

The 1<sup>st</sup> INTERNATIONAL CONFERENCE of the JOURNAL **SCUOLA DEMOCRATICA** will be hosted at the **University of Cagliari** (Italy), **June 6 through 8, 2019**, by Scuola Democratica, **Centro Interuniversitario per la Ricerca Didattica** (University of Cagliari and University of Sassari), **Il Mulino Editore**.

The Conference stands as an opportunity to present and discuss empirical and theoretical works from a variety of disciplines and fields covering education. The focal theme of the Conference is a trend currently affecting many countries invested by processes of globalization: the advent of what Colin Crouch called «post-democracy» (**check Keynote speakers list**). 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 evidences to educational policies.

We invite you to submit abstracts for your presentation at the **track session**:

### **E.1. Evidence informed policies in education: opportunities and risks deriving from the wide-spreading of results coming from impact evaluation**

Convenors: Gianluca Argentin (University of Milan-Bicocca, [gianluca.arginin@gmail.com](mailto:gianluca.arginin@gmail.com))  
Tiziano Gerosa (University of Milan-Bicocca, [tiziano.gerosa@unimib.it](mailto:tiziano.gerosa@unimib.it))  
Loris Vergolini (FBK-IRVAPP, [vergolini@irvapp.it](mailto:vergolini@irvapp.it))

Keywords: **Evidence based; evidence informed; impact evaluation; education innovation.**

The efficacy of education reforms and innovations are more and more frequently questioned by teachers, school leaders and citizens. More broadly, the post-modernist lack of trust in experts' knowledge seems leading to school communities less willing to be involved in education policies and less trusty towards their potential benefits.

In response to this lack of trust, one of the route followed by public and private education institutions has been explicitly questioning and assessing the effectiveness of education policies. In the last decades, we assisted to the expansion of rigorous impact evaluations of interventions in education and to the direct dissemination of their findings to stakeholders through ad hoc platforms (i.e. the ones of What Works Clearinghouse or Education Endowment Foundation). As a consequence, the paradigm of evidence informed policies involved the education community, nowadays beyond the circles of academics and policy makers. Public discourse around education and actors of the education community seems not impenetrable to this new strand of research, but, at the same time, the repercussions of having widespread evidence directly to the school actors is largely obscure. Indeed, one may argue that a more transparent market of education interventions and their effectiveness would improve the quality of actors' choices in the field and increase their trust towards evidence-based interventions. At the opposite, null results or contradictory evidence emerging by impact evaluations may lead to the opposite scenario, where education actors may become more sceptical about interventions and policies.

The proposed session aims are twofold: a. collecting and discussing impact evaluations of education interventions, with particular attention to the policy implications derived from their fulfilment; b. analysing and debating the implications of making evidence available to actors in education. For this session, both papers presenting impact evaluations and papers reflecting on the consequences of the evidence-based/evidence-informed paradigm are valuable. Papers coming from the intersection of different disciplinary perspectives will be highly appreciated.

## ABSTRACTS SUBMISSION

### HOW TO SUBMIT

Abstracts should be submitted by **February 28, 2019** ([check Dates and Deadlines](#)).

Abstracts should be edited in the **template form** ([click to download](#)) and then submitted via the [submission platform](#).

Please do not submit your abstract by e-mailing it to the Convenor(s) of the track session you chose. Convenor(s) will receive submitted abstracts automatically from the [submission platform](#) and they are going to reject all the abstracts sent to their e-mail addresses.

Abstracts 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).

- The presenting author can submit **only 1 abstract** at the Conference.
- You may be co-author of a second, third ...*n*<sup>th</sup>... submitted abstract only in case you are not the submitter of this latter.
- Submitters that are accepted for oral presentation will be permitted to give **only 1 oral presentation**.
- The submitting and presenting author must be listed as the first author in the [template form](#).
- Please note the submitting author will receive all correspondence about the abstract so we advise that the submitting author details that are entered are the same details as those of the presenting author.
- Abstracts may not be edited/updated after final submission. You are welcome to bring an updated abstract onsite with you at the Conference.

Before you begin, please prepare the following information:

- Abstracts must be allocated to a specific track session and therefore you have to select and report track session's code and title in the [template form](#). For a complete listing of track session please [click here](#).
- Abstract layout in the [template form](#) has the following sections: Methods, outcomes, references. However, suggestions are not obligatory. Word count is affected by inclusion of references.
- Convenors and the Scientific Committee will review all submitted abstracts. Notification regarding abstract acceptance and scheduling will be sent to the submitting author
- Please note, if your abstract is accepted for oral presentation, the presenting author will be permitted a maximum of 20 minutes oral presentation in the program.

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