

# REINVENTING EDUCATION

second international conference

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

The **2<sup>nd</sup> 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.4 TRAINING A DEMOCRATIC TEACHER: BETWEEN INDIVIDUALIZED TEACHING AND FORMATIVE EVALUATION

### Convenors

Guido Benvenuto ("Sapienza", Università di Roma); Ira Vannini (Bologna, Alma Mater Studiorum)

### Keywords

Teacher professionalism; Teaching practice and evaluation; Teacher training and Teacher Professional Development Research (Ricerca-Formazione); Citizenship and democracy beliefs; Equity and teaching style evaluation

Perspectives and identities in teaching are central dimensions in pre-service and in-service teacher training courses. The teacher who is able to transmit, encourage, support authentic activities, motivate and promote social change (Pratt, 2002), is also able to provide different and complementary approaches. Teachers' different conceptions and beliefs on school and learning are reflected in the practices and school identity of the teacher him/herself and the institution in which he or she works. The identity of mentor, facilitator, co-builder of knowledge with students moves towards the perspective of a democratic teacher. The teaching style, with its long tradition of research in the field, must today involve the professionalization of the teacher and therefore concern the continuous training of the teacher's professional identity. The pivotal and transversal function of educating to citizenship, for the training of a civic sense and a spirit of solidarity, is one of the most recent dimensions of teacher training. This perspective of education for democracy, through the different teaching models, must be declined in the re-organization of educational practices with a necessary interdisciplinary perspective (sense of collaboration and collegiality), organizational-direction (class management and rethinking of spaces for learning) and innovative teaching (face to face and e-learning). Recent national studies and research on teachers' pedagogical beliefs (Ciani, 2019) focus on identify and promote the improvement of teaching practices, with a view to promoting equity and quality in teaching (Andrea Ciani, Luca Ferrari, Ira Vannini 2021). Democratic teachers and democratic schools are the product of a society open to dialogue, to the educational relationship understood as a common construction of disciplinary knowledge and key citizenship skills. These characteristics refer to Dewey, who saw the school as a tool for training cognitive processes together with a sense of citizenship and attitudes of openness and sharing. An equity-promoting school, therefore, which reflects on the most targeted strategies to achieve these objectives and which refers to the tradition of individualized paths and formative evaluation as a tool for the enhancement and non-selection of students.

Themes and topics to be investigated and presented as surveys and empirical research are therefore:

- the beliefs, practices, teaching strategies of the democratic teacher;

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-the sharing of experiences and studies on educability and the ideal of a democratic school.

The contributions will present research experiences, training with teachers and critical reflection on the skills of the democratically-oriented teacher, but also surveys aimed at detecting variables related to the professional skills of teachers (on their beliefs, concepts, values; on the design of their teaching and evaluation practices), through observational, descriptive and / or correlational studies, that might also be used for the development of indicators and the validation of teachers' attitude scales.

## References

Pratt, D. D. (2002). Good teaching: one size fits all? In An Up-date on Teaching Theory, Jovita RossGordon (Ed.), San Francisco: Jossey-Bass, Publishers.

Ciani A., (2019). L'insegnante democratico. Milano: Franco Angeli.

## 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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