

# Editrice Morcelliana

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Scholé

## CALL FOR PAPERS

*Scholé. Rivista di educazione e studi culturali*  
*Scholé. Journal of Education and Cultural Studies*

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**Issue 2/2025**

Monographic section

**Teaching with/through audiovisual media**

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In recent years, the media landscape has shown a marked discontinuity compared to the past and continues to evolve amid changes and fragmentation. In particular, the outbreak of the pandemic has highlighted the urgent need for teachers, educators, and students to confront at a theoretical, methodological, and didactic level the role of digital and audiovisual media within school curricula. The widespread nature of audiovisual narrative consumption beyond traditional settings reflects their pervasiveness within the connective tissue that binds individuals and societies, becoming a privileged place for the construction and questioning of our individual and social identities. Since the dawn of cinema, in fact, moving images have irreversibly changed the way we represent and relate to reality. Audiovisual media have gradually transformed into both a (sometimes distorted) mirror that reflects the attitudes, values, and shared norms of a society and a window onto distant worlds and different perspectives. On the one hand, they can act as "places of memory," aspiring to serve as a collective diary capable of recording subtle or substantial fluctuations in economic, social, ideological, cultural, and anthropological dimensions in the short, medium, and long term. On the other hand, they present themselves as arenas of social and political confrontation and conflict where minorities and marginalized groups can claim the right to equitable representation (think of the #RepresentationsMatter or #BlackTwitter movements, to name just a few examples). In other words, these products constitute the cultural environment and the dominant language through which students receive messages and absorb representations of the world, perspectives, values, behaviors, ways of doing and being, judgments, which go to constitute a substantial interpretive framework and therefore to provide the coordinates of what we could define as "reality."

This social and cultural function of the audiovisual has been gradually recognized in Italy through a confluence of legislative interventions that, since the end of the last century, seem to emphasize the need to integrate school education with the study of a series of audiovisual and media products. There is therefore a proliferation of training opportunities and spaces dedicated to the audiovisual within more or less structured educational paths that open up a plurality of considerations and new challenges for those who want to deal with Media and Audiovisual Education: How is the role of audiovisual media changing within the school curriculum? What functions do they play within the lesson plan? What skills can students acquire through the introduction of audiovisual media? And conversely, what skills are required of teachers to carry out a didactic approach with, for, and of audiovisual media?

The issue 2/2025 of "Scholé, Rivista di educazione e studi culturali" dedicated to exploring the theme "Teaching with/through audiovisual media" aims to open up dialogue not only between different disciplinary areas but also between different educational and professional figures. To promote these interconnections, two complementary sections are proposed, the first, "Approaches and methods of teaching with/for/through audiovisual media," is dedicated to contributions of a theoretical nature while the second, called "Experimentations," focuses on innovative didactic practices experimented in formal and informal educational contexts. Therefore, contributions are welcome that aim to address the following aspects:

- Evolution of educational theories: new theoretical paradigms that account for contemporary technological and cultural transformations in reference to educational contexts.
- Challenges and opportunities: discussion of the theoretical and methodological challenges in implementing a didactic approach with, for, and of audiovisual media. Analysis of the opportunities offered by audiovisual media to innovate teaching.
- Innovative methodological approaches: proposals of models that account for the constant changes in the contemporary media landscape (with particular attention paid to the metaverse, augmented reality, and Artificial Intelligence).

We invite submissions in Italian, English, French, or Spanish for our upcoming monographic issue of *Scholé*. Particular consideration will be given to papers written in foreign languages.

The abstracts for this monographic issue must be sent to: Elisa Farinacci ([elisa.farinacci2@unibo.it](mailto:elisa.farinacci2@unibo.it)) and Roy Menarini ([roy.menarini@unibo.it](mailto:roy.menarini@unibo.it)) by email with the subject line "Scholé 2.2025". Please attach a Word document to the email with:

- Name, surname, affiliation, e-mail.
- Title, abstract (100-150 words),
- 5 keywords,
- 10 bibliographic references (title, abstract, and keywords, if in another language, must also be translated into English).

#### **Guidelines:**

- **Length:** 25,000-30,000 characters (including spaces)
- **Formatting:** Please adhere to the guidelines provided at <https://www.morcelliana.net/3064-schole>

#### **Important Dates:**

**31/01/2025:** Abstract submission deadline,

**14/02/2025:** Acceptance notification

**15/05/2025:** Full paper submission deadline. The text must be formatted following the editorial guidelines, anonymous and without references that could make the author identifiable by the reviewers

The articles that pass the double-blind refereeing process will be featured on the 2/2025 issue of «Scholé. Journal of Education and Cultural Studies», that will be published respectively in September 2025.

The Journal is classified by Anvur as Class A for Area 11 (Historical, Philosophical and Pedagogical sciences), Sectors 11/D1, 11/D2.