

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**:

### **I.6. The debate: A strategy for training in democracy**

Convenors: Paolo Sommaggio (University of Trento, [paolo.sommaggio@unitn.it](mailto:paolo.sommaggio@unitn.it))

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Keywords: **Debate; Argumentation; Dialectics; Civic debate.**

Debate is a widespread practice in the Anglo-Saxon world. In recent years it has taken place also in Italy with several and successfully initiatives, such as, for instance, argumentation tournaments, which have shown some of the most important potentials of this methodology.

Those debate competitions can take place in Italian language or in other languages: they represent a good methodology for acquiring proficient skills and abilities in both the use of mother tongue and foreign languages, as both are to be put 'into action' in a logically and rhetorically effective way. Debate, indeed, is a fundamental tool for developing knowledge and skills (curricular and extra-curricular) and represents a good way to educate into democratic coexistence and civic participation. It embodies a training strategy that "de-structures" and reassembles the traditional setting of the class in an innovative and participatory way; it builds a sort of "upside-down class", in which students are called to cooperate in order to manage access to different sources of information and to deal with them in a way that helps them to construct persuasive arguments and hypothesize counter-argumentations (to effectively reply to the opponents' theses). Moreover, it should be noticed how even the teacher is called to assume a new role, guiding but not directing students in this didactic experience. The debate, therefore, refers to different and integrated cognitive, relational and linguistic-communicative modalities, which students have to manage autonomously, matching flexibility with appropriateness and competence.

Debate is an instrument for the education to democratic life as well, since it is based on the absence of a bond of subjection between participants and on the value given to everyone's opinion: at the same time, as everyone is free and legitimated to support their own point of view, debate turns into an instrument that enables people to actively and critically participate in the construction and management of the community (also in its political dimension).

The practice of the debate and the study of the argumentation came at the very moment when Western societies structured in a democratic sense: it is no coincidence that the first debating societies were born in the context of parliamentary democracies. Today, however, in Western societies the public debate seems to have in many ways deteriorated: the logic and the argumentative strategies are often designed or performed in a way that enables a delegitimation of the other party and a demotion of logical and argumentative tools into manipulative forms of persuasion, not immune to violent outcomes, as it is particularly evident in the daily use of social

media (e.g. in hate speeches). In this context of post-democracy, education to debate is a valuable tool for the formation of the new democratic citizens, as people willing to participate in a critical way, open to dialogue and confrontation, and, therefore, to non-violent interaction.

Possible issues for the panel: forms and styles of the debate; innovative teaching based on the debate; history of the debate; debate and democracy; debate and inclusion; debate and active citizenship; debate and social media.

## 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*<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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