

# 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

## G. REINVENTING TECHNOLOGY OF/IN EDUCATION

**Stream convenors:** Emiliano Grimaldi, Paolo Landri, Roberto Maragliano, Mario Pireddu, Leonardo Piromalli (*corresponding convenor*, [leonardo.piromalli@uniroma1.it](mailto:leonardo.piromalli@uniroma1.it)), Assunta Viteritti

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In recent years, an important debate has developed on the role that digital technologies are playing and can play in the transformation of education and its institutions. Digital platforms, distance learning, blended learning, online training technologies are part of a significant restructuring and reculturing of the educational worlds. Digital technologies have restructured learning practices, educational content and the forms of educational governance which are immersed in public spaces and global markets. On the one hand, the digital governance of education contributes to changing and reconfiguring educational practices and the management of education on a local, national, international and transnational scale. On the other hand, technologies make possible the interconnection of multiple modes and shapes of formal, informal and non-formal education and training, producing forms of *respatialization* of education, locating the classroom within a digital learning ecosystem and favoring the emergence of different models of blended or hybrid learning.

The pandemic scenario has accelerated these processes, making more visible the tensions between multiple worlds of education and the processes of digitalization, while triggering a complex restructuring of educational institutions whose directions are not yet easily predictable. Perhaps, we are entering a new era that will mark the end of education as we have known it so far. In such a scenario, it becomes more urgent to carry on and debate an informed educational research, that explores the realities of the relations between education and digital

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technologies. This is especially needed because technologies are far from neutral. They are a heterogeneous technical and social world in which possibilities to change education for the better and make education fairer can be encountered as well as risks can be run of reproducing social and educational inequalities.

Key questions become: how and in what direction the processes of digitalization are changing education, its practices and its governance? What are forms of coordination between educational technology markets and the institutional and educational actors in the emerging transnational governance arenas? How do the professional and social actors (teachers, managers, students, families) that are involved in the digitalization of education react to and translate these transformations? How do digital technologies change the aims and the curriculum of contemporary educational institutions? How, for instance, can the digital competencies learned by students beyond the educational spaces (school and university) become a resource for learning processes and educational socialization in educational contexts? And above all, what are the possibilities that digital technologies offer us to reinvent education and its governance that are worth to be explored?

Against this background, we welcome proposals on topics including, but not limited to:

- digital technologies and the changing forms of schools and schooling: present scenarios and trajectories of change;
- globalization, edtech markets and the digital governance of education;
- epistemologies of the digital in education;
- digital education in-the-making, datafication and the journey of data: arranging and performing teaching, learning and IT development practices;
- digital education and metric power: numbers, measurement and quantification;
- the platformization of education;
- media education: scenarios, visions and research;
- digital literacy: student competences, teachers professional development and the emergence of new professional figures
- digital technologies between old and new divides: issues of inclusion and exclusion;
- utopias and dystopias on the use of technology in education;
- digital technologies as tools for democratic education: the use of participatory and collaborative platforms;
- the active role of students in the co-creation of learning processes through technologies.

Negli ultimi anni si sta sviluppando un importante dibattito sul ruolo che le tecnologie digitali stanno giocando e possono giocare nella trasformazione dell'educazione e delle sue istituzioni. Le piattaforme digitali, l'apprendimento a distanza, l'apprendimento misto, le tecnologie di formazione online sono parte di una significativa ristrutturazione dei mondi educativi e formativi, e dei loro assetti culturali. Le tecnologie digitali stanno ristrutturando le pratiche di apprendimento, i contenuti educativi e le forme di governance educativa all'interno di spazi pubblici sempre più immersi nei mercati globali. Da una parte, la governance digitale dell'educazione contribuisce a mutare e rimodellare le pratiche educative e le modalità di governo dell'istruzione su scala locale, nazionale, internazionale e transnazionale. Dall'altra, l'educazione e la formazione, in tutte le loro configurazioni, mediante le tecnologie divengono mondi interconnessi e producono forme di *rispazializzazione* dell'educazione, riposizionando la classe scolastica in un complesso ecosistema digitale per l'apprendimento e favorendo l'emergenza di diversi modelli di blended o hybrid learning.

Lo scenario pandemico ha accelerato questi processi, mettendo in evidenza le tensioni interne dei mondi dell'educazione e avviando un complesso mutamento delle istituzioni formative del quale non è semplice prevedere le direzioni future. Stiamo forse entrando in una nuova era che segnerà la fine dell'istruzione come l'abbiamo sinora conosciuta. In un simile scenario, diventa più che mai urgente fare ricerca educativa su questi temi che esplori le realtà delle relazioni tra educazione e tecnologie digitali e dibatterne i risultati e le acquisizioni. Ciò diventa tanto più

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urgente se riconosciamo che le tecnologie non sono neutrali, ma sono al contrario un mondo eterogeneo, tecnico e sociale nel quale vi sono possibilità per rendere l'educazione migliore, più inclusiva e democratica, ma anche rischi di riproduzione delle disuguaglianze sociali ed educative.

Le domande chiave diventano allora: come e in che direzione i processi di digitalizzazione stanno cambiando l'istruzione, le sue pratiche e la sua governance? Quali sono le forme di coordinamento tra i mercati dell'EdTech e gli attori istituzionali ed educativi nelle arene emergenti della governance transnazionale? Come reagiscono e traducono queste trasformazioni gli attori professionali e sociali (insegnanti, dirigenti, studenti, famiglie) coinvolti nella digitalizzazione dell'istruzione? In che modo le tecnologie digitali cambiano gli obiettivi e il curriculum delle istituzioni educative contemporanee? Come possono, ad esempio, le competenze digitali apprese dagli studenti oltre gli spazi educativi (scuola e università) diventare una risorsa per i processi di apprendimento e la socializzazione educativa nei contesti educativi? E soprattutto, quali sono le possibilità che le tecnologie digitali ci offrono per reinventare l'istruzione e la sua governance che meritano di essere esplorate?

Alla luce di queste suggestioni e domande, di seguito si propongono alcuni dei temi su cui raccogliere proposte di panel:

- le tecnologie digitali e la trasformazione della forma scolare: scenari presenti e traiettorie di cambiamento;
- globalizzazione, mercati dell'Edtech e governance digitale dell'educazione;
- epistemologie del digitale nell'educazione;
- educazione digitale in divenire, datafication ed il 'viaggio dei dati': arranging e performing delle pratiche di insegnamento, apprendimento e sviluppo IT;
- educazione digitale e potere delle metriche: numeri, misurazione e quantificazione;
- la platformization dell'educazione;
- Media Education: scenari, visioni e ricerca;
- Alfabetizzazione digitale: competenze degli studenti, sviluppo professionale dei docenti e comparsa di nuove figure professionali
- le tecnologie digitali tra vecchi e nuovi divide: questioni di inclusione ed esclusione;
- utopie e distopie sull'uso della tecnologia nell'istruzione;
- tecnologie digitali come strumenti per l'educazione democratica: l'uso di piattaforme partecipative e collaborative;
- il ruolo attivo degli studenti nella co-creazione di processi di apprendimento attraverso le tecnologie.

## 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);

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- 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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