

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**:

H.9 SCHOOL SYSTEM AND DAILY SCHOOL. LEARN ABOUT PRACTICES AND MAKE SENSE OF EVALUATION TO PROMOTE INNOVATION

Convenors

Renata Viganò (Università Cattolica del Sacro Cuore); Piero Lucisano ("Sapienza", Università di Roma)

Keywords

Practice; Evaluation; Innovation; School; Culture

The pandemic has hit the school and yet, amid a lot of difficulties, schools have continued to operate, parts of the system but –somehow– despite the system. In a scenario that remains uncertain, the panel aims to collect contributions to deepen the complex relationship between the school system and the "daily school"; in particular, it aims to discuss the knowledge and enhancement of the practices of teachers and school leaders as a key to innovate the system. The panel crosses the themes of three thematic focuses: Teaching practices: research, visions, cultures; Synergies between educational and organizational innovations; Teaching practices and evaluation.

The contributions will be linked to the following issues, highlighting their virtuous interconnections.

a) What's education for?

Deep thinking about school has been replaced by a fragmented number of themes and actors: EU, OECD and WB have given the guidelines; vocationalism has driven education to economics and work, to the detriment of a disinterested but not for this naïve idea of culture. School government faces PISA evaluations; global agendas are drawn up; the impact of technology is expected; guidelines are outlined, from accountability to test-driven improvement. But the mission of the school should be seen in relation to the transmission of culture, the construction of knowledge, the function of cultural regeneration. Rediscovering the value of culture, the sense of knowledge and education contributes to draw a new humanism. In this challenge, priority has to be given to the pedagogical thought, crushed by transnational evaluation technostructures, sidelined by organisational concerns and debased by test-driven reforms.

b) Get to know the school in depth

The school of our country is not uniform: there is not a single characteristic educational tradition nor an alignment with models of other countries; there are good students and good teachers, children who are well motivated by their and teachers, parents who participate in their children's school experience, but there are also students with basic gaps and teenagers who do not care about school. Not considering this plurality of plans shifts the focus only to national policy decisions and neglects practice in schools, losing sight of the fact that the success or the failure of school reforms are played out in the classroom.

We need to get to the heart of school experiences and understand how schools work, change, retain a wealth of ideas and energies that makes them exist and sometimes thrive. Listening and observing is a

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way to look to the future. Dewey pointed the way forward in the examination of reality: in Schools of tomorrow he describes the schools visited as models capable of anticipating the future. Years later Ferrière moves from the analysis of some model schools and thus documents the active school in the world.

(c) The meaning of evaluation

The sense of the school and of the teacher's work must also be rediscovered by restoring meaning to evaluation. The teacher-evaluator code includes phrases to talk about failure, expressions to encourage, and terms to sanction. No less peculiar is the communication between school and parents: the pedagogical and the legal register, the common and the sectorial language are mixed, with semantic interstices to be decoded.

In fact, the progressive construction of the evaluation area has given rise to a regulatory jungle in which stages, appointments, exams, tests, judgments and grades have their own and specific regulations. Existing contradictions and possible conflicts undermine the credibility of the entire school assessment and, consequently, make grades and exam results problematic, deeply eroding a backbone of education and school, with a strong impact on students and families.

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.
