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**:

D.2. University teaching as a practice of knowledge democratization

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Keywords: **Teaching; higher education; teaching practice; learning.**

In the present historical phase, access to higher education is globally taking shape as a basic commodity. In such a context, can teaching practice become a space for the democratization of knowledge? That's a relevant question in this period of expansion for higher education.

University *institutions* are continuously growing in number in all regions of the world, including the Arab, Asian and African countries. More and more *people* access to higher education, and gender equality is increasing too. Also, international mobility has risen in all scientific fields, with reference to both students and teachers.

This expansion of institutions and people is associated with a rapid growth of *teaching channels*. An example can be considered the development of MOOCs (Massive Open Online Courses), which emerged on a global scale in 2011 and are today able to reach hundreds of thousands of people all over the world. Similarly, telematic universities and e-learning platform for university teaching are gradually widespreading.

There is still something more moving on in higher education in addition to institutions, people and spaces. *Teaching practices* designed to foster student participation are in fact rapidly being developed. Educational policies points on a global scale to the "student-centered learning environments in higher education classrooms" model (Hoidn, 2017), that is, an idea of university learning in which the transmissive and frontal model of academic work is being questioned. Indeed, teaching and learning practices (such as flipped learning, games and simulations, peer-group learning, etc.) are changing and becoming more complex, sometimes requiring a radical questioning of the relationship between theory and practice in the process of constructing knowledge. This is a concept that comes from afar: several decades ago Donald Schön questioned the reflexivity to be developed in academic practice (1983). University teachers are therefore globally implicated in a movement of reconfiguration of their professional action which aims at translating into practice the question of greater effectiveness of teaching. It is a broad and complex process. On the one hand, teachers are called to engage in a creative and subjective way with their professional practice; on the other, the affirmation in the academic field of the typical topics of quality assurance impose

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standardized reporting formulas and neo-bureaucratic processes. These phenomena question the consolidated individualistic vision of the university teacher as the only depositary and expert of his disciplinary knowledge, in favour of a collective, organizational and social model.

The track intends to collect research contributions in order to develop reflections about the professional changes in university teaching and the ways in which teachers take up the challenges of inclusion, participation and democratization of knowledge. Proposals from critical and interdisciplinary points of view are also welcome.

Hoidn S. (2016), *Student-centered Learning Environments in Higher Education Classrooms*, New York: Palgrave Macmillan.

Schön D. (1983), *The Reflective Practitioner: How Professionals Think in Action*, New York: Basic Books.

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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