Scuola democratica | il Mulino

3-4-5 JUNE 2021

REINVENTING EDUCATION
second international conference

http://www.scuolademocratica-conference.net
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CALL FOR ABSTRACTS/PAPERS

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.8 REINVENTING THE DIGITAL LITERACY OF TEACHERS AFTER COVID-19 PANDEMIC

Convenors
Marco Lazzari (University of Bergamo); Laura Sara Agrati (University of Bergamo); Paolo Raviolo (eCampus University)

Keywords
Digital literacy; Teachers competences; Techno-pedagogical skills; Inclusiveness; Preventing exclusion

The contemporary emergency of the global pandemic has re-proposed the digital prosthetic dimension as amplified, making it the main space for communication and daily sociality. Technologies are anything but neutral and this non-neutrality is even more valid within the educational field. The implementation of technologies in the educational field requires at least: a. arrangement of policies at local, national and international level; b. changes in infrastructure conditions (provision of broadband and boyd); c. adaptation of the design and delivery processes of services - whether they are educational, training or specifically instructive - which involve ever greater 'miniaturization', 'multimediality', 'reticularity', 'inclusiveness' (Lazzari, 2017); d. redefinition of roles – i.e. new relationship between teachers, students, support figures such as tutors and facilitators, technologist experts; e. updating the skills of service users, whether they are teachers, students or families. 'Evidence based' research (Hattie, 2016) considers technology not per se a guarantee of learning outcomes and teachers as the most important actors in the educational process, the agents of effective change at school. How to make these dimensions coexist: the non-neutrality of technologies, especially in the educational field, and their non-substantial influence on the learning processes of students, on the teaching products interventions? A first answer could be the preparation of teachers, the investment in their ability to manage complexity through the functional and prudent, 'intelligent' and wise use (Rivoltella, 2013) of technologies within the educational, didactic and instructive practice. The DigCompEdu framework (Redecker, 1917) allows to explain this complex digital literacy of teachers in knowing how to choose the effective means to favor the participation, preparation, growth of students, made up of professional engagement, collaborative capacity and openness to differentiation and personalization.

The pandemic crisis due to COVID-19 has pointed out, however, that in terms of technological-digital training, teachers are still lacking those pedagogical skills that concern involvement of students, personalization of proposals, evaluation of results, differentiation of study programs (Schleicher, 2020). It also helped to understand how much initial and in-service teacher training should invest not only in technical-instrumental but above all in 'techno-pedagogical' skills (Koehler et al., 2013), in planning and organization of mixed learning environments - face-to-face and online -, in the willingness to opening up to the technological ecosystem, to new ways of delivering education. The panel will collect scholars from different areas of investigation and referents of different levels of the educational-instructional field that are interested in discussing a common question: 'how and to what degree of depth the use of digital technologies, mainly in the pandemic phase, has the profile of teachers' skills changed?'. Starting from this central question, a series of other paths of reflection and comparison will branch out, such as:

- how to reinvent the digital literacy of teachers after the pandemic emergency?
- how to conceptualize the role of digital in contemporary educational models, also taking into account life contexts?
- how did the emergency situation actually test the techno-pedagogical skills of teachers?
- what unexpected skills emerged in an emergency situation?
- how have schools coped with in-service training in the urgent need to recover the digital divide?
- how to make the digital dimension of teaching sustainable for teachers, pupils, schools and families by preventing new forms of exclusion (competence, digital divide, time, space)?

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 AB-STRACT 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.

Scientific Committee   **Organizing Committee**   **Conference Partners**