Scuola democratica · il Mulino

3-4-5 JUNE 2021

REINVENTING EDUCATION

second international conference

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CALL FOR ABSTRACTS/PAPERS

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**:

E.1 COLLEGE FOR ALL OR… COLLEGE IS OLD? HE SYSTEMS FACING THE TRANSFORMATION OF THE ECONOMY AND THE CONSEQUENCES OF THE PANDEMIC

Convenors
Valentina Goglio (University of Turin)

Keywords
academic credentials; extra-university education; skills; employability; digital transformation

The COVID-19 health emergency and consequent lockdown policies have rapidly brought to the fore an unprecedented wave of distance education: millions of teachers and students have suddenly switched – willingly or otherwise – to creative forms of emergency remote teaching, revamping both enthusiasm for and concerns about online learning.

However, hybrid forms of online education appeared in the last decade at the intersection between higher education institutions, tech companies and digital platforms, shaping new models of provision of knowledge. Indeed, the very same processes of digitalization that transform the productive sector also enable individuals to take advantage of new flexible, low cost and hybrid forms of education and training (some examples are: MOOCs, micro-credentials, company-branded educational certificates, coding bootcamps but also self-teaching groups based on Open Educational Resources). The diffusion of such hybrid forms goes hand in hand with a general claim for better skilled workforce (and citizens) in the context of the 4th Industrial Revolution (OECD 2019). These new forms of education delivered by higher education institutions have been presented as a viable cost-efficient example of 'democratizing' access to education and improving occupational prospects.

Yet, these transformations are the most apparent part of a larger process: the growing pervasiveness of information technologies that leads to the digitization of many (or perhaps almost all) aspects of our life, education included.

At Higher Education system level, the emergence of these new forms of education challenges the role of educational qualifications as guaranteeing relative occupational advantages and at the same time challenges at the core higher education institutions, with growing pressure on the redeemable labour market value of university qualifications. So far literature brings contrasting results. On one side research in social stratification highlights that educational credentials are a positional good, are still crucial in determining occupational outcomes (Bills, Di Stasio and Gërxhani 2017) and are positively associated with economic and social benefits (Gebel and Heineck 2019). However, recent research investigating the dynamics of the digital economy and its new configurations of work challenges this assumption. The specific dynamics of high skilled platform work challenges the paradigm by which higher educational credentials are associated with better jobs and economic wealth (Herrmann et al. 2019). The original signaling function of the

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educational credential is now replaced by reputational schemes internal to the platform (e.g. reviews and ratings). Moreover, educational qualifications seem to no longer be a key factor in discriminating among job applicants, because of a growing interest of employers for job-readiness of candidates (Brown and Souto-Otero 2020). Such a shift is particularly visible in practices of recruitment in high-tech companies, where the hiring processes tend to rely more and more on tests of actual competences, attributing a marginal role to formal educational credentials. Similarly, recent trends in the corporate world see big leaders in the tech sector (e.g. Amazon, Google, LinkedIn) creating their own credentials, in competition with formal educational credentials. Furthermore, the massive transition to online teaching experienced in the last year due to the pandemic represents a dramatic push to the diffusion and integration of such digital technologies, accelerating and normalizing transformations that are going to stay in the long term. Therefore, this session invites scholars to contribute with theoretical and empirical contributions investigating the following topics:

-the challenge of technology for teaching in higher education
-the role of academic credentials in the framework of the 4th Industrial Revolution
-the emergence of extra-university higher education and the consequences for academic credentials
-changing roles between State-accredited higher education institutions and private actors in the provisions of education (e.g. ed-tech companies).

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.

Scientific Committee   **Organizing Committee**   **Conference Partners**