

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**:

F.4. Education and technology: Tools and Methods for Laboratory Teaching

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Keywords: **Laboratory Teaching; New Technologies; Problem Solving; Learning in digital environments.**

The profound change that society is undergoing in recent decades requires citizens to be able to adapt and critical skills (Buckingham, 2007). In this perspective, if on the one hand the knowledge continues to represent the cultural background of a person, on the other it is no longer the exclusive goal for the development of an individual but rather represents the basis to develop the skills needed in everyday life (Le Boterf, 1994). To develop an active and aware role in all the trials in which someone has called to venture like affective, relational, work, economic, political a set of competences is needed which concern more than one disciplinary area, but involves the whole person (Trincherò, 2012).

The panel intends to discuss the need of a renewed, active and laboratory teaching at school, that is assisted by an instrumental use of ICT and the flexible use of space and time. Through these aspects the importance of the student is pursued in its multiple dimensions (cognitive, metacognitive, affective-social-relational). In this context central point of interest are approaches that can promote meaningful and long-lasting learning (Mishra & Koehler, 2006).

The laboratory teaching approach (Fioretti, 2010) engages even very young students in the critical use of technology and in the same time uses the technology to support the experimentation of new teaching methodologies, through three main types of classroom activities:

- The Fablab and 3D printers, which allows students through design cycles to develop complex projects, work in heterogeneous teams, fine-tune the skills of design. This approach improves the empowering important skills for the future learning of the pupils starting from the level of Kindergarten.
- Didactic approaches based on the use of immersive technologies that, thanks to recent innovations in the field of Virtual Reality, allows to overcome the physical limits of the school spaces and permits to immerse students in learning experiences in digital environments.
- Educational robotics and coding that can offer learning tools, methods and ways to break the transmission teaching approach and to improve the student's critical thinking processes.

Laboratory teaching thus becomes a lever for a school that is not only oriented to the process of learning but for a school as a place to "practice growth" that leaves space to try, fail, try again and progressively improve.

- Buckingham, D. (2007), *Bambini e new media*, in L.A. Lievrouw, & S. Livingstone, *Capire i new media. Culture, comunicazione, innovazione tecnologica e istituzioni sociali*, Milano: Hoepli, 67-85
- Fioretti, S. (2010), *Laboratorio e competenze: basi pedagogiche e metodologie didattiche*, Milano: Franco Angeli.
- Le Boterf, G. (1994). *De la compétence : essai sur un attracteur étrange*, Paris: Les Editions d'Organisation.
- Mishra, P. & Koehler, M.J. (2006). *Technological pedagogical content knowledge: A framework for integrating technology in teacher knowledge*. *Teachers College Record*, 108(6), 1017-1054. (http://onezoneheights.pbworks.com/f/MISHRA_PUNYA.pdf)
- Trincherò, R. (2012), *Costruire, valutare, certificare competenze: proposte di attività per la scuola*, Milano: FrancoAngeli.

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*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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