

The 1<sup>st</sup> 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.8. Convergence between formal and informal learning

Convenor: Giovanni Ragone (Sapienza Università di Roma, giovanni.ragone@uniroma1.it)

Keywords: **informal/formal learning; convergence; skills; digital environment.**

Informal learning practices are self-directed and/or recreational family and daily activities, not organised and structured in terms of targets, number of hours or learning materials. In most cases they are not intentional (e.g. learning from watching a film, travelling, volunteer activity, playing music in a band, etc.). But in practice, most of learning activities usually mix together elements of formal and informal systems. According to Michael Eraut (2004), motivations to acquire further knowledge may be incidental and implicit, as well as reactive or deliberate. As a consequence, learning is a convergence of heterogeneous learning systems, including less structured systems.

This approach is further favoured by the digital environment, due to the apparent immediacy of acquiring and re-using information and knowledge, and of producing "objects". Indeed, not only training agencies or structured and certified courses are able to offer the knowledge to complete individual or community competences, or the resources a "project" community requires. In particular, mass media and Web make up the environment for a myriad of individual learning courses, or at least for the acquisition of knowledge "fragments" that may be organised and integrated in the school learning paths. Even before the explosion of social networks, that issue was raised by McLuhan (1964), Cofer (2000) and was confirmed also in quantitative terms (starting from Stevens, Bransford & Stevens, 2005). It involves new theoretical paradigms and methodological challenges, regarding the validation of informal activities in formal systems, the construction of formal paths from informal elements, and the evaluation, especially in a perspective focused on skills and constructivist learning and on project-based practices. May a vision based on the formal/informal convergence be functional to bridge the distance between educational systems and main cultural processes, and to include learning in open social interactions with environments and territories?

Halttunen T., Koivisto M., Billet S., Eds (2014), *Promoting, Assessing, Recognizing and Certifying Life Long Learning*, Heidelberg New York-London: Springer.

Stevens R., Bransford J., Stevens A. (2005), *The LIFE Center's Life-long and Life-wide Learning Diagram*, available in [lifelsc.org/about/citationdetails.html](http://lifelsc.org/about/citationdetails.html)

Van Noy M., James H., Bedley C. (2016), *Reconceptualizing Learning: A Review of the Literature on Informal Learning*, Piscataway, New Jersey: Rutgers, University of New Jersey

Yang J. (2015), *Recognition, Validation and Accreditation of Non-formal and Informal Learning in UNESCO Member States*, Hamburg: UNESCO Institute for Lifelong Learning.

### ABSTRACTS SUBMISSION

#### HOW TO SUBMIT

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

Abstracts should 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*<sup>th</sup>... 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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