

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**:

E.8 RETHINKING HIGHER EDUCATION AT THE TIME OF COVID: CHALLENGES, NEW PERSPECTIVES, CRITICAL ISSUES

Convenors

Stefania Capogna (Link Campus University); Gregory Makrides (EAEC - European Association of Erasmus Coordinators); Erika Župerkienė (Klaipeda University)

Keywords

Higher Education; Lifelong Learning; HE quality assurance; Digital competences; Digital innovation

2020 will go down in history as the year of the COVID-19 pandemic. It is the year in which, in many continents and countries of the world, we had to change our ways to work, study, socialize and live together. Universities too had to deal quickly with the issue of digital innovation and to accelerate a process that has already begun. Since 1999, by the Bologna Process, the European countries have initiated a development program devoted to building a European HE Area, able to face digital challenges (ECER, 2016), by Quality Assurance (QA); among its objectives, it includes the enhancement of LLL through ICT and the definition of uniformed e-learning quality assurance procedures (ENQA, 2009). Three main issues appear central in the rethinking of HE institution, considering different definitions of digital transformation (Ismail, Khater, and Zaki, 2017; Deloitte 2018; European Commission 2019):

- the centrality of person, despite the power of technology;
- the transversal influence of technologies in the development of the training, organizational and social area;
- the importance of performance as "engaged talent".

In the current setting, where digitalisation of processes is extremely widespread, the interactivity and the connectivity help to define new languages and new ways of communicating and redesigning of organizational and social spaces. In recent years, several researches promote the expansion of e-learning in HE. But these works show a partial vision of this change: they are not able to provide an overall framework of the online learning innovation processes. They focus mainly on technological aspects, imagining the development of increasingly sophisticated online learning platforms, cognitive processes, or management aspects such as analytics standards of learning. The problem in the incorporation of opportunities offered by the online learning is the growing importance of the transmissive mode in which teaching corresponds to the transmission of information and knowledge, ignoring the constructive, emancipatory and transformative value of the communicative relationship, which should be the distinctive feature of online learning in HE oriented to teaching that increasingly facilitates flexible delivery, part-time, new forms of credentials in a context of lifelong learning in which learners will interact with HEs, in-work training and an increasingly diverse range of educational providers throughout their life course.

Universities should be able to tackle career changes and transitions related issues, taking into account the learning and skills life cycle to develop a process in support of professional and personal development projects. These needs and changes require an intervention at the institutional level, with particular reference to the University Third Mission and its new role in the territorial welfare development (Carayannis &

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Campbell, 2009; Etkowitz & Leyedesdorf, 2000).

The paradigm of the learning society (Jarvis, 2012) and the changes of the world of work ask Universities to reflect on their role and learning practices in contemporary societies. In this regard the track intends to collect research contributions with an international vision, in order to develop reflections about the changes in universities already underway and accelerated by the covid epidemic, with respect to:

- new training model to respond to new knowledge and skills demands, in a context of a universal entitlement to lifelong learning;
- the promotion of online quality relationships and e-learning standards;
- the transformation of university in a complex organization, characterized by a more and more complex governance systems and the transformation of the internal and external management and power structure of roles;
- the transformation of the figure of the university teacher and researcher accompanied by the need to rethink both the professional development system and that of insertion into the role;
- the challenges caused by the digital revolution and the general demand for innovative learning methods and tools on the part of an audience of students that has changed significantly compared to the past;
- the development of best practices in training and skills development for "online" learning in higher education (HE), according to the new experience of a hyperconnected reality (Floridi, 2014).

Proposals from critical and interdisciplinary points of view are also welcome.

References

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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.

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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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