

University Academic Curriculum Vitae

Personal information

Dr. Sara Baroni

Education since leaving school

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

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

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

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

Present appointment

From 01/01/2025 to ongoing Research Assistant for the project “APrA: Achievement: A social practice in Primary School. An International Comparative Analysis on Germany and Italy” (PI Prof.ssa Simone Seitz). International Comparative research of the Competence Centre for School Inclusion and the University of Oldenburg.

Selected professional experience

From / to	Job title	Name of academic Institution	Academic level	Responsibilities
From 19/09/18 to 31/01/19	Primary school teacher in a fourth grade for history, geography, ICT, music, physical education and special education teacher.	Primary school. Brunico (BZ).	Primary teaching	Lectures, participation into meetings, evaluation, PEI's writing, implementation of inclusive activities. Gained experience in the fields of hearing and cognitive disabilities, autism, behavioural disorders, disciplinary didactics
From 01/02/19 to 31/10/19	Research Assistant for the project “COCONATS: Combining Computational Thinking Didactics and Software Engineering in K-12”.	Free University of Bolzano. Faculty of Information Sciences and Technologies and of Education Sciences UNIBZ.	Research Assistant	Planning and conducting multilingual educational activities in primary school classes to promote the development of computational thinking and life skills. Field research activities, data analysis, scientific writing.

From 30/09/22 to 31/03/23	Scientific collaboration in the teacher training “The heuristic dialogue. Training meetings to encourage dialogue and mutual listening at school” with Franco Lorenzoni (MCE) and Laura Parigi (INDIRE).	IPRASE – Provincial institute for educational research and experimentation. Rovereto (TN).	Research collaborator and teacher trainer	Documentation of the experience, data analysis, discussion, and teacher counselling.
From 01/07/23 to 30/08/23	Scientific collaboration within the project "WoTEE - The World of Twins: parenting and professional figures between emotions and education" (PI Prof.ssa Monica Parricchi)	Free University of Bolzano	Assignment of occasional autonomous research work	Qualitative data analysis of a Survey, conduction and analysis of interviews in Italian and in German.
From 15/09/23 to 31/12/2024	Research Assistant of the CC	Competence Centre for School Inclusion of the Free University of Bolzano	Research assistant	Conference organization, welcoming delegation, collaboration to research projects.

Responsibilities at the Competence Centre for School Inclusion

- Organization of the 9th international Conference “Didattica e inclusione scolastica – Inklusion im Bildungsbereich: equità e sostenibilità - Kontexte und Kontraste” that took place in Bressanone-Brixen the 9th and 10th May 2025 (300 participants); <https://didatticainclusione.events.unibz.it/>
- Co-planning and co-organisation of the curatorship volume of the Conference with Bu.press;
- Since 2023 Welcome of international Delegations and exchange about school inclusion <https://www.unibz.it/en/news/article/test-10>
- CC Website and news management;
- From 15/09/23 to ongoing: scientific collaboration within the project “GOODWILL - ResearchinG SchOOl Development: PathWays to Inclusive and quaLity Education 2030” (PI Prof.ssa Simone Seitz)
- From March 2024: Scientific collaboration in the project Erasmus+ “All means all! – An interactive, modular, multimedia OpenTextbook for an inclusive and intersectional, multidimensional approach in teacher education” (PI Prof.ssa Heidrun Demo).
- Collaboration to the project Point “Potentials of All-Day Education for inclusive Living Together” with Prof.ssa Simone Seitz;
- Initial collaboration to the project HERE “HERitage Education: enhancing citizenship in a shaped-by-diversity region” with Prof.ssa Simone Seitz and Dr. Francesca Berti;
- From September 2024 Collaboration to the project DARE Diagnosis of Autism Spectrum Disorders: A Study on Social, Cultural and Contextual Factors at Play in Case Constructions (ongoing) (PI Simone Seitz).

Past academic responsibilities

- During university study, 120h student work per year conducted at the Free University of Bolzano in the years 2014-2017 responsibility of planning and organizing conferences in the field of musical and aesthetic education. Prof. Coppi, Prof. Luigini, Prof. Gabrielli.
- In years 2020 – 2023 part of the research group of the project ripARTiamo! With Prof. Dozza, Prof. Parricchi, Prof. Cagol, Dott. Cardinaletti.
- Responsibility for conducting a participatory action-research in collaboration with the MultiLab of the Free University of Bolzano, more than 14 partner institutions of the Provinces of Bolzano and Trento, including MUSEION, MUSE, MAG, MART, Italian, Ladin and German school administration. Involvement of more than a thousand participants including teachers and children of kindergarten and primary schools. Particular attention is paid to the topics of teacher's professional reflection, emergency educational intervention, children's wellbeing.
- Collaboration to the research Teach4Reach with the University of Vienna, Innsbruck and Pretoria.
- 03/11/21 Teach4Reach virtual event: Webinar on SDG5 (gender equality) and teacher education 2nd role of facilitator in group 5: "Within the framework of teacher education programmes, what can a university didactic setting that realizes the SDGs look like in concrete terms?" Conducting a discussion workshop.
- 05/11/22 Teach4Reach Webinar "Achieving reduced Inequalities (SDG10) in Education- supporting Agenda 2030 in Teacher Education". Facilitator in the group 5: "Within the framework of teacher education programs, what can a university didactic setting that realizes the SDG10 look like in concrete terms?"
- In 2023 – 2024 part of the research about "Heuristic dialogue" with Michela Chicco (IPRASE), Franco Lorenzoni (MCE) and Laura Parigi (INDIRE).
- Collaboration with members of the SIPED group Pedagogy of Emergency. Prof. Elena Zizioli (Roma Tre), Prof. Alessandro Vaccarelli e Nicoletta di Genova (UnivAQ), Prof. Patrizia Garista (INDIRE).
- Organisation of events within MultiLab:
- 26/04/22 Organization and management of the "MultiLab PhD Welcome Day" at the faculty in Bressanone. Speed dating activities with doctoral students and Professors with the aim of getting to know each other and activating interdisciplinary collaborations. Organisation and conduction of a teacher education course regarding on the educational use of Kamishibai (Japanese paper theater) with Prof. Rita Casadei (Unibo) offered at teachers of every grade in the Province of Bolzano, edition 2023 and 2024. With more than 50 teachers involved.

Memberships

- Since 2020 part of the organisation of the annual conference Educazione Territori Natura. Part of the organizing committee (Edition 2020, 2021, 2022, 2023, 2024).
- Since 2020 collaboration with MultiLab of the Free University of Bolzano.
- Since 2020 member of SIREF, Italian Society of Educational and Training Research. Responsibility of the secretary (abstract acceptance, email to participants, contact with professors and Phd students) as well as scientific responsibility as "Tutor" in the learning circles (supporting the discussion, creating synergies among participants, creating research groups for scientific production).
- Since 2021 member of SIPED, since 2024 "socia cooptata" of the Italian Society of Pedagogy. Part of the research group "Emergency Pedagogy: Educational Relationship, Resilience, Community". Field and theoretical work.
- Since 2022 part of the scientific committee of "Sesto Atto" collana di Pedagogia dell'Emergenza Progedit.
- Since 2025 member of CIRPED, Centro Italiano di Ricerca Pedagogica.

Awards

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

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

Experience in academic teaching

- 07/10/2020 Presentation of the PhD research project to the students of the General Pedagogy Course of Prof. Liliانا Dozza: "theoretical methodological foundations". First year students in Primary Education, Bressanone.
- 12/23/2021 Presentation of the PhD research project at the invitation of Prof. Barbara Caprara to the course of "Methodology and research methods in the pedagogical field". First year students in Primary Education, Bressanone.
- 03/12/2021 Co-lead of the workshop "Creative experiments to awaken a transformative participation. Pedagogical devices from the experience of the project riARTiamo!" with Katia Fontana (Italian State School of Madrid) and Carla Cardinaletti (Free University of Bolzano) in the Citizenship panel and participation in the international conference on Education Territories and Nature.
- 03/17/22, 03/24/22 and 03/30/22 training course for teacher involved in Ravanusa emergency. SIPED Pedagogia dell'Emergenza group of the project "Thinking about the emergency, acting on education. Starting again from and with Ravanusa" entitled "Crossing the experience together: tools for recognizing, expressing, welcoming emotions" with colleagues Anna Paola Paiano, University of Salento, Nicoletta of Genova, Sapienza University of Rome. Theoretical and practical contribution titled "From I to us: supporting resilience and rediscovering well-being through emotions".
- Informal activity of counselling and tutoring to PhD students of the 36th, 37th and 38th cycle in Brixen.
- November 2025 - Training Course for the teaching qualification procedure (12 hours course for secondary school teachers) "Inclusive teaching - Didattica inclusiva", Free University of Bolzano. PAED-02/A (M-PED/03)
- Second semester 2025/2026 University course for the initial training of secondary school teachers in Italian - 60CP (Percorso universitario di formazione iniziale dei docenti della scuola secondaria di primo e secondo grado in lingua italiana - 60CP):
 - Observation and evaluation of educational processes (18 h) PAED-02/B
 - Inclusive education for people with SEN (special educational needs) (18 h) PAED-02/A

Publications

Chapters in books

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

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

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

Baroni, S. (2022). L'utilizzo dei linguaggi espressivi narrativi a scuola per

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

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

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

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

Baroni, S., Murphy, R., Ramesh, M., Turan, G. & van Woezik, T. (2025). Teacher Agency and inclusion. In All means All! An OpenTextbook for an inclusive and intersectional, multi-dimensional approach in teacher education. Pressbooks. <https://book.all-means-all.education/ama-2025-en/#toc-front-matter-4>

Conference papers

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

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

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

Casadei, R., Baroni, S., Gelmi, A. (2025). Imagining spaces, tools and activities for playful training: the art of Kamishibai. in Seitz S. & Berti F. *The primary school as a playful space. Theories and practices in an international perspective*. Bolzano/Bozen: Bu,press (321- 335).

Baroni, S. (2025, in press). Riflessioni su pedagogia e narrazione per affrontare le sfide della contemporaneità. Convegno SIPED: Formare al tempo della transizione ecologica, digitale e interculturale. Libera Università di Bolzano.

Seitz, S. & Consalvo, G., Auer, P., Berti, F. & Baroni, S. (2025, under review): Das Herstellen von Gleichheit und Differenz in einem inklusiven Schulsystem: Wie sich kompensatorische Logiken in soziale Ordnungen einschreiben können. In Bächler, L., Fränkel, S., Goldan, J., Schroeder, R. &

Ziemen, K. (Eds.), *Inklusive Bildung als Transformation*. Klinkhardt.

Baroni, S., Seitz, S. Consalvo, G. (2025). Educazione a tempo pieno ed equità educativa: riflessioni su una scoping review della letteratura internazionale. *2000 2025: Con fini educativi tra generazioni. Un giubileo per l'educazione. Atti del Convegno Nazionale CIRPED* (177- 185).

Consalvo, G., Seitz, S. & Baroni, S. (2025). Ambivalenze delle logiche compensative in un sistema scolastico inclusivo: analisi delle culture scolastiche nella scuola primaria. *2000 2025: Con fini educativi tra generazioni. Un giubileo per l'educazione. Atti del Convegno Nazionale CIRPED* (325 - 332).

Seitz, S., Baroni, S. & Schwermann, A. (2026, under review). Riflessioni su rendimento, merito e meritocrazia in ottica inclusiva. Bu,press. 9th Conference „Didattica e Inclusione scolastica – Inklusion im Bildungsbereich: equità e sostenibilità – Kontexte und Kontraste, at the Free University of Bolzano-Bozen.

Journal articles in refereed academic journals

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

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

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

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

Seitz, S. & Baroni, S. (in progress). All-Day Education and educational equity in Germany, Sweden and Italy – reflections on a scoping review.

Journal article

Baroni, S.; Casadei, R.; Gelmi, A. (2024). Supportare l'agency e la partecipazione dei bambini attraverso il Kamishibai. *Bambini*, Spiaggiari, pp. 46-49. Ottobre 2024.

Thesis

2018 “In meiner Schule fühle ich mich wohl! (In my school I feel like home). Evaluation of the teacher's self-efficacy in promoting the well-being of children in Montessori and Waldkindergarten educational contexts (kindergarten in the woods)”. Supervised by Prof. Barbara Caprara and Prof. Demis Basso.

2023 “Education, emergency, resilience. Narratives from the experience of the teachers participating in the project let's start again! at the time of Covid-19” supervised by Prof. Liliana Dozza and Prof. Alessandro Vaccarelli.

Publication about the applicant

European Commission (2021). Education for environmental sustainability:

policies and approaches in European Union member states. Final Report. Mulvik, I., Pribuišis, K., Siarova, H., Vežikauskaitė, J., Sabaliauskas, E., Tasiopoulou, E., Gras-Velazquez, A., Bajorinaitė, M., Billon, N., Fronza, V., Disterheft, A. & Finlayson A. (a cura di). European Commission Directorate General of Education Youth Sport and Culture. In this publication the European Commission underline the interesting and innovative approach of the MultiLab and of the network created by the project ripARTiamo! Data were collected from the focus groups done with the group of student teachers and researchers who proposed the project to the schools.

**Presentations
in national and
international
scientific
conferences**

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

01/12/2020 "New awareness for the restart: the voices of the teachers and children of the project ripARTiamo!". Session "Emergencies and resilience" at the fifth international conference "Terra Natura Education. Knowledge, complexity, sustainability", online.

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

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

02/09/2021 "Covid-19, Transformative Learning, and Resilience: First Results from an Ongoing Participative Research with Teachers and Children of the Project RipARTiamo!" in the panel "Transformative Thinking in Educational Research" Emerging Researchers' Conference ECER Geneva, online.

09/18/2021 "Investigating the change in teachers' perceptions: a qualitative analysis in progress" in the learning circle "Democracy, participation, 'substantial' training" coordinated by Prof. Alessandro Vaccarelli and Prof. Daniela Gulisano. SIREF XVI Summer School "In the interfield, co-belonging, co-evolution and ecosystem formation. Models of innovation in real participatory democracy and ecological transition", online.

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

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

06/16/2022 "Art and technologies to promote participation, democracy and citizenship. Insight into a literature review" with Dr. Elisabetta Villano of the University of Salerno. Junior Conference of the National Conference "School Democracy Participation Citizenship on the occasion of the 100th anniversary of the birth of Mario Lodi", SIPED, University of Foggia.

01 - 10/09/2022 "Teacher's responses to Covid-19. An Exploratory Grounded Theory and Action Research in Emergency." In the EERA Network: 08. Health

and Wellbeing Education. ECER Conference "Education in a Changing World: The impact of global realities on the prospects and experiences of educational research", online.

2/12/2023 "Preliminary results of a systematic review of the international literature on the co-occurrence of sustainability, well-being and resilience". Curated by Sara Baroni, Evi Agostini, Denis Francesconi (Universität Wien) and Barbara Gross (Technische Universität Chemnitz). In session 3. "Climate change: education for a sustainable world". Seventh International Conference "Education Territories Nature. Utopia, commitment and care to transform the future." Brixen.

23-24/11/2023 *'Imagining spaces, tools and activities for playful training: the Kamishibai'* with Rita Casadei (UniBo) and Alessandro Gelmi (Unibz). At the Conference 'Schule als Spielraum - scuola spazio ludico' held in Brixen/Bressanone.

30/11 – 2/12/2023 At the 8th International Conference Education Territories Nature 'I care - we care: Respect and Responsibility for the Being of the Planet', held in Brixen/Bressanone contribution entitled *'Co-constructing well-being by educating to the thought that connects, the thought of peace'* in the SIPED Working Group Pedagogy of the Environment and Pedagogy of Emergency.

3-6/06/2024 At the Third International Conference of the journal "Scuola Democratica- education and/for social justice", Università di Cagliari:

- "Fostering Quality Inclusive Education: Teachers' Valuation and Beliefs Related to Heterogeneity in Learning Groups", with Simone Seitz, Petra Auer and Giulia Consalvo. In panel D.04 "Education and Social Justice: the Role played by School Quality. Ideas for and education system fighting inequality".
- "In dialogue with the children. First outcomes of a teacher training course about dialogic teaching in the classroom", with Laura Parigi, Valerio Rigo and Alessandro Gelmi in panel E.01 "Adult education for social justice: is teaching to transgress still possible?"

29/11/2024 "Riflessioni su pedagogia e narrazione per affrontare le sfide della contemporaneità nella sessione Insegnanti, educatori, formatori e pedagogisti per valori e scelte metodologiche inclusive e interculturali" Convegno internazionale SIPed "Formare al tempo della transizione ecologica, digitale e interculturale", in dialogo con Educazione Territori Natura, Bressanone.

18 -19/02/2025 At the IFO 2025 - 38. Jahrestagung der Inklusionsforscher:innen. Inklusion - Bildung – Transformation. Inklusive Bildung als Transformation – Transformation durch inklusive Bildung, 17.-19. Februar 2025, Universität Köln:

- „Inklusive Schulkulturen: Erste Ergebnisse einer Studie zu Schulentwicklungsprozessen in einem inklusiven Bildungssystem“ by Simone Seitz, Giulia Consalvo, Petra Auer, Francesca Berti, Sara Baroni, Panel 5b: Schulentwicklung.
- „Zur Relationalität von Leistung und Inklusion. Vergleichende Annäherungen an ein umstrittenes Begriffspaar“ by Michaela Kaiser, Simone Seitz, Sara Baroni, Anna Schwermann, Marielouise Schild, Séneca Jurado van Bürck, Panel 7b: Exklusionsrisiken.

15- 18/09/2025 Conference as co-author (not in presence): „Inklusive Schul- und Unterrichtsentwicklung für eine zukunftsorientierte Grundschulbildung: Befunde und Erkenntnisse zu professionsbezogenen Überzeugungen von Grundschullehrpersonen.“ by Seitz, S.; Auer, P.; Baroni, S.; Consalvo, G. 33. Jahrestagung der DGfE-Kommission Grundschulforschung und Pädagogik der Primarstufe – Bildung ohne Grenzen denken. Visionen der Grundschulbildung im europäischen Raum.

10/05/2025 “Rendimento, merito, meritocrazia e inclusione: una relazione controversa?” by Simone Seitz, Sara Baroni, Anna Schwermann. 9th Conference „Didattica e Inclusione scolastica – Inklusion im Bildungsbereich: equità e sostenibilità – Kontexte und Kontraste, at the Free University of Bolzano-Bozen”, panel Didattica e valutazione inclusiva 2.

14/11/2025 Convegno Nazionale CIRPED “2000 2025: Con fini educativi tra generazioni. Un giubileo per l’educazione.” Napoli:

- „Educazione a tempo pieno ed equità educativa: riflessioni su una scoping review della letteratura internazionale“ Sara Baroni, Simone Seitz, Giulia Consalvo.
- „Ambivalenze delle logiche compensative in un sistema scolastico inclusivo: analisi delle culture scolastiche nella scuola primaria” Giulia Consalvo, Simone Seitz, Sara Baroni.

22 – 24/01/2026 “Primi risultati su un’analisi sociologica del discorso sull’evoluzione del ruolo dei docenti nelle politiche sul tema del rendimento e della valutazione.” Simone Seitz e Sara Baroni. Convegno Nazionale SIPED Torino. L’università del futuro, il futuro dell’università. Verso un ecosistema dell’apprendimento per la promozione di una cultura della pace, della non violenza e del dialogo.

17 - 20/02/2026 “In what way do researchers impact political discourses on inclusion? Critical reflections on a cross-national discourse analysis concerning achievement and achievement differences.” Seitz, S., Kaiser, M., Baroni, S., Jurado van Bürck, S., Lupa, A., Schild, M. & Schwermann, A. At the IFO Tagung - 39. Jahrestagung der Inklusionsforschung Bremen 2026. Forschung – Haltung – Aktivismus? Inklusionsforschung zwischen Bildungsutopie und Systemkonformität, Universität Bremen.

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

Language competence **ITALIAN (first language)**
GERMAN (C1) (second language) Bilingualism license A obtained in Bolzano on 01/02/2018.
ENGLISH (C1) (third language) IELTS 7.5 certified by the British Council on 23/06/2018.
FRENCH (B1) (fourth language) studied for 6 years at I and II level secondary school.

16/02/2026

Sara Baroni