

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.6 THE DIGITAL LITERACY WE NEED IN CLASSROOMS: TEACHERS' ONLINE COOPERATION AS A SOURCE OF PROFESSIONAL CULTURE

Convenors

Vincenzo Schirripa (LUMSA); Giovanni Fulantelli (ITD CNR); Vanessa Roghi (fellow Columbia University)

Keywords

Digital Humanities for Teaching; Open Educational Resources; Community of Practice; Teachers' Cultural Participation and Consumption; Teacher's Self-Organisation

The panel explores experiences and opportunities of teachers' self-organization focused on selection, use and production of digital resources for teaching, with prevalent but not exclusive reference to primary school. The progress of information technologies is on the same evolutionary line that has led to hyper-literate and educated societies. The school we know is the result of dialectic between different socio-educational projects, technological evolution and market, expansion of cultural consumption. School publishing is a relevant example: the textbook determines teaching practices but the professionalization leads some teachers to build alternative tools with a critical attitude. The production of textual artefacts is a key for cooperation between students and mobilisation of teachers in Freinet's approach: the alternative is to create a library in each classroom and promote writing and reading strategies to create original 'masterpieces' (i.e. free text, school correspondence, students' journal). The relationship between literacy and cultural participation is a dynamic frontier. Expectations are growing about the levels of awareness that an adult audience is supposed to have in order to decode the media flow, the meanings carried by images, audio-visuals, scientific information. The market is crowded with books promoting such "sectorial literacies" and juxtaposing "the high" and "the low" of mass culture: it's a feature of schooled societies that takes place outside the classroom, and school is likely to come second. Which criteria can inspire teachers' personal and professional "onlife" in such a scenario?

The outstanding availability of resources in the Web follows commercial profiling criteria: a trend towards pluralization but also homologation and separation of experiences related to readers' socio-cultural conditions. The concept of echo chamber can be translated also to describe the risk of a socio-cultural segregation reproducing itself in classrooms. If we recognize the school's task of cultivating communication between social environments, two responsibilities follow for the teachers' community and for the actors involved in their professional development: a mutual aid for a more demanding selection of resources for personal and professional use; a narrow connection between cultural participation (De Mauro, 2014) and educational craftsmanship. The panel focuses on teacher training in digital ecosystems starting from two assumptions:

- the ability to recognize and choose also depends on the awareness of the way in which educational objects and paths are made; by producing such cultural artefacts, we learn better how they work. Several examples are available in the abundant literature on Open Educational Resources (OER), on their co-production and on the co-design of learning processes through technologies.
- The center of pedagogical authority and cultural mobilization can be, even today and even more so, self-

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CALL FOR ABSTRACTS/PAPERS

organized teachers who share their practices, as in the Wenger's Community of Practice model.

The panel intends to collect contributions from various disciplinary and professional areas. Amongst the others:

-Contributions aimed at proposing classification criteria for online tools and resources, their diachronic development and an international comparison of the repertoires addressed to – or somehow used by teachers; including the use of specialised disciplinary repertoires.

-Historical surveys on professional teachers' self-organization, on alternative practices to textbooks, on the movement for kids' reading and the contribution of specialized actors in selection and production of quality books.

-Ethnographic research on the ways in which teachers actually use the Web for personal and professional purposes.

-Contributions aimed at presenting methodologies and strategies for teachers in the co-creation of learning resources and processes through technologies.

-Examples of present scenarios illustrating the relationships between digital technologies, the selection, use and production of digital resources for teaching, and the changing forms of schools and schooling, mainly in primary school settings.

References

De Mauro, T. (2014). Storia linguistica dell'Italia repubblicana. Dal 1946 ai nostri giorni. Roma-Bari: Laterza.

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Freinet, C. (1964), *Les Techniques Freinet de l'École moderne*. Paris: Colin.

Wenger, E., McDermott, R.A., & Snyder, W. (2002). *Cultivating communities of practice: A guide to managing knowledge*. Harvard Business Press.

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.