

The project of Interchange work/school in Italy: the experience at INGV

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Following the recent introduction in the Italian school regulations of the *alternanza scuola lavoro*, (interchange work-school) as a teaching methodology for the implementation of the second cycle teaching, many schools have requested the activation of agreement with INGV for training courses for students of the third classes. The work-school paths defined in the Italian legislation are implemented and/or adopted in the final three years of technical and classical/scientific high schools to at least 400 hours and 200 hours, respectively.

The general purpose is to ensure that 15 to 18 years old students, beside the access to basic knowledge, acquire skills in the employment and real work environments experiencing other teaching methods based both on knowledge and know-how.

Key objectives are:

- increase job opportunities and abilities for student orientation;
- realize flexible and equivalent learning methodologies, effective on cultural and educational profile, systematically linking classroom training with practical experience;
- facilitate the students orientation to improve personal vocations, interests, individual learning styles.

After a first phase of meetings with school responsible tutors, agreements were signed with six schools in Rome and surrounding: 4 Scientific High Schools, 1 Classical High School and 1 Technical Institute. In collaboration with INGV researcher and technician, we have been proposed 12 projects. In addition to provide the opportunity to promote a real interaction and collaboration between schools and the world of employment, and not least in the choice of university study, the projects proposed by INGV pay special attention to hand-on and laboratorial activity and on the acquisition of scientific expertise in the field of scientific researches, communication and science information. The projects include cross-cutting structures and activities and involve about 70 students, which will work approximately 70 hours for this first year.

For the involved classes were held preliminary meetings with researchers at schools and at INGV headquarter. With school internal tutors were processed internship programs and procedures for reporting student activities, as well as evaluation criteria, both for students and for projects and external tutors. In this paper we present the first results of this project also as evaluation for further collaborations.