

# 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.

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

## D.7 INCLUSIVE SCIENCE EDUCATION WITH AND FOR SOCIETY

### Convenors

Luisa Zecca (Università degli studi di Milano Bicocca); Gabriel Lemkow Tovas (Fundacio Universitaria del Bages)

### Keywords

Inclusion; Diversity; Gender equity; didactics of science; fake news

The debate on some of the current socially acute questions related to scientific knowledge (from the climate change crisis, to the promotion of genetically modified organisms, or the implications of certain notions of human and artificial intelligence, etc.) opens controversies from disciplinary, ethical, political, and pedagogical perspectives. This is especially relevant given the current context of a worldwide COVID-19 pandemic which has put at the forefront the need of emergency health plans and policy measures while at the same time has experienced the political risk of the rapid growth of fake news with racist and sexist implications. Given this current context, there is a strong question about which claims and practices from the science experts provide useful enough explanations, with positive outcomes, and which others may be ideologically or politically motivated for more obscure neoliberal, racist, sexist, capacitist (or other) purposes. Such question underscores the fact that, as a product of human culture, science discourses and practices are not necessarily free from value-laden ideological constructions, at times immersed in highly controversial power relations (Philip, Gupta, 2020). Scientific knowledge and the aptitude to observe and understand in a rigorous, methodic and scientific way is one of the foundations of our current societies based on providing tools to citizens to allow them making, demanding and understanding proof-supported claims about the world, against those superstitious attitudes, pseudoscience practices, discourses of hate and fake news that may lead to discriminatory practices. This becomes especially important in the current global world where diverse and complex societies are widespread in the EU with high rates of illiteracy, early school leaving, low level of scientific and citizenship skills, especially given the vulnerabilities provoked and enlarged during the current pandemic crisis. Due to this, an appropriate pedagogical work in pedagogical contexts should, thus, provide tools for critical thinking and developing methodological criteria for children and students to conduct their science enquiries and to redress discriminatory practices in favor of coexistence and social equities within a European context (Eurydice Report, 2019).

Scientific knowledge is constantly evolving, has its own places and methods of dissemination and should allow citizens to have more informed opinions and to participate more critically and with better criteria in the political life of their rapidly evolving societies and world (Harlen, 2010). This can be promoted from an early age if communities and government policies, locally and globally, enable all children and young, to gradually build the science-literacy and critical-thinking tools and strategies to better explore, investigate and understand the world in which they live (Frabboni, 2004). The EU highlights the need of establishing

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new regulatory frameworks and policies to encourage the social cohesion of a plural European society. To do so, it is also important to work in terms of educational institutions (schools, nurseries, etc.) so that at a very early age, future European citizens have competences and skills to be able to detect and reject the biased and ideologically motivated discourses and practices of fear and hate towards vulnerable groups. The panel invites researchers, teachers, educators and pedagogues to discuss the following questions:

- what are the endogenous features of educational systems that impede access to the scientific knowledge of people and communities in fragile conditions?
- How can education institutions and experts support communities and individuals in vulnerability risk situations (e.g. Roma, immigrants, people with special educational needs and disabilities, women) in accessing and participating in the construction and sharing of scientific knowledge?
- What are the prevalent models of science dissemination and which stereotypes and biased discourses may still be found in formal and non-formal education science fields (schools and services)?

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## 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.