

REINVENTING EDUCATION

second international conference

CALL FOR PANELS

REINVENTING EDUCATION

The 2nd 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

H. REINVENTING PRACTICE IN TEACHING/LEARNING/SPACE/TIME

Stream convenors: Guido Benvenuto, Antonietta De Feo (*corresponding convenor*, antonietta.defeo@uniroma3.it), Maria Beatrice Ligorio, Patrizia Magnoler, Berta Martini, Beate Weyland, Franca Zuccoli

Keywords: technologies, platform, learning, digitalization, practice

Each educational experience produces specific results and definitions of teaching-learning practices. The well-established model of the magister teacher, based on a one-to-many transmission of knowledge, is complemented by new configurations of teaching-learning practices.

There are teaching practices that cultivate the ambition to combine the technological innovation with the psychological and pedagogical issues. Educational technologies, such as the Interactive Whiteboard, incorporate a new grammar and pragmatic in which the emphasis is placed on the involvement and the participation of the student, as well as on a "reverse teaching", compared to the traditional one. The diffusion of online educational platforms, based on algorithmic architectures and data-driven approaches, also draws attention to a personalized way of learning and a datafication of teaching.

Digital technologies are therefore stimulating a series of transformations in the socio-material order of the class affecting the spatial and temporal configuration of teaching. At the same time, they are embedded in the complexity of the educational contexts that rework their practical and symbolic value.

In the European framework of strengthening the relations between the labour market and education, we also witness the implementation of teaching practices associated with the idea

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of knowledge as an economic and social investment. Recently, a large field of critical investigation has highlighted how teaching aimed at improving the employment prospects of students is deeply affecting public values in education. At the same time, different points of view in the educational field claim to postpone the transmission of skills related to the labour market to broader educational objectives of social inclusion and civic participation.

The new proxemics imposed by the current pandemic challenge traditional spatial configuration, from the arrangement of desks to the mobile use of chairs, from the forms of communication in virtual environments to the interaction in the classroom. Therefore, this is to register the need to re-elaborate the ecology of the educational practices, starting from the socio-material space of learning.

This stream aims to examine more closely epistemologies, methods and devices of contemporary didactics, analysing the way they reinvent learning and teaching processes, the times and spaces of the educational relationship, as well as the connection with the problems and the needs of contemporary society.

The thematic focuses for presenting panel proposals are:

- Teaching practices: research, visions, cultures
- Curricula plans between disciplines and interdisciplinarity
- The curricular changes between formal and practical knowledge
- Teacher training and new educational practices
- Professionalization and renewed professional identities of teachers
- Synergies between educational and organizational innovations
- Pro-innovation policies and school-research-university relations
- Teaching practices and evaluation
- Psychological aspects of educational innovation
- Digital media in education
- Risks and problems of on-line learning
- Students' digital identity and learning
- Reinventing educational practices between classroom-based learning and e-learning
- New learning practices between formal and informal contexts
- Integrating modes of communication and rethinking artistic-expressive languages
- Rethinking educational spaces: architectures, design, indoor and outdoor environments
- Research and interdisciplinary experiences for the reorganization, transformation and management of school spaces
- School hours and management of spaces: experiences, experiments and future scenarios

Ogni esperienza educativa produce risultati estremamente diversificati e specifiche definizioni delle pratiche didattiche. Al modello consolidato di insegnante magister, fondato su una trasmissione del sapere one-to-many, si affiancano nuove configurazioni delle pratiche di insegnamento-apprendimento.

Vi sono didattiche che coltivano l'ambizione di coniugare le innovazioni tecnologiche con le istanze psicologica e pedagogica. Le tecnologie didattiche incorporano una nuova grammatica e pragmatica in cui l'enfasi è posta sul coinvolgimento e la partecipazione dello studente, su una "didattica rovesciata" rispetto a quella tradizionale. La diffusione delle piattaforme didattiche on line, basate su architetture algoritmiche e su approcci data-driven, richiama inoltre l'attenzione su nuove forme di apprendimento personalizzato e dataficazione dell'insegnamento. Le tecnologie digitali stanno dunque stimolando una serie di trasformazioni nell'ordine socio-materiale della classe che incidono sulla configurazione spaziale e temporale della didattica. Nello stesso tempo, esse sono inserite nella complessità dei contesti educativi che ne rielaborano il valore pratico e simbolico.

Nel quadro europeo di rafforzamento delle relazioni tra mondo produttivo e istruzione, inoltre, assistiamo all'implementazione di pratiche didattiche associate all'idea della conoscenza come

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investimento economico-sociale. Di recente, un nutrito campo di indagine critica ha analizzato come l'insegnamento finalizzato a migliorare le prospettive occupazionali degli studenti stia condizionando profondamente i valori pubblici nel settore dell'istruzione. Allo stesso tempo attori del mondo educativo esprimono la necessità di subordinare la trasmissione di competenze legate al mercato del lavoro ad obiettivi educativi più ampi di inclusione sociale e partecipazione civica.

Le nuove prossemiche imposte dall'attuale pandemia sfidano le tradizionali configurazioni degli spazi educativi, dalla disposizione dei banchi all'uso mobile delle sedie, dalle forme della comunicazione in ambienti virtuali all'interazione in classe. Emerge, dunque, la necessità di rielaborare l'ecologia della pratica educativa a partire dallo dall'ambiente socio-materiale dell'apprendimento.

Lo stream intende esaminare più da vicino epistemologie, metodi e dispositivi delle didattiche contemporanee, analizzando il modo in cui esse reinventano i processi di apprendimento e insegnamento, i tempi e gli spazi della relazione educativa, il rapporto con le problematiche e le necessità della società contemporanea.

I focus tematici su cui presentare proposte di panel sono:

- Le pratiche didattiche: ricerche, prospettive, culture.
- Progettazione curricolare tra discipline e interdisciplinarietà
- Il cambiamento curricolare tra saperi formali e saperi della pratica
- Formazione insegnanti e nuove traiettorie professionali
- Processi di professionalizzazione e rinnovate identità professionali degli insegnanti
- Le sinergie fra innovazioni didattiche ed organizzative.
- Le politiche di supporto all'innovazione e le relazioni scuola-ricerca-università.
- Pratiche didattiche e valutazione
- Aspetti psicologici dell'innovazione educativa
- Digital media e pratiche di insegnamento-apprendimento
- Rischi e criticità dell'apprendimento online
- Identità digitali degli studenti e apprendimento
- Reinventare l'insegnamento tra didattica in presenza e didattica a distanza
- Nuovi processi di apprendimento tra contesti formali ed informali
- Integrare le forme della comunicazione e ripensare i linguaggi artistico-espressivi
- Ripensare gli spazi educativi: architettura, design, ambienti naturali indoor e outdoor
- Ricerche e esperienze interdisciplinari per la riorganizzazione, trasformazione e gestione degli spazi scolastici
- Orario scolastico e gestione degli spazi: esperienze, esperimenti e scenari futuri

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;

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- 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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