Scuola democratica · First International Conference

Education and Post-Democracy

Cagliari, 6–7–8 June 2019

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.3. Teaching at school: Epistemologies, methods and tools

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Keywords: **Teaching methods, cooperative learning, digital school, knowledge society**

During the mid-morning break, when pupils descend into the courtyard supervised by teachers, you have the impression of being among prisoners who get some fresh air. With one difference only: while the prisoner in its cell enjoys the "freedom" to think of his own affairs, in the classrooms there is a teacher [...] who takes the students and accustoms them to repeat what he says, rewarding those who best adapt. The children are commanded by all: the parents at home, the priest in the church, the teacher at school; then the manager of the party or union will command them, the sergeant with the soldier and finally the factory master. Having grown up like this, he will command his wife and children and will lengthen the chain.
[Mario Lodi, Il paese sbagliato, Einaudi, 1970]

Thus, one of the most innovative pedagogue of the last century described the "prison-school" of the 1960s, associated with a traditional teaching practice, in which the teacher gave notions in a transmissive way and without regard for the needs of pupils. Mario Lodi, a member of the Movement for Educational Cooperation that introduced the techniques of the French pedagogue Freinet to Italy, experimented teaching practices that combined pedagogical and political commitment. For Lodi, the school could accept new teaching methods detached from profit motivation and competitive dynamics for a democratic access to knowledge.

Fifty years later, many teaching approaches redesign the educational value of the school. If on the one hand there is still one-to-many transmission of knowledge, in which the *magister* teacher model prevails (Hirschhorn, 1993), on the other hand, new configurations of the teaching-learning relationship are being experimented. Some of the well-rooted didactics are based on Lodi's warning: to form free men and women. We are talking about some illustrious examples such as the pedagogy of Maria Montessori, or the anthroposophical school of Rudolf Steiner (Montessori, 1950; Carlgren & Klingborg, 2009; Ullrich, 2013).

Other teaching experiences combine technological and pedagogical revolution. The inclusion of ICT in school life would offer a learning environment aimed at subverting the traditional asymmetries of the construction of knowledge with favourable to constructivist practices (Jonassen 1994; Pitzalis *et al.* 2016).

Furthermore, the "knowledge society" is the new paradigm that guide the transformation of educational field. In this framework, new pedagogies are born in order to support the needs of contemporary flexible knowledge-based production systems (Ball 1998; Unesco, 2005).

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The panel intends to examine more closely the epistemologies, methods and devices of contemporary teaching practices, analysing the way in which they face current social challenges such as the persistence of inequalities, the spread of xenophobic movements, the introduction of technological innovations and new forms of communication.

Proposals that address the issue through qualitative and ethnographic social research are particularly welcome.

Ball, S.J., (1998), *Big policies/small world: An introduction to international perspectives in education policy*, in «Comparative Education», 34, 2, 119-130.

Carlgren F., Klingborg A., (2009), *Educare alla libertà*, Milano: Filadelfia Editore, Collana Pedagogia

Hirschhorn, M. (1993), *L'ère des enseignants*, Paris : PUF.

Jonassen, D.H. (1994), *Thinking technology, toward a constructivist design model*, in «Educational technology», 34, pp. 34-37.

Lodi M. (1970), *Il paese sbagliato. Diario di una esperienza didattica*, Torino: Einaudi

Montessori M. (1950), *Educare alla libertà*, Milano: Mondadori, 2008

Pitzalis M., Porcu M., De Feo A., Giambona F., (2016), *Innovare a scuola. Insegnanti, studenti e tecnologie digitali*, Bologna: Il Mulino.

Ullrich H. (2013), *Rudolf Steiner*, Roma: Carocci

UNESCO (2005). *Toward knowledge societies. UNESCO World Report*. Conde-sur-Noireau. France: Imprimerie Corlet.

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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