

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.9. Transforming Schools between pedagogy and architecture: A democratic laboratory

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Keywords: **school, space, didactics, pedagogy, architecture, education, participatory processes.**

It is a long time by now that people are trying to overcome the approach top down in the construction of public buildings from the administration to the consumer, from the architect to the future tenant (De Carlo 2013, Montag Stiftung 2012, Weyland, Attia 2015). Some interesting proposals are strengthening the concept of active share and that lean on the responsible and serious involvement of the various actors that gravitate around the school during the process that brings to the birth of the school (Woolner 2015, Weyland, Galletti 2018).

Pedagogy, architecture, and design are met to reply to the technological, cultural and cognitive changes that cause the contemporary school.

This phenomenon is not a coincidence but a natural fusion of fields, backgrounds, cultures and perspectives resulting from the demands that come with the challenges of cultural diversity (Munari 2010, Ingold 2001, Attia, Weyland, Bellenzier, Prey 2018).

The need to define the teaching context in a more differentiated view and constructivist is accompanied with a heartfelt request to enjoy school, by children and families, teachers and school administrators, who are sometimes frustrated and overloaded with commitments and responsibilities.

The attention on the qualities of the school spaces is spreading in the different disciplinary sectors and is interbreeding particularly the humanistic with the design and architectural sciences (Valente, Mayer 2008, Hertzberger 2008).

At the international level, as evidenced by numerous studies (Lippman 2010, Hille 2011, Serreli, Calidoni 2018), is increasingly present awareness that the school must become the "house of knowledge." That is a place where teaching and learning are summarized in the cultural development of the whole school community: the new civic center, the new Agora, the actual living environment of the country, the city, the neighborhood, and then place of attendance, cultural exchange, intellectual liveliness.

The call for abstract would collect contributes from all those people who are developing theoretical and empirical researches and actions bridging the sociological, pedagogical and architectural field, in the processes of transformation and development of the schools.

The proposals will focus the topic of the design of learning spaces, involving with the pedagogical-educational reflections the political, social, economical and cultural point of view.

To track the initiatives that are outlining in terms of research and concrete actions on the Italian and international field can offer an extraordinary opportunity to bridge the gap between school and university in the common intent to rethink school spaces as in active and democratic way.

- Alexander, C. et al. (2004): *A pattern language. Towns, Buldings, Constructions*. New York: Oxford University Press
- Attia S., Weyland B., Bellenzier P., Prey K. (2018): *Progettare scuole insieme*. Milano: Guerini
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- Savia G. (2016). *Universal design for learning*. Trento: Erickson.
- Serrelli S., Calidoni P. (2018): *Città e formazione. Esperienze tra urbanistica e didattica*. Milano: Franco Angeli
- Scurati C. (1997): *Pedagogia della scuola*. Brescia: La Scuola
- Valente, A., Mayer, M. (2008): *Immagini di scienza e partecipazione*. Roma: Biblink^{KLSEF}
- Weyland B., Attia S. (2015): *Progettare scuole tra pedagogia e architettura*. Milano: Guerini
- Weyland B., Watschinger J. (2017): *Lernen und Raum entwickeln*. Monaco: Klinkhart
- Weyland B. Galletti A. (2018): *Lo spazio che educa*. Bologna: Ed. Spiaggiari
- Woolner, P. (2015): *School design together*. New York: Routledge

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*th... 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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