



UNIVERSIDAD COMPLUTENSE
MADRID



EduSoC Lab, Grupo de Investigación Educación, Sociedad y Cultura, UCM

Book proposal
Analysis and Studies Collection
Editorial Graó

Educational space and environment as a facilitator of learning and attention to diversity

Nowadays, faced with a globalised, diverse, plural society and an educational environment in continuous change, it is urgent to respond to the new challenges of education, with the aim of designing new teaching-learning models that make it possible to cater for different learning styles and ways of learning. In this context, the educational space and environment are key elements for the development of new teaching practices, the use of technology and the application of active methodologies that promote an education that enables the training of creative, diverse, innovative people who are capable of actively participating in the society and companies of the future.

The main challenge for education is the development of teaching models that favour the acquisition of competences, skills and a personalised education that has a significant impact on the training of young people, promoting their success at school and valuing their individual potential.

Attention to diversity is one of the key aspects and central axis of all educational experiences that are developed in these new teaching-learning spaces and environments, through the implementation of methodological processes and the development of inclusive educational innovation strategies.

The design of new learning environments must consider the enrichment of diversity and its significant impact on all training and educational processes. For this reason, this publication is intended as an optimal context to present studies, innovative proposals

and research that promote space and the educational environment as a facilitator of learning and attention to diversity.

The aim is to identify which measures seem to be most effective, as well as the elements that represent a differential value. Determining which are facilitators and which approaches, both regulatory and in educational praxis, respond to this educational reality present in the classroom, is one of the clear objectives of the text, which aims to assess the educational agents as inherent direct and indirect factors that reflect the way of seeing, feeling and thinking about the educational environment and how their action allows space to be understood as a transforming element of education.

In this sense, teacher training, the diversity of methodologies, the influence of space and environment on learning, the diversity of spaces, people, characteristics and personal capacities, as well as the current needs of the educational process, will allow us to attend to our way of learning and relating to each other.

All texts submitted within the framework of this theme and objectives of the publication will be reviewed by the members of the blind peer review committee and once approved and under the consideration of the committee of reviewers will be published in chapter format in this publication.

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

- Learning environment and learning spaces in the 21st century.
- Education and the transformation of society.
- Diversity and inclusive schools.
- Good teaching practices and educational innovation.
- Educational policies and attention to diversity.
- Methodological strategies and inclusive innovation.

Coordinators:

Silvia Carrascal Dominguez, PhD.

Facultad de Educación y Centro de Formación de Profesorado, UCM

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 centres. 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

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(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).

Joanne Mampaso Desbrow, PhD
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Academic consultant and senior researcher. Currently, she seeks to identify and develop creative and inclusive formulas of value to respond to diversity. PhD in Psychology (education), specialist in the design and implementation of academic programmes and social impact projects. Her professional career includes 20 years of teaching experience at different levels and educational centres. She has extensive experience in academic design, international experiences, international quality, strategic processes in educational management and academic transformation projects for the university experience. It is worth mentioning her experience and research linked to people with intellectual disabilities. Her lines of research focus on: educational policies in dependent population and unique educational proposals in population with support needs.

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 rigour of the publication, all accepted chapters will under go a blind peer review process.

The text will have a maximum length of 5000 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 (5 max. 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

www.cseconference.es

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