

REINVENTING EDUCATION

second international conference

<http://www.scuolademocratica-conference.net>
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The **2nd INTERNATIONAL CONFERENCE of the JOURNAL SCUOLA DEMOCRATICA “REINVENTING EDUCATION”** will be hosted online **June 3 through 5 2021**, by **Scuola Democratica, Centro Interuniversitario per la Ricerca Didattica** (University of Cagliari and University of Sassari), **il Mulino**. 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 hope with this opportunity to confirm the participation obtained at the first edition of the conference. 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 evidence to educational policies.

We invite you to submit ABSTRACT/PAPER for your presentation at the **Panel session**:

A.2 EDUCATION IN A MULTI RELIGIOUS SCENARIO: A CRITICAL DISCUSSION ON THE AIMS AND OUTCOMES OF TEACHING RELIGION(S) IN PUBLIC SCHOOLS

Convenors

Valeria Fabretti (Centre for Religious Studies, Bruno Kessler Foundation); Maria Chiara Giorda (Roma Tre University, Department of Humanities)

Keywords

Religious Education; Secularism; Religious literacy; Global competences; Dialogue

The inclusion in school curricula of teachings and/or contents fostering knowledge on religion from a cultural and non-denominational perspective is a key node of the global effort to prepare the new generations to inhabit and respectfully interact in culturally plural societies. In the context of the Stream A of the Scuola Democratica International Conference, the panel purposes to engage scholars from different disciplines in an open and critical reflection on the possible aims and approaches to Religious Education (RE) in public schools, and on the practices realized in the European scenario and beyond.

In particular, we invite scholars from different disciplines to refer to the following three broad issues, which can be differently balanced in their contributions.

First, the views of religion’s status in society (and in relation to education) at the basis of the various RE formula. The different conceptual frames, referring to old and new visions of secularism, should be made explicit and discussed, as for the cases of the notions “multiple secularities”, or “the post-secular”. Are also welcomed analyses that reveal the relationship between educational models and the social, political and economic conditions of the different religious groups, with a particular attention towards the case of religious minorities.

A second relevant area for this call for papers regards RE teachings, contents and approaches. At more than ten years from the publication of Toledo Guiding Principles about Religions and Beliefs in Public Schools (OCSE-ODHIR 2007), the discussion of what students are supposed to learn with regard to religion and its multifaceted phenomenology has resulted in many theoretical contributions that have considered the category of “learning about religion” too ambiguous and restrictive. Although any attempt to overcome the extreme variability of local cases through universally-valid taxonomies is doubtful, at the current stage of the studies it is broadly recognized the need to develop more sophisticated categories to make RE capable to represent realistic features of today’s religions’ internal heterogeneity and intersectionality and their status on the global scenario. In this direction, contributions for this call may discuss, for example: the overcoming of the strict ‘world religions’ paradigm, thinking about an “after world-religion” (Cotter and Robertson 2016) interdisciplinary approach; the need to break the boundaries between spirituality and religion in RE; the difference between- and possible compatibility of insider/outsider approaches to RE; the status of non-religious worldviews in teachings and dialogue. To consider the autonomy of religion and of the ‘religious facts’ in terms of school subjects and the distinction between RE and values or civic education is also key in this regard. Contributions concerning programs and practices involving the role of artefacts - objects, spaces, devices and technologies - as components of educational processes are of particular interest. Also practices, techniques and tools created and expressed during the pandemic, which has been affecting the whole teaching system, will be a possible object for papers.

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As far as the third thematic area is concerned, we invite papers to put into question the learning outcomes of RE in terms of students' religious literacy (Melloni, Cadeddu 2020) and global competences (OSCE 2019). Indeed, a lack of evidence about the results gained by the various RE formula and tools is a serious impediment to the scientific advancement in this field. From this point of view, papers are invited to discuss why students should learn about religions in light of the need to provide them with literacy and complementary/transversal/global competencies and skills, as the capacity to understand and appreciate multiple cultural perspectives, to held respectful interactions, to engage in difficult religion-related dialogues and controversies. The papers covering this thematic area are expected to adopt an empirical and policy-oriented analytical approach, although there is no restriction to specific methods (quantitative vs qualitative) and type of data (e.g. secondary vs primary).

References

Cotter Christopher R. and Robertson David G. (eds.) (2016), *After World Religions: Reconstructing Religious Studies*. London: Routledge.

OSCE-ODHIR (2007), *Toledo Guiding Principles about Religions and Beliefs in Public Schools*, available at: <https://www.osce.org/odihr/29154->.

Melloni, F. Cadeddu (eds.), *Religious literacy, Law and History. Perspectives on European Pluralist Societies*, Routledge, London-New York.

OECD (2019), *PISA 2018 Assessment and Analytical Framework*, PISA, OECD Publishing, Paris, <https://doi.org/10.1787/b25efab8-en>.

ABSTRACTS/PAPERS SUBMISSION

HOW TO SUBMIT

ABSTRACTS/PAPERS should be submitted by **April 4, 2021** ([check Conference Dates and Deadlines](#)).

ABSTRACTS/PAPERS should be submitted via the [pre-conference tool](#).

Please do not submit your ABSTRACT/PAPER by e-mailing it to the Convenor(s) of the Panel session you chose. Convenor(s) will receive submitted ABSTRACTS/PAPERS automatically from the [pre-conference tool](#) and they are going to reject ABSTRACT/PAPER submitted to their e-mail addresses.

Language for ABSTRACTS/PAPERS is English.

You can submit an ABSTRACT or in case you prefer a PAPER. **Be careful: DO NOT SUBMIT BOTH ABSTRACT AND PAPER. EITHER YOU SUBMIT THE FORMER OR THE LATTER.**

ABSTRACT/PAPER 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). In case you decide for the PAPER, text will be 3.500 words min. 5.000 words max. In the submission text, please write: ABSTRACT or PAPER after the title. Example: FAMILY BACKGROUNDS AND STUDENT ENGAGEMENT IN SECONDARY SCHOOLS. A CASE STUDY (PAPER)

The Conference formula is: **1 SUBMISSION = 1 FEE** ([check FEES webpage](#))

It is possible to submit a maximum of 2 ABSTRACTS/PAPERS per person (double submission must concern 2 different Panel Sessions). Each ABSTRACT/PAPER is eligible if it is backed by an **APP FEE**.

Co-authors who do not submit ABSTRACT/PAPER as first author may access to the Conference via the discounted P FEE ([check FEES webpage](#)).

The submitting and presenting author must be listed as the first author in the [pre-conference tool](#). Please note that the submitting author will receive all correspondence about the ABSTRACT/PAPER. Therefore, we recommend that the submitting author details that are entered are the same details as those of the presenting author.

ABSTRACTS/PAPERS may not be edited/uploaded after final submission.

Before you submit, please make sure the following requirements are met:

- ABSTRACT/PAPER must be allocated to a specific Panel session. Therefore, you must select the proper Panel when submitting. For a complete listing of Panel sessions please [click here](#).
- If possible, write your ABSTRACT/PAPER highlighting methods, outcomes, references. Word count is affected by inclusion of references.
- Convenors and the Scientific Committee will review all submitted ABSTRACTS/PAPERS. Notification regarding acceptance and scheduling will be sent to the submitting author via the [pre-conference tool](#). Please note, if your ABSTRACT/PAPER is accepted, you will be permitted a maximum of 20 minutes for oral presentation.