QUESITO 1

L'assolvimento dell'obbligo di istruzione attraverso l'istruzione parentale: adempimenti delle famiglie e funzioni del dirigente scolastico.

QUESITO 2

Il ruolo del dirigente scolastico nella promozione del benessere a scuola e nella prevenzione dei fenomeni di stress da lavoro correlato.

QUESITO 3

Dopo aver illustrato l'iter di approvazione del Piano triennale dell'offerta formativa, ci si soffermi sull'atto di indirizzo del dirigente scolastico.

QUESITO 4

Premessi cenni sulle relazioni sindacali a livello di istituzione scolastica nella Provincia autonoma di Bolzano, il candidato illustri, in particolare, il ruolo della RSU e delle organizzazioni sindacali con riferimento al contratto integrativo di istituto.

QUESITO 5

Si illustrino l'iter di approvazione e la funzione del budget economico e degli investimenti, secondo quanto previsto dalla Deliberazione del Presidente della Provincia di Bolzano n. 38/2017 "Regolamento relativo alla gestione amministrativo-contabile delle istituzioni scolastiche a carattere statale e provinciale della Provincia autonoma di Bolzano."

BUSTA C

QUESITO 6

Best learning moments

Best learning moments, also referred to as 'optimal learning moments', are an emerging topic of current importance for several reasons. One reason is that there are reports of heightened attention and engagement when using some technology-enhanced learning applications, and these states of mind can contribute to more effective learning. Best learning moments may also be particularly memorable, since strong emotions contribute to the formation of long-term memories. […]

The idea of best learning moments builds on the psychological concept of cognitive absorption or 'flow', which is defined as deep involvement or immersion in an activity or task, often accompanied by feelings of enjoyment. A 'Music Paint Machine' that enables musicians to paint a picture by playing their instrument has been shown to have the potential to turn the experience of playing music, moving and drawing into an optimal flow experience4 where the individual may feel as if they are transported into a new reality. These are mental states and feelings that people experience when engaged in an activity that is appropriately challenging to their skill level, resulting in full concentration and focus.

In leisure time, feelings such as boredom or curiosity can lead individuals to look for an enjoyable challenge and develop their skills to be able to meet that challenge. Activities that people choose to do in their leisure time, such as painting, composing music, doing a crossword or taking part in sports and rituals, may create good conditions for best learning moments. The process of recognising a challenge and applying or developing necessary skills leads to discovery and growth. The person may be so absorbed in what they are doing or experiencing that they lose all sense of time. Such a state of cognitive absorption may last a long time, although not necessarily.

Best learning moments may occur in situations involving hands-on activity and participation, such as when trainee medical staff are with patients rather than at their workstations5. Although listening, watching and reading also commonly result in a state of absorption and positive feelings, without the elements of appropriate skill and challenge they might not result in learning. Researchers investigating learning in science subjects (biology, chemistry and physics) at secondary-school level have expressed the hope that 'optimal learning moments' might motivate individuals to seek similar types of experiences in the future1 and will encourage more students to study science subjects.

Best learning moments could also be opportunities for 'teachable moments'. A teachable moment is an unplanned opportunity that arises when a teacher senses that students are engaged and ready to absorb some insights. For example, the teacher may be able to make a general point from a shared experience. The teachable moment is a fleeting opportunity that is sensed and seized by the

teacher. Teaching tips for creating personally memorable moments for students include talking about students' interests, asking challenging questions and accepting that all students are different.

Other related concepts include breakthroughs and critical events in learning. These are moments when understanding of a difficult concept is suddenly achieved thanks to a change in teaching method, such as when a computer simulation is used.

Adapted from Kukulska-Hulme, A., Bossu, C., Coughlan, T., Ferguson, R., FitzGerald, E., Gaved, M., Herodotou, C., Rienties, B., Sargent, J., Scanlon, E., Tang, J., Wang, Q., Whitelock, D., Zhang, S. (2021). Innovating Pedagogy 2021: Open University Innovation Report 9. Milton Keynes: The Open University, pp. 10-11.

In https://iet.open.ac.uk/file/innovating-pedagogy-2021.pdf

Questions

1) "Optimal learning moments"
   a. are considered new ways of learning.
   b. hardly help long-term memory.
   c. are a traditional issue.
   d. can result in successful learning.

2) "Cognitive absorption" usually matches "immersion in a task" and
   a. playing.
   b. pleasure.
   c. painting.
   d. leisure.

3) The "Music Paint Machine"
   a. matches different activities.
   b. can be stressful.
   c. weakens concentration.
   d. strengthens the body.

4) "Best learning moments" possibly happen when people are involved in
   a. a practical task.
   b. a medical context.
   c. a joyful emotion.
   d. a scientific lesson.

5) You can define a "teachable moment" as
   a. a cognitive perception.
   b. an emotional intuition.
   c. an accidental event.
   d. a designed activity.

QUESITO 7

Machines already manage our emotions much better than we do

A revolution in the science of emotion has emerged over the last decades. The activity in this field of research is exploding (about 24 000 research papers published over the past 20 years with a sharp increase in recent years). This is creating a paradigm shift in the way in which we understand decision-making processes. This revolution builds on the work of pioneers in the field of behavioural sciences, such as Nobel Prize winners Daniel Kahneman or Richard. D. Thaler, but it goes one step further by demonstrating the key role played by emotions as drivers of decision-making and by exposing how powerful they are as predictors of human behaviours. Emotion and reason are not necessarily antagonistic. They are strongly interconnected and complement each other. Our best decisions are actually those that combine reason and emotion. Initial unconscious and emotion-laden processing of information shapes all subsequent phases of thinking. When reasoning then comes in, it is often simply as a verbal justification of already made judgements and to help us build simplified representations of the world. Our emotions and intuition can have many undesirable effects, but they are also absolutely necessary because they are powerful shortcuts that allow us to take rapid, automatic and effortless decisions in real time on matters that would exceed the capacity of our reasoning because of their complexity.

Humans are generally very bad at recognising their own emotions, and even worse at understanding the emotions of others. AI [Artificial Intelligence] is already several steps ahead. Algorithms can read us like open books and detect our emotions and sentiments much better than we do. They can analyse the words that we use, the tone of our voice, our facial expressions, our movement patterns, the micro-spasms of our muscles, etc. On this basis, they can decipher our present emotional state, but also very accurately predict our future behaviours, and even deduce our personality type.

Because AI is so good at reading and predicting our emotions, it is also extremely powerful at influencing them. It excels at catching and holding our attention, encouraging certain behaviours or even manipulating our decisions. For example, using our emotions to hold our attention is at the basis of the business model of most internet platforms (the attention economy) […]. Jason Davies describes extremely well the model used by TikTok. Users do not even need to specify their preferences when they join the platform. AI algorithms immediately get to work analysing their behaviour and delivering content, as opposed to simply making recommendations. In very little time, they learn enough to make stunningly accurate predictions about which videos will catch a user's interest. In a way, TikTok soon knows users better than they know themselves as behavioural preferences may differ from stated desires. This drives user engagement – exactly the kind of audience advertisers and vendors are after. It is therefore not a surprise that there has been a sharp increase in new publications and new

patenting in the field of emotions/feelings and AI over the past four to five years. The number of filed patents exceeded 200 and one the most active organisation worldwide is Tencent Technology from China.

Šucha V. and Gammel J.P., (2021). Humans and Societies in the Age of Artificial Intelligence, Luxembourg: Publications Office of the European Union, pp. 17 – 18.

*In *

Questions

1) The great number of essays on science of emotion has produced
   a.   an unusual mindset on thought processes.
   b.   a new view on choice-making.
   c.   an original perspective on learning skills.
   d.   a remarkable change in reading habits.

2) New studies show that feelings can be
   a.   triggers of our reactions.
   b.   supporters of our brain.
   c.   foretellers of the way we act.
   d.   participants of our actions.

3) Reason and emotion can help you to
   a.   make a swift choice.
   b.   overturn an old decision.
   c.   limit a peculiar option.
   d.   reconsider a former position.

4) Nowadays Artificial Intelligence can
   a.   read between the lines.
   b.   represent human emotions.
   c.   revise a detailed forecast.
   d.   foresee human conduct.

5) Some Internet platforms, like TikTok, use algorithms to
   a.   prevent internet tricks.
   b.   recommend suitable jobs.
   c.   suggest specific subjects.
   d.   discourage creativity.