Scuola democratica il Mulino

3-4-5 JUNE 2021

REINVENTING EDUCATION
second international conference

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CALL FOR ABSTRACTS/PAPERS

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**:

G.2 EDUCATING DIGITALLY COMPETENT TEACHERS: THEORY, MODELS, AND PRACTICES

Convenors
Silvia Zanazzi (Università degli Studi di Salerno); Cathrine Edelhard Tømte (University of Agder, Norway)

Keywords
Diigital competence; Educational technology; DigCompEdu; Educator; Teacher

«Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society» (European Council, 2018). In the Recommendation of the European Parliament and of the Council of 18 December 2006 (2006/962/EC) and, more recently, in the European Council Recommendation of 22 May 2018 (2018/C 189/01), digital competence is included among the eight key competences for lifelong learning. The official recognition of digital competence as a basic condition for living in the knowledge society attests to the importance of this construct and, at the same time, raises important questions around its assessment, training and development. The multiple definitions proposed over time recognize that digital competence must go far beyond the technical aspects, to seek a balance between different components. Today most experts agree that digital competence results from the combination of technical, intellectual and relational skills. Worldwide, a growing number of frameworks, training programs, and assessment models are being elaborated to support the development of digital competence. For example, TPACK is a recognized theoretical framework that illuminates the complexity of various knowledge domains for teachers: Technology, Pedagogy and Content Knowledge, i.e. professional knowledge (CK), pedagogical knowledge (PK) and technological knowledge (TK) (Mishra & Koehler, 2008). The framework points out that a good balance of these three knowledge domains is what it takes to be a digitally competent teacher. In 2013 the European Commission published the Digital Competence Framework for Citizens (DigComp), nowadays the main reference for the strategic planning of initiatives on digital skills in Europe (European Commission, 2017a). A few years later, the European Framework for the Digital Competence of Educators (DigCompEdu) was released, which aims to support national, regional and local efforts in developing educator-specific digital competence (European Commission, 2017b). In this frame of reference, the educator's digital competence translates into his ability to guide learners in the process towards a responsible and creative use of technologies for information, communication, content creation, problem solving, and, ultimately, well-being.

The presence of a technological dimension in teaching practices thus obliges to reflect on how technologies can be used in a meaningful and effective way for learning purposes and how the use of technologies also may bring in new ethical dilemmas into the classroom, such as GDPR-related issues. Alongside positions characterized by a marked optimism with respect to the formative values of the use of technologies, there are authoritative voices which invite to be more cautious. As a matter of fact, in the past thirty years the use of technology at school seems to have highlighted more critical issues than successes: it is therefore essential to be able to train and adequately assess the digital competence of teachers/educators, who have the arduous task of selecting cognitively meaningful activities, which technologies can specifically enhance. It is necessary, at this time, to feed the debate on training and assessment of digital competence through theoretical discussion, experimentation and adaptation of models validated in international literature and greater sharing of the practices

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adopted in the classroom. The goal of this panel is to gather contributions from the worlds of academia, school, vocational education and training about educator-specific digital competence:
- theoretical reflections about the construct of digital competence, its specificities for educators, and how this evolves over time;
- systematic literature reviews on educators' digital competence, its training and assessment;
-presentation and discussion of data from empirical quantitative/qualitative research on educators' digital competence;
- presentation and discussion of models/tools for the assessment of educators' digital competence;
-analyses and discussion of best practices in training digital competence of future teachers, teachers, professors, professional trainers and educators;
- narratives of experiences concerning training and assessing educators' digital competence in school, university, vocational education and training.

References

European Commission (2017a). DigComp 2.1. The Digital Competence Framework for Citizens. With eight proficiency levels and examples of use. https://ec.europa.eu.
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Koehler, M. J. & Mishra, P. (2008). Introducing technological pedagogical knowledge. In AACTE (Eds.), The handbook of technological pedagogical content knowledge for educators. Routledge/Taylor & Francis Group

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.

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