

Didactics and Self-assessment: an innovative proposal for the University of Trento

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ABSTRACT

The university institution is called today to face challenges concerning the ability to recognize and pursue new formative goals (Grion et al., 2018). In the light of this, the research wants to reflect on the reality of the University of Trento, so far the only Italian university, among the 35 evaluated, to have obtained the highest rating assignable by the Anvur. The aim is to highlight both the main nodes in which the University requires renewal and its hinges points, and report in detail the results of quantitative analysis, commissioned and drafted by the Joint Committee of the Department of Civil, Environmental and Mechanical Engineering (DICAM), which saw the need to further analyze the reality of students of the individual courses of the Department. The contribution links, in conclusion, the points emerged from the direct observation of the students to a consistent response of the emerging literature review. Specifically, reflecting the field of post-compulsory education paths, with a strong connection with self-assessment (SA). The results seem to show that self-assessment (SA) can be a new key to the promotion of an education capable of experimenting, through participatory and innovative teaching, knowledge, autonomy, responsibility and soft skills: fundamental elements that the University of Trento needs to improve to achieve European and international standards.

Keywords: Italy, DICAM, soft skills, formative goals, renewal