

# INVENTING EDUCATION

second international conference

<http://www.scuolademocratica-conference.net>  
[sdconference2021@scuolademocratica-conference.net](mailto:sdconference2021@scuolademocratica-conference.net)

The **2<sup>nd</sup> 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**:

## G.10 LEARNING ECOLOGIES. EDUCATIONAL METHODOLOGIES IN THE RELATIONSHIP WITH THE SPACE-TIME OF LEARNING

### Convenors

Mario Pireddu (Università della Tuscia); Stefano Moriggi (Università di Milano-Bicocca)

### Keywords

Education technology; learning; methodology; ecology

The last decade has been characterized by a significant increase in the production of scientific literature and working papers on the role of technologies in all aspects of social life. Research in education is no exception, and has been joined in recent years by European recommendations and guidelines on digital policy for education, such as the DigComp and DigCompEdu frameworks. The latter in particular was produced with the aim of promoting the integration of different technologies and digital environments in teaching practices through the enhancement and set up of a system of various pedagogical educational methodologies. European and global debates on rethinking education in the so called digital age have received more attention as the Sars-CoV2 pandemic spread, but few contributions have been made on the requalification of the space-time of learning. The space-time of human sociality includes that of the sociality required by formal and informal learning: it appears crucial to investigate, understand, describe and possibly design by deepening the ways in which technological tools, environments and devices have allowed - and will allow - the creation of relationships and communications capable of enrich the experience of simultaneous sharing of a physical space. The concrete forms of online teaching experience imposed by the coronavirus emergency - almost completely unknown for the school and generally defined with the acronym DAD - led to the development of a debate that has confirmed an arbitrary and not infrequently dichotomous distinction between technology and culture, artificial and natural, digitization and learning. The study of the relationships between culture and technology shows that distinctions typical of common sense, which are not always rigorous from an epistemological point of view, continue to be used in the pedagogical field. The same reference to *distance* in teaching and learning, just as for what has been improperly defined as social distancing, is based solely on the concept of physical distance.

However the concept of distance does not seem to be the most appropriate to describe the educational and professional practices that network technologies allow to enable. The dichotomy built on distance and proximity is the one that telepresence technologies - first electronic and digital and later network - have allowed not to cancel but to overcome from a methodological point of view. On the basis of conceptual misunderstandings built on unsuitable categories, training in the use of digital media at school - even in the context of important structural reforms - has often resulted in a mere IT update concerning technical use and not in the deepening of specific methodological aspects connected to different communication ecosystems. Yet some of the "information" technologies at the basis of online educational paths today - from the basic infrastructure of the www to wikis and collaborative production environments - in the intentions of their designers were born not for the need to bridge distances, but for the need to improve the quality of cooperation between people.

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CALL FOR ABSTRACTS/PAPERS

The Panel “Learning Ecologies” welcomes contributions that explore and monitor experiences and research, including those conducted in recent months of teaching linked to health provisions, which illustrate plausible variations on the digitally augmented teaching scene, focusing attention on the category of “space-time”. In fact, this conceptual and methodological perspective facilitates an ecological approach to technologies, opening a horizon of research and experimentation of the experience of multidimensional learning. Contemplating in didactic planning different degrees of proximity and qualitatively and quantitatively different times leads to integrate the potential of digital in the configuration of a new integrated environment for teaching.

## References

- Dehaene S., *How We Learn: The New Science of Education and the Brain*, Penguin, New York, 2020.  
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 Papert S., *The Children’s Machine: Rethinking School in the Age of the Computer*, HarperCollins, New York, 1994.

## 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.