



CALL FOR PROPOSALS AND SUBMISSIONS special/2022

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INVITA

docenti universitari, ricercatori, insegnanti a partecipare alla realizzazione del n. 2/2022 della Rivista dedicato al tema:

Bridging skills.

Sviluppo, riconoscimento e promozione dell’umano attraverso competenze non cognitive

Bridging skills.

Development, recognition and promotion of human through non cognitive skills

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This proposal takes shape from the desire to start up a course of research and sarin, involving human science scholars interested in cooperating within a perspective of a multidisciplinary, multicultural and interuniversity dialogue. The subject matter to be focused is that one recently put forward by Bill n. 2372/22 concerned itself with trials on non-cognitive skills in didactic method, and by UNESCO Report (*Reimagining our Futures together. A new social Contract for Education, 2021*) proposing a new social contract in order to transform the future of mankind through education. These documents jointly present food for thought

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on current educational challenges that refer to protection both of human rights and fairness in educational opportunities, in view of a peaceful and democratic cohabitation between peoples and cultures. Within this context, teaching and learning gain a proper amount of importance in personal life, so as to think about any level of criticality spread especially in this extended period of health emergency. The subject regarding the recognition of human in its entirety becomes the very central topic in this Call, with an eye to non-cognitive skills that are supposed to promote development of human being in all its forms (emotions, listening, relationship, hospitality, etc.)

Otherwise, without going into the debate between those for and against the Bill n. 2372/22 concerned with trials on non-cognitive skills in didactic method, it should be beneficial to understand what kind of repercussions the fulfillment of this act might have on teachers, students and school institutions in terms of pedagogical, didactic and evaluative consequences.

Starting from the overview as detailed above, some questions can be put by way of example:

- Is it possible to make a distinction between cognitive and non-cognitive skills? Can one define the limits of cognitive and non-cognitive skills both in learning processes and human development? Is there a correlation between specific contents and non-cognitive skills?
- What does thinking about non-cognitive skills, in terms of strategies, didactic methodologies and assessment entail for schools, teachers and students? How and how much can non-cognitive skills be integrated within assessment?
- Which non-cognitive skills may be favored in socio-educational and professional contexts to build “bridges”, that is to implement some strategies to facilitate mediation and relationship processes? Can collaboration, solidarity and communication between generations benefit from non-cognitive skills?
- Can the promotion of non-cognitive skills successfully affect school choices or weigh in on work situations? Can this promotion be also considered as a suitable resource to contain school dropout?
- How can non-cognitive skills regulate human-non human relations? Under which conditions such relation allows for the development of non-cognitive skills such as creativity and identity awareness in children, adolescents, and adults?

These are just some of the questions we ought to ask in order to correctly point out the changes that are affecting school and education environments, as they have been badly damaged by a global pandemic, starting up an irreversible socio-cultural transformation course. Striking a balance as for past, present and future, new “strategies of thinking and feeling” are taking shape and awareness, jointly reaching out human need/desire of comprehension, solidarity, collaboration and dialogue. This one is the line supported by trials on non-cognitive skills, devoting an attention that may not show interest only on institutional education programmes, but that has to reach out even work situations and training of grown-up people. These are the perspectives outlined under the auspices of a new social covenant, that if, on one hand, relies on individual and collective talents (competences and non-

cognitive competences), on the other, does not disregard needs for culture and human training.

According to both tradition and spirit of this Review, educators, teachers, research doctors, researchers, scholars, academics, professionals, experts and politicians are requested to present theoretical studies or research works on the following subject matters (the lookup list is just a reference):

- Cognitive and non-cognitive skills in learning and teaching;
- Correlation between specific contents, learning objectives and non-cognitive skills;
- Reflections on non-cognitive skills and introduction to school of good practices;
- Critical analysis of strategies, teaching methodologies and evaluation processes;
- Educational pathways on non-cognitive skills;
- Non-cognitive skills in the world of professions and in interpersonal relationships;
- Reflections on competences in relation to early school leaving and orientation to study and work.
- The relation between non – cognitive skills and educational technologies
- The relation between non – cognitive skills and the processes of inclusion, equity, and social justice

The issues arising are all suited for a cross-disciplinary work, that, starting from social and cultural analysis (sociology, anthropology, law, etc.) may pay attention to conception of man, of world and of life (philosophy), and then focuses all development guidelines strictly concerning educational systems (pedagogy, didactics), and in closing does not look over co-ordinates space-time-lived, where education is given and existence is experienced (history, school policy, psychology, economics, etc.).

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In relation to this topic, QTimes - Journal of Education, Technology and Social Studies will examine all the essays received.

Proposals must be sent to the editors' e-mail address: qtimesredazione@gmail.com **indicating the title of the call to which you intend to participate.**

Scholars interested in submitting their essay are requested to read the [editorial rules](#)

Dead line:

Abstract proposal: by **March 21, 2022**

Abstract acceptance: by **March 28, 2022**

Article submission: by **April 28, 2022**

Reporting and communication of the results: by **May 13, 2022**

Time allowed for changes and modifications requested by referees, in case of acceptance: **May 27, 2022**

Deadline for editing and publication number: **June 2022**

The proposals will be submitted to the referee through the double-blind technique. The final decision of the Scientific Committee will be communicated to the authors by e-mail.