

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;
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- 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**:

H.3 'BOUNDARY' PRACTICES: REINVENTING EDUCATION ACROSS AND BEYOND THE 'FORME SCOLAIRE'

Convenors

Giorgio Giovannelli ("Sapienza" University of Rome); Leonardo Piomalli ("Sapienza" University of Rome)

Keywords

forme scolaire; everyday life; teaching; learning; practices

Today, education is – or should be – a core fact in the life of every human being. Significant vulnerabilities and inequities persist, but the educational phenomenon has flourished in many respects in recent decades (UNICEF, 2019). Standing at 91%, access to primary schooling is now almost universal. Nearly 1.5 billion learners head to a classroom every day. Albeit slowly, educational opportunities are growing in many historically disadvantaged countries. More than two-thirds of the countries have reached gender parity in enrolment in primary education. As it develops and expands, the educational phenomenon does not remain the same. Rather, it is becoming broader, more complex, and hybrid. Educational (micro-)practices are emerging and growing that are parallel or alternative to institutional education. This is a wide array that addresses all levels of education and shows the vitality and restlessness of educational processes: 'forest' kindergartens and schools, Tagesmütter, homeschooling and unschooling, parental schools, schools "without walls" and educational neighbourhoods, classes "without grades", Montessori and Waldorf schools, experimental 'laboratory' schools (e.g., Florence's "Scuola Città Pestalozzi" among others), peer groups, 1-on-1 (platformised) private tutors, and many others.

These practices inscribe different ideas of what education and learning should be, how they should be practised, which professionals should be training and be trained, which agency (human and non-human) should participate in education. The most established boundaries of the traditional "forme scolaire" (Vincent, Lahire, & Thin, 1994) are thereby reinvented in these practices and they become increasingly blurred and fuzzy. These are the boundaries between living spaces and learning spaces; 'everyday life' time and learning time; play artefacts and learning artefacts; educational professionals and other educators; completely unplanned curriculum and discipline-structured curriculum; etc.

These "boundary practices" do not stem from a vacuum. Rather, they heterogeneously diffract and dialogue with wider tensions in the contemporary educational and social worlds. On the one hand, the increasing pervasiveness of student-centred approaches and epistemologies based on competence rather than knowledge enable an increasingly democratic and active education. On the other hand, neoliberal policies encourage processes of depoliticisation of education as well as discourses and technologies that explicitly or covertly foster standardisation, efficiency, and accountability (Normand, 2016).

What does the emergence and growth of these practices mean for the global landscape of teaching and learning? What professionalisms do they shape? How are education and learning practically accompli-

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shed across and beyond these boundaries? Do they liberate new arenas for participation, or do they challenge democracy and equity in education? How does the pandemic crisis affect these scenarios? These are just some of the questions that we would like to propose about “boundary” educational practices. We welcome contributions from practitioners, experts, teachers, and scholars interested in sharing ideas and co-constructing knowledge in a collaborative and participative environment.

References

Normand, R. (2016). *The Changing Epistemic Governance of European Education: The Fabrication of the Homo Academicus Europeanus?* Cham: Springer International Publishing.

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Vincent, G., Lahire, B., & Thin, D. (Eds.). (1994). *L'Éducation prisonnière de la forme scolaire ? Scolarisation et socialisation dans les sociétés industrielles.* Lyon: Presses Universitaires de Lyon.

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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