

REINVENTING EDUCATION

second international conference

<http://www.scuolademocratica-conference.net>
sdconference2021@scuolademocratica-conference.net

The **2nd INTERNATIONAL CONFERENCE of the JOURNAL SCUOLA DEMOCRATICA “REINVENTING EDUCATION”** will be hosted online **June 3 through 5 2021**, by **Scuola Democratica, Centro Interuniversitario per la Ricerca Didattica** (University of Cagliari and University of Sassari), **il Mulino**. The challenges posed by the contemporary world have long required a rethinking of educational concepts, policies, and practices. The question about education ‘for what’ as well as ‘how’ and ‘for whom’ has become unavoidable and yet it largely remained elusive due to a tenacious attachment to the ideas and routines of the past which are now far off the radical transformations required of educational systems. Scenarios, reflections, and practices fostering the possibility of change towards the reinvention of the educational field as a driver of more general and global changes are centerstage topics at the Conference and will have a multidisciplinary approach from experts from different disciplinary communities, including sociology, pedagogy, psychology, economics, architecture, political science, etc. We hope with this opportunity to confirm the participation obtained at the first edition of the conference. Organizers, promoters and partners of the Conference wish to invite educators, teachers, researchers, scholars, academics, scientists, professionals, experts and policy makers to join the conversation and bring the disciplines towards a more integrated set of alliances by:

- promoting a trans and inter disciplinary discussion on urgent topics;
- fostering debates among experts and professionals;
- diffusing research findings all over international scientific networks and practitioners’ mainstreams;
- launching further strategies and networking alliances on local, national and international scale;
- providing a new space for debate and evidence to educational policies.

We invite you to submit ABSTRACT/PAPER for your presentation at the **Panel session**:

D.10 PRODUCING AND USING EVALUATION EVIDENCE TO IMPROVE EQUITY IN EDUCATION

Convenors

Giovanni Abbiati (University of Milan); Davide Azzolini (FBK-IRVAPP and Urban Institute); Loris Vergolini (FBK-IRVAPP)

Keywords

Education Inequality; Evaluation; Evidence Based Policy; Program Evaluation; Public policy

Equal opportunity in education has been a concern for decades across virtually all education systems globally. An enormous body of empirical evidence and theoretical reflections has documented and investigated the patterns and evolution of learning achievement gaps and educational attainment disparities along the lines of gender, ethnic or migrant origins and socio-economic backgrounds - just to name some of the most studied factors of inequality.

In contrast to this rich body of descriptive evidence and theoretical speculations on the mechanisms that channel inequalities into the educational systems, only recently have educational researchers started paying the needed attention to which specific actions or solutions are needed to redress the observed inequalities. Although at a different pace across academic disciplines, methodologically robust evaluation studies aimed at investigating the effectiveness of particular education policies or programs on education inequality have grown substantially both in number and quality over the past years. This ‘movement’ has allowed accumulating an unprecedented amount of evidence on “what works” in education as demonstrated by the ever-increasing number of published academic articles, “what works” repositories, systematic reviews and policy briefs.

The next step in this endeavor to contrasting inequality in education through research is about improving the ways in which solid evaluation evidence is produced and practically used to inform policy making and improve program designs in education. As of today, too little is still known about the ways this increasing body of program evaluation evidence is – and can be - used to inform policy making or school practices.

This session has two main goals. The first one is collecting and discussing new empirical studies investigating the impact of specific programs, policies or laws/institutional features on educational inequalities by the means of experimental or quasi-experimental evaluation designs. The second goal is that of discussing the ways in which the produced evaluation evidence has been, could have been, or should be used in the future to inform policies and programs.

- We welcome contributions of this kind on any relevant topic related to educational inequality, such as (a non-exhaustive list follows):
- the link between research and policy making;
- secondary or post-secondary education enrolment, persistence and completion;

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- within or between school segregation;
- disparities in student achievement;
- the role of teachers;
- the use of education technologies;
- digital skills;
- behavioral outcomes.

While there is no preferred topic, studies addressing the Covid-19 related consequences and their implications for educational inequality and the practice of program evaluation will be preferred.

ABSTRACTS/PAPERS SUBMISSION

HOW TO SUBMIT

ABSTRACTS/PAPERS should be submitted by **April 4, 2021** ([check Conference Dates and Deadlines](#)).
ABSTRACTS/PAPERS should be submitted via the [pre-conference tool](#).

Please do not submit your ABSTRACT/PAPER by e-mailing it to the Convenor(s) of the Panel session you chose. Convenor(s) will receive submitted ABSTRACTS/PAPERS automatically from the [pre-conference tool](#) and they are going to reject ABSTRACT/PAPER submitted to their e-mail addresses.

Language for ABSTRACTS/PAPERS is English.

You can submit an ABSTRACT or in case you prefer a PAPER. Be careful: **DO NOT SUBMIT BOTH ABSTRACT AND PAPER**. EITHER YOU SUBMIT THE FORMER OR THE LATTER.

ABSTRACT/PAPER should include:

1. Title (limited to 20 words in UPPER CASE)
2. Author's name and surname, institution, and email address
3. Five keywords
4. ABSTRACT's text (limited to 500 words). In case you decide for the PAPER, text will be 3.500 words min. 5.000 words max. In the submission text, please write: ABSTRACT or PAPER after the title. Example: FAMILY BACKGROUNDS AND STUDENT ENGAGEMENT IN SECONDARY SCHOOLS. A CASE STUDY (PAPER)

The Conference formula is: **1 SUBMISSION = 1 FEE** ([check FEES webpage](#))

It is possible to submit a maximum of 2 ABSTRACTS/PAPERS per person (double submission must concern 2 different Panel Sessions). Each ABSTRACT/PAPER is eligible if it is backed by an **APP FEE**.

Co-authors who do not submit ABSTRACT/PAPER as first author may access to the Conference via the discounted P FEE ([check FEES webpage](#)).

The submitting and presenting author must be listed as the first author in the [pre-conference tool](#). Please note that the submitting author will receive all correspondence about the ABSTRACT/PAPER. Therefore, we recommend that the submitting author details that are entered are the same details as those of the presenting author.

ABSTRACTS/PAPERS may not be edited/uploaded after final submission.

Before you submit, please make sure the following requirements are met:

- ABSTRACT/PAPER must be allocated to a specific Panel session. Therefore, you must select the proper Panel when submitting. For a complete listing of Panel sessions please [click here](#).
- If possible, write your ABSTRACT/PAPER highlighting methods, outcomes, references. Word count is affected by inclusion of references.
- Convenors and the Scientific Committee will review all submitted ABSTRACTS/PAPERS. Notification regarding acceptance and scheduling will be sent to the submitting author via the [pre-conference tool](#).

Please note, if your ABSTRACT/PAPER is accepted, you will be permitted a maximum of 20 minutes for oral presentation.

CALL FOR ABSTRACTS/PAPERS