

CIRSE
18th National Conference
Reading, learning, understanding the world.
Illiteracies and literacies in the history of education

Università degli Studi di Modena e Reggio Emilia
Dipartimento di Educazione e Scienze Umane
Reggio Emilia, viale Timavo 93
January, 30th – February 1st, 2025

Call for papers

Abstract submission deadline: **November 15th, 2024**

Notification of acceptance: **November 30th, 2024**

To submit a proposal please fill this form:
<https://form.jotform.com/241942369150356>

Presentations will be held uniquely in-presence

Participation for non-members is subjected to the payment of a 100 Euro fee to be paid on the following bank account: IT 50 B 02008 02845 000401267537

The fee partially covers conference costs and publishing of the proceedings in the months following the event.

Call for papers

From the Renaissance onwards, processes such as the Protestant Reformation, the scientific and industrial revolution and the nation-building events oriented governments and institutions to give special relevance to literacy. Being literate emerged as a necessary requirement for the full participation to the institutional, economic, political, religious and cultural life in the different social contexts.

During the 19th century – but also until the half of the 20th century, as in Italy – promoting literacy was restricted to the transmission of the “three R’s” abilities. This aim was pursued through schooling and social control of the illiterate. Later, the concept was rethought functionally, measuring the ability (or inability) to use the “three R’s” in real-life situations. In the 2000’s, agencies such the UNESCO highlighted the necessity to use reading and writing competencies to produce, understand and critically evaluate information, including digital citizenship and the ability to make choice in financial or health matter.

Therefore, today illiteracy is thought in a broad meaning, as a lack of competencies for interpreting and understanding the world and participating to society and relationships, as human being in their gender and personal identity, as a professional and as a citizen.

For a long time, mass schooling was considered the main instrument to achieve this goal. As soon as in the Sixties, but more recently because of the Covid-19 pandemic, the role of

schooling has been put into discussion and the necessity of other educational contexts for the fostering of literacy in the larger meaning has emerged more and more clearly as a priority for the future of today's complex society.

Possible topics for presentations:

- Definitions, realities and acknowledgement of literacy and illiteracy in different historical and geographical contexts, including gender discrimination;
- Literacy and economic development in different historical contexts (a comparative approach is welcome);
- Historical perspective on educational and didactic innovation where illiteracy prompts social and cultural disadvantage;
- Promotion or refusal of literacy learning in the Kindergarten;
- History of sensorial education;
- Material history of didactic tools for literacy;
- Historical assessment of innovative didactics for reading and comprehension of texts in the early childhood;
- Connection between material conditions, functional illiteracy and democracy;
- Specific forms of illiteracy (linguistic, scientific, religious, artistic, emotional, health and hygiene, etc.) and their history;
- Media literacy, digital education and new technologies;
- History and educational reforms and policies for improving literacy, in macro- and micro-contexts;
- School drop-out and secondary illiteracy;
- History of literacy and popular education;
- The role of religious orders in literacy and vocational teaching;
- Illiteracy in the Italian Mezzogiorno and the meridional problem in school;
- (Inter)generational methodologies and approaches;
- Historical effects of literacy on the formation of a reading public: educational literature and publishing, public libraries;
- History of children's reading and its issues;
- Literacies in literature and through literature, especially in children's literature;
- Media, instruments and channels to foster new methods for literacy, in different historical contexts;
- Colonial and post-colonial literacies;
- Gender stereotypes in children's literature;
- UNESCO's policies against global illiteracy and providing schooling for all; critical approaches to these policies (e.g., opposing ethnocentrism or neoliberalism);
- Literacy, adult education and lifelong learning;
- History of literacy as self-awareness in a critical pedagogy approach;
- Digital society, secondary illiteracy and crisis of historical awareness.