

INVENTING EDUCATION

second international conference

<http://www.scuolademocratica-conference.net>
sdconference2021@scuolademocratica-conference.net

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**:

A.1 LINGUISTIC PLURALISM AND MINORITIES IN A NEW GLOBAL PERSPECTIVE: EDUCATION AND LINGUISTIC POLICIES (THEMES 2, 12)

Convenors

Antonietta Marra (Università di Cagliari); Giulia Grosso (Università di Cagliari), Antonietta De Feo (Università Roma Tre)

Keywords

minority languages; linguistic policies; educational policies; linguistic rights; school inequalities

Nowadays, old and new minorities (which have arrived with the most recent migratory flows) share territories and community spaces, giving life to dynamic and complex multilingual realities. The Minority Languages (MLs) that characterize them have become the subject both of specific support and research programs within international organizations (e.g. UNESCO and the numerous EU projects dedicated to multilingualism and plurilingualism) and of legislative interventions promoted by public authorities at national and regional level.

Europe has paid increasing attention to languages in the processes of social integration, in particular for new generations: the recognition of linguistic diversity has given rise to a progressive institutionalization of MLs (historical, regional and new migration languages) in learning and teaching processes (Eurydice, 2019); pilot projects, networks of experts, and "best practices", together with policy recommendations, have mobilized public and private actors around the idea of education as an important space for protecting and enhancing the identities and cultures of MLs.

Since the experiences in the educational field of the last decades have produced very little results compared to those expected from the linguistic policies that guided them (see, for example, Iannaccaro 2010), the renewed interest of institutions on the cultural value of the integration of old and new minority groups in school and educational contexts represents an opportunity to finally achieve this objective.

Policies for the protection and promotion of the use of MLs open up a space of action possibilities that strongly depend on: the dynamics within the educational fields and the political will of its actors; disciplinary cultures and knowledge; didactic devices and existing teaching practices; the learning processes of language competences inside and outside educational institutions; the relationship between educational institution and the social context in which they operate (see Marra, Dal Negro 2020). It is therefore necessary to rethink how the new political, social and cultural scenarios affect the historical link between the processes of linguistic socialization in the educational field, the relations of symbolic power and the dynamics of reorganization of cultural hegemony, both nationally and globally.

The aim of this panel is to initiate a reflection on linguistic policies in the educational field, in order to open a debate on the increasingly complex pluralism of languages and cultures in schools, an interesting issue about processes of global-local hybridization and the assembly of policies.

The panel intends to collect contributions from an interdisciplinary perspective, constituting a space for sharing linguistic, historical, sociological and pedagogical points of view.

The key topics are:

- linguistic rights and management of multilingualism at school;
- institutional pathways of linguistic policies in the educational context;

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- linguistic policies in schools between global and local dimensions;
- linguistic minorities and school inequalities;
- minority language teaching and citizenship;
- the teaching of minority languages: researches, perspectives, disciplinary cultures;
- teachers and the use of minority languages in schools: representations and practices;
- linguistic minorities and education policies for foreign adults in different educational contexts;
- the training of teachers and minority languages;
- multi/plurilingual repertoires, multi/pluricultural realities and school contexts;
- minority groups and languages: linguistic attitudes, representations and identity in the school context.

References

European Commission/EACEA/Eurydice, 2019. The Teaching of Regional or Minority Languages in Schools in Europe. Eurydice Report. Luxembourg: Publications Office of the European Union.

Iannàccaro G. 2010. A dieci anni dalla Legge 482/99. Il plurilinguismo scolastico nelle comunità di minoranza della Repubblica Italiana, MIUR-Direzione generale per gli ordinamenti scolastici e per l'autonomia scolastica, Roma.

Marra A., Dal Negro S. (a cura di), 2020. Lingue minoritarie tra localismi e globalizzazione, Studi AltLA 11, AltLA-Officinaventuno, Milano.

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

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