

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**:

G.6. Training educational professionals: the challenge of University traineeship

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Keywords: **Apprenticeship; educational professionals; academic didactics; educational services.**

University training for educational professionals is composed by different activities (theoretical, experiential, reflexive ones), in order to prepare students to the complexity of actual educational needs in services. This challenge can find a particularly efficient chance in traineeship: it can be a protected and guided location to test actions, capabilities, attitudes, techniques and methods that will characterize future professionals. From an educational point of view, the traineeship is traditionally a chance for learning by doing: this practice doesn't implicate only to be thrown into experience, but also, and mostly, the possibility to learn from the lived experience, training reflective abilities to face complex and critical situations in an open minded way.

Such a didactic is nourished both by experiences realized outside University, in collaboration with the world of work and in the contexts where students can be hosted and immersed in professional practice, both in University, where academic tutors' supervising can help students in understanding places, procedures, cultures, written and not-written rules that animate professional acting.

Experimenting the professional role in concrete contexts can allow to limit the risk of self-referencing of University, creating a dialogue with the world of work. At the same time, creating a strong link between University and local services can offer an invitation to maintain a good level of reflexivity on professional practice in educational contexts.

The present track would aim at collecting contributions to thematize the innovative characteristics of traineeship pathways, intended as a didactic chance to train cross competences related to the capability of reflecting, discriminating and deciding in a way that can be sensitive to the contexts and to the relational processes in which the professional practice is developed.

The focus will be on Degree Courses for educational professionals at a double level: referring to the first level, the focus can be on the traineeship for educators, directly involved in the relationship with final addressees of educational interventions; specific attention could also be directed to the second level of adult educators, dedicated to coordinating, projecting, evaluating services, or training and supervising educators.

A particular attention will be devoted to the projecting of traineeship didactic in accordance with the complexity of the contemporary educational scenario, considering emerging problems, needs and questions.

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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