

REINVENTING EDUCATION

second international conference

CALL FOR PANELS

REINVENTING EDUCATION

The 2nd INTERNATIONAL CONFERENCE of the journal Scuola Democratica will be hosted online from June 3 through 4, 2021, by Scuola Democratica and il Mulino.

The Conference stands as an opportunity to present and discuss empirical and theoretical works from a variety of disciplines and fields devoted to the needs and prospects of Reinventing Education. 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 INVITE YOU TO SUBMIT A PANEL PROPOSAL FOR THE FOLLOWING CONFERENCE STREAM

D. REINVENTING EQUALITY AND INCLUSION IN EDUCATION AND THE QUESTION OF DIFFERENCES

Stream convenors: Gabriele Ballarino, Carlo Barone, Daniele Checchi, Maddalena Colombo, Delit Contini, Orazio Giancola (*corresponding convenor*, orazio.giancola@uniroma1.it), Giancarlo Gasperoni, Susanna Mantovani, Moris Triventi

Keywords: equality, inclusion, differences, effectiveness, policies

In the last twenty years, educational inequalities have by no means disappeared and they have rather changed and (re)combined into new forms that challenge the resilience of educational systems in terms of both effectiveness and equity. The stream aims to address these issues from a theoretical and empirical point of view, as well as their implications for educational policies.

In this sense, proposals linked to educational inequalities in relation to social stratification as a factor affecting cognitive results, educational choices, the attainment of educational qualifications and working careers are of interest for the stream. Comparative research on any type of scale (comparisons between national, regional or local cases) is particularly welcome. We also attach much importance to the analysis of institutional factors (tracking, comprehensive vs selective systems, accountability policies, private education, ability grouping) which can produce educational segregation dynamics that affect educational inequalities, intersecting extra-curricular factors, such as urban segregation, for example.

Of particular interest is the intertwining of differences (gender, socio-economic, cultural, ethnic, cognitive, and motivational factors) which often generate inequalities both for their effects in themselves and in relation to the policies implemented to address them in their multidimensionality and intersectionality. Therefore, specific tracks on how education systems and educational institutions try to manage differences and end up producing inequalities are

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welcome. For example, the stream is open to proposals on ethnic inequalities, on how educational institutions face the challenges posed by migration processes and on how their responses such as intercultural education and compensatory policies attenuate or reinforce these inequalities.

The links between education and the labor market are another central aspect of research: the debate on the inflation of educational qualifications and over-education, the differential returns to education according to the type of diploma, degree program or type of tertiary program attended and, more generally, the relationship between education and social mobility.

Finally, track proposals on the applications of randomized controlled trials to the assessment of policies aimed at reducing inequalities and improving cognitive and career results are welcome. More generally, we encourage empirically-driven reflections on how educational policies intersect the complex relationship between equity (equality and inclusion), quality and excellence, with particular relevance to studies adopting a comparative perspective. Track proposals that intersect the topic of educational inequalities with policies related to school autonomy, evaluation, privatization policies and other measures inspired by neoliberal visions of education policies are equally welcome.

- Educational inequalities in relation to social stratification;
- Effects of institutional factors (tracking, comprehensive vs selective systems, accountability policies, private education, ability grouping) on educational results and occupational careers;
- The relations between differences (gender, socio-economic, cultural, ethnic, cognitive, motivational factors) and educational inequalities;
- The relations between educational processes and social mobility, as well as analyses of educational choices and study careers in relation to employment performance;
- Educational poverty in a comparative, national and local perspective: research and empirical evidence.
- School segregation and school structural models (comprehensive vs. selective), school segregation and urban space.
- Empirically-driven critical analyses of neo-liberalism and the Competition State in relation to educational segregation, inequalities and exclusion.
- The relationships between equity (equality and inclusion), quality and excellence: empirical research and evidence
- School policies for managing differences (cultural, ethnic, cognitive, and motivational) between the students.
- Randomized controlled trials of policies aimed at reducing inequalities and improving cognitive and career outcomes
- Theoretical and empirical analyzes on the relationship between equity (equality and inclusion), quality and excellence
- Inequalities, school autonomy, evaluation and other system-level policies.

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Negli ultimi venti anni, le disuguaglianze educative non sono affatto scomparse e si sono piuttosto trasformate e (ri) combinate in nuove forme che sfidano la tenuta dei sistemi educativi tanto sul piano dell'efficacia che dell'equità. Lo stream si propone di affrontare queste tematiche da un punto di vista teorico ed empirico, nonché di implicazioni per le policies.

In tal senso sono di interesse per lo stream proposte legate alle disuguaglianze educative in relazione alla stratificazione sociale come fattore che incide sui risultati cognitivi, sulle scelte educative, sul conseguimento di titoli di studio e sulle carriere lavorative. Le ricerche comparative su ogni tipo di scala (confronto tra casi nazionali, regionali, locali) sono particolarmente benvenute. Particolare importanza è attribuita alle analisi dei fattori ordinamentali e strutturali (tracking, sistemi comprensivi vs selettivi, politiche di accountability,

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istruzione privata, ability grouping) che possono produrre dinamiche di segregazione formativa che impattano sulle disuguaglianze educative, intersecando fattori extra-scolastici, quali ad esempio la segregazione urbana.

È poi di particolare interesse l'intreccio delle differenze (di genere, socio-economiche, culturali, etniche, cognitive, motivazionali) che spesso generano diseguaglianze sia per i loro effetti in sé che in relazione alle politiche messe in atto per affrontarle nella loro multidimensionalità e intersezionalità. Quindi sono ben accetti track specifici su come i sistemi educativi e le istituzioni scolastiche cercano di gestire le differenze e finiscono per produrre disuguaglianze. Lo stream è ad esempio aperto a proposte sul tema dell'educazione sfidata dai processi migratori e sulle risposte quali la didattica interculturale e le politiche compensative.

I nessi tra istruzione e mercato del lavoro sono un ulteriore versante centrale della riflessione: il dibattito sull'inflazione dei titoli di studio e sull'overeducation, i rendimenti differenziali dell'istruzione secondo il tipo di diploma, il corso di laurea o il tipo di programma terziario frequentato e, più in generale, i rapporti tra istruzione e mobilità sociale.

Sono infine ben accette le proposte di track sulle sperimentazioni controllate di politiche finalizzate alla riduzione delle diseguaglianze e al miglioramento dei risultati cognitivi e di carriera. In generale, la riflessione sulle politiche educative interseca la complessa relazione tra equità (eguaglianza e inclusione), qualità ed eccellenza, con particolare rilevanza dei lavori in prospettiva comparativa. Sono egualmente benvenute proposte di track che vadano ad intersecare il tema delle disuguaglianze con le policies connesse all'autonomia delle scuole, alla valutazione, alla politiche di privatizzazione e ad altre misure ispirate a visioni neoliberiste delle politiche d'istruzione.

- Diseguaglianze educative in relazione alla stratificazione sociale;
- Effetti dei fattori ordinamentali e strutturali (tracking, sistemi comprensivi vs selettivi, politiche di accountability, istruzione privata, ability grouping) su risultati e carriere;
- Combinazione delle differenze (di genere, socio-economiche, culturali, etniche, cognitive, motivazionali) in relazione alla genesi delle diseguaglianze educative;
- Rapporti tra istruzione e mobilità sociale;
- Analisi delle scelte formative e delle carriere di studio in relazione ai rendimenti occupazionali;
- Povertà educativa in un'ottica comparativa, nazionale e locale: ricerche ed evidenze empiriche.
- Segregazione scolastica e modelli strutturali della scuola (comprensivi vs. selettivi).
- Segregazione scolastica e spazio urbano.
- Analisi empiricamente informate di politiche educative di ispirazione neo-liberista in relazione a dinamiche di segregazione educativa, disuguaglianza ed esclusione.
- Le relazioni fra equità (eguaglianza e inclusione), qualità ed eccellenza: ricerche empiriche ed evidenze
- Politiche scolastiche di gestione delle differenze (culturali, etniche, cognitive, motivazionali) tra gli studenti.
- Sperimentazioni controllate di politiche finalizzate alla riduzione delle diseguaglianze e al miglioramento degli esiti formativi
- Analisi teoriche ed empiriche sulla relazione tra equità (eguaglianza e inclusione), qualità ed eccellenza
- Disuguaglianze, autonomia delle scuole, valutazione e altre politiche di sistema....

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PANELS SUBMISSION

HOW TO SUBMIT

Panel proposals should be submitted by **January 24, 2021** (check the [Dates and deadlines](#) of the Conference) through the [online procedure](#).

When submitting your proposal, you will be asked:

- the number* of convenors;
- the title of your panel proposal (max 20 words in UPPERCASE);
- five keywords;
- a text (max 600 words) describing issues, topics and contents of your proposal**.

HOW IT WORKS

- Once your Panel is accepted, you will circulate it in order to collect and select abstracts via a Call for abstracts that the Organizing Committee of the Conference will help you to draft;
- Your Panel will host 5 to 7 online presentations for a 2h total duration of the Panel session (each presentation will last 20min circa);
- You will convene the Panel session;
- As a Convenor, you will be included as a co-editor of the volume of the Proceedings of the Conference. The abstracts of the Panel session that you will organize will be included in such volume;
- As a Convenor, you will have the opportunity to submit a paper too.

* You can co-submit a Panel in cooperation with other Convenors. However, we strongly recommend a 2 Convenors' Panel as the best choice. ** Please include no more than 3/4 references in your text. Also, please make sure that the themes of the stream you have chosen are evident in your panel proposal.

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