REINVENTING EDUCATION

Scuola democratica — il Mulino

3-4-5 JUNE 2021

second international conference

http://www.scuolademocratica-conference.net
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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.10 REINVENTING UNIVERSITY. PUBLIC ENGAGEMENT AS PARTICIPATIVE AND COLLECTIVE UNIVERSITY

Convenors
Fiorella Vinci (Università eCampus); Tiziana Tarsia (Università degli Studi di Messina); Vincenza Pellegrino (Università degli Studi di Parma)

Keywords
Participatory Teaching and Research; Third Mission; Tacit Knowledge; Emancipatory Teaching; Students Self-Organization

The pandemic emergency has been superimposed on crisis factors that have been questioning the university world in a new way for some time. On one hand, the possibility of producing and accrediting knowledge useful to the intelligibility of the processes underway is in question; on the other hand, the possibility of universities to participate in the morphogenetic processes of contemporary society is in question. The debate on the functions of universities in the processes of economic and social development seems to be reviving around new interpretative approaches.

Research on participatory approaches identifies universities as situated spaces of learning and explores paths of contamination between disciplines and with the vital worlds of those who inhabit the territories. In these specific models, both research and teaching and the third mission are adapted following 'emancipatory paradigms' (Massari & Pellegrino 2020): students become researching actors; social groups are part of the research booths. These models of university evolution are variously conceptualized as 'democratic' (Appadurai 2013), 'pluriversal' (Santos 2018), 'collective' (Pellegrino 2018), 'situated' (Pellegrino, Tarsia, Schirripa 2019) University. In fact, they are similar in their intent to work with participatory and collaborative methods and tools on the emergence of less visible knowledge embedded in social practices and conflicts. All of this, invites thinking about the interdependence and social embeddedness of the different missions of university work. One can think of the Third Mission as rooted in research and teaching and as intelligible and realizable starting from the professional and social relationships through which the job of researcher and of university teacher are co-determined. All these elements seem to delineate social relations that can be mediated in a way by technology, understood as a platform that can relate distant social groups, acquire a perspective of constantly multi-sited analysis of problems and pay attention to specific relational dynamics. Ways and contents can be reconnected and contribute to the acquisition of a critical and scientific habitus of a 'g-local' type, rather than an adaptive and reproductive one.

In these cases, university institutional engagement, understood as emancipating public action, attempts in various forms to relate social groups involved in the same problem but separated by 'lines' of spatial, social and relational segregation. Finally, the panel intends to explore the hypothesis of an evolution of the University in a participatory key, collecting contributions on practices of university work aimed at making intelligible the processes of change taking place, paying attention to the actors and the territories they inhabit.

Proposals are welcome on the following topics, with particular interest in exploring empirical cases:
●Activities of public engagement attentive to the protagonism of social groups not very visible in the public

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scene;

●Activation of participatory and collaborative methods linked to a meta-reflection on the knowledge that is being built and oriented to generate emancipation in students, professionals, organizations;

●Research and teaching practices centered on professional and non-professional tacit knowledge;

●Pathways between universities and organizations of the third sector and other institutions that have generated new knowledge and change;

●Structuring of processes of reflective and creative learning located outside the classroom, in neighbor-hoods and urban peripheries;

●Expressions of autonomous student collective subjectivities aimed at affecting the how and why of their university education.

●International experiences of self-reform of university didactics by teachers and students read in a comparative key.

References

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Appadurai, The future as culture fact: Essays on the Global Condition, Verso Books, NY (USA), 2013.

Pellegrino, Tarsia, Schirripa, (2019), Situated Teaching and Democratization of Tertiary Education. A Framework for Practices, in Scuola Democratica, 4, pp. 279-295.

Wenger-Trayner, Wenger-Trayner, (2020) Learning to make a difference: Value creation in social learning spaces, CUP.

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 AB-STRACT 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.

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