

REINVENTING EDUCATION

second international conference

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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 multi-disciplinary 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**:

I.1 BEYOND SCHOOL AND FAMILY. GENDER EDUCATION AT PLAY IN THE STREET

Convenors

Caterina Satta (University of Cagliari); Roberta Bosisio (University of Torino)

Keywords

childhood; peer cultures; urban spaces; deviance; education

Family and school are the main domains of gender socialisation in childhood.

These are the two main contexts for reproducing the most traditional and stereotyped representations of masculinity and femininity or, on the contrary, deconstructing them – in favour of education more respectful of differences.

However, as we know, educational processes are not limited to the structured activities inside school or family. Elsewhere, other socialisation processes take place, and these processes also have an educational nature, but they are not "governed" and controlled by adults.

Although school is no longer the place of a one-way transmission of norms, competences and knowledge, it remains a place (both physical and social) organised by adults, who rarely *see* and *recognise* children's autonomous spaces of action where, from an early age, they construct their own worlds, made by their rules and "knowledge". On the contrary, when the role of the peer group is *seen* and valued, it emerges primarily in public discourse as a manifestation of "bullying", i.e., incorrect socialisation that should be controlled and punished.

Nevertheless, as scholars of juvenile delinquency and subcultures highlight, youth street groups cannot always be labelled as deviant, but can be groups characterised by alternative forms of representations, behaviours and lifestyles (Berzano, Genova 2015).

The issue of gender in childhood has also been mostly addressed starting from adults' perspective. Indeed, adults play a prominent role in the process of gender socialisation in childhood, while the role of peer groups and other peer-to-peer relationships remain in the background (Corsaro 2003; Thorne 1993). As a result, socialisation remains something that *is done to* children, rather than being interpreted as a relational process to which they give their own meaning through their contextualised, biographical experiences (James 2013).

The aim of this panel is to investigate the debated processes of gender education from the theoretical approach of the sociology of childhood, highlighting children's and pre-teens' views on the gendered processes which operate in the liminal places of their daily lives.

What ambivalences can we detect in the street, too often described as the domain of deviant youth subcultures? Could the street be seen as an "educational" site for resisting essentialist assumptions and dualistic categories of male/female (as is the case of young girls increasingly engaged in urban sporting practices) or a place where hegemonic masculinity and emphasised femininity (Connell 1987) are learned and confirmed?

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The proposals should address, among others, the following issues:

- What happens among peers beyond adults' control, in the vacuum of spatiotemporal jurisdiction existing between school, home, and recreative centres;
- The role liminal urban spaces can play as "dangerous teacher" or, on the contrary, as spaces of agency, even in bodily terms;
 - Children's and pre-teen boys' and girls' practices aimed to emphasise or resist gender stereotypes;
 - How boys and girls "do gender" appropriating and creatively reinterpreting the dominant elements of gender culture;
 - How these appropriative processes are interpreted/translated and valued by school institutions, families and in the common discourse.

References

- Berzano L., Genova C. (2015) *Lifestyles and Subcultures: History and a New Perspective*, New York-Abingdon, Routledge
- Connell, R. W. (1987) *Gender and power*, Stanford, Stanford University Press.
- Corsaro W.A. (2003), *We're friends, right? Inside kids' culture*, Washington DC, Joseph Henry Press.
- James A. (2013), *Socialising children*, Basingstoke, Palgrave Macmillan.
- Thorne B. (1993) *Gender Play. Girls and Boys in School*, Open University Press, Buckingham.

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 submissions 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 presenting author can submit **only 1 ABSTRACT** or **only 1 PAPER** at the Conference.

You may be co-author of a second, third ...*n*th... submitted **ABSTRACT/PAPER** only if you are not the submitter of the latter.

The Conference formula is: **1 SUBMISSION = 1 FEE.**

Submitters who are accepted for oral presentation will be permitted to give **only 1 oral presentation**.

Co-authors who do not submit and do not present ABSTRACT/PAPER may access to the Conference via the discounted fee for auditors ([check fees and early bird registration](#))

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:

- ABSTRACTS/PAPERS 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.

Please note, if your ABSTRACT/PAPER is accepted, the presenting author will be permitted a maximum of 20 minutes for oral presentation.

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