

Educational policies, curriculum and new teaching-learning models in Education

Teachers and educational institutions are currently facing major challenges that call for an analysis and redesign of teaching and learning models.

Education systems have been put to the test following the changes brought about by the pandemic, revealing some weaknesses: teacher training, equity in access to education, technological resources, curriculum redesign, digital competencies and the use of new teaching methodologies.

It is necessary to implement educational policies that promote the adaptation of content and the transformation of instructional models, adapting them to students' new learning styles and ways of learning. At the same time, educational institutions need to be more future-oriented, more involved in global challenges (e.g., UN Sustainable Development Goals) and more open to engage with other actors (governments, business, society).

This will ensure an education that responds to social and economic needs and prepares students to solve societal and formal problems, in an experiential way, to become engaged citizens, entrepreneurs or to successfully enter the labour market of the future.

The contents of the book will be structured around the following sections:

- Education as a right, duty and universal value.
- Education and culture. Social pedagogy and development of citizenship.
- Implementation and development of educational policies and new teaching-learning models.
- Educational systems. Design, development and evaluation.
- Teacher training and teaching policies.
- Curriculum development and skills acquisition for 21st century learners.

- Post-pandemic education and the future of education. Transformation and evolution.
- The contribution of education to the Sustainable Development Goals.
- The skills of the future
- The cooperation of educational institutions with governments, business and society.

Coordinators:

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Senior Academic Advisor in Higher Education. Expert in Educational Policies and Academic Innovation in teaching and learning through active methodologies, teacher training and management of higher education policies in universities and educational centers. Professional experience in different leadership positions in education: director or researcher of the Faculty of Education, director of the Doctoral Programme in Education, director of postgraduate academic management projects and educational transformation: change of organisational culture, talent management and design of methodologies and resources for teaching and learning. She is currently Director of the Executive Education programme at the School of Government of the Complutense University, lecturer and researcher at the Faculty of Education and Teacher Training (UCM). She has been Vice Rector of Teaching and Learning (UCJC). She holds a PhD in Education (UCM) and, more recently, has completed the Management Programme at IESE Business School, University of Navarra (Spain).

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Consultant and advisor with more than a decade at the interface between universities, business and policy makers in more than 40 countries. Co-author of more than 60 reports for the European Commission, OECD, UNESCO, IEO, DAAD, governments and universities worldwide. Leading researcher with more than 50 publications on higher education management and policy, university-industry cooperation, the future of universities, innovative/entrepreneurial universities, higher education and development. Formerly a public policy analyst at the OECD (Paris), senior consultant at Technopolis Group UK (London), consultant for the European Commission (Brussels), Research Director at the Global Institute on Innovation Districts (New York), Director of Public Policy at the University-Industry Innovation Network (Amsterdam), co-founder and CEO of the Innovative Futures Institute, Victoria is currently Head of Research and Analysis at the UNESCO Institute for Higher Education. Victoria holds a PhD from the Vrije Universiteit Amsterdam with a master's degree from the London School of Economics.

Structure, format and rules of the text (book chapter):

Papers may be submitted in Portuguese, English and Spanish and the abstract must be submitted in the original language of the text with translation into English and Spanish. Texts by up to 3 authors will be accepted. Texts must be original and unpublished (anti-plagiarism review will be carried out) and may contribute to any of the thematic areas established in EA Conference 2022.

To ensure the quality and rigor of the publication, all accepted chapters will undergo a blind peer review process.

The text will have a maximum length of 6500 words and will be written in Arial 12p, single-spaced. Structure: Title (max. 70 characters) and optional subtitle with a maximum of 50 characters. Abstract (max. 200 words) and keywords (max. 5 separated by ;) written in two of the official languages. Content (recommended): Introduction, theoretical framework, design and method, results, discussion and conclusions. References should be included at the end of the text and should comply, as well as tables, illustrations, and graphs, with APA 7th edition.

Submission of Proposals/Abstracts to EA Conference 2022

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Once the proposals have been accepted at the EA Conference 2022, the full text must be sent to secretariatecnica@cseconference.es before **15th July 2022**.