

REINVENTING 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**:

D.1 NEUROSCIENCES IN EDUCATION. CHALLENGES AND OPPORTUNITIES IN REDUCING INEQUALITIES AND PROMOTING INCLUSION THOUGHT BRAIN-BASED RESEARCH APPROACHES

Convenors

Sara Mori (IUL- Università Telematica degli Studi); Silvia Panzavolta (IUL - Università Telematica degli Studi); Alessia Rosa (IUL- Università Telematica degli Studi)

Keywords

neurosciences; education; class and school level; inclusion; equity

Education systems all over the world are facing a very challenging, rapidly changing historical period, which might have a great impact on the social system: social inequality risk increasing, and school could lose its balancing function in promoting equity. In this complex era, differences in socio-economic backgrounds, cultures and family dispositions to support their children could seriously grow since school might fall behind in its capacity to reduce gaps and provide personalized and empowering educational measures. Therefore nowadays it is ever more important for educational systems to promote interdisciplinary approaches in order to include all students and design customised learning opportunities for all. Educational neurosciences (Oliverio, 2017) offer this interdisciplinary vision and try to translate the evidence on neural mind mechanisms into educational practices and policies. They deal with the possible and mutual impacts of education on the brain and, vice versa, with the ways in which brain mechanisms act on behaviours, by merging neuropsychology and pedagogy know-hows (Immordino-Yang, 2017). One example of this empowering field is represented by the work of CAST (Centre for Applied Special Technology, 2011) on Universal Design for Learning (UDL). UDL identifies three areas of brain neural activity, connected with three different thinking moves, one dedicated to the "what", one to the "how" and one to the "why" of learning. From these findings, researchers have created schemes and recommendations that educators can use to design inclusive learning approaches able to respect and accommodate differences in students needs, intelligences and dispositions. UDL is an example of brain-based indications that educators and teachers can use to plan learning opportunities that support learning for all.

Furthermore, teachers' awareness can increase due exposure to neuroscientific studies concerning students' learning processes, such as learning drives, memory functioning, the impact of emotional and social endeavors on cognition and motivation, and evidence-based research in education.

Schools should invest in teacher professional development opportunities taking brain-based research findings into account and valuing their inclusive potential both for students and for teachers themselves.

Neurosciences can also serve the school seen as a learning organization: at an institutional level, brain-based research can guide and inspire the planning and the design of the curriculum, teacher training

REINVENTING EDUCATION

second international conference

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

initiatives and the layout of educational environments and school scheduling. At classroom level, instead, this area of research can enhance earlier depiction of SEN students, the observations of at risk learners and personalization of educational interventions (Goswami, 2004).

A framework as such can be considered as a primary intervention policy measure capable of reducing risk factors such as differences in students' cognitive, emotional, social and language skills.

Even though the connection between neurosciences and educational policies is not well established yet (Thomas et al., 2019), this is a challenge that various stakeholders should face in order to promote students' motivation, well-being and academic success.

This panel welcomes contributions from researchers, schools, and educational agencies drawing on brain-based research findings and aiming at improving educational and social inclusion, reducing inequality, and supporting students' academic outcomes in every school level and type. The convenors should take this as an opportunity to share theoretical and empirical findings resulting from interventions embedding neurosciences in education.

References

Thomas, M. S. C., Ansari, D., & Knowland, V. C. P. (2019). Annual Research Review: Educational neuroscience: progress and prospects. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 60(4), 477-492.

Goswami, U. (2004). Annual review: Neuroscience and education. *British Journal of Educational Psychology*, 74(1), 1-14.

Immordino-Yang M.H. (2017). *Neuroscienze affettive ed educazione*. Raffaello Cortina, Milano.

Oliverio A. (2017). *Il cervello che impara*. Neuropedagogia dall'infanzia alla vecchiaia. Giunti, Firenze.

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](#).

REINVENTING EDUCATION

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

second international conference

- 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.

CALL FOR ABSTRACTS/PAPERS