

INVENTING 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**:

H.13 MAKER EDUCATION BRING INTERDISCIPLINARY ACTIVITIES INTO CURRICULUM THROUGH INNOVATIVE USE OF BOTH INTERNAL AND EXTERNAL SCHOOL SPACES

Convenors

Lorenzo Guasti (INDIRE); Giovanni Nulli (INDIRE)

Keywords

maker education; interdisciplinary; differentiated learning and teaching; innovative educational spaces; outdoor learning

Maker culture in education can be represented by a mindset of attitudes and competencies (Maker Media 2013) useful for active pedagogy: attitude to practical activities; attitude to share; attitude to learn; attitude to use and create tools; attitude to play; attitude to work in group; attitude to be supportive.

It means that maker culture can provide motivations, tools, or new scenarios to teachers as well as more students' centred activities based on self-guided learning paths. This mindset can overcome a "one size fits all" strategy to enable truly differentiated education (Coffey, 2011)

These ideas aim to improve students' learning, identity, and self-efficacy, especially in STEAM disciplines, while simultaneously exposing students to learning contexts in which they can exercise complex problem solving and invention. As education systems need to apply curriculum, didactic and assessment approaches and as well empower students by adopting scientific habits of mind it is necessary to teachers to design maker activities to be curriculum oriented and not to create just external labs. This is the way to integrate maker culture and to effectively change every day school routines. Maker activities in school can cover a wide range of activities: from more technical oriented to the one using raw materials, students has to create artifacts. For that reason, students need tools to work with, as well as space where they can move, have free access to tools, and work in groups: makerspaces are the new labs where different topics can work together into specific projects in a space variously equipped. So makerspaces and maker culture can introduce new ways to use internal spaces (Nulli & Guasti 2019).

Not less important is investigating what happens when the maker pedagogy go outside the wall of the School meeting the principles of the outdoor education (Blikstein & Guasti 2020). It creates a new environment for maker culture and new interesting scenarios. Especially in this year of pandemic situation, outdoor education can provide solutions for a student centered pedagogy keeping together safety and active pedagogy.

This panel aims to study maker activities in the following contests:

- Interdisciplinary activities designed with maker approach: students create their own artifacts using technological tools or raw materials;

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- Activities lead into equipped spaces, where students create their own artifacts, rethinking space a significant way;
- Activities lead outdoor, where students create their own artifacts using in a significant way the opportunities (and the constraint) of the outdoor spaces and the relationship between inner and outer spaces.

References

- Blikstein, P., & Guasti, L. (2020). Taking Constructionism Outside: Combining outdoor education, maker pedagogy, and constructionist learning. *IUL Research*, 1(2), 186-195.
- Coffey, S. (eds) (2011) 'Differentiation in theory and practice. In S. Coffey, J. Dillon & M. Maguire (eds), *Becoming a Teacher: Issues in Secondary Education*, pp. 197–209. New York: Open University Press.
- Maker Media. (2013). *The makerspace playbook: School edition*. Retrieved from <http://makered.org/wp-content/uploads/2014/09/Makerspace-Playbook-Feb-2013.pdf>
- Nulli G., & Guasti L., *Creare un Makerspace: I casi dell'IC Largo Castelseprio e del Secondo IC Montessori-Billotta*. In Tosi L. *Fare didattica in spazi flessibili*. (2019). Firenze: Giunti Scuola.

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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