CALL FOR ABSTRACTS

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**:

B.11. Educate within diversities: Teaching intervention anticipated by emotional caring
Convenor: Rosa Iaquinta (University of Basilicata, ros.iaquinta@gmail.com)

Keywords: **Inclusive methodologies; Aid programs; Emotional literacy; Democratic education.**

In teaching and learning environments, teachers welcome students who have many different needs, which have emotional impacts on them.
Youth issues influence both the cognitive and the emotional levels, which makes the work for the teacher more difficult in class. This is because she/he organizes the educational planning and its realization, in situations which require differentiation and personalization processes.
The educational intervention plans teaching strategies which, according to the rules and regulations, aim to help students acquire usable competences. It is necessary that the teacher, working on the different subjects, identifies methodologies which facilitate the meeting among all the parties involved in this educational process, through the full support" of the learner, so that he can feel to be guided in securing his interior world to the exterior one.
The learner, feeling accepted with his own identity, his weakness/fragility by the community in which he is being educated and through the teacher's "counselling-aid program", participates actively in the learning process. The latter builds itself on the many actions implemented in order to satisfy the diverse juvenile fragilities, in which the weaknesses are most evident. It's a demanding task for the professional to activate deeply inclusive strategies, aimed to eliminate the differences and, in the meantime, to the appreciation of the peculiarities, to build a unique class group. This inclusive process together with a special "caring attitude" towards the way the pupil "feels", activates an emotional literacy process, that allows the adult to enter into the youth's self-imposed infrastructures so that she/he can express ideas and emotions.
The acquisition of emotional competences is at the basis of Roger's teaching process. It carries out the educator's interest in acting towards the pupils' full realization, whose differences transform themselves, meta-cognitively, in strengths in order to guarantee a functional growing process and a satisfactory life project.
Accepting the differences means to recognize them. The process of handling and controlling their emotional aspects, and also of others, occurs consciously. The pupils who have difficulties tend to isolate, for example the extreme case of Hikikomori, showing high defence processes, without expressing their emotions orally. It depends on the interlocutor to evaluate the pragmatic aspects of communication.
"Inclusion" has to be considered as an educational responsibility because it represents the higher

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form of democracy compared to any other social form, in which common interest has its foundations on the interaction among people. The achievement of which goes through the participation of whom doesn't live equality conditions, but that finds its compensation in a teaching process, without any conditionings, free and shared.

The track aims to accept contributions which will favour the theoretical reflection on:
- the importance of the studies on emotional competences;
- relationship between emotional teaching methodology and successful learning;
- aid programs as a place to promote individual's emotional literacy;
- "Multitasking role" of the back-up teacher (codifier and de-codifier of the students' past experiences in the classroom environment);
- Reflection on the circular relationship between democracy- inclusion- emotions;
- Emotional digitalization and affective experiences;
- Good practice (workshops, models, experiences) for the development of students' emotional competences (types of schools involved).

Reference

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Goleman D. (2014), Focus, Milano, Rizzoli.

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Rogers C. Kinget, M. (1970), Psicoterapia e relazioni umane, Torino, Boringhieri.

Watzlawick P., et al. (1971), Pragmatica della comunicazione umana. Studio dei modelli interattivi, delle patologie e dei paradossi Roma, Astrolabio Ubaldini.

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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