

REINVENTING EDUCATION

second international conference

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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.9 ACTIVE LEARNING IN CLASSES. ANALYSIS OF EXPERIENCES ON TECHNOLOGY- ENHANCED FEEDBACK IN SCHOOL AND UNIVERSITY CONTEXTS

Convenors

Chiara Panciroli (Università di Bologna); Pier Giuseppe Rossi (Università di Macerata); Anna Di Pace (Università degli Studi di Modena-Reggio Emilia)

Keywords

Feedback ; Education technology; Active learning ; School context; University context

The current emergency undoubtedly changed the landscape of education in short and mid-term. During the COVID-19 pandemic remote teaching, i.e. use of technology became an absolute necessity, which, in its turn requires a rapid paradigmatic change in many aspects of the educational experience. While innovative diffusion and adoption usually takes place in a certain logic and is usually gradual, in the current situation we have a diffusion of learning technologies at an unprecedented scale. At the same time, the current situation is an authentic, massive and up-close case study for education and especially for the field of technology-enhanced learning and distance education. While the situation demonstrated the potential of educational technologies, it also revealed the boundaries for transformation and educational innovation in an authentic manner. By innovation we mean a transformative process, that is at the heart of educational innovation. There are several important dimensions to consider: reorganisation and planning (curriculum, resources, tools), innovation (transforming current practices), reflection (collecting the data on the emergency experience to reflect on future).

In this scenario, we can see some threats and opportunities in the current crisis: one of the threats is quality of the actual teaching/learning and assessment processes if not thoroughly and holistically thought through. At the same time, this new reality clearly can open up opportunities for digital and educational transformation, if planned, with a design in mind (on policy or learning level). At the moment, not enough attention has been given to the pedagogical reorganisation processes, pedagogical innovation and digital pedagogy, and the role of learning design. Providing swift and useful feedback to students was a major challenge for teachers long before Covid-19 opened school and university education across the world. But the pivot to online teaching and assessment in recent months has underlined just how difficult this crucial, and also time-consuming, task has become. This reveals that maybe it is time to reexamine the paradigm of teacher-student feedback altogether in these odd times of enforced distance learning. As is well-known, teacher-student interaction and feedback are vital for educational quality, notably to activate prior knowledge (Hattie & Shirley, 2018; Laurillard, 2012), to reduce cognitive overload (Sweller, 1994) and to avoid the risk of misconceptions (Hattie & Yates, 2013), to resolve cognitive conflict and solicit self-regulation processes in generation and revision of conceptual knowledge (Laurillard, 2012). Feedback is

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considered as the “information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one’s performance or understanding” (Hattie & Timperley, 2007, p. 81). Feedback reduces the gap between the current status and the desired result (Hattie & Yates, 2013), receiving feedback helps students develop a greater understanding of lecture materials (Mayer et al., 2009). ICTs were used to integrate different types of feedback. The results show how adoption of ICTs provided opportunities to improve the quality of feedback with positive implications for motivation, regulation and generation of new understanding.

Nowadays, feedback research is highly diverse and digital technologies offer an abundance of new formative assessment systems and feedback procedures. In this panel we would like to discuss the aspects that are relevant for improving feedback on computer-assisted multiplietier assessments: feedback content and learners’ perception and use of feedback.

In particular, we would like to try to answer to some questions:

-Is feedback one of the tools that can renew teaching?

-With which formats and languages can feedback be supported? What experiences are there in this regard?

-How and to what extent may the use of ICTs support a combined approach to feedback, including regulation, transformation and motivation, with positive implications for students’ learning and engagement?

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.

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