learning difficulties related

to the disciplines and to linguistic competence, especially in relation to the language of study, helping students to feel more capable in a very popular and familiar field.

So, it is in this pedagogical perspective that students can create their own products by processing materials and information through editing operations that become real narratives, even of their own experience, to be shared in class and in the family by fostering an important aspect of intercultural competence, namely the ability to critically evaluate, practices and products of their own and other cultures and countries [13].

Below are some examples of creative activities carried out in the European classes involved in the *piloting* phase of the QuaMMELOT project.

**Narratives and Objects of Memory.** Objects allow for the exploration of culture and cultural identities as evoking objects also means evoking human actions and activities in their unlimited variety and meaning [14].

Culture is made up of material practices, but also of symbols, values and beliefs. We inhabit a world of objects that characterize our daily lives and, even if they have an instrumental function, they are always invested symbolically and emotionally by human beings. We cannot avoid producing meaning by interacting with things. It should be emphasized that this meaning is not only an individual production, but that meaning develops within a cultural framework, mediated by socially and linguistically shared activities [15].

The teachers participating in the QuaMMELOT Project involved their students in the “Objects and materials of memory workshop” (Module 2 - *First reception*) to work on biographical objects, and asked them to choose objects that were important or significant for their personal history. After choosing the objects and communicating to the other classmates why they chose them, the students were asked to describe the selected objects with short texts, underlining their importance, meaning and potential relation to the values, symbols and people involved. Material objects can be a relevant way to access biographical complexity.

A Greek teacher wrote in the forum of the e-learning QuaMMELOT platform that the pupils in her class (secondary school in Athens), including some from Turkey, Afghanistan, Georgia, Bulgaria and China, chose to design “memory bottles”. At the end of the workshop all the students in this class presented their work to their classmates (mostly in English), thus having the opportunity to talk about their own origins and compare themselves with others. The teacher pointed out that, through this activity, she was able to get to know her students better, and she plans to repeat the experience as an *ice-breaking* activity in the future.

**Linguistic Portrait.** Language autobiography is a writing exercise that stimulates learners to reflect on their own linguistic and cultural experiences. The *language portrait* has been proposed in the QuaMMELOT training project (Module 4 - *L2 language*) by Danish partners to facilitate the process of teaching-learning of Language 2 by students with migrant backgrounds and also to encourage cross-contamination between linguistic heritages and cultures. Through language portraits, in fact, it is possible to visualize one’s linguistic repertoire using the outline of a body silhouette. Linguistic portraits were originally developed as an exercise in linguistic awareness in education, and are now increasingly used as a research tool to investigate how speakers themselves experience

and interpret their heteroglossic practices and repertoires [16]. In linguistic portraiture, the image functions as a means of opening up a conversation and as a point of reference within it, thus facilitating the evocation of (biographical) narratives. The purpose of the linguistic portrait is to be an important signal, to foster awareness and visibility, to configure itself as a didactic tool for the teacher, to solicit the potential for learning across languages [17].

**Multimedia: Video-Curriculum and Recipes on the Radio.** In Denmark, in a third class of the secondary school, teachers wanted to experiment the realization of the video-curriculum (Module 8 - *Multimedia Art Laboratory*). The activity stems from the idea of teachers who propose to students an innovative way to introduce themselves and talk about themselves, so as to have a better chance of finding a job by sending a video curriculum to potential and future employers. Using ICT as a means of creating a multimedia product, students were introduced to specific uses of digital technologies at school with the aim of supporting newcomer students who do not yet have sufficient Language 2.

Combining narrative methodology and artistic-creative expression with the use of technology, the Danish students, both native and with migrant backgrounds, involved in the QuAMMELOT project wrote a *story line* for their video curriculum, focusing on how to present themselves, they experimented with different *apps* on tablets so as to record and edit the film, and they benefited from the language and digital skills of the members of the teaching team involved in the activity.

The experience of radio-recipes, included in the same training module, allowed students from the four partner countries, both native and with migrant backgrounds, to tell their stories through typical recipes of their places of origin or through traditional family dishes: radio podcasts were made (radio programs recorded and available on the web as podcast) where the same recipe was presented in the language of the country of residence (host) and in the mother tongue of the country of origin. The activity fostered the rediscovery of cultural roots and the improvement of language skills related to L2 [17].

## 4 Findings

The QuAMMELOT project led to an implementation of the skills of the 80 teachers involved in the online training course and at the same time to an improvement in the learning outcomes of the 1312 students involved through the teaching activities that the trainee teachers carried out in their classrooms, according to the methodologies learned. These results, summarised here, were deduced from the analysis of quantitative<sup>3</sup> and

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<sup>3</sup> The analysis of the quantitative results was carried out using descriptive statistical methods such as frequency tables and bar graphs. Due to the small sample size, hypothesis testing and inductive statistical methods (e.g. factor analysis by country of origin) could not be applied. Data analysis was performed with the statistical package for the social sciences IBM SPSS Statistics 23.

qualitative<sup>4</sup> data collected from 80 self-assessment and satisfaction questionnaires filled in by the teachers involved at the end of the training course delivered via the e-learning platform.

In particular, through the analysis of qualitative data it was understood that the training course was useful, that most of the activities were of high quality and appropriate for mixed, multilingual and multicultural classes with a high number of students with a migrant background. Indeed, the inclusive educational practices implemented contributed to improving the social and linguistic skills of all students involved [18]. Furthermore, the analysis of the qualitative data showed that the methodologies proposed by the QuaMMELOT project improved the social inclusion conditions of students with a migration background, increased their ability to become socially active in their country of residence and optimised opportunities for school integration. The analysis of the quantitative data revealed the educational problems faced by teachers working in multicultural contexts with a strong migratory presence, the teachers acquired skills to increase the effectiveness of their educational work with children with a migratory background and improved the reflective dialogue through meetings and multiplier events.

The project course demonstrated the need to recognise the existing skills and competences of pupils with a migration background instead of focusing on the competences that may be lacking when they enter school. The analysis of contexts was confirmed as indispensable for the creation of curricula that attempt to respond to the need to establish an effective link between subject content and the individual linguistic and cultural baggage that each pupil brings with him or her.

The positive feedback provided by the teachers through their answers to the open-ended questions in the questionnaire administered confirmed the importance of ongoing teacher training to foster the educational success of all students and the development of their human potential; to build a relational network in an intercultural dimension; and to understand different ways of representing the world and acting reality [17].

Authors' notes. The present contribution is the result of shared reflections by the authors but, for the purposes of authorship attribution, Raffaella Biagioli is the author of the abstract and of paragraphs 1 and 2; Maria Grazia Proli is the author of paragraphs 3 and 4.

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<sup>4</sup> The qualitative data are obtained from the answers to the 6 open-ended questions of the questionnaire. Brief comments on the teachers' answers were included in the analysis, interpreting the meaning of the content of the textual data. A flexible approach to content analysis was used, in which coding categories were derived directly from the textual data.

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