

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**:

E.15 UNDERSTANDING SOCIETY USING DIGITAL SPACES AND RESOURCES: TEACHING AND LEARNING PATHS IN HIGHER EDUCATION

Convenors

Maria Carmela Catone (Università di Barcellona); Paolo Diana (Università di Salerno)

Keywords

digital space; digital society; social sciences teaching; higher education; digital resources

During university courses - especially in the field of social sciences - students are guided towards the development of the wide range of competences needed to grasp and interpret the complexity of the phenomena that characterize contemporary society: theoretical (knowledge and development of conceptual categories); methodological and technical (selection of the appropriate methods and techniques for collecting, analysing and interpreting information); linguistic (development and rigorous use of a scientific vocabulary); social (relationships within the scientific community and other stakeholders); communicational (exchange of ideas with different actors); etc. (Ni, 2013; Ferreira & Serpa, 2017).

In this wider context, Internet and ICT play an important role in the acquisition of some of the above-mentioned skills thanks to the vast and increasingly valuable source and assemblage of information, knowledge, arguments and tools (open data, social networks, info graphics, etc.). These numerous resources - many in open and free format - need to find a place in the construction and implementation of university educational paths as they can open up new possibilities for understanding social phenomena. Even the pandemic caused by the spread of Covid-19 has certainly produced an acceleration in the use of these digital resources by many university professors who come across a generation of students increasingly immersed in the digital world and that usually possess a high familiarity with web interfaces and languages. In this perspective, due to the different artefacts and tools offered by the Internet as well as the increasing data and information overload, the role of the university teacher is fundamental to guide the student to its informed use and to readjust and transmit new content and knowledge without losing the methodological rigor and heuristic value of the scientific knowledge. The ongoing challenge is to shape and articulate the necessary educational processes to foster the understanding of the characteristics of contemporary society through the use of new digital artefacts by channelling them into a scientific framework. These changes require a reflection on a wide set of aspects: for example, the characteristics of the learners sharing the semantics of digital spaces as part of their cognitive and cultural background in everyday life; their active role in the learning process: students as social participants "on the net" do not simply "consume" information produced by others, but they can create other contents and dynamically interact in the process of creating knowledge; the domains of the digital competence playing a central role in improving the understanding of social phenomena; the choice of the appropriate pedagogical approaches; etc.

The panel aims to host theoretical reflections and teaching and learning experiences at a university level

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concerning the use of the digital space for the development of practices and skills aimed at supporting the analysis of social phenomena.

Proposals dealing with this topic are welcome, especially if they take into account aspects such as pedagogical models, technological and disciplinary issues, socio-cultural characteristics of students and processes of self-reflexivity.

References

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- Lupton, D., Mewburn, I., & Thomson, P. (Eds.). (2017). The digital academic: Critical perspectives on digital technologies in higher education. London: Routledge.
- Raffaghelli, J., Manca, S., Stewart, B., Prinsloo, P., & Sangrà, A. (2020). Supporting the development of critical data literacies in higher education: building blocks for fair data cultures in society. International Journal of Educational Technology in Higher Education, 17 (58).

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.