

INVENTING 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**:

H.8 PEER FEEDBACK AND PEER ASSESSMENT AS NEW PERSPECTIVES FOR TEACHING AND LEARNING

Convenors

Valentina Grion (Università degli Studi di Padova); Emilia Restiglian (Università degli Studi di Padova); Anna Serbati (Università degli Studi di Padova)

Keywords

Peer feedback; Peer assessment; Formative assessment; School; Teacher education

The educational literature has demonstrated the importance of students playing an active role in assessment processes, highlighting the relevance of peer feedback as a means to support learning (Grion, Serbati, 2019). Research shows the positive impact of peer feedback (PF) and peer assessment (PA) on students' learning, and on students' responsibility for their and their peers' learning, and, consequently, a way to sustain lifelong learning (Boud & Soler, 2016). From a social-constructivist perspective, PA is considered an educational procedure where students judge peers' performance by providing grades and/or offering written or oral feedback to stimulate peers to reflect on and improve their performance. Some authors point out that PA is an instructional strategy in which students assess and provide feedback upon other similar status learners. In this way feedback offers students the opportunity to confirm, modify, and integrate their knowledge, which provides useful information for improving their performance and learning. To enhance their PA competence, students need continuous opportunities to experience PA processes, progressively increasing independent evaluative judgment capability. An effective strategy to promote an active role for students in assessment and the development of feedback literacy is to create peer review scenarios, in which students are called upon, not only to receive and use feedback but also to construct and provide feedback on peers' work by applying a set of criteria of quality. Although HE studies and researches have investigated these benefits in many international settings, only a few studies focus on PA in the school contexts (Grion, Restiglian, 2019; Restiglian, Grion, 2019). In this sense, it is also useful to think about initial teacher training to share and develop a common thought that can contribute to a much-needed cultural change, improving a more democratic vision of education, including in assessment processes. This panel aims to develop a new vision of assessment and rethink assumptions about who has and who should have power and authority in assessment processes. We would also like to create forums within which newly informed conversations about peer assessment and peer feedback can take place in order to improve education. Furthermore, we would like to collect studies and researches on peer assessment and peer feedback at a school level and in pre-service teacher education.

The themes we would be interested in finding in the studies and research concern:

1. PA and PE processes for improving performance and work in different school disciplines;
2. PA practices for the development of transversal competences and in particular of evaluative literacy, i.e., evaluative and self-evaluative competences on the part of students in order to become increasingly autonomous concerning the teacher in making evaluative judgments;

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3. the characteristics of learning contexts and environments for the development of formal and informal PF;
4. the technologies supporting PA and PF processes and the analysis of PA and PF experiences implemented in online contexts;
5. the weight of PA and PF in the changing roles and balances in educational relationships;
6. the criticalities and limitations in PA and PF practices;
7. the characteristics of effective feedback;
8. the impact of peer assessment practices on educational policies concerning the summative assessment of students.

References

Boud D. & Soler R. (2015), Sustainable assessment revisited, *Assessment and Evaluation in Higher Education*, 41, 3, 400-413.

Grion V. & Serbati A. (edizione italiana a cura di) (2017), *Assessment for Learning in Higher Education. Nuove prospettive e pratiche di valutazione all'università*. Lecce: Pensa MultiMedia

Grion, V., Restiglian E. (a cura di) (2019). *La valutazione fra pari nella scuola*. Trento: Erickson.

Restiglian, E., Grion, V. (2019). Valutazione e feedback fra pari nella scuola: uno studio di caso nell'ambito del progetto GRiFoVA, *Giornale italiano della Ricerca Educativa*, 195-221.

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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