

The 1st INTERNATIONAL CONFERENCE of the JOURNAL [SCUOLA DEMOCRATICA](#) will be hosted at the [University of Cagliari](#) (Italy), **June 6 through 8, 2019**, by Scuola Democratica, [Centro Interuniversitario per la Ricerca Didattica](#) (University of Cagliari and University of Sassari), [Il Mulino Editore](#).

The Conference stands as an opportunity to present and discuss empirical and theoretical works from a variety of disciplines and fields covering education. The focal theme of the Conference is a trend currently affecting many countries invested by processes of globalization: the advent of what Colin Crouch called «post-democracy» ([check Keynote speakers list](#)). Organizers, promoters and partners of the Conference wish to invite educators, teachers, researchers, scholars, academics, scientists, professionals, experts and policy makers to join the conversation and bring the disciplines towards a more integrated set of alliances by:

- promoting a trans and inter disciplinary discussion on urgent topics;
- fostering debates among experts and professionals;
- diffusing research findings all over international scientific networks and practitioners' mainstreams;
- launching further strategies and networking alliances on local, national and international scale;
- providing a new space for debate and evidences to educational policies.

We invite you to submit abstracts for your presentation at the **track session**:

A.09. Teaching to teach Social and Civic Competences in Italy

Convenors: Gabriella Agrusti (LUMSA University, g.agrusti@lumsa.it)
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Keywords: **Social and Civic competences, Teacher professional development Research, Evaluation, Citizenship, Inclusion.**

In Italy, teachers, particularly those at secondary school level, are compelled to develop and assess Social and Civic Competences (SCC) as essential to all citizens for their personal development, to actively participate in society, to be aware of their rights and responsibilities, and more in general for social inclusion and employability. Precisely, SCC are vital for each individual in a knowledge society as they represent an added value for labour market, social cohesion and active citizenship. SCC imply not only understanding rules of conducts and respectful behaviours, but also the knowledge of political and social institutions, they are related to the development of civic engagement and democratic participation to social life. Thus, they are linked to personal and social well-being, deeply learner-centred, require active-learning strategies, and represent strategic key elements for a rooted inclusion of citizens, in a peaceful and respectful coexistence.

However, teacher education does not include specifically SCC cognitive and behavioural constructs, resulting in teachers not equipped nor to develop them with a specific focus, nor to assess and certify them. Nevertheless, assessment is a powerful way to actively engage students in the learning process, valuing their positive efforts and providing a model of expected learning outcome. Therefore, a lack of assessment for SCC confines the development of this area into extracurricular activities, or into the general misconception that reduces SCC to the respect of the school code of conduct and regulations, generating wide gaps in SSC actual implementation at the national level.

This call aims at collecting papers that propose integrated and innovative solutions for the teaching and assessment of Social and Civic Competences in primary and secondary schools, identifying good practices in teachers' in-service professional development, for an effective mastery of the knowledge and skills and competences necessary to develop and assess them. Specifically, the call has the following objectives:

1. To analyze and catalogue good practices at the international level for teacher education related to SCC development and assessment.
2. To compare exploratory qualitative analyses, case studies and video-analysis, on the strategies adopted by the teachers in primary and secondary Italian schools to develop and assess SCC.
3. To reflect on the possibility for teachers to benefit from an integrated, advanced way to use formative and summative assessment as support for SCC valorisation at school.

4.To present the added-value of a correct use of the methodological approach the Teacher Professional Development Research (Ricerca-Formazione, R-F).

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ABSTRACTS SUBMISSION

HOW TO SUBMIT

Abstracts should be submitted by **February 28, 2019** ([check Dates and Deadlines](#)).

Abstracts should to be edited in the **template form** ([click to download](#)) and then submitted via the [submission platform](#).

Please do not submit your abstract by e-mailing it to the Convenor(s) of the track session you chose. Convenor(s) will receive submitted abstracts automatically from the [submission platform](#) and they are going to reject all the abstracts sent to their e-mail addresses.

Abstracts should include:

1. Title (limited to 20 words in UPPER CASE);
2. author's name and surname, institution and email address;
3. five keywords;
4. abstract's text (limited to 500 words).

- The presenting author can submit **only 1 abstract** at the Conference.
- You may be co-author of a second, third ...ⁿth... submitted abstract only in case you are not the submitter of this latter.
- Submitters that are accepted for oral presentation will be permitted to give only **1 oral presentation**.
- The submitting and presenting author must be listed as the first author in the [template form](#).
- Please note the submitting author will receive all correspondence about the abstract so we advise that the submitting author details that are entered are the same details as those of the presenting author.
- Abstracts may not be edited/updated after final submission. You are welcome to bring an updated abstract onsite with you at the Conference.

Before you begin, please prepare the following information:

- Abstracts must be allocated to a specific track session and therefore you have to select and report track session's code and title in the [template form](#). For a complete listing of track session please [click here](#).
- Abstract layout in the [template form](#) has the following sections: Methods, outcomes, references. However, suggestions are not obligatory. Word count is affected by inclusion of references.
- Convenors and the Scientific Committee will review all submitted abstracts. Notification regarding abstract acceptance and scheduling will be sent to the submitting author
- Please note, if your abstract is accepted for oral presentation, the presenting author will be permitted a maximum of 20 minutes oral presentation in the program.

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