

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.9 UNIVERSITY AND ACTIVE CITIZENSHIP. DIDACTIC PRACTICES AND METHODOLOGICAL TRAJECTORIES FOR THE DEVELOPMENT OF CREATIVE AND CRITICAL THINKING

Convenors

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Keywords

critical thinking; active citizenship; creativity; learning methods; soft skills

Scenario

Higher Education Systems are nowadays in a context dominated by complexity, unpredictability and unexpected, where different elements contribute to determine this state of crisis “multifaceted and multidimensional” (Morin, 2008), which involves a variety of aspects of individual and collective life and public sector. The global pandemic emergency of the last months forced universities to rethink not only their organizations in the social environment but also to transform and renovate in learning and teaching processes, supported by digital technologies, which increase creative learning and soft skills useful for the exercise of active citizenship. The sense of active citizenship is not only pursuable through the institutionalization of specific curriculum to teach but through each available tool: from the dissemination of best practices to the informed and critical use of new media, and to the promotion of setting that cultivate capacity of reflection and argumentation (Sciolla, 2019). Crouch too (2020), underlines how active and inclusive citizenship, critical-emancipatory thinking and cultural awareness are nowadays real assets able to train new generations, as well as being effective in contrasting populist drifts. In the book “Postdemocracy” (2004), the Author highlights the relevant opportunity to use as strategic leverage civic movements, critical thinking, environmental activism and education of new generations also in the use of social media. Hence, we notice the importance of promoting a reflection on the role of university in supporting students (future professionals) to acquire an active role in citizenship more “practiced” than “declared”.

Purpose of the Panel

Against this backdrop, the Panel intends to offer a reflection on methods and practices of teaching that support creative and critical learning for the active citizenship of students. The aim is to elicit the encounter of scholars and practitioners interested in stimulating the development of creative thinking through didactic practices and methodologies, embedded in teaching, capable of designing learning settings where to develop critical competences. The overall goal is to build a dialogic space of exchange which allows to share experiences, research paths, experimentations, theoretical analysis, which offer stimuli to intercept promising practices for cultivating creative thinking.

Conceptual Framework

Possible conceptual framework are composed by the critical-emancipatory approach to adult education (Brookfield, 2017), from the theory of active, informal and incidental learning (Dewey, 1949; Watkins, & Marsick, 2020), and from teaching & learning methods with high level of cooperation (Perla, 2020; Fedeli

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et al., 2020). Moreover, the referring to the analysis of the European Normative on the development of competences of active citizenship (European Recommendations on Lifelong Learning, 2018/C 189/01), according to which the stimulation of students' critical thinking could be the strategic leverage for promoting community development, inclusive society, able to pass through uncertainty scenario as the current one affected by Covid-19 pandemic.

Call for proposal

The contributions are invited to address the following questions:

- How to educate citizens able to actively participate in their communities and to contribute creatively to the development of inclusive societies?
- Which methodological trajectories and practices are more efficient in supporting the competences of creative thinking in university students?
- Which organizational and institutional actors could be involved to contribute to the development of creativity and critical thinking?

The proposal can be based on:

- A. Research (quantitative or qualitative research, action research, case studies, etc.);
- B. Experiences of specific practices (in classroom settings, methodological paths, practice-based learning, etc.);
- C. Theoretical proposal (reflections, systematic review, meta-analysis, etc.)

Contributions from a variety of different disciplines and countries are welcome.

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.