

GIOVANNI ABBIATI

CURRICULUM VITAE – DECEMBER 2022

CONTACT INFORMATION

Brescia University
Department of Economics and
Management

PROFILE

I am currently Research Fellow at the University of Brescia. I am interested in pure and applied research in the areas of policy evaluation, education, labour, and social stratification. In particular, I have researched on educational inequalities and on interventions aimed at reducing gaps of competences between social groups. My research has been published in several Italian and international journals (among others European Sociological Review, British Journal of Sociology, Economics of Education Review, Evaluation Review). I am a regular reviewer for many international journals in the fields of sociology and of education. My research activity has been carried out both in universities and in research institutes, where I have been involved as researcher or coordinator in various national and international research projects.

EDUCATION

- 2013** **PHD in Labour Studies** at the GSSEPS (Graduate School in Social, Economic and Political Sciences), University of Milan
Thesis title: *La formazione degli insegnanti in Italia. Valutazione di due politiche di formazione professionale per insegnanti di scuola media.*
Supervisor: Prof. Gabriele Ballarino. Co-supervisor: Prof. Daniele Checchi.
- 2009** **Master of Science degree in Sociology**, University of Milan-Bicocca, 110/110 cum laude
Thesis title: *L'insicurezza del lavoro. Un'analisi comparativa in 16 paesi OECD.* Supervisor: Prof. Emilio Reyneri. Co-supervisor: Prof. Giovanna Fullin.
- 2006** **Bachelor of Science in Sociology**, University of Milan-Bicocca, 105/110

MAIN RESEARCH POSITIONS

- 2021 – Present** **Research Fellow (RTD-B)**, Department of Economics and Management, University of Brescia, Italy
- 2020 – 2021** **Research Fellow (RTD-A)**, Department of Social and Political Sciences, University of Milan, Italy

2018 – 2020	Research Fellow , Fondazione Rodolfo Debenedetti, Milan, Italy
2015 – 2018	Research Fellow , FBK-IRVAPP, Trento, Italy
2013 – 2015	Postdoctoral Fellow , Department of Social and Political Sciences, University of Trento, Italy
2009 – 2022	External consultant for various public and private Italian research institutions
2009 – 2014	Research Assistant , INVALSI, Rome, Italy

MAIN PROJECTS AND GRANTS

2022 – Present	Head of unit. Project title: <i>EYES UP (Early Exposure to Screens and Unequal Performance)</i> . Principal investigator: Chiara Respi. Funding: Cariplo grant – Inequalities Research
2022 – Present	Scientific coordinator. Project title: <i>University dropout: analysis of the causes and proposals for remedial action</i> . Funding: Ministry of Education (CUP D75F22000180001)
2018 – 2021	Senior researcher. Project title: <i>FORWORK (Fostering Opportunities for Refugee Workers)</i> . Principal investigator: Paolo Pinotti. Funding: EU-EASI grant (CUP I32C17000200006)
2018 – 2021	Senior researcher. Project title: <i>Valutazione Nati per Leggere Piemonte</i> . Principal investigator: Paolo Pinotti. Funding: Compagnia di S. Paolo.
2018 – 2020	Senior researcher. Project title: <i>Blockchain & quantitative security</i> . Principal investigator: prof. Silvio Ranise. Funding: FBK
2015 – 2018	Researcher. Project title: <i>MENTEP (MENToring Technology-Enhanced Pedagogy)</i> . Project coordinator: EUN Schoolnet. Funding (EU-Erasmus Plus grant (EACEA/10/14))
	Researcher. Project title: <i>Scuolinsieme</i> . Principal investigator: Antonio Schizzerotto. Funding: Compagnia di S. Paolo
2013 – 2015	Senior Researcher and field coordinator. Project title: <i>Family background, beliefs about education and participation in Higher Education: an experiment integrated with a longitudinal survey</i> . Principal investigator: Antonio Schizzerotto. Funding: PRIN grant (CUP E61J12000220001)
2011 – 2013	Researcher. Project title: <i>PQM (Progetto Qualità e Merito)</i> . Project coordinator: Daniele Vidoni. Funding: PON-FSE (A-2-FSE-2009-2)
2009 – 2014	Assistant Researcher; Researcher. Project title: <i>Valutazione Matabel – Plus</i> . Project coordinator: Daniele Vidoni. Funding: PON-FSE (I-3-FSE-2009-2)

INSTITUTIONAL ROLES AND RESPONSIBILITIES

2022 – Present	Member of the university's gender equality committee, University of Brescia
2022 – Present	Member of the students' careers committee, Department of Economics and Management, University of Brescia
2021 – Present	Member of the educational guidance committee, Department of Economics and Management, University of Brescia
2021 – Present	Member of the teaching quality committee, Department of Economics and Management, University of Brescia

TEACHING EXPERIENCE

Doctoral programmes memberships

- 2022 – Present** Member of the board of the Doctoral programme in Business and Law, University of Brescia
- 2021 – 2022** Member of the board of the Doctoral programme in Economic Sociology and Labour Studies, University of Milan

Course director

- 2021/22 – Present** **Introduction to Research**, PhD in Business and Law, University of Brescia
- 2021/22 – Present** **Economic Sociology of Cultural Processes**, bachelor in Business Administration, University of Brescia
- 2020/21 – 2021/22** **Counterfactual Impact Evaluation**, PhD in Economic Sociology and Labour Studies, University of Milan
- 2019/20** **Policy Evaluation**, bachelor in International Politics and Government, Bocconi University, Milan

Lecturer

- 2021/22 – Present** **Sociology of Tourism**, bachelor in Business Administration, University of Brescia (module of the course Geography and Sociology of Tourism)
- 2019/20** **Sociology**, bachelor in Economics and Social Sciences, Bocconi University, Milan
- 2019/20** **Sociology**, optional for bachelor courses at Bocconi University, Milan

Teaching Assistant

- 2011/12** **Methodology of the Social Sciences**, University of Milan (prof. Sabrina Colombo)
- 2011** **Espanet Summer School**, (Prof. Marco Albertini)

AWARDS

- June 16th, 2016 – Award “EU Cohesion Policy: Best Completed Evaluation” to the research team for the evaluation of the M@t.abel+ project. Award conferred by the European Commission.
- March 19th, 2013 – Award in memory of prof. Marco Biagi, II edition. Award conferred by the Municipality of Milan.

ACADEMIC PROFILES & INDEXING

WOS & Publons: [AAQ-2770-2020](#); Scopus: [55556814400](#); Google Scholar: [page](#); ResearchGate: [page](#); Academia.edu: [page](#)

ATTACHMENTS

- Attachment 1: List of publications and editorial activity
Attachment 2: Talks and membership in conference committees

I hereby authorize the use of my personal data according to the provisions of the article 13 of the D. Lgs. 196/2003 and of the article 13 of the GDPR 679/16.

ANNEX 1 – LIST OF PUBLICATIONS AND EDITORIAL ACTIVITY

ARTICLES IN PEER-REVIEWED JOURNALS

- Ballarino, G., Filippin, A., Abbiati, G., Argentin, G., Barone, C. & Schizzerotto, S. (2022), The effects of an information beyond university enrolment: A large-scale field experiment on the choices of high school students, **Economics of Education Review**, (91). DOI: 10.1016/j.econedurev.2022.102308.
- Abbiati, G., Argentin, G., Azzolini D., Ballarino, G. & Vergolini, L. (2022), Experimental research in education: an appraisal of the Italian experience, **Schweizerische Zeitschrift für Soziologie/Swiss Journal of Sociology**, 48 (1), pp. 21-46. DOI: 10.2478/sjs-2022-0004.
- Abbiati, G., Argentin, G., Caputo, A. & Pennisi, A. (2022), Repetita Iuvant? A repeated RCT on the effectiveness of an at-scale teacher professional development program, **Evaluation Review**, 46 (5), pp. 578-597. DOI: 10.1177/0193841X211055354.
- Abbiati, G., Assirelli, G., Azzolini, D. & Barone, C. (2021), L'università conviene? Un'analisi dei costi, dei rendimenti e dei rischi dell'investimento in istruzione universitaria nel sistema del 3+2, **The Labs' Quarterly**, XXIII (3), pp. 207-245. DOI: 10.13131/1724-451x.labsquarterly.axxiii.n3.207-245.
- Abbiati, G. (2021), L'efficacia degli insegnanti: spunti di ricerca per la Sociologia, **Polis**, 36 (1), pp. 133-149. DOI: 10.1424/100290.
- Abbiati, G., Ranise, S., Schizzerotto, A. & Siena, A. (2021), Merging Datasets of CyberSecurity Incidents for Fun and Insight, **Frontiers in Big Data**, 3: 521132. DOI: 10.3389/fdata.2020.521132.
- Barone, C., Assirelli G., Schizzerotto, A. & Abbiati G. (2019), Nudging Gender Desegregation: a Field Experiment on the Causal Effect of Information Barriers on Gender Inequalities in Higher Education, **European Societies**, 21 (3), pp. 356-377. DOI: 10.1080/14616696.2018.1442929.
- Barone, C., Assirelli, G., Abbiati, G., Argentin, G. & De Luca, D. (2018), Social origins, relative risk aversion and track choice: a field experiment on the role of information biases, **Acta Sociologica**, 61 (4), pp: 441-459. DOI: 10.1177/0001699317729872.
- Abbiati, G., Argentin, G., Barone, C. & Schizzerotto, A. (2018), Information barriers and social stratification in Higher Education: Evidence from a field experiment, **British Journal of Sociology**, 69 (4), pp. 1248-1270. DOI: 10.1111/1468-4446.12332.
- Abbiati G., Assirelli G., Argentin G., Barone C. & Schizzerotto, A. (2017), Orientamento educativo e disuguaglianze di fronte all'istruzione in Italia: risultati da un esperimento randomizzato, **Quaderni di Sociologia**, 74, pp. 7-31. DOI: 10.4000/qds.1698.
- Abbiati, G., Argentin, G. & Gerosa, T. (2017), Different teachers for different students? Evidence on teacher-student matching and its consequences in the Italian case, **Politica Economica – Journal of Economic Policy**, XXXIII (1), pp. 13-58. DOI: 10.1429/86375.
- Abbiati, G. & Barone, C. (2017), Is university education worth the investment? The expectations of upper secondary school seniors and the role of family background, **Rationality and Society**, 29 (2), pp. 113-159. DOI: 10.1177/1043463116679977.
- Barone, C., Schizzerotto, A., Abbiati, G. & Argentin, G. (2017), Information barriers, social inequality and access to higher education: evidence from a field experiment, **European Sociological Review**, 33 (1), pp. 84-96. DOI: 10.1093/esr/jcw050.
- Meroni, E. & Abbiati, G. (2016), How do students react to longer instruction time? Evidence from Italy, **Education Economics**, 24 (6), pp. 592-611. DOI: 10.1080/09645292.2015.1122742.

- Pennisi, A., Argentin, G., Abbiati G. & Caputo, A. (2015), Valutare la formazione degli insegnanti per fare una “buona” scuola: l’esperienza di M@t.abel, **Ricercazione**, 7 (2), pp: 185-212.
- Argentin, G., Pennisi, A., Vidoni, D., Abbiati G. & Caputo, A. (2014), Trying to raise (low) math achievement and to promote (rigorous) policy evaluation in Italy. Evidence from a large-scale randomized trial, **Evaluation Review**, 38 (2): pp. 99-132. DOI: 10.1177/0193841X14529125.
- Abbiati, G., Argentin, G., Caputo A., Pennisi, A., Romano, B. & Vidoni, D. (2014), Ricomincio da tre. Lezioni per la matematica a scuola e per la valutazione delle politiche da tre esperienze italiane di analisi controfattuale, **RIV - Rassegna Italiana di Valutazione**, 55, pp. 21-46. DOI: 10.3280/RIV2013-055003.
- Barone, C. Abbiati, G. & Azzolini, D. (2014), Quanto conviene studiare? Le credenze degli studenti su costi, redditività economica e rischi di fallimento dell’investimento in istruzione universitaria, **Quaderni di Sociologia**, 64, pp. 11-44. DOI: 10.4000/qds.391.
- Abbiati, G. (2014), Bilancio di 50 anni di ricerca sugli insegnanti nella scuola italiana: principali risultati e nuove tendenze, **Scuola Democratica**, 3, pp. 503-524. DOI: 10.12828/78670.
- Abbiati, G. & Barone, C. (2014), L’università conviene? Le rappresentazioni distorte degli studenti e il potenziale dell’orientamento. Prime evidenze da una sperimentazione controllata, **Ricercazione**, 6, (2), pp. 177-192.
- Abbiati, G. (2012), Instabilità, precarietà, insicurezza. Cosa si intende quando si parla di insicurezza del lavoro?, **Stato e Mercato**, 95 (2), pp. 323-355. DOI: 10.1425/37884.
- Mori, S., Vidoni, D. & Abbiati, G. (2012), Collaborazione nella scuola per l’efficacia della scuola: evidenze dal progetto PQM, **Induzioni**, 44, pp. 13-30.

WORKING PAPERS / ARTICLES IN NON PEER-REVIEWED JOURNALS

- Abbiati, G., Azzolini, D., Balanskat A., Engelhart, K., Piazzalunga, D., Rettore, E. & Wastiau, P. (2023), Raising technology-enhanced teaching competences through self-assessment. Experimental impacts from a European study on lower-secondary education teachers, **IZA Working papers series**, *forthcoming*.
- Abbiati, G., Caputo, A., Giampietro, L. & Romano, G. (2016), La formazione professionale degli insegnanti: Cos’è e quale evidenza abbiamo sulla sua efficacia?, **INVALSI working paper series** n. 31/2016, Roma, INVALSI.
- Abbiati, G. (2013), Quali scuole si impegnano nella formazione professionale dei loro docenti? Evidenze dal Sud Italia, *Paper presented at the AIS-EDU 2013 Conference*.
- Abbiati, G. & Ballarino, G. (2013), La formazione professionale degli insegnanti in Italia tra vincoli e opportunità: evidenze empiriche dai programmi M@t.abel+ e PQM, *Paper presented at the AIV 2013 Conference*.
- Abbiati, G. (2011), I sociologi di fronte alla crisi: quanto sono adeguate le teorie classiche sull’insicurezza lavorativa?, **Rivista degli infortuni e delle malattie professionali**, Inail Editore, n.3.

BOOK CHAPTERS

- Pratschke, J. & Abbiati, G. (2020), Peer effects in education, in *Oxford Research Encyclopedia of Education*, edited by Rosemary Papa, New York, Oxford University Press. ISBN: 9780190857547. DOI: [10.1093/acrefore/9780190264093.013.849](https://doi.org/10.1093/acrefore/9780190264093.013.849).
- Pratschke, J. & Abbiati, G. (2019), Like with Like or Take a Hike? Friendship Networks in Italian Schools, pp. 128-134 in *Proceedings of the 1st International Conference of the*

Journal Scuola Democratica "Education and post-democracy", VOL. 1, Politics, Citizenship, Diversity and Inclusion, Rome, Associazione "Per Scuola Democratica". ISBN: 978-88-944888-0-7.

- Abbiati, G. & Argentin, G. (2019), Caratteristiche socio-demografiche degli insegnanti italiani e loro influenze sugli apprendimenti degli studenti, pp. 227-242, in *Uno sguardo sulla scuola. Il Seminario "I dati INVALSI: uno strumento per la ricerca"*, edited by Falzetti, P., Milano, Franco Angeli, ISBN 9788891794796.
- Abbiati, G., Azzolini, D., Bazzoli, M. & Schizzerotto, A. (2019), I risultati della valutazione d'impatto, pp. 223-278, in *È possibile una scuola diversa? Una ricerca sperimentale per migliorare la qualità scolastica*, edited by Checchi, D. and Chiosso, G., Bologna, Il Mulino. ISBN 978-88-15-28397-9.
- Abbiati, G., Ranise, S., Schizzerotto, A. & Siena, A. (2019), Learning from Others' Mistakes: An Analysis of Cyber-security Incidents, pp. 299-306, in *Proceedings of the 4th International Conference on Internet of Things, Big Data and Security (IoTBDs 2019)*. DOI: 10.5220/0007721202990306. ISBN: 978-989-758-369-8.
- Schizzerotto, A., Abbiati, G. & Vergolini, L. (2018), L'influenza delle riforme scolastiche e delle crisi economiche sulla partecipazione al sistema di istruzione in Italia dall'inizio del XX secolo ad oggi, pp. 95-118, in *Annali di statistica, Anno 147 - Serie XIII - Vol. 2*. ISBN 978-88-458-1960-5 (print); ISBN 978-88-458-1959-9 (e-print).
- Argentin, G., Abbiati, G. & Gerosa, T. (2017), Non proprio la stessa scuola. Segregazione degli insegnanti tra scuole e abbinamento insegnanti-studenti come meccanismi nascosti di disuguaglianza nel sistema scolastico italiano, pp. 199-209, in *I dati INVALSI uno strumento per la ricerca*, edited by Falzetti, P. Milano, Franco Angeli. ISBN: 9788891767691.
- Abbiati, G., Argentin, G. & Pennisi, A. (2014), Learning how to improve a "blended" math teacher professional development program in Italy, pp. 223-239, in *Evaluation as a Tool for Research, Learning and Making Things Better*, edited by Kaliolla, S., Cambridge, Cambridge Scholar Publishing. ISBN-10: 1443856371; ISBN-13: 978-1443856379.
- Abbiati, G. (2014), Chi è disposto a impegnarsi nella formazione professionale e a quali condizioni? L'esperienza di due casi studio nelle regioni meridionali del paese, pp. 109-114, in *La professionalità dell'insegnante. Valorizzare il passato, progettare il futuro*, edited by Mantovani, D., Balduzzi, L., Tagliaventi, M.T., Tuorto, D., Vannini, I., Roma, ARACNE. DOI: 10.4399/978885487395712. ISBN: 9788854873957.
- Abbiati, G., Argentin, G. & Pennisi, A. (2014), Come migliorare la qualità dell'insegnamento con la formazione in servizio? Lezioni apprese da un insegnamento randomizzato, pp. 115-124, in *La professionalità dell'insegnante. Valorizzare il passato, progettare il futuro*, edited by Mantovani, D., Balduzzi, L., Tagliaventi, M.T., Tuorto, D., Vannini, I., Roma, ARACNE. DOI: 10.4399/978885487395713. ISBN: 9788854873957.
- Falzetti, P., Abbiati, G. & Argentin (2014), Il questionario insegnante: limiti e potenzialità, pp. 193-200, in *La professionalità dell'insegnante. Valorizzare il passato, progettare il futuro*, edited by Mantovani, D., Balduzzi, L., Tagliaventi, M.T., Tuorto, D., Vannini, I., Roma, ARACNE. DOI: 10.4399/978885487395723. ISBN: 9788854873957.
- Argentin, G., Abbiati, G. & Falzetti, P. (2014), Una scuola uguale per tutti? L'abbinamento insegnanti-studenti come fattore occulto di iniquità nel sistema scolastico, pp. 239-248, in *La professionalità dell'insegnante. Valorizzare il passato, progettare il futuro*, edited by Mantovani, D., Balduzzi, L., Tagliaventi, M.T., Tuorto, D., Vannini, I., Roma, ARACNE. DOI: 10.4399/978885487395730. ISBN: 9788854873957.

PUBLISHED RESEARCH REPORTS

- Abbiati, G. & Pinotti, P. (2022), *Modificare il futuro – Rapporto finale*. Fondazione Debenedetti, Milan.
- Abbiati, G., Monti, P. & Pinotti, P. (2022), *Nati per Leggere Piemonte. I risultati della valutazione di impatto*. Fondazione Debenedetti, Milan.
- Fondazione Debenedetti (2021), *FORWORK Italy. Impact evaluation report*. Fondazione Debenedetti, Milan.
- Abbiati, G. & Tomaselli G. (2019), *Modificare il futuro – Disegno di valutazione*. Fondazione Debenedetti, Milan.
- Abbiati, G., Azzolini, D., Balanskat, A., Piazzalunga, D., Rettore, E. & Schizzerotto, A. (2018), *MENTEP Executive Report, Summary of results of the field trials: The impact of the technology-enhanced self-assessment tool (TET-SAT)*, European Schoolnet. FBK-IRVAPP, Brussels.
- Abbiati, G., Azzolini, D., Piazzalunga, D., Rettore, E. & Schizzerotto, A. (2018), *MENTEP Evaluation Report, Results of the field trials: The impact of the technology-enhanced self-assessment tool (TET-SAT)*, European Schoolnet, FBK-IRVAPP, Brussels.
- Abbiati, G. & Anzivino, M. (2012), *Giovani e studi scientifici. Un'indagine comparativa tra paesi europei*. Research report in the context of the European project IRIS for the institute Observa – Science and Society.

PUBLISHED RESEARCH REPORTS, CURATORSHIPS

- Abbiati, G. & Caputo, A. (edited by) (2010), *Valutazione PON M@t.abel+. Rapporto delle attività e alcuni risultati preliminari 2009-2010*, Roma, INVALSI.
- Abbiati, G. & Caputo, A. (edited by) (2010), *Rapporto di analisi dei diari di bordo, a.s. 2009-2010*, Roma, INVALSI.

PUBLISHED RESEARCH REPORTS, SINGLE CHAPTERS

- Ch. 1 “Aspetti del funzionamento del sistema scolastico post-obbligo e dei processi di transizione dalla scuola al lavoro in provincia di Trento” (with Azzolini, A., Checchi, D. & Schizzerotto, A.), in *Rapporto sulla Situazione Economica e Sociale del Trentino*, edited by Schizzerotto, A., Provincia Autonoma di Trento, 2015.
- Ch. 1 “Il disegno di valutazione”, 2 “La validità interna della valutazione”, 3 “La validità esterna della valutazione”, 4 “Le rilevazioni effettuate per la valutazione” (except 4.2) in *Valutazione del programma PON M@t.abel+, Seconda sperimentazione A.S. 2010/11-2012/13. Rapporto conclusivo*, edited by Pennisi, A., Roma, INVALSI, 2015.
- Ch. 1.2 “Il grado di ritenzione e di contaminazione tra docenti trattati e di controllo”, 3 “L'utilizzo dell'approccio M@t.abel una volta concluso il percorso di formazione” (with Pennisi, A.) in *Valutazione del programma PON M@t.abel+, Prima sperimentazione A.S. 2009/10-2011/12. Rapporto conclusivo*, edited by Pennisi, A., Roma, INVALSI, 2015.
- Ch.3.3 “Formazione in servizio” in *Valutazione ex-ante. Rapporto operativo nazionale*, edited by Argentin, G. Caputo, A., Ricci, R., Roma, INVALSI, 2014.
- Ch.1 “La validità interna ed esterna dell'esperimento” (with Argentin, G.), 3 “Gli effetti sugli insegnanti”, 4 “L'implementazione del corso di formazione M@t.abel+” (with Caputo, A.) in *Valutazione PON M@t.abel+. Rapporto sui risultati preliminari sugli effetti del programma PON M@t.abel+ 2009/2010*, edited by Pennisi, A., Roma, INVALSI, 2013.
- Ch. 9 “La soddisfazione per il lavoro attuale” in *Gli esiti formativi ed occupazionali dei giovani qualificati nei percorsi triennali di istruzione e formazione professionale*, edited by Istituto IARD rps & Istituto SWG srl, 2011.

PUBLISHED BOOK REVIEWS

- Abbiati, G. (2017). Carl L. Bankston III and Stephen Caldas, "Controls and Choices-The Educational Marketplace and the Failure of School Desegregation". Lanham: Rowman & Littlefield, 2015, 144 pp. *Sociologica*, 11 (2), published online. DOI: 10.2383/88205.

NON-ACADEMIC OUTLETS

I collaborated with the review *L'indice dei libri del mese* from 2011 to 2016, writing articles, book reviews and making interviews. For this review, I have been editor of the special issue "L'indice della scuola" of November 2015. I also wrote articles for the review *Die Onde* and the online blog *bloggio.it*.

Online articles:

- Abbiati, G. & Ballarino, G. (2022). *Studenti in cerca di un orientamento*. In Lavoce.info <https://www.lavoce.info/archives/99444/studenti-in-cerca-di-un-orientamento/>
- Abbiati, G., Argentin, G. & Gerosa, T. (2021). *Il valzer degli insegnanti penalizza i più deboli*. In Lavoce.info <https://www.lavoce.info/archives/89555/il-valzer-degli-insegnanti-penalizza-i-piu-deboli/>
- Abbiati, G. & Minello, A. (2019). *L'università che non facilita la carriera delle mamme*. In Lavoce.info <https://www.lavoce.info/archives/61207/luniversita-che-non-facilita-la-carriera-delle-mamme/>
- Abbiati, G. & Romito, M. (2018). *Per sempre ultime. Scuole condannate dalle classifiche*. In Lavoce.info <https://www.lavoce.info/archives/55509/per-sempre-ultime-quelle-scuole-condannate-dalle-classifiche-2/>

REVIEWER FOR

Research in Social Stratification and Mobility, European Sociological Review, Higher Education, Advances in Life Course Research, Sociologica, Sociology of Education, Education Economics, International Journal of Vocational and Technical Education, Italian Journal of Sociology of Education, Stato e Mercato, Ricercazione, Quaderni di Sociologia Scuola Democratica, Polis and Politiche sociali. Publons (WOS) profile: [AAQ-2770-2020](https://publons.com/author/profile/AAQ-2770-2020/).

ANNEX 2 – TALKS AND MEMBERSHIP IN CONFERENCE COMMITTEES

INVITED TALKS

- Milano, December 22nd, 2021 – University of Milan – Behave Lab seminars, “Experimental research in education: an appraisal of the Italian experience”.
- Ispra, January 25th, 2019 – CRIE-EU JRC seminars, “Repetita iuvant? Lessons from repeated RCTs on the effectiveness of a teacher professional development program”.
- Milano, June 25th, 2018 – Università Bocconi – Dondena Research Seminars, “Self-assessing ICT competences in teaching: the impact on perceived ability and personal views”.
- Sofia, June 16th, 2016 – 7th European Evaluation Conference - The result orientation: Cohesion Policy at work, “Evaluating the effectiveness of the Italian math teachers’ professional development programme M@t.abel”, with G. Argentin, A. Pennisi, A. Caputo.
- Formia, October 28th, 2014 – INVALSI seminar – Il Questionario insegnante e il Questionario scuola: teorie, strumenti e risultati, “Una scuola uguale per tutti?”, with G. Argentin.
- Trento, April 4th, 2013 – FamIne Brown Bag Lunch Seminars – Department of Sociology and Social Research, “Insegnare a insegnare? La valutazione di due politiche formative per insegnanti di scuola media”.

INTERNATIONAL EVENTS, ACCEPTED TALKS

- Online, October 8th, 2021 – ECSR Annual Conference, “Wait or hurry? The effects of the early school enrolment on the school outcomes of Italian students”, with M. Triventi and F. Bernardi.
- Berlin, October 1st, 2021 – 5th annual WZB workshop: Experiments in education and labor market research, “Experimental research in the Social Sciences: a critical appraisal of the Italian experience”, with G. Argentin, D. Azzolini, G. Ballarino and L. Vergolini.
- Arlington, September 29th, 2021 – SREE Fall Conference, “The Italian Job. A review of Italian field experiments in education”, with G. Argentin, D. Azzolini, G. Ballarino and L. Vergolini (poster).
- Barcelona, September 2nd, 2021 – ESA Annual Conference, “Experimental research in Sociology. Enthusiasm and caution learned from the Italian experience”, with G. Argentin, D. Azzolini, G. Ballarino and L. Vergolini.
- Turku, June 4th, 2021 – RC 28 Spring Meeting, “Wait or hurry? The effects of the early school enrolment on the school outcomes of Italian students”.
- Cagliari, June 2nd, 2021 – 2nd Scuola Democratica International conference, “The problem of teachers’ turnover in Italian schools: only a nuisance or a threat for students’ achievement?”, with G. Argentin, P. Falzetti, and “Wait or hurry? The effects of the early school enrolment on the school outcomes of Italian students”.
- Turku, May 2020 – RC 28 Spring Meeting, “The problem of teachers’ turnover in Italian schools: only a nuisance or a threat for students’ achievement?”, with G. Argentin, T. Gerosa and P. Falzetti. (event cancelled for the COVID-19 Pandemic).
- Miami, March 2020 – 64th Annual Conference of the Comparative and International Education Society (CIES), “The problem of teachers’ turnover in Italian schools: only a nuisance or a threat for students’ achievement?”, with G. Argentin, T. Gerosa and P. Falzetti. (event cancelled for the COVID-19 Pandemic).

- Cagliari, June 7th – 8th, 2019 – 1st Scuola democratica International Seminar “Education and post-democracy”, “Socio-demographic characteristics of teachers and impact on the achievement of their students. Evidence from Italy”, with G. Argentin, T. Gerosa, and “Friendship networks in Italian Schools”, with J. Pratschke.
- Turin, May 22nd, 2018 – Rigorous impact evaluation in Europe, “Repetita iuvant? Lessons from repeated RCTs on the effectiveness of a teacher professional development program”, with G. Argentin, A. Caputo and A. Pennisi.
- Bologna, November 3rd, 2017 – Trends in Inequality Conference, “Inequalities in access to higher education in Italy: The role of peer groups, families and schools”, with Jonathan Pratschke.
- Milan, September 1st, 2017 – ECSR 2017 Conference, “Inequalities in access to higher education in Italy: The role of peer groups, families and schools”, with Jonathan Pratschke, and “Social origins, relative risk aversion and track choice: A field experiment on the role of information biases”, with C. Barone, G. Assirelli, G. Argentin and D. De Luca.
- Milan, October 20th, 2016 – Counterfactual Methods for Policy Impact Evaluation (COMPIE) Conference, “How do high-school students react to information on returns to education? Evidence from Italy”, with G. Argentin, C. Barone and A. Schizzerotto.
- Oxford, September 22nd, 2016 – ECSR 2016 Conference, “Nudging gender desegregation in Higher Education: evidence from a field experiment”, with C. Barone, A. Schizzerotto and G. Assirelli.
- Badajoz, June 30th, 2016 – AEDE 2016 Conference, “How do high-school students react to information on returns to education? Evidence from Italy”, with C. Barone, A. Schizzerotto and G. Argentin.
- Washington, March 3rd, 2016 – SREE Spring 2016 Conference, “Repetita iuvant? Lessons from Repeated RCTs on the Effectiveness of a Teacher Professional Development Program”, with G. Argentin, A. Pennisi and A. Caputo.
- Tilburg, May 28th, 2015 – RC28 Spring Meeting, “Does Information Matter? Experimental evidence on the role of beliefs about the value of Higher Education for the study plans of high school seniors”, with C. Barone, A. Schizzerotto and G. Argentin.
- Roma, November 27th, 2014 – Counterfactual Methods for Policy Impact Evaluation (COMPIE) Conference, “Trying to raise low math achievement and to promote rigorous policy evaluation in Italy. Evidence from a (two) large-scale randomized trial(s)”, with G. Argentin, A. Pennisi and A. Caputo.
- Cagliari, September 19th, 2014 – Going to school today: choice and orientation among family, school and public policies, “Does Information Matter? The Effects of an Educational Guidance Program for High-School Seniors on Beliefs on the Value of Higher Education and on Enrolment Plans”, with C. Barone, A. Schizzerotto and G. Argentin.
- York, September 11th, 2014 – Randomised Controlled Trials in the Social Sciences, 9th Annual Conference – “Does Information Matter? - The Effects of an Educational Guidance Program for High-School Seniors on Beliefs on the Value of Higher Education and on Enrolment Plans” with C. Barone, A. Schizzerotto and G. Argentin.
- Budapest, May 9th, 2014 – RC 28 Annual Meeting, “Why training is not enough. Comparing the effectiveness of two Italian programmes of professional development for teachers”, with G. Ballarino (poster presentation); “Not really the same school. Teacher inter-school segregation and teachers-students matching as hidden inequality mechanisms in the Italian school system”, with G. Argentin and P. Falzetti (poster presentation); “Acting rationally on the basis of wrong beliefs? The perceived costs,

benefits and probabilities of success of the investment in Higher Education and their variations by family background”, with C. Barone.

- Milan, June 19th, 2013 – SASE 25th Annual Meeting, “Increasing teaching quality through in service free professional development: lessons learned from a large-scale randomized control trial”, with G. Argentin and A. Pennisi.
- Roma October 4th, 2012 – Improving Education through Accountability and Evaluation Lessons from Around the World, “Teacher training, extra education and student's achievement. The evaluation of a program for promoting student performances in lower secondary schools in Italy”, with E. Meroni.
- Washington D.C., September 9th, 2012 – SREE 2012 fall conference - Effective Partnerships: Linking Practice and Research, “A Quest for Increasing Student Math Achievement and Promoting Rigorous Evaluation in Italy: Evidence from the M@t.abel Teacher Professional Development Program” – with D. Vidoni, A. Pennisi, G. Argentin and A. Caputo.
- Pori, June 17th, 2012 – EVAL 2012 – 8th International Conference on Evaluation for Practice, “Obstacles to the effectiveness of a professional development intervention for teachers in Italy: evidence from a randomized trial”, with G. Argentin, A. Pennisi and “Trying to raise (low) math achievement and to promote (rigorous) policy evaluation in Italy: evidence from a large-scale randomized trial”, with G. Argentin, A. Pennisi, A. Martini, D. Vidoni and A. Caputo.
- Vancouver, April 15th, 2012 – AERA (American Educational Research Association) international meeting 2012, “Teacher training, extra education and student's achievement. The evaluation of a program for promoting student performances in lower secondary schools in Italy”, with E. Meroni and “Preliminary Evidence from the M@t.abel Teacher Professional Development Program in Italy”, with G. Argentin, A. Pennisi, D. Vidoni and A. Caputo.
- London, September 14th, 2011 – European Doctoral Conference, LSE – “Self-selection, attendance and drop-outs in in-service training programs for secondary school teachers: individual and contextual determinants”.
- Bamberg, October 1st, 2010 – ECSR, QMSS2 and Transeurope joint conference – “Job Insecurity, Employment Relationship and Labour Market Institutions”.
- Turin, June 18th, 2010 – 3rd TransEurope Young Researcher Meeting, “Job Insecurity, Social Class and Labour Market Institutions: Evidence from 16 OECD Countries”.

NATIONAL EVENTS, ACCEPTED TALKS

- Bologna, June 8th – June 11th, 2022 – SISEC Conference, “Sostenere efficacemente la lettura condivisa. Gli effetti del programma Nati per Leggere in Piemonte”, with P. Pinotti, P. Monti and F. Mattei and “Segregazione scolastica in Italia: uno studio longitudinale usando i dati INVALSI”, with G. Ballarino.
- Rome, November 27th, 2021 – VI seminar “I dati INVALSI: uno strumento per la ricerca”, “The Academic Greenshirting Puzzle in Italy. School entry anticipation, Social Background, and Children’s Outcomes”, with F. Bernardi and M. Triventi.
- Online, October 28th, 2021 – 62nd Annual Conference – Società Italiana di Economia, “Raising technology-enhanced teaching competences through self-assessment. Experimental impacts from a European study on lower-secondary education teachers”, with D. Piazzalunga, D. Azzolini, A. Balanskat, K. Engelhart, E. Rettore and P. Wastiau.
- Online, September 23rd – XXIII Congresso Nazionale AIV, “Not the same teacher, not the same effect: Teachers’ turnover in Italian schools as a factor exacerbating social inequalities in education”, with G. Argentin, T. Gerosa and P. Falzetti.

- Online, September 8th, 2021 – XIV Conferenza ESPAnet Italia, “The Italian Job. A review of Italian field experiments in education”, with G. Argentin, D. Azzolini, G. Ballarino and L. Vergolini.
- Catania, June 9th – June 12th, 2021 – SISEC Conference, “Wait or hurry? The effects of the early school enrolment on the school outcomes of Italian students”.
- Rome, February 26, 2021 – V seminar “I dati INVALSI: uno strumento per la ricerca”, “Wait or hurry? The effects of the early school enrolment on the school outcomes of Italian students”.
- Venezia, September 19th, 2020 – ESPAnet Italia Conference, “Raising technology-enhanced teaching competences through self-assessment. Experimental impacts from a European study on lower-secondary education teachers”, with D. Piazzalunga, D. Azzolini, A. Balanskat, K. Engelhart, E. Rettore and P. Wastiau.
- Milan, January 31st, 2020 – SISEC Conference, “The problem of teachers’ turnover in Italian schools: only a nuisance or a threat for students’ achievement?”, with G. Argentin, T. Gerosa and P. Falzetti.
- Rome, November 30th – December 1st, 2019 – IV seminar “I dati INVALSI: uno strumento per la ricerca”, “Students’ attitudes and inequalities: a mediation analysis”, with G. Argentin and T. Gerosa and “The problem of teachers’ turnover in Italian schools: only a nuisance or a threat for students’ achievement?” with G. Argentin and T. Gerosa.
- Naples, February 2nd, 2019 – SISEC Conference, “Like with like or take a hike? Friendship networks in Italian schools”, with J. Pratschke.
- Bari, October 27th, 2018 – III seminar “I dati INVALSI: uno strumento per la ricerca”, “Quali caratteristiche degli insegnanti influenzano i loro standard di valutazione degli studenti? Uno studio sulle scuole secondarie di primo e secondo grado in Italia”, with G. Argentin and T. Gerosa.
- Milan, January 26th, 2018 – SISEC Conference, “Mutamenti nella composizione di genere e origini sociali degli insegnanti italiani e influenza sugli apprendimenti degli studenti”, with G. Argentin.
- Florence, November 18th, 2017– II seminar “I dati INVALSI: uno strumento per la ricerca”, “Caratteristiche ascritte degli insegnanti delle scuole secondarie di I grado e apprendimento degli studenti: quale relazione?”, with G. Argentin.
- Rome, September 20th, 2016 – I seminar “I dati INVALSI, uno strumento per la ricerca”, “Non proprio la stessa scuola. Segregazione degli insegnanti tra scuole e abbinamento insegnanti-studenti come meccanismi nascosti di disuguaglianza nel sistema scolastico italiano”, with G. Argentin and T. Gerosa.
- Cosenza, September 19th, 2013 – 6th ESPAnet Italia Conference, “Colmare il gap Nord-Sud formando gli insegnanti? Evidenza e indicazioni da una sperimentazione controllata su larga scala”, with D. Vidoni, A. Pennisi, G. Argentin and A. Caputo.
- Bologna, June 21st, 2013 – Conference “La professionalità insegnante: valorizzare il passato, progettare il futuro, “Chi è disposto a impegnarsi nella formazione professionale, e a quali condizioni? L’esperienza di due casi studio nelle regioni meridionali del paese”; “Il questionario insegnante: limiti e potenzialità”, “Una scuola uguale per tutti? L’abbinamento insegnanti-studenti come fattore occulto di iniquità del sistema scolastico” and “Insegnare meglio o più a lungo? L’effetto del tempo-scuola e degli stili di insegnamento sull’apprendimento degli studenti italiani” with P. Falzetti and G. Argentin and “Come migliorare la qualità dell’insegnamento con la formazione professionale? Lezioni apprese da un esperimento randomizzato su larga scala” with G. Argentin and A. Pennisi.

- Milan, April 19th, 2013 – AIV Annual Congress, “La formazione professionale degli insegnanti in Italia tra vincoli e opportunità: evidenze empiriche” with G. Ballarino. “Colmare il gap di competenze Nord-Sud formando gli insegnanti? Evidenza e indicazioni da una sperimentazione randomizzata su larga scala” with G. Argentin, A. Pennisi, D. Vidoni and A. Caputo.
- Trento, March 17th, 2012 – AIS-EDU National Congress, “Quali scuole si impegnano nella formazione professionale dei loro docenti? Evidenze dal Sud Italia” and “Collaborazione nella scuola per l’efficacia della scuola: evidenze dal progetto PQM”, with S. Mori and D. Vidoni.
- Bari, April 7th, 2011 – III National CKBG Congress, “Formazione blended e pratica educativa nel conteso scolastico: quale raccordo possibile?” with A. Caputo and M. Perelli D’Argenzio.

MEMBERSHIP IN CONFERENCE COMMITTEES

- 2023 – VII SISEC Conference “Scienze sociali che cambiano per una società che cambia”, member of the organizing committee.
- 2022 – VII seminar “I dati INVALSI: uno strumento per la ricerca e la didattica”, member of the scientific board.
- 2021 – VI seminar “I dati INVALSI: uno strumento per la ricerca”, member of the scientific board and chair of session.
- 2021 – II International Conference of the journal “Scuola Democratica”, organizer of the panel Producing And Using Evaluation Evidence To Improve Equity In Education, with Davide Azzolini and Loris Vergolini.
- 2021 – V seminar “I dati INVALSI: uno strumento per la ricerca”, member of the scientific board and chair of session.
- 2012 – SASE 25th Annual Meeting. Chair of session.