

# REINVENTING EDUCATION

second international conference

## CALL FOR PANELS REINVENTING EDUCATION

The 2<sup>nd</sup> INTERNATIONAL CONFERENCE of the journal Scuola Democratica will be hosted online from June 3 through 4, 2021, by Scuola Democratica and il Mulino.

The Conference stands as an opportunity to present and discuss empirical and theoretical works from a variety of disciplines and fields devoted to the needs and prospects of Reinventing Education. The challenges posed by the contemporary world have long required a rethinking of educational concepts, policies and practices. The question about education 'for what' as well as 'how' and 'for whom' has become unavoidable and yet it largely remained elusive due to a tenacious attachment to the ideas and routines of the past which are now far off the radical transformations required of educational systems. Scenarios, reflections and practices fostering the possibility of change towards the reinvention of the educational field as a driver of more general and global changes are centerstage topics at the Conference and will have a multidisciplinary approach from experts from different disciplinary communities, including: sociology, pedagogy, psychology, economics, architecture, political science, etc.

### WE INVITE YOU TO SUBMIT A PANEL PROPOSAL FOR THE FOLLOWING CONFERENCE STREAM

#### B. REINVENTING (MULTILEVEL) CITIZENSHIP AND DEMOCRACY AS A FUNDAMENTAL EDUCATION MISSION

**Stream convenors:** Luciano Benadusi, Alessandro Cavalli, Bruno Losito, Herman J. Abs, Alberto Marinelli, Giovanni Moro, Milena Santerini, Piero Valentini (*corresponding streamer*, [pierovalentini@yahoo.it](mailto:pierovalentini@yahoo.it)).

**Keywords:** education, citizenship, democracy, global issues, digital media, schools, universities, didactics

Within a general rethinking of the aims and the means at the disposal of our education systems, which have been necessary for quite some time and which the crisis wrought by the global pandemic has rendered even more urgent, the first question that we propose to the conference is whether until now enough has been done to educate towards citizenship and democracy and whether the various national educational systems have adopted this issue as their fundamental mission (1).

A second group of questions derives from some crucial challenges – such as the dramatic deterioration of the biosphere, the climate and the health – which impose both the necessity of rethinking this mission in a planetary context and redefining the “citizenship” as a concept not merely national, but multi-level, that is ranging from global to local; and in our continent European, too. How deeply are our nations presently involved in the task of educating their citizens in terms of knowledge of global and trans-national issues (2)? And are they striving to build a collective common consciousness in Europe (3)? What help is being given in this sense by proposals elaborated and experiences promoted by international organizations or the EU (4)?

A third group concerns the creeping crisis afflicting democracy and popular disaffection with its principles and rules, a phenomenon highlighted by various research (5). This, together with the impact of social networks, in turn gives way to the diffusion of political tendencies of an

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authoritarian and populist nature even in countries with a liberal-democratic regime, and more frequently where its socio-cultural roots are most fragile. (6) Does education represent a bulwark against them and what research tells us about the variability of values, attitudes, and political preferences of people according to their level of education (and age) (7)? How can it become a hotbed of liberal-democratic values and competencies, including the ability to make a critical use of digital information (8)? Furthermore, despite the coercion exerted on them are universities to some extent a social and cultural resource for change also within authoritarian regimes (8)?

Finally, starting from infant and primary schools, what weight does citizenship education have in schools, what approaches are adopted and what have shown to be the most effective (9)? What didactics are applied and what seem to be the most promising experiences (10)? To what extent are teachers prepared and motivated and students interested in it (11)? Universities and adult education should also play a role in citizenship education. What proposals and significant experiences can be described and examined (12)?

*We advise the panel presenters to specify to which of the numbered themes and issues their proposals may be addressed, independently of their title.*

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Nel generale ripensamento dei fini e dei mezzi dei nostri sistemi educativi già da tempo necessaria ed a cui oggi ci chiama con urgenza anche la crisi pandemica la prima questione che proponiamo alla conferenza è se finora si è fatto abbastanza per formare alla cittadinanza e alla democrazia, se i vari sistemi educativi nazionali la hanno assunta come una propria missione fondamentale (1).

Un secondo gruppo di questioni deriva da alcune sfide cruciali – come il drammatico deterioramento della biosfera, del clima e della salute – che impongono la necessità di ripensare questa missione in un contesto planetario e di ridefinire la cittadinanza” come un concetto non meramente nazionale ma multi-livello, dal globale al locale; e nel nostro continente anche europeo. Quanto profondamente le nostre nazioni sono attualmente impegnate nel compito di educare i loro cittadini in termini di conoscenza di tematiche globali e trans-nazionali (2)? E in Europa stanno esse tentando di costruire una coscienza collettiva comune (3)? Quale aiuto in tal senso proviene dalle proposte elaborate e dalle esperienze portate avanti dalle organizzazioni internazionali o dall’UE (4)?

Un terzo gruppo di questioni riguarda la crisi che affligge la democrazia e la disaffezione popolare per il suo funzionamento, un fenomeno che a sua volta è, insieme all’impatto dei social network, all’origine del propagarsi di tendenze politiche di stampo autoritario, nazionalista e populista anche in paesi ad ordinamento democratico, e più frequentemente laddove le loro radici socio-culturali sono più fragili (5). L’educazione rappresenta un argine nei confronti di tali tendenze, e che cosa ci raccontano in proposito le ricerche sulla variabilità dei valori, degli atteggiamenti e delle preferenze politiche dei cittadini secondo i livelli di educazione (e di età) (6)? Come l’educazione potrebbe divenire una fucina di valori e di competenze democratiche, inclusa la capacità di fare un uso critico dell’informazione digitale (7)? Inoltre, nei regimi autoritari le università, malgrado le coercizioni che subiscono, costituiscono in qualche misura una risorsa sociale e culturale per il cambiamento (8)?

Infine, a partire dalla scuola dell’infanzia e dalla primaria, quale peso nei vari sistemi nazionali detiene attualmente l’educazione alla cittadinanza, quali approcci sono adottati e quali si sono rivelati i più efficaci (9)? Quali metodologie didattiche vengono impiegate e quali alla luce delle esperienze compiute sembrano le più promettenti (10)? Quale la preparazione e la motivazione dei docenti ad insegnarla e l’interesse degli studenti ad apprendere (11)? Un ruolo nell’educazione alla cittadinanza dovrebbero giocare anche l’università e l’educazione degli adulti. Quali proposte ed esperienze significative in questi ambiti si possono descrivere e analizzare (12)?

Si raccomanda i presentatori dei panel di specificare a quali dei temi e degli interrogativi elencati le loro proposte, indipendentemente dal titolo, possono ricollegarsi.

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## PANELS SUBMISSION

### HOW TO SUBMIT

Panel proposals should be submitted by **January 24, 2021** (check the [Dates and deadlines](#) of the Conference) through the [online procedure](#).

When submitting your proposal, you will be asked:

- the number\* of convenors;
- the title of your panel proposal (max 20 words in UPPERCASE);
- five keywords;
- a text (max 600 words) describing issues, topics and contents of your proposal\*\*.

### HOW IT WORKS

- Once your Panel is accepted, you will circulate it in order to collect and select abstracts via a Call for abstracts that the Organizing Committee of the Conference will help you to draft;
- Your Panel will host 5 to 7 online presentations for a 2h total duration of the Panel session (each presentation will last 20min circa);
- You will convene the Panel session;
- As a Convenor, you will be included as a co-editor of the volume of the Proceedings of the Conference. The abstracts of the Panel session that you will organize will be included in such volume;
- As a Convenor, you will have the opportunity to submit a paper too.

\* You can co-submit a Panel in cooperation with other Convenors. However, we strongly recommend a 2 Convenors' Panel as the best choice. \*\* Please include no more than 3/4 references in your text. Also, please make sure that the themes of the stream you have chosen are evident in your panel proposal.

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