

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**:

G.3 REINVENTING INCLUSIVE EDUCATION THROUGH TECHNOLOGIES: INTERNATIONAL GOOD PRACTICES AND EXPERIENCES

Convenors

Emanuela Spanò (University of Cagliari); Francesca Peruzzo (University of Birmingham)

Keywords

Inclusive technologies; Learning experiences; Effective transitions; Accessible practices; Digitalisation

The COVID-19 pandemic and the subsequent move to distance teaching and learning both exposed old and new inequalities and opened fresh discussions on digital inclusive education. Surely, the inevitable reliance on technological devices and Internet connection have created new forms of exclusions, with huge disparities across students from different socioeconomic backgrounds, abilities, race, ethnicity and gender in accessing remote learning and digital education. More specifically, recent studies (UNICEF, 2020), conducted throughout the first wave of lockdowns across international contexts, reported that among 71 countries worldwide, less than half the population had access to the Internet. Despite this disparity, 73% of governments resorted to online platforms to deliver education while schools remained closed, strengthening unequal mechanisms of social reproduction amongst the more disadvantaged children and families (Selwyn & Jandrić, 2020). Furthermore, the swift move to remote and digital learning caught many schools unprepared, raising concerns on the level of preparedness of teachers in facing the pedagogic challenges of new digital technologies, as well as the psychological and moral impact that affected them and their social responsibility.

At the same time, the pandemic has represented an opportunity to reinvent inclusive education and to identify mechanisms to support and enhance accessibility. Digital technologies have clearly been central to the response to the virus, moving from assisting learning processes to being indispensable for all children's educational experience. Indeed, digital education has enabled greater participation of students with a wider range of needs and abilities and from different social categories at all levels of education; and the flexibility proper of educational technologies has allowed both to develop different teaching and learning strategies and to promote new good practices in enhancing accessibility and reaching more children and young people. In fact, recent studies (UN, 2020) have shown how the pandemic has also opened virtual spaces in which technologies can level off and equalise students by moulding onto their abilities and enhancing diversity of modalities of learning. These new ways of teaching can open for rethinking inclusive learning experiences for children from different backgrounds and/or home circumstances.

However, we still know little about what inclusive practices work best and why. Given the global nature of the pandemic, seizing these openings can entail intersecting successful digital strategies on a macro, international level, with a micro-level of best pedagogical practices in educational and social contexts (Armstrong et al, 2010). Aiming to meaningfully and practically contribute to a compelling and still unsystematised debate, the panel welcomes contributions focused on good inclusive educational practices and effective transitions from early childhood to upper-secondary education across international education

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CALL FOR ABSTRACTS/PAPERS

experiences. In other words, the panel aims to stimulate discussion drawing upon international experiences of teachers, parents and students, and it seeks to gain a practical understanding on how a global pandemic and the digital (and remote) turn to teaching and learning can successfully inclusively reinvent the intersection of physical bodies, technological materialities and virtual possibilities, especially in view of future experiences of blended education. For such reason, we welcome critical international contributions on topics including, but not exclusive of:

1. Accessible and inclusive technological practices for students and pupils across all study levels (0-6 to upper-secondary education);
2. Accessible and inclusive technological practices for teachers and parents;
3. Emerging inclusive teaching and learning digital practices.

References

Armstrong A.C., Armstrong D. & Spandagou I. (2010), *Inclusive Education: International Policy & Practice*, London: Sage.

Selwyn N., Jandrić P. (2020), "Postdigital Living in the Age of Covid-19: Unsettling What We See as Possible", *Postdigital Science and Education* (2020) 2:989–1005 <https://doi.org/10.1007/s42438-020-00166-9>

UNICEF (2020), *Unequal access to remote schooling amid COVID-19 threatens to deepen global learning crisis*.

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.