

# REINVENTING EDUCATION

second international conference

<http://www.scuolademocratica-conference.net>  
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The **2<sup>nd</sup> 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**:

## **B.2 INVESTIGATING CIVIC AND CITIZENSHIP EDUCATION AT 8TH GRADE: INSIGHTS FROM THE INTERNATIONAL CIVIC AND CITIZENSHIP EDUCATION STUDY (ICCS 2016)**

### Convenors

Valeria Damiani (LUMSA University); Gabriella Agrusti (LUMSA University)

### Keywords

civic and citizenship education; ICCS; IEA; eight grade; large-scale assessment

In analysing how lower-secondary school students are prepared to become active and responsible citizens, the International Civic and Citizenship Education Study (ICCS), promoted by the International Association for the Evaluation of Educational Achievement (IEA), is the only international large-scale assessment that provides data on cognitive aspects of civic learning by young adolescents in different countries across the world, as well as on the development of attitudes towards aspects of civic life and dispositions to participate actively in the life of communities. ICCS builds on previous IEA studies of civic education - the first IEA study on civic education as part of the Six Subject Study in 1971 and the IEA Civic Education Study (CIVED) in 1999 (Torney et al., 1975; Torney-Purta et al., 2001) - and is a response to the challenge of educating young people in changing contexts of democracy and civic participation. Findings of the second cycle of the study (2016) showed considerable variations in civic knowledge within and across countries and highlighted the relevance of key variables, such as parents and students' interest in civic issues, students' sense of citizenship self-efficacy and opportunities for civic engagement offered by the school and in the community, as predictors of young people expected civic engagement during adulthood. The analysis of national contexts for CCE (Civic and Citizenship Education) showed that schools have relatively large degrees of autonomy in CCE and that schools adopt different approaches for CCE delivery within and across the education systems of participating countries. Results from the teacher questionnaire showed variations both in how teachers were teaching this learning area and in their approaches to learning activities (Schulz et al., 2018). In line with the themes number 1, 2, 7, 8, 10, 11 and 12 of Stream B, this panel aims at providing further insights and reflections on ICCS 2016 results, using the study's data on the outcome measures addressed by the cognitive test and the student perceptions questionnaire, and on the contextual factors for CCE (i.e. the context of the education system, the contexts of the local community and school-community relationships, school contexts and characteristics, aspects of CCE teaching).

The papers that will be selected for this panel will therefore shed light on one of the following issues:

- The implementation of civic and citizenship education in participating countries
- ICCS results and the key competences for lifelong learning
- Student and contextual factors explaining the variations of students' civic knowledge within and across participating countries
- Student and contextual factors explaining students' engagement and beliefs

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- Students' participation inside and outside school and students' capacity to engage
- Students expectations regarding civic and political participation in adulthood
- Students' attitudes toward civic institutions and civic issues in contemporary society
- General approaches to civic and citizenship education, curriculum, and/or program content structure and delivery
- The role of CCE perceived by schools and teachers across participating countries
- Implications of ICCS results for schools, teaching practices and national educational policies (in Italy and in other countries)
- Analyses and reflections on the European dimension of citizenship.

## References

Torney, J. V., Oppenheim, A. N., & Farnen, R. F. (1975). Civic Education in Ten Countries: An Empirical Study. New York: Halsted Press.

Torney-Purta, J., Lehmann, R., Oswald, H., & Schulz, W. (2001). Citizenship and education in twenty-eight countries. Amsterdam, The Netherlands: International Association for the Evaluation of Educational Achievement (IEA).

Schulz, W., Ainley, J., Fraillon, J., Losito, B., Agrusti, G., & Friedman, T. (2018). Becoming Citizens in a Changing World. IEA International Civic and Citizenship Education Study 2016 International Report. Amsterdam, The Netherlands: International Association for the Evaluation of Educational Achievement (IEA).

## 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.

CALL FOR ABSTRACTS/PAPERS