

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**:

C.4 FROM HIGHER EDUCATION TO PROFESSIONAL CONTEXTS: EXPERIENCES OF PERSONALIZATION

Convenors

Laura Formenti (University of Milano Bicocca); Andrea Galimberti (University of Milano Bicocca)

Keywords

Transitions; Higher Education; Skill mismatch; Personalization; Knowledge society

Transitions from Higher Education (HE) to work and professional contexts represent a critical challenge in contemporary economies. The mainstream narrative molded by a discourse of knowledge society depicts a scenario where job market needs would be incrementally directed towards highly qualified workforce, prepared to adapt. Nevertheless, critical voices raising from research and society have highlighted how this prediction is constantly disattended due to skill mismatch dynamics and over-skilling (Livingstone, 2012). The rate of over-skilling and wage penalty connected to a degree certificate is significant (Caroleo & Pastore, 2013); the situation is increasingly critical if we focus on EQF 7 and 8 (Master graduated and PhDs), who develop high levels of both specialistic and key competences, but do not find a job market valuing their unique profiles.

The solution to these problems seems oriented in avoiding the risk of developing “useless” knowledge and maintaining a constant updated supply of desirable professional profiles. A side effect of this narrow and linear perspective is the confinement of the educational system in a subcontracting relationship based on aligning “human resources” to (supposed) market needs. This means designing courses and guidance services to early channeling learning careers and profiles towards skills and competences that are envisioned as “good currency” by the job world. This brings standardization: as the mainstream neoliberal discourse is based on adaptation, there is a massive proliferation of established models and knowledge, that conforms and flattens the diversity, creativity, and potential innovation of more open and uncertain learning careers (Galimberti, 2020).

Is it possible to implement, in the university and services, a work-oriented perspective for adult learners that is not based on adaptation? A possible answer to this question would be personalization, a pedagogical approach based on a reciprocal circular adaptation of learner and context, based on reflexivity and the recognition of the learners’ capacity for self-organisation and their competences no matter how acquired. Personalisation is a pillar of adult education and learning: we welcome contributions that illustrate its theoretical framework, impact, processes, and meaning.

We would like to receive papers that:

- Address theoretical issues related to education-to-work transitions (Field, Gallagher & Ingram, 2009);
- Present personalized practices in teaching at university, with a work-oriented perspective;

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- Analyse experiences of professional support managed by job placement services in universities or external organizations;
- Reflect on the role of reflexivity and adult learning in guidance models for Master and PhD graduated.

References

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- Galimberti, A. (2020). Lavoro e competenze, una relazione in divenire. Il ruolo della formazione tra istanze di equità, merito e richieste di mercato. In Mingione, E. (a cura di), Lavoro: la grande trasformazione. L'impatto sociale del cambiamento del lavoro tra evoluzioni storiche e prospettive globali (pp. 53-71). Milano: Feltrinelli.
- Livingstone D. (2012). Debunking the 'Knowledge Economy'. The limits of human capital theory. In Livingstone, D.W., Guile, D. (Eds.), The Knowledge Economy and Lifelong Learning. A critical Reader. Rotterdam: Sense.

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.