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Assessing the Opportunities Offered by the Implementation of the Teaching Method Through Thematic Project for Future Teachers in Preschool and Primary Education

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Abstract: *The approach to the teaching process is continuously evolving. The main directions of reference are based on the integrated, modern perspective, respectively, of a single discipline, classic. Each of these has distinct benefits. The best framework is probably represented by a fusion of the two. Integrating thematic projects in science teaching at an early stage offers opportunities to develop and capitalize on multiple perspectives from different people's interpretations and diverse disciplinary approaches to a given problem or situation. An integrated approach to learning enables teachers to implement the school's core values in a natural and applied way, thereby elevating the learning experience to foster social-emotional strengths and character development. The research focused mainly on establishing the benefits of the future teacher who will be active in young education. Considering this context, research was conducted among second and third-year students from the primary and preschool education pedagogy area. The main findings that must be underlined relate to the future educator's capacity to implement the new concepts. Even if they were not beneficiaries of the current methods, they can use these successfully and see their benefits.*

Keywords: *project-based learning; innovative methods; interdisciplinary; connections; progress.*

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Introduction

There is a constant need to implement new trends driven by innovation and continuous development in education (Dorożyński & Dorożyńska, 2022; Ram et al., 2023; Sun et al., 2021). It is a dynamic sphere that requires adaptation to new procedures to make it more efficient (Abdulrahaman et al., 2020; Olmos-Gómez et al., 2021). The design of activities should be based on a scientific framework that considers current trends specific to each period (Alp Christ et al., 2022; Rios et al., 2024). All individuals involved in the pedagogical process, including teachers and students, should be able to enhance or develop critical reasoning, collaboration, and interaction skills (Bonces, 2012; Dorożyński & Dorożyńska, 2022).

Integrated learning involves structuring the didactic approach to enable students to connect different learning domains and previously acquired knowledge with current ones. The access is achieved by developing an extended strategy (Darling-Hammond et al., 2020; van Kesteren et al., 2018). New acquisitions are directed in a way that considers previous experiences and expressed interests. The intended learning contexts assume various learning environments, including indoor and outdoor settings and home and educational institutions. Regardless of the approach, teachers must establish the content elements, the evaluation method, and the aspects followed in the educational process. These data will contribute to designing the best didactic strategies to make communicating intentions to the educated more efficient (Colevas et al., 2022; Matsumoto-Royo & Ramírez-Montoya, 2021; Otto, 2018).

Adopting such an educational perspective requires making systematic and relevant connections between disciplines. The developed purposes must be designed to find coverage in concrete activities. Extending this concept to work-integrated learning has positively affected the employability of students and graduates (Rowe & Zegwaard, 2017). Therefore, implementing optimized strategies at all educational stages can support the need for such a pedagogical approach. The quicker this vision is implemented, the better students can adapt to real situations and face challenges, leading them to find the most suitable solutions. Regardless of the completed stage of schooling, student's skills and abilities must be adapted to an environment with complex demands (Pearson & Hubball, 2012). In the integrated approach to learning, the curriculum is designed using the practical aspects of everyday activities as benchmarks. Thus, the learner's learning concepts will have a global foundation based on causality

and interdependence. They are seen as an integrated whole rather than separate parts within each subject area's limited context. It offers the prospect of acquiring new skills and experiences through which the ability to understand and deepen specific fields is broadened. Although it may be seen as a radical change in the didactic vision, it does not exclude anything that may have been considered important in other schooling concepts (Msweli et al., 2023; Ramezanzadeh & Rezaei, 2023). Implementing integrated learning can meet the needs of modern society, as students will need much more knowledge and skills than the traditional approach to education provides currently (Bransford et al., 2000).

Learning through thematic projects can be a method that offers additional benefits. Among these, the possibility of experiencing a specific situation (a productive activity) can be highlighted. It can also stimulate the ability to integrate knowledge and use it according to the concrete requirements of a specific situation. It is also discovery learning but oriented towards more detailed content (Helle et al., 2006). An attempt is being made to emphasize active, applied learning in the educational standards. Students are involved in a more interesting and motivating process by incorporating and implementing specific skills in practical and challenging activities.

There is a mismatch between the attitudes of those being educated and the labor market requirements. Therefore, it is necessary to implement integrated approaches from the very first stages of school education to acquire timely and relevant knowledge for further training throughout the educational process. The traditional methods of instruction must be gradually reduced in the first stages to implement such a vision. There is a strong emphasis on the correlation between the skills acquired and those required by the labor market. Regardless of the level of education, the need to develop certain skills can be illustrated to create synergistic models between learning and application activities (Rose, 2020).

Multiple approaches are needed to demonstrate the impact of any new system and implicitly of an integrated curriculum. In this particular case, we can speak of two directions being pursued. One relates to the level of progress made by the students in their higher education, and the other to the improvement of the teachers' ability to implement differentiated strategies. Our study addresses both sides, following the future educators's development path. Fındıkoğlu et al. highlight the synergism needed between professors and their education to regenerate the educational system considering all background elements (Findikoglu & İlhan, 2016). They will be proactive contributors to integrating the new pedagogical dimensions (Kilag et al., 2023). Significant progress, at least on these two levels, supports

an obvious success. Although such a model has been implemented relatively recently, it has proven useful (Bauer et al., 2021; Krasowski et al., 2021; VanTassel-Baska & Wood, 2010). Field feedback was obtained, especially in the post-pandemic period. The method proved useful for better understanding the practical applicability of the theoretical principles in practice (Mawdsley & Willis, 2019).

This research was based on the assumption that implementing *integrated learning, especially thematic projects, can significantly benefit students, developing their skills, motivation, and commitment to education*. It was also believed that creativity, analytical ability, and social skills would be improved following the implementation of this educational method. Such aptitudes could be considered foundation elements of the novel teaching trends (Serdyukov, 2017). The study also intended to determine the possible change in future teacher's attitudes after being put in the situation of preparing a thematic project. The research was an integrative part of a master's thesis study. In the preparatory phase, some possible scenarios were considered regarding the respondent's sociodemographic characteristics and how these mark their professional and training route. It is known that integrative methods were less used before the 1990[s]. Such a situation determined the formulation of the first two hypotheses. **H1** supposed that *the interdisciplinarity education approaches were especially applied by educators already working as teachers*. **H2** presumed that *the beneficiaries of integrated method learning are over 35*.

Native pedagogical aptitudes are very important for a future educator. However, their training process by following some courses in the field should not be neglected either. Starting from such premises, we formulated the third hypothesis of the study. **H3** assumes *no differences in the time necessary for the respondents to prepare a thematic project and the one given to the students.*

Materials and methods

It is known that the tools used in pedagogical research are the means and methods used to collect and analyze data related to the content of learning and education. These are designed to evaluate, measure, and explore educational content's characteristics, quality, and effectiveness. They can be used at different stages of research, including the diagnostic, evaluation, and content improvement phases.

In this case, questionnaires were used to assess the perceptions, attitudes, and needs of students, teachers, and other educational actors regarding educational content. Specifically, different aspects related to

learning through thematic projects were pursued. The degree to which they were used in the educational process was evaluated, and whether they were required to highlight pedagogical progress or the time allocated for such an activity. The items were designed to provide information about the topic's relevance, usefulness, and interest.

It is necessary to expand the analysis, using other investigative mechanisms to have a more comprehensive view of the effectiveness of implementing this educational method. They will be applied in distinct stages of the study. For a better interpretation of the results, like the present paper, they will be systematized with the help of diagrams. Through an analysis carried out over time, it will be possible to determine the evolution of each sample considered. Data processing involving statistical elements will provide consistency to the designed approach. The results obtained will highlight, to a real extent, the existing situation and the possible routes to follow for the efficiency of the didactic course. The observations made will emphasize the limited situations which require specific measures.

The target group for the research was considered to be students from our university in the field of educational sciences. They will be experts in the pedagogy of primary and preschool education domain. The number of respondents was 65, referring to a maximum tuition figure in the 1st year of study 120. The questionnaire application was conducted face-to-face with 52 respondents. The others responded online using the Google Form facility. The in-person interviews were performed with the students from the second bachelor study year. The web-based responses were obtained from third-year students in educational sciences. They all followed the science and didactic course in the field of science. The survey was implemented in May 2023. The respondent's sample is representative of the two educational years considered. The anticipated misconception was of ±5%. The statistical step was approximately 4. The activity was voluntary. If the fourth refused, the next was addressed.

The survey quotations were heterogeneous, from selective and enumerating to semi-closed or closed. All criteria for such an approach were implemented. The respondents were informed about the survey's aim and that their anonymity would be ensured.

As seen from Table 1, most are female, approximately 97.00%, and about half, 49.23%, are aged between 18 and 24. The data correlate to the statistics in UNESCO (n.d). where the proportion of women activating in preschools was around 99.69% between 2017 and 2021 in Romania. Also, in the European Commission Education and Training Monitor (2022), specified a percentage of 23.3 for the persons that graduate tertiary level and

are within 25-34 year old. The level of education completed in almost half of the cases, 48.49%, is high school. One-third of the respondents work in preschool education, 28.81%. The share of those not working in this field is 53.04%.

Table 1. The interviewee's sociodemographic attributes.

Parameter	Particularities	Percentage (%)
Age	18-24	49.23
	25-34	20.00
	35-44	27.69
	45-54	3.08
Gender	Male	97.00
	Female	1.50
	I prefer not to respond.	1.50
Completed training level	High school	48.49
	College	6.06
	Bachelor	30.31
	Master	13.64
	PhD	1.50
Occupational status	Employee	57.58
	Student	40.92
	Unemployed	1.50
Employment in education regardless of form (tenured/qualified/unqualified/substitute)	Yes, preschool education	28.81
	Yes, primary education	10.61
	Yes, secondary education	4.54
	Yes, high school education	1.50
	Yes, special education	1.50
	No	53.04

Considering the Fraenkel et al. (2012) suggestions about the variables used in educational sciences, the ones discussed in the present investigation are systematized in Table 2.

Table 2. Classification of variables considered in the study.

Variables	Categorical	Quantitative
Independent	Gender Age range Completed educational level Occupational status Activity carried out in education.	The extent to which they used the integrated teaching method When they used this learning in their training activity, how much time did they allocate to realize the project?
Dependent	Specify the acquisitions acquired as a result of the use of thematic projects.	The extent to which they benefited from the integrated teaching method. To what extent did this type of learning help them? When they used this type of teaching, how much time did they give each student to complete the project?

Results

The topic was chosen primarily to determine the concrete, practical relevance of using this teaching method today. Another reason is to highlight feasible ways to improve the teaching approach based on the established results. The theoretical aspects emphasize the opportunity to approach such an educational method early. Thus, the defining elements that recommend including these methods in the educational techniques can be underlined. Educables are involved in activities that present a meaningful, practical, and interactive character. Such an attitude allows them to apply and consolidate their knowledge authentically. At the same time, children are offered the opportunity to explore topics of interest and deepen their use in everyday activities.

In the case of the study, the constative stage involved determining some descriptive elements regarding the *benefits* the respondents believed *this type of learning* would bring them. Considering that it was a phase preceding the application of the technique, the number of answers and their diversity were not very varied. The item was an open-ended, short-answer item. The possibility of including up to four advantages generated after applying the considered educational method was offered. The addition of the synthesis

requirement and possible disadvantages can be regarded in the initial stage to expand the analysis carried out. In this way, after implementing the method, it is possible to assess the level at which the benefits, respectively the initially foreseen inconveniences, were found, if each category can be expanded or, accordingly, some elements were not found. The solutions can also be formulated to limit or eliminate the established deficiencies.

Among the contributions that project-based learning could have in the training process, the respondents mainly mentioned the one presented in Figure 1.

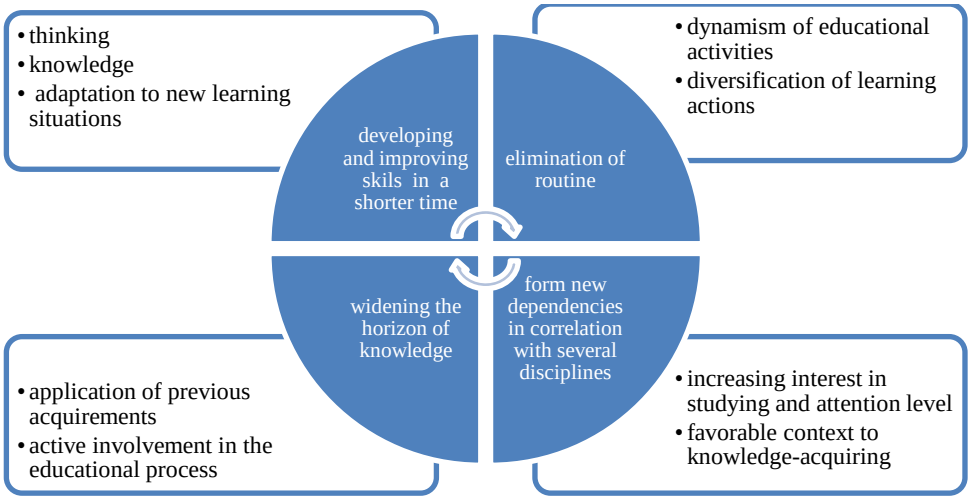


Figure 1. Predictive role of project-based training.

As seen in Figure 1, the initial considerations of the respondents are objective and pertinent. These are based on logical analysis and are consistent with the level of psycho-emotional development of the students who are viewed as beneficiaries directly involved in the educational activity. Other studies have also highlighted the benefits of implementing project-guided acquisitions. The beneficiaries of different study areas and levels appreciate the opportunity to use them (Ling et al., 2024; Marnewick, 2023; Reviere et al., 2024). The problem approach and solutions proposed to solve the depend on their study area (Jiang & Yen, 2010)

The formative stage was carried out during a semester in which the respondents were tasked with designing experiments adapted to the age of preschoolers and primary school students. The targeted topic was represented by possible applications in the field of natural sciences, which are mainly based on the use of environmentally friendly alternative materials,

respectively, those that have a low impact on different ecosystems. For example, using food dyes instead of colors for fine arts has been suggested. Also, one could consider using only the primary colors, red, yellow, and blue, to generate the other secondary ones.

Because some respondents were already active in the educational field, we wanted to determine the degree to which they apply the integrated learning method in their teaching approach.

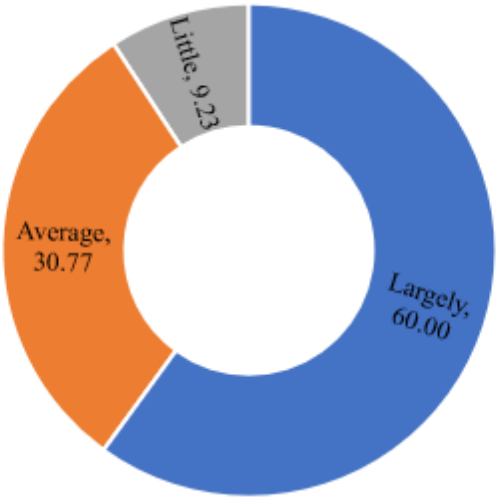


Figure 2. The extent to which the respondents could use integrated methods in the activity.

As shown in Figure 2, approximately 60% of respondents had the opportunity to use integrated teaching. The result could be achieved either within the current teaching activities, in the case of those already active in education, or during the internships. The share of those who implemented this method to a small extent, 9.23% of the total, can be attributed to people who still do not occupy a current position in the field. Those who used the approach to an average extent may have been involved in teaching activities for limited periods. All the interviewees used this method.

The study also sought to determine how the respondents benefited from integrated learning. The consideration for which this aspect was analyzed is that most of the respondents, 69.23%, belong to the 18-34 age group, for whom the implementation of this didactic concept may have started at a certain formative stage. Evaluating the respondent's considerations presented in Figure 3, a relatively low percentage of those who did *not benefit*, 6.15%, from implementing the integrated learning

method can be observed. These respondents may be part of the categories over 34 years old and for whom this educational concept had a limited weight or was not applied.

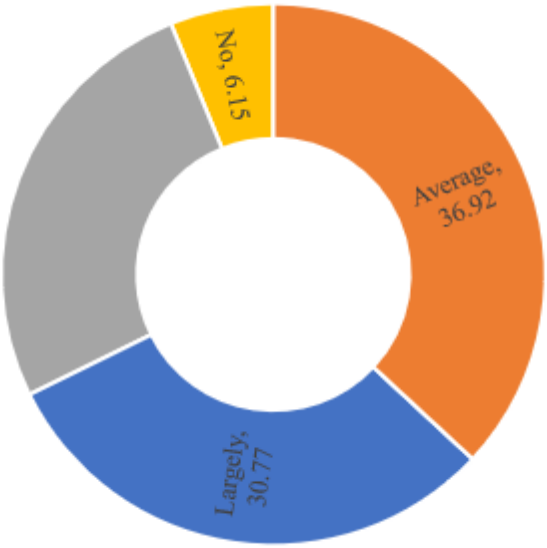


Figure 3. The extent to which the respondents benefited from implementing the integrated method in the educational activity.

A certain balance is observed between the other levels of consideration, the weight being approximately one-third between those who consider that the method was applied to a large extent, to an average time, and a small degree, respectively.

Given that the percentage of those not in a position to benefit from the integrated learning method is relatively small, it was desired to determine the extent to which those involved in the new training system believe that this approach has helped them.

The data obtained were used to verify the first two hypotheses. The *Chi-Square Test* for independence and the *Z test* were performed using Excel facilities to establish the nature of a possible association between the results. For **H1,** two main categories of respondents were considered: those employed in education and those not active in the field. In the case of **H2**, the inputs comprised respondents between 18 and 34 years old and 35 and 54 years old, respectively. Observing the results from Table 3 and Table 4, we can say that the **H1** *null* hypothesis could be confirmed. Regarding H2, there could be a highly suggestive relationship between the data analyzed.

Table 3. Statistical test result Chi-square.

Hypothesis	X^2	df	p-Value	Implication
H1	2.3	2	0.31	Indication of null assumption
H2	7.07	3	0.07	Low proof to the zero assumption

Table 4. Statistical test result Z test.

Hypothesis	Variance		z	z Critical two-tail	Implication
	1	2			
H1	64.67	33.56	-0,29	1.96	Null acceptance
H2	35.18	7.5	1.91	1.96	Weak null reject

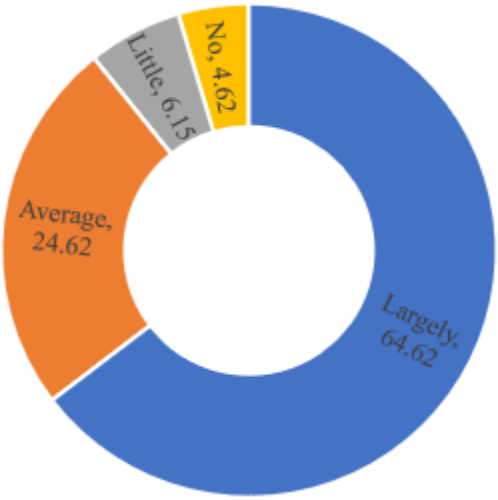


Figure 4. The extent to which the integrative learning method helped the respondents.

Figure 4 shows the percentage of those who believe that they did not notice any benefit or that it was, to a small extent, only 10.77% of the total respondents. Many participants, 64.62%, say this approach helped them largely.

Consequently, it was desired to pinpoint the acquisitions possibly accumulated due to thematic projects. The item was multiple choice. Most respondents chose only one option, probably referring to what they considered to be the most important benefit. Table 5 shows the results obtained.

Table 5. Considerations for achievements are due to the use of thematic projects.

Aspect	Percentage
Development of knowledge in the field of the studied topic	42.31
Applying other views on learning	23.08
Increasing individual study skills	5.77
Comply with new learning situations	26.92

It can be said that approximately 18.64% of the respondents nominated at least two possible options from analyzing the results. From the data in Table 5, the respondents believe that implementing the thematic project method contributed mainly to *developing knowledge in the topic field* and *less to creating individual study skills*.

Another aspect tracked in the study was related to the time interval to realize a thematic project. The situation was considered from two perspectives. The interviewees were asked to respond to the survey at the end of the second semester. During this time, they received a seminar task, which meant preparing a project in the science domain suitable for implementation by preschoolers and small school children. The activity design had to be sustained in front of colleagues who played the role of small children. In such a way, the working environment of the future educators was reproduced. Based on the experience, they can improve the teaching procedure and implement it in front of the children they will educate (Prideaux et al., 2013). Drysdale and McBeath's results sustained the implementation of such a technique. Their study emphasized the possible benefits of the students who could be involved in holistic training activities (Drysdale & McBeath, 2018).

Another demand consisted of finding innovative, eco-friendly solutions adapted to the children's age. Solutions such as obtaining volcanoes, slime, or plasticine using ingredients from the mother's kitchen, capitalizing eggshells, and rainbow formation through different methods ("colors walk and meeting"), etc., were found depending on the learning unit they approached. The students could work in groups of 2-3 members. Implementing the teamwork concept during teacher's training proved to have positive feedback, increasing their educational and self-achievements (Brush, 1997; Jang, 2008).

The second perspective followed the situation of those actively involved in teaching, regardless of the educational level at which they performed the activity. At the same time, these students needed to complete a task and implement it in the class. Designing such a scenario was sustained

by Chipamaunga and Prozesky's research, respectively, of Harr et al. 2015. They highlighted the importance of teachers' implication and attention when applying a pedagogical technique such as the integrative one (Chipamaunga & Prozesky, 2019; Harr et al., 2015). By being in the position of a student, future educators could better understand the possible challenges the children may confront and properly set up the pedagogical and scientific information to their cognitive level. Being in the position of establishing the desired outcomes, we were able to observe the students' competencies and focus them on new skill development (Mykhailyshyn et al., 2018).

The background for it was given by the field literature, which suggests an increased involvement in training when applying active techniques as the project type (Kaldi et al., 2011; Maros et al., 2023; Sasson et al., 2018). The vision also established a synergetic ground between the teaching technique used and the aim of complying with the current ecological trends. Future teachers will be able to develop their student's pro-green attitudes. Implementation of project learning in environmental education sustains the technique (Genc, 2015). These perspectives also follow one of the main roles of integrative learning, which is joining the new acquisitions and the expected results in a practical way (Leadbeatter, 2021).

From Figure 5, it can be seen that approximately two-thirds of them suggest solving the requirement within one week. The same interval is proposed to be required where respondents must meet the same condition. In the case of respondents with this workload, a relatively low percentage, around 4%, needed three weeks to complete the project. An aspect that should be mentioned is that the degree of complexity of the projects was not specified for any of the questions. Such a situation could explain the need, in some cases, to grant a longer time for the performance of all the activities involved in finalizing the action assumed by the work task.

From Figure 5, a significant difference between the results obtained can not be observed. The results have statistical significance, which the Chi-Square Test proved, with a p-value of 0.01. The z-test with a z=-0.97 and z Critical two-tail=1.95 confirmed the acceptance of the null hypothesis. The **H3** assumption is confirmed, correlating all these data. Based on these findings, we can say that the competencies developed and strengthened during the pedagogical formation will greatly interfere with the teaching practice. Even if future educators do not benefit from the advantages of the project training method, they can successfully implement it in the class. All the situations designed agree with the basic elements described in the literature as giving consistency to such a method (Barron et al., 1998).

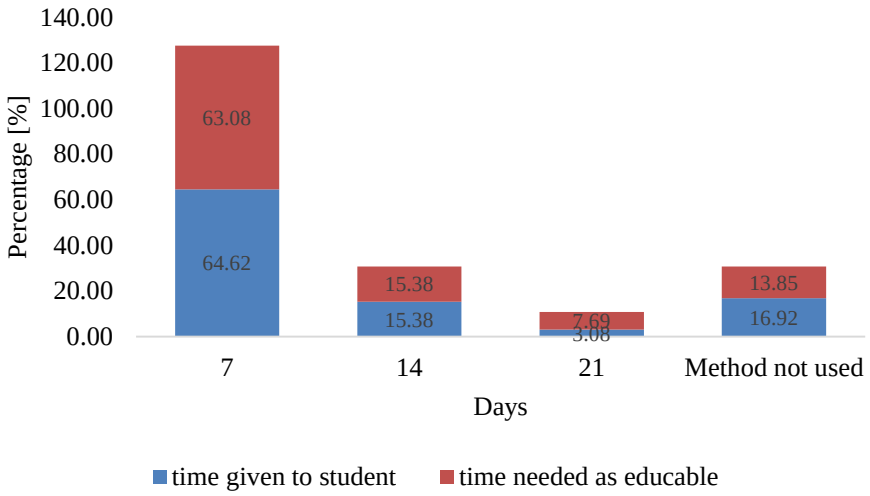


Figure 5. The extent to which the integrative learning method helped the respondents

Among the possible advantages of implementing learning through thematic projects, information was requested regarding how much student involvement in collaborative activities increased. The results were analyzed in Figure 6, from which it can be seen that the implementation of such a didactic approach increased the degree of involvement of students in these actions. So, the approach helps improve communication skills, interest in studying, team spirit, and competition. Comparable observations could also be found in the reference literature (Almulla, 2020; Kaldi et al., 2011).

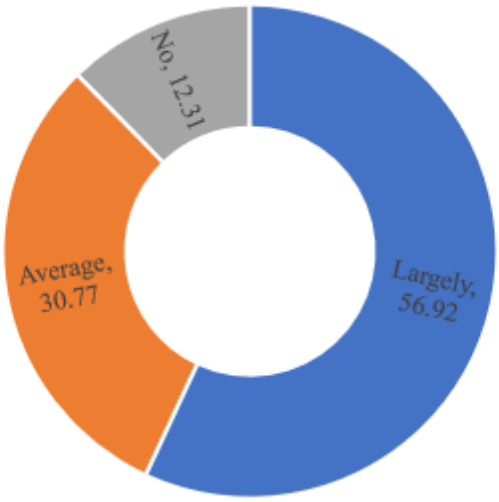


Figure 6. The extent to which the degree of involvement of students in collaborative activities increased as a result of participation in the realization of a thematic project

Considering both the experience within the training activities and those carried out as a trainer, it was desired to determine the extent to which the respondents would recommend this type of learning. Figure 7 shows the preponderance of those who support this method. The results follow references in the domain that highlight the benefits of such an approach. It can significantly impact scholarly performance (Alacapınar, 2008; Guo et al., 2020).

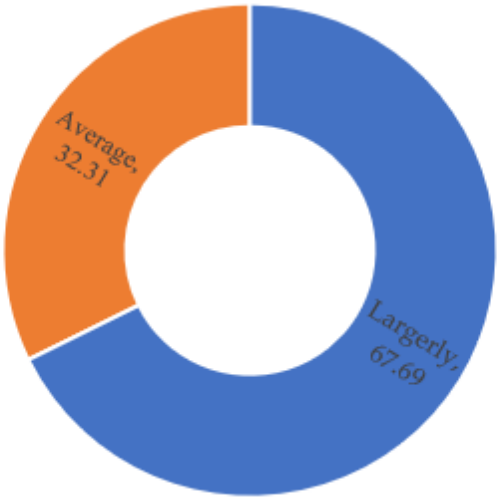


Figure 7. The extent to which implementing learning through thematic projects would be recommended.

Discussion

The objective of the proposed study was to determine the level of implementation, acceptance, and use of integrative methods in training activities. The need to resolve these parameters comes from the desire to find the optimal techniques for improving learners' skills, abilities, and aptitudes to prepare them to face the demands of the educational labor market. Projecting education activities from the basic level by considering multidisciplinary approaches may contribute to a smoother transition from implementing theoretical fundamentals into practice (Chiang et al., 2021).

It was possible to highlight a relatively low gap between the respondents trained in the classical educational system and those who benefited to a certain extent from applying the new pedagogical trends. The highlighted elements can be the starting point for adapting the techniques and methods used in the didactic activity to improve the training course of the future staff involved in the didactic activity, in particular, but not limited to, those who will work in preschool and primary education. In this way, the implemented approaches will enhance student's performances and expand their knowledge horizons.

Conclusions, limitations, and future perspectives

As was emphasized in the bibliographic study and then confirmed by the application research, the application of integrative teaching/learning methods brings several important benefits. They encourage a deeper understanding of the subject by approaching it in an extended context and interrelating it with related fields (Fatokun Kehinde F. & Eniayeju A., 2014; Zen et al., 2022). These help students establish connections between different concepts to strengthen a holistic, coherent understanding.

Students are encouraged to examine and analyze information more complexly and critically through integrative methods. In this way, they develop analytical skills and form their opinions and arguments by evaluating data from multiple sources (Handrianto & Rahman, 2019). The researched methods involve active and interactive approaches, which can improve the motivation and commitment of learners. By including practical, collaborative, and relevant activities, they become more engaged in their studies and are more motivated to deepen their knowledge and develop their skills (Usmeldi & Armini, 2019; Wang, 2023). Planning such a didactic strategy must consider the students' generation focuses, training level (Hu & Gao, 2021), future professional requirements, and the domain studied,

humanities or real sciences. Nevid et al. study the efficiency of the integrative approach using computer kits (Nevid & Gordon, 2018). The instruments used might have brought an increase in the interest in learning.

Regarding the interest area, transsectorial components could be considered for increased performance (Mahan, 2022). This approach encourages problem-solving and applying knowledge in real contexts (Uziak, 2016). Students are challenged to find solutions and apply the concepts and skills learned in solving complex and challenging situations. Creativity and cross-sectoral thinking are cultivated. Integrating different disciplines and perspectives in learning stimulates originality and interdisciplinary thinking (Prideaux et al., 2013). Like that, it paved the way for new ideas, innovative approaches, and unconventional solutions.

Thus, integrative methods positively impact learning, developing deep understanding, analytical skills, critical thinking, motivation and commitment, problem-solving skills, and inventiveness. These methods are essential in promoting quality education that is relevant and adapted to the needs and demands of contemporary society. Several studies highlight the advantages brought up both on intellectual and aptitudinal aspects throughout the work-integrated techniques implemented during educational stages (Drysdale & McBeath, 2018; Khampirat, 2021).

Regarding learning through thematic projects, the aspects related to the fact that the students are actively involved in research activities, planning, implementation, and presentation of the results can be summarized. This approach makes them active participants in their learning and helps them develop their autonomy, making decisions and managing the resources needed to carry out the project.

Thematic projects provide opportunities to develop relevant practical skills in a specific field or real context. Students can apply their knowledge to solve concrete problems, thus developing transferable skills in everyday life and their future careers. Teamwork and collaboration are encouraged. They provide opportunities for communication and interaction, developing skills in teamwork, negotiation, conflict resolution, and presentation of results. Students learn to collaborate effectively, share responsibilities, and support each other in their learning. Learning activities take place in a concrete context and are relevant to them. These projects motivate them to explore their interests and passions, connect with the real world, and apply knowledge practically and meaningfully. Developing such aptitudes should represent an objective of every educational approach, regardless of the path considered (Lin et al., 2016), formal or informal.

Thematic projects give students opportunities to be creative, present innovative concepts, and bring original, revolutionary alternatives to the problems they encounter. They also challenge them to think critically and evaluate the information and results obtained. Implementing such a technique also supposes a preliminary stage of designing. Its efficiency depends on the educable specificities of the study field (Chu et al., 2017).

Based on this, we highlight why this type of learning is considered active (Seechaliao, 2017). It develops practical and transferable skills, stimulates collaboration and communication, favors the relevance and contextualization of knowledge, and cultivates students' creativity and critical thinking. This pedagogical approach provides a valuable educational experience that prepares students for success in life, for adapting to the challenges of the contemporary world, and for being able to self-initiate independent activities (Koyanagi et al., 2021).

Considering the limitation of addressing the survey to only one higher institution student of educational sciences, the possibility of extending the analysis to others activating in the field can be considered. In this way, a deeper view of the actual status of the real implementation of the new education premises could be designed. Another limitation was that the interviews were conducted online. Such an approach does not offer the possibility of clarifying possible doubts of the respondents.

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