CALL FOR ABSTRACTS/PAPERS

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**:

F.4 REINVENTING DECISION-MAKING IN SCHOOLS: SELF-EVALUATION & DATA LITERACY

Convenors
Michela Freddano (INVALSI); Serafina Pastore (Università degli Studi di Bari)

Keywords
Data Literacy; Assessment Literacy; Statistical Literacy; Decision-Making; Self-Evaluation

The present panel focuses on data literacy for school self-evaluation, as well as for decision-making among school principals and teachers. Given the development of large-scale surveys on student assessment, within the school context it is more relevant to make decisions based on evidence rather than anecdotes, insights or personal preferences. However, data management and analysis require a sound frame of reference, time, and a set of adequate knowledge and skills. The evolution of the educational systems is often accompanied by specific support actions as well as training to allow school practitioners to analyse and interpret results from large-scale surveys for school improvement. In Italy, as well as in other countries, there has been a relevant increment of actions to make teachers more literate on using large-scale assessment surveys data.

Nowadays, the accountability requests, the need of a better balance between external pressures and supporting actions to schools, the data production, interpretation, and use represent, in the evidence-based education perspective: these are important aspects for educational research and for school improvement. As well as in many national educational systems where school evaluation is finalized to improve the quality of teaching and learning processes there is a growing interest in educational outcomes, especially those from national standardized testing, as a parameter to take into account and to compares with benchmarks for school self- or internal evaluation at international, national and local levels. We assumed the definition of data literacy as "the ability to transform information into actionable instructional knowledge and practices by collecting, analyzing, and interpreting all types of data (assessment, school climate, behavioural, snapshot, longitudinal, moment-to-moment, etc.) to help determine instructional steps. It combines an understanding of data with standards, disciplinary knowledge and practices, curricular knowledge, pedagogical content knowledge, and an understanding of how children learn" (Mandinach, Gummer, 2015: 2). Data literacy is a broad concept that contains two main aspects: assessment literacy (Stiggins, 1995) and statistical literacy (Wallman, 1993). As Stiggings (1995) said, to be assessment literate means having a vision of academic success and to be able to translate that vision into high-quality assessments at the classroom, building, and district levels to be used for the improvement of student achievement, classroom practices and school organization. Statistical literacy is the ability to understand and critically evaluate statistical information and to be able to discuss implications. Data-driven decision-making refers to the possibility to transform data into usable knowledge, to go beyond numbers and statistics by giving them meaning and transforming them into instructional action (pedagogical data literacy or instructional

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decision making). The present panel invite paper proposals that deepen the following issues:
● Data literacy, statistical literacy and assessment literacy in schools;
● Data literacy, school self-evaluation and teacher professional development;
● Data literacy and school decision-making;
● The use of data on student learning (e.g., large-scale assessment results) for school improvement;
● The use of data to guide instructional practices and improve student learning;
● Professional development drivers for assessment and data literate teachers;
The impact of the Italian National System of School Evaluation on the reflection on school structure and processes.

References

Mandinach, E.B., Friedman, J.M., & Gummer, E.S. (2015). How can schools of education help to build educators'capacity to use data: A systemic view of the issue. Teachers College Record, 117 (4), 1-50.
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Stiggins R.J. (1995), Assessment literacy for the 21st century, Phi Delta Kappan, 77, 3, pp. 238-245.
Wallman K.K. (1993), Enhancing statistical literacy: Enriching our society, Journal of the American Statistical Association, 88(421), pp. 1-8.

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.

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