

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.4 TRAINING EDUCATIONAL PROFESSIONALS DURING THE PANDEMIC: IMPACT, LEARNING, STRATEGIES AND NEW DIDACTIC CHALLENGES FACED BY THE UNIVERSITY TRAINEESHIP

Convenors

Cristina Palmieri (University of Milano - Bicocca); Silvio Premoli (Università Cattolica of Milano)

Keywords

traineeship; Educational Professionals; University Teaching; Pandemic; Educational Services

The pandemic experience has introduced deep transformations in lives and in individual and collective project trajectories, requiring people, work contexts, institutions and even universities to reinvent themselves, focusing on new interpretative models and using new tools to manage the emergency. With the aim to keep students' training proposals within sustainable processes, the university has tried to assume a role of accompaniment and support, introducing various didactic experiments, according to the continuous evolution of the current situation. The pandemic has made even more evident the central role of the university in society, sometimes supporting its changes, other times proposing innovative and strategic responses to emerging problems and challenges. If the commitment to promote actions with a significant social impact (inclusion, gender equality, reduction of inequalities, reconciliation, people well-being) is inscribed in the university's institutional mandate, the didactic transformations introduced for health security reasons, first of all the transition to digital, require careful and critical reflection on their impact on learning processes and on the reduction/amplification of disequilibrium and inequalities. As regards the training of educational professionals, it is particularly important to reflect on the limits and opportunities of experiential-reflective courses carried out on-line. The formative power of traineeships, in fact, has always been recognized in the possibility offered to students to experiment within professional contexts, developing an immersive knowledge, from which they can derive approaches and methods, techniques and actions to compose the profile and the professional culture of educators and pedagogists, in terms of knowledge and skills. For students, the traineeship within the services has always represented the place par excellence of learning by doing, as it is a chance to learn from experience. The pandemic has prevented or greatly reduced the possibility for students to go into services, and has also led to the transfer of reflective activities from the "real" classroom to digital environments. Which impact have all these dimensions had on the students' learning experience?

The focus will be on degree courses dedicated to educational professions, focusing on the peculiarities and characteristics of what is proposed in the active and experiential training of educators and pedagogists. The panel would like to collect contributions - both theoretical and based on experiences and research - capable of re-reading the experience of educational professionals' university training, with a specific focus on traineeship, answering some main questions:

- Which learning emerges from the traineeship experiences carried out in emergency times? Which strategies have proved effective from a didactic point of view? Which are the critical issues, but also the possible implementations?
- Which role does the University play in facing the social changes that the pandemic has caused or accelerated? How to prepare future educators/pedagogists to move within a world that is rapidly changing, according to

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unpredictable trajectories?

- How to accompany future educational professionals who have had different training opportunities and, perhaps, reduced formative chances in qualitative and quantitative terms, to enter the world of work, deeply affected by the COVID-19 emergency?
- How can university contribute to contain the inequalities and the different expressions of poverty (economic, educational) that the pandemic has exacerbated and that will characterize the society (and therefore the students' life stories) as well as the world of educational services and the organizations of the third sector?
- Is it possible to experiment alternative methods of knowledge/experience in professional environments, considering the potential offered by technological innovation? Which learning opportunities could be imagined in this case?

References

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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.

CALL FOR ABSTRACTS/PAPERS