



MARIE SKŁODOWSKA-CURIE POSTDOCTORAL FELLOWSHIPS 2021
EXPRESSION OF INTEREST FOR HOSTING MARIE CURIE FELLOWS

HOST INSTITUTION

NOVA University Lisbon | School of Social Sciences and Humanities

RESEARCH GROUP AND URL

ArgLab
<https://ifilnova.pt/laboratorios/arglab>

SUPERVISOR (NAME AND E-MAIL)

Chrysi Rapanta
crapanta@fcs.unl.pt

SHORT CV OF THE SUPERVISOR

Chrysi has a Phd in Communication and Education and has been working as a Researcher in the field of Argumentation and Education in Lisbon's ArgLab since 2015. Her research focuses on the translation of theoretical tools from argumentation theory into teacher education and critical thinking development activities. She has published extensively in high-impact journals in the field of Education, such as: the Review of Educational Research, Educational Research Review and Teaching and Teacher Education. She has been leading research teams since 2012. She also has broad research and teaching experience in the fields of Intercultural communication and Online teaching and learning.

5 SELECTED PUBLICATIONS

- Rapanta, C. (2021). Can teachers implement a student-centered dialogical argumentation method across the curriculum? *Teaching and Teacher Education*.
- Iordanou, K. & Rapanta, C. (2021). Argue with me: A method for developing argument skills. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.631203>
- Rapanta, C., Vrikki, M., & Evagorou, M. (2021). Preparing culturally literate citizens through dialogue and argumentation: rethinking citizenship education. *Curriculum Journal*. <https://doi.org/10.1002/curj.95>
- Rapanta, C., Botturi, L., Goodyear, P., Guàrdia, L., & Koole, M. (2020). Online university teaching during and after the Covid-19 crisis: Refocusing teacher presence and learning activity. *Postdigital Science and Education*, 2, 923-945. <https://link.springer.com/article/10.1007/s42438-020-00155-y>
- *Rapanta, C., Garcia-Mila, M., Remesal Ortiz, A., & Gonçalves, C. (2020). The challenge of inclusive dialogic teaching in public secondary schools. *Revista Comunicar*, 29(66), 9-20



PROJECT TITLE AND SHORT DESCRIPTION

Arguing for sustainability

In front of the diverse recent recommendations and strategies for environmental and sustainability education (UNESCO, 2017), it is increasingly important to create pedagogical tools and materials which can render education for sustainable development part of all curricula. However, the teaching of sustainable development involving and addressing practical knowledge and ethical considerations of a philosophical, scientific, and socio-political nature (Sadler, 2011; Simonneaux & Simonneaux, 2009) is still an unresolved challenge. One of the most promising tools that has been used in higher education for developing the teaching of sustainable development is writing (Burns, 2013; Goggin & Waggoner, 2005) – or rather, a dynamic approach to writing as a dimension of active literacy. Writing offers the means and skills for youth to engage in democratic citizenship practices, such as: critically analysing and assessing available information, using such information to form their own perspectives, and decision-making in view of different alternatives. However, the writing pedagogies that are currently in practice are often considered outdated, ie focusing on writing as word or sentence dictation (Torkildsen et al., 2016), and not as a social practice. For students to be able to write their worlds, and not merely words, their engagement in social discourse activities that stimulate their interpretation, analysis and production skills has recently emerged as an adequate pedagogical path. Under this perspective, writing becomes a goal-directed instrument of social interaction, completely modifying the current pedagogical paradigm. The project will address the question of whether students' social immersion (Resnick, Michaels & O'Connor, 2010) in intensive oral argumentation practices can improve both the quality of their written discourse, and their knowledge and values about sustainability. The project has two interrelated goals: first, to create and test pedagogical materials promoting sustainability knowledge and awareness; second, to test the impact of "writing-as-a-social-practice" methods on the argumentative writing skills of primary or middle school students correspondingly. In particular, we ask the following questions: (a) How might we reinvent primary and middle school teachers' pedagogical approaches to literacy in schools as we work towards a sustainable society? (b) How is it possible to teach writing as a social practice in primary and middle school? and (c) How can we assess students' argumentative texts in terms of their creativity, criticality and effectiveness?

SCIENTIFIC AREA WHERE THE PROJECT FITS BEST*

Social Sciences and Humanities