

REINVENTING EDUCATION

second international conference

<http://www.scuolademocratica-conference.net>
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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**:

F.3 “YOU CAN GET IT, IF YOU REALLY WANT!”: USING (FORMATIVE) ASSESSMENT TO IMPROVE STUDENT LEARNING

Convenors

Serafina Pastore (University of Bari A. Moro); Heidi Andrade (University at Albany (NY))

Keywords

Classroom assessment; formative assessment; feedback; student learning; instructional practice

Assessment is at the cornerstone of state educational policy: the use of assessment for instructional guidance offers one of the most powerful ways for improving schooling. The changes undergone by national educational systems have led school personnel (first of all, principals and teachers) to face different assessment data, information, and methods. With a strong emphasis on the alignment of teaching, learning, and assessment the reconsideration of assessment methods and strategies has become relevant, as well as the need for a new assessment culture more responsive to educational policy requirements, school system needs, and teacher practice instances. In this vein, student assessment has been recognized as integral to curriculum design and to the learning journey of all students. Assessment is about process and outcomes. It enables learners to determine their progress through the medium of on-going feedback, and it also determines whether students have met the intended learning outcomes (Andrade & Heritage, 2018).

Over the last 20 years, the focus on assessment in education has been increasing, being closely linked to the enhancement of learning and teaching strategies and emphasis on student-centred learning. There is a political and institutional high-level commitment to promoting an assessment design, which is holistic and based on co-creation between students and teachers. Substantive research on developing practice in assessment feedback is also available (William, 2017). However, core practices in student assessment often remain problematic, and teachers and institutions face diverse challenges in using research to improve assessment and feedback practices: an aspect that has become more evident during the Covid-19.

The outbreak of the Coronavirus has shuttered most school systems around the world: institutions abruptly pivoted to remote instruction sending students and teachers away from schools in response to the pandemic.

In today’s new environment of online, remote learning, the need for teachers and school administrators to get immediate feedback is of paramount relevance. If, on the one hand, the pandemic period will give us the chance to reimagine what schools and schooling are for, on the other hand, the next challenge is getting students interested and engaged in the curriculum.

Knowing what students are doing, and if they are progressing toward learning has become one of the

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CALL FOR ABSTRACTS/PAPERS

biggest obstacles in providing quality education.

Therefore, submissions that attend to the following issues and address the following questions are welcomed:

1. What are examples of good (formative) assessment practices during the Covid-19 times? What are the assessment practices that schools implemented in the last school year? Which worked, and why?
2. How might local and national policy support best practices in assessment in remote learning?
3. What are the challenges to (formative) assessment in the context of distance learning, and how can we mitigate them?

References

Andrade, H. L., Heritage, M. (2018). Using Formative Assessment to Enhance Learning, Achievement, and Academic Self-Regulation. New York (NY): Routledge.

William, D. (2017). Learning and assessment: a long and winding road?, *Assessment in Education: Principles, Policy & Practice*, 24(3), 309-316.

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.