

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**:

D.6. Research and participatory teaching in university practices

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Keywords: **Participatory teaching; University teaching methods; Education through Research; Reflexive practices in university.**

The panel aims to collect contributions on university teaching experiences that, in different disciplines, activate students on research paths and direct participation, situating the learning process outside the classrooms and in relationships with social groups and citizens.

There is a multiplication of “participatory” teaching practices: «located and participated» (Pellegrino and Scivoletto, 2016; Lave and Wenger, 2006), laboratorial (De Bartolomeis, 1976) and so on, in Europe and in the world, which insist on students' involvement within the social reality with reflective modalities, and foresee the involvement of citizens together with students, both within teaching and research processes. Such didactic paths generally arise from reflections of individual teachers – often among younger ones, in a precarious condition, also engaged outside the academy and eager to build bridges between inside and outside – on the relationship between contents of the discipline, modality of didactic work and teleological horizon: here comes the reflection about knowledges for democracy evoked by the call and its relationship with forms and contents of teaching and learning.

Such experiences are particularly suited to disciplinary contexts – as in the case of social, pedagogical, socio-political education – having in common a principle: variously reformulated and sedimented in literature and manuals: the student is invited to work reflexively on his attitude to research as a premise of a conscious action connecting study and experience (Gui, 2018). This principle is not foreign to other disciplines: Appadurai (2013) describes Democratic University talking about participatory town planning in India; Merhy (2015) describes Participatory Medicine in Brazil, and so on.

These proposals explicitly distance themselves from late-modern universities, which reveal themselves as places dedicated to the diffusion of skills for access to work, rather than the development of critical knowledge about human condition. But they also distance themselves from scientific knowledge as a value in itself: they do not share, if we want, the first-modern rhetoric inspired by humboldtian model centred on the idea of “free from constraints” knowledge, to which state funding and fixed place would offer a disinterested perspective and a horizon of self-directed research.

The panel will investigate university practices following a third evolutionary path for the institutions of formation: to move his own deep reason on the interaction between scholars and students in a reflective way, leading it into groups and vital environments, i.e. using specifically “participatory”

methods. Such University is still interested in training future professionals through the knowledge heritage of each discipline, but it's convinced that it can only do so in an "open" public space, where citizens develop critical reflection on science (natural or social) and give it con-sensus.

The panel therefore addresses experiences:

- making space for reflective and operational practices in relation to the needs emerging from the classroom;
- taking into account the link between teachers' biographical paths (extra-academic training and research, university career and other areas of professional engagement and fields of experience, association practices) and their teaching proposals;
- describing reflexive learning processes located inside but above all outside classrooms, within urban contexts;
- describing intergenerational and inter social classes learning processes, involving social groups interested by questions and experiential knowledge.

Appadurai A. (2013), *The Future as Cultural Fact: Essays on the Global Condition*, London/New York: Verso.

Ceccim R., Merhy E., *Um Agir micropolitico e pedagogico intenso: a umanizacao entre laços e perspectivas*, in «Saude Mental Cadernos», 3/2010, 67-90.

De Bartolomeis F. (1976), *Il sistema dei laboratori. Per una scuola nuova necessaria e possibile*, Milano: Feltrinelli.

Fenwick T., Edwards R. (eds., 2012), *Researching Education Through Actor-Network Theory*, Oxford: Wiley

Gui L. (2018), *Altervisione. Un metodo di costruzione condivisa del sapere professionale nel servizio sociale*, Milano: Franco Angeli.

Lave J., Wenger L. (2006), *L'apprendimento situato. Dall'osservazione alla partecipazione attiva nei contesti sociali*, Trento: Erickson.

Pellegrino V., Scivoletto C. (2016), *Il lavoro sociale che cambia. Per una innovazione della formazione universitaria*, Milano: Franco Angeli.

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 ...ⁿ... 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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