

## **ALLEGATO B**

UNIVERSITÀ DEGLI STUDI DI MILANO

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## **Giovanni Maria Abbiati CURRICULUM VITAE**

INFORMAZIONI PERSONALI (NON INSERIRE INDIRIZZO PRIVATO E TELEFONO FISSO O CELLULARE)

COGNOME	ABBIATI
NOME	GIOVANNI MARIA
DATA DI NASCITA	12/01/1983

# GIOVANNI ABBIATI

Nationality	Italian
Date and place of birth	January 12 <sup>th</sup> , 1983, Milan (Italy)

## PROFILE

I am currently Research Fellow at Fondazione Rodolfo Debenedetti. I hold a PhD in Labour Studies from the University of Milan and MA with distinction in Sociology from the Bicocca University of Milan. I am interested in theoretical and applied research in the areas of education, labour, and social stratification. Since 2009 I have also been working in the area of public policy evaluation, especially in the fields of education and training.

I worked both in Universities (as researcher and lecturer) and in research institutes. This combination of experiences has helped me to strengthen my skills in the various phases of a research project, starting from the design, fieldwork, coordination of partners and, finally, to data analysis and scientific dissemination of the results.

I mainly carried out my research using quantitative methods applied to panel, cross-sectional and experimental databases. I am also at ease with qualitative inquiry techniques, such as in-depth interviews and focus groups.

## RESEARCH EXPERIENCE

**April 1<sup>st</sup>, 2018 – March 31<sup>st</sup>, 2020:** Research Fellow at the Fondazione Rodolfo Debenedetti, Milan.

Main activities: research and policy evaluation activity, mainly in the field of migration, poverty and education, for projects at local and national level. My main tasks involve all phases of the research activity, from the early stages (preparation of applications and research proposals, definition of research/evaluation question and research design jointly with the project stakeholders) to the coordination of field activities and the dissemination of the results (not only in scientific environments).

**April 1<sup>st</sup>, 2018 – March 31<sup>st</sup>, 2020:** External consultant at Bruno Kessler Foundation, Trento.

Main activities: research in the field of cyber-security.

**April 1<sup>st</sup>, 2015 – March 31<sup>st</sup>, 2018:** Research Fellow at the Research Institute for the Evaluation of Public Policies - Bruno Kessler Foundation (FBK-IRVAPP) in Trento.

Main activities: research and policy evaluation activity, mainly in the field of education and training. The projects I worked with were scaled both at local/national and at the international level. My main tasks involved all phases of the research activity.

**November 2016:** External consultant in the experimental project "OpenTeQ - Opening the Black Box of Teacher Quality" (Head of the project: Gianluca Argentin, Catholic University of Milan), aimed at estimating the impact of a training program on teachers attitudes and students' competences. Funding: MIUR (Italian Ministry of Research).

Main activities: Co-definition of the sampling and randomization strategies; extraction of treated and control units; reporting on the internal validity of the experiments.

**June 22<sup>nd</sup>, 2015 – October 10<sup>th</sup>, 2016 (non-continuously):** External partner for Fondimpresa (Trento division), the main Italian inter-professional fund for life-long professional development.

Main activities: reporting and counselling on the activities of the fund in the period 2013-2015.

**April 15<sup>th</sup>, 2013 – March 31<sup>st</sup>, 2015:** Post-doc researcher at the University of Trento (Department of Sociology and Social Research). I was the field coordinator of a randomized experiment ("Family background, beliefs about education and participation in Higher Education: an experiment integrated with a longitudinal survey". Head of the project: prof. Antonio Schizzerotto) involving 62 high schools in four Italian regions. The main aim of the research is the evaluation of the impact of school guidance for high-school seniors on university enrolment, choice of the field of study and university dropouts. Funding: MIUR (Italian Ministry of Research), ID: CUPE61J12000220001.

Main activities: Supervision of the field of the experiment and of the data collection process; coordination of external partners and data collection agencies; supervision of junior collaborators; organization of national meetings and training sessions; preparation of measurement tools; data cleaning and data analysis; writing of scientific papers and technical reports.

**June 6<sup>th</sup>, 2009 – November 19<sup>th</sup>, 2014 (non-continuously):** Team member of a research project for the impact evaluation of a training program for mathematics teachers (PON M@t.abel+) on student achievement and teacher behaviour. The causal impact of the program is estimated thanks to an experimental design with school randomization. Funding: EU Operational Program in Education 2007–2013 fund (I-3-FSE-2009-2).

Main activities: Research project implementation for INVALSI (Italian National Institute for the Evaluation of the Educational System), preparation of measurement tools, arrangement and supervision of the field, data analysis, writing of scientific papers and technical reports.

**December 14<sup>th</sup>, 2011 – August 13<sup>th</sup>, 2012:** Team member of a research project for the impact evaluation of a training program for mathematics teachers (PQM) on student achievement, through quasi-experimental design (coordinator: Daniele Vidoni). Funding: EU Operational Program in Education 2007–2013 fund (A-2-FSE-2009-2).

Main activities: arrangement and supervision of the field, data analysis, writing of scientific papers and technical reports.

**September 2011 – February 2012:** Visiting Researcher at the University of Bamberg, under the supervision of prof. Volker Stocké.

Main activities: research activity in the context of my doctoral dissertation.

**June 2009 – August 2012 (non-continuously):** External partner for various research institutes (ISFOL, Observa, ASVAPP).

Main activities: data analysis over specific research questions leading to the drafting of research reports and research book chapters.

## TEACHING ACTIVITY

**A.Y. 2019/20:** Main lecturer of the compulsory bachelor course Policy Evaluation at Bocconi University, Department of Social and Political Sciences; lecturer of the bachelor courses "Sociology", I semester (compulsory for BES-CLES bachelor course) and Sociology, II semester (optional for other bachelor courses) at Bocconi University of Milan, Department of Social and Political Sciences (course main instructor prof. Nicoletta Balbo).

**A.Y. 2014/2015; 2015/2016; 2016/2017:** Invited lecturer in the master course "Education and social inequalities" (2014/15 prof. Carlo Barone; 2015/2016 and 2016/2017 prof. Raffaele Guetto), at the University of Trento, Department of Sociology and Social Research.

**A.Y. 2010/2011; 2011/2012; 2012/2013:** Invited lecturer in the master course "Sociology of Education" (prof. Gabriele Ballarino), at the University of Milan, Faculty of Political Sciences.

**A.Y. 2011/2012:** Assistant lecturer of the bachelor course "Methodology of Social Sciences" (prof. Sabrina Colombo) at the University of Milan, Faculty of Political Sciences.  
**September 2011:** Teaching assistant at ESPANET summer school 2011 (prof. Marco Albertini).

## EDUCATION

**2013:** PHD in Labour Studies at the GSSEPS (Graduate School in Social, Economic and Political Sciences), University of Milan. Title of the thesis: "*La formazione degli insegnanti in Italia. Valutazione di due politiche di formazione professionale per insegnanti di scuola media*". Supervisors: Prof. Gabriele Ballarino and Prof. Daniele Checchi.

**2009:** Master of Sciences Degree in Sociology, 110/110 cum laude. Title of the thesis: "*L'insicurezza del lavoro. Un'analisi comparativa in 16 paesi OECD*". Supervisors: Prof. Emilio Reyneri and Prof. Giovanna Fullin.

**2006:** Bachelor degree in sociology, 105/110.

## TRAINING

**FBK-IRVAPP winter school** (Venice, February 2013), *Fundamentals and methods for impact evaluation of public policies* – certificate of attendance

**BIKS Summer School** (University of Bamberg, October 2010), *Educational processes, competence development and selection decisions in pre- and primary school age* – certificate of attendance

**ECPR (European Consortium for Political Research) summer school** (University of Essex, June-July 2010), *Introduction to Experiments; Introduction to Multilevel Models with Applications*: certificates of attendance

**PRO.VA (Progetto Valutazione) Summer School** (Turin, August 2008), *Metodi quantitativi per la valutazione delle politiche pubbliche* – proficiency certificate (30/30)

**ICPSR (Interuniversity Consortium for Political and Social Research) summer school** (University of Michigan, August 2008), *Introduction to Statistics and Data Analysis II* – proficiency certificate (A); *Regression Analysis II* – proficiency certificate (A+); *Categorical Analysis* – certificate of attendance

## FOREIGN LANGUAGES

Mother tongue: Italian

Other languages:

Language	Reading	Speaking	Writing
English	5	5	4
Spanish	5	5	4
French	3	3	2
German	1	1	1

(5: excellent, 1: basic)

## COMPUTER SKILLS

Microsoft Windows and Office experienced user.

Statistical packages: Experienced STATA, SPSS user. General knowledge of LISREL.

## ANNEXES

Annex1: list of publications; Annex 2: list of awards, talks and conferences.

*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

#### Articles in peer-reviewed journals

1. 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*, vol. 61 (4), pp: 441-459. DOI: 10.1177/0001699317729872.
2. Barone, C., Assirelli G., Schizzerotto, A., Abbiati G. (2018), *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.
3. 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*, vol. 69 (4), pp. 1248-1270. DOI: 10.1111/1468-4446.12332.
4. 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*, in press, Vol. LXI, n. 74 (2), pp. 7-31. DOI: 10.4000/qds.1698.
5. 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*, vol. XXXIII (1), pp. 13-58. DOI: 10.1429/86375.
6. 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*, vol. 29 (2), pp. 113-159. DOI: 10.1177/1043463116679977.
7. 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* vol. 33 (1), pp. 84-96. DOI: 10.1093/esr/jcw050.
8. Meroni, E., Abbiati, G. (2016), *How do students react to longer instruction time? Evidence from Italy*, *Education Economics*, vol. 24 (6), pp. 592-611. DOI: 10.1080/09645292.2015.1122742.
9. 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*, n.7 (2), pp: 185-212.
10. 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*, vol. 38 (2): pp. 99-132. DOI: 10.1177/0193841X14529125.
11. 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*, vol. 55, pp. 21-46. DOI: 10.3280/RIV2013-055003.
12. 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*, vol. 64, pp. 11-44. DOI: 10.4000/qds.391.
13. Abbiati, G. (2014), *Bilancio di 50 anni di ricerca sugli insegnanti nella scuola italiana: principali risultati e nuove tendenze*, *Scuola Democratica*, vol. 3, pp. 503-524. DOI: 10.12828/78670.
14. 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*, vol.6, (2), pp. 177-192.
15. Abbiati, G. (2012), *Instabilità, precarietà, insicurezza. Cosa si intende quando si parla di insicurezza del lavoro?*, *Stato e Mercato*, vol. 95 (2), pp. 323-355. DOI: 10.1425/37884.
16. Mori, S., Vidoni, D., Abbiati, G. (2012), *Collaborazione nella scuola per l'efficacia della scuola: evidenze dal progetto PQM*, *Induzioni*, vol. 44, pp. 13-30.

## Articles in non peer-reviewed journals

17. Abbiati, G., Assirelli, G., Azzolini, D., Barone, C. (2017), *L'università conviene? Un'analisi dei costi, dei rendimenti e dei rischi dell'investimento in istruzione universitaria nel sistema del 3+2*, IRVAPP working paper series no. 7/2017, Trento, FBK-IRVAPP.
18. Abbiati, G., Caputo, A., Giampietro, L. e Romano, G. (2016), *La formazione professionale degli insegnanti: Cos'è e quale evidenza abbiamo sulla sua efficacia?*, INVALSI working paper series no. 31/2016, Roma, INVALSI.
19. 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.

## Books chapters

20. Pratschke, J., Abbiati, G. (2020), *Peer effects in education*, in *Oxford Research Encyclopedia of Education*, edited by Rosemary Papa, New York, Oxford University Press, forthcoming. ISBN: 9780190857547
21. 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
22. Abbiati, G., Ranise, S., Schizzerotto, A. and 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
23. 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 978-88-91-77257-2.
24. 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.
25. 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).
26. 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.
27. 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.
28. 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. ISBN: 9788854873957.
29. 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. ISBN: 9788854873957.
30. 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. ISBN: 9788854873957.
31. 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. ISBN: 9788854873957.

## Published research reports

32. 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.
33. 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.
34. 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

35. Abbiati, G., Caputo, A. (edited by) (2010), *Valutazione PON [M@t.abel+](#). Rapporto delle attività e alcuni risultati preliminari 2009-2010*, Roma, INVALSI.
36. 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

37. 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.
38. 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.
39. 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.
40. Ch.3.3 "Formazione in servizio" in *Valutazione ex-ante. Rapporto operativo nazionale*, edited by Argentin, G. Caputo, A., Ricci, R., Roma, INVALSI, 2014.
41. 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.
42. 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.

## Scientific reporting – journalism

I collaborate with the review *L'indice dei libri del mese* since 2011, for which I write articles, book reviews and make interviews. I have been editor of the special issue "L'indice della scuola" of November 2015. I wrote articles for the review *Die Onde* and the online journal *Lavoce.info*.

## Collaboration with scientific reviews

I collaborate with various scientific journals as reviewer of research articles and published books, namely with *Research in Social Stratification and Mobility*, *European Sociological Review*, *Sociologica*, *Sociology of Education*, *Italian Journal of Sociology of Education*, *Stato e Mercato*, *Ricercazione*, *Quaderni di Sociologia* and *Scuola Democratica*.



## ANNEX 2

### AWARDS, TALKS AND CONFERENCES

#### Awards

March 19<sup>th</sup>, 2013 – Award in memory of prof. Marco Biagi, II edition. Award conferred by the Municipality of Milan.

June 16<sup>th</sup>, 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.

#### Invited talks

Naples, December 4<sup>th</sup>, 2019 – CSEF Lunchtime Seminar, “‘Like with like’ or ‘do like’? Modelling peer effects and homophily using survey data”, with J. Pratschke.

Ispra, January 25<sup>th</sup>, 2019 – CRIE-EU JRC seminars, “*Repetita iuvant? Lessons from repeated RCTs on the effectiveness of a teacher professional development program*”.

Milano, June 25<sup>th</sup>, 2018 – Università Bocconi – Dondena Research Seminars, “Self-assessing ICT competences in teaching: the impact on perceived ability and personal views”.

Sofia, June 16<sup>th</sup>, 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.

Kassel, February 21<sup>st</sup>, 2015 – University of Kassel, “*Information barriers in access to Higher Education: experimental evidence*”, with C. Barone, A. Schizzerotto, G. Argentin.

Barcelona, October 21<sup>st</sup>, 2014 – Pompeu Fabra University, “*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.

Bamberg, June 5<sup>th</sup>, 2014 – University of Bamberg, “*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.

Paris, April 28<sup>th</sup>, 2014 – Institut d’études politiques de Paris, “*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.

Trento, April 4<sup>th</sup>, 2013 – Famline Brown Bag Lunch Seminars – Department of Sociology and Social Research, “*Insegnare a insegnare? La valutazione di due politiche formative per insegnanti di scuola media*”.

Formia, October 28<sup>th</sup>, 2014 – INVALSI seminar – Il Questionario insegnante e il Questionario scuola: teorie, strumenti e risultati, “*Una scuola uguale per tutti?*”, with G. Argentin.

#### International events, accepted talks

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.

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.

Cagliari, June 7<sup>th</sup> – 8<sup>th</sup>, 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 22<sup>nd</sup>, 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 3<sup>rd</sup>, 2017– Trends in Inequality Conference, “*Inequalities in access to higher education in Italy: The role of peer groups, families and schools*”, with J. Pratschke.

- Milan, September 1<sup>st</sup>, 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, D. De Luca.
- Milan, October 20<sup>th</sup>, 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, A. Schizzerotto.
- Oxford, September 22<sup>th</sup>, 2016 – ECSR 2016 Conference, *"Nudging gender desegregation in Higher Education: evidence from a field experiment"*, with C. Barone, A. Schizzerotto, G. Assirelli.
- Badajoz, June 30<sup>th</sup>, 2016 – AEDE 2016 Conference, *"How do high-school students react to information on returns to education? Evidence from Italy"*, with C. Barone, A. Schizzerotto, G. Argentin.
- Washington, March 3<sup>rd</sup>, 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, A. Caputo.
- Tilburg, May 28<sup>th</sup>, 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, G. Argentin.
- Roma, November 27<sup>th</sup>, 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, A. Caputo.
- Cagliari, September 19<sup>th</sup>, 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, G. Argentin.
- York, September 11<sup>th</sup>, 2014 – Randomised Controlled Trials in the Social Sciences, 9<sup>th</sup> 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, G. Argentin.
- Budapest, May 9<sup>th</sup>, 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. Teachers inter-school segregation and teachers-students matching as hidden inequality mechanisms in the Italian school system"*, with G. Argentin e 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 19<sup>th</sup>, 2013 – SASE 25<sup>th</sup> 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 4<sup>th</sup>, 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 9<sup>th</sup>, 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, A. Caputo.
- Pori, June 17<sup>th</sup>, 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, A. Caputo.
- Vancouver, April 15<sup>th</sup>, 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, A. Caputo.

London, September 14<sup>th</sup>, 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 1<sup>st</sup>, 2010 – ECSR, QMSS2 and Transeurope joint conference – *"Job Insecurity, Employment Relationship and Labour Market Institutions"*.

Turin, June 18<sup>th</sup>, 2010 – 3rd TransEurope Young Researcher Meeting, *"Job Insecurity, Social Class and Labour Market Institutions: Evidence from 16 OECD Countries"*.

### Italian national events, accepted talks

Milan, January 31<sup>st</sup>, 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 30<sup>th</sup> – December 1<sup>st</sup>, 2019 – IV seminar "I dati INVALSI: uno strumento per la ricerca", *"Students' attitudes and inequalities: a mediation analysis"*, with G. Argentin, T. Gerosa and *"The problem of teachers' turnover in Italian schools: only a nuisance or a threat for students' achievement?"* with G. Argentin, T. Gerosa.

Naples, February 2<sup>nd</sup>, 2019 – SISEC Conference, *"Like with like or take a hike? Friendship networks in Italian schools"*, with J. Pratschke.

Bari, 27 ottobre 2018 – 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"*, con G. Argentin e T. Gerosa.

Milan, January 26<sup>th</sup>, 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 18<sup>th</sup>, 2017 – 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.

Roma, September 20<sup>th</sup>, 2016 – 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 e T. Gerosa.

Cosenza, September 19<sup>th</sup>, 2013 – 6<sup>th</sup> 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, A. Caputo

Bologna, June 21<sup>st</sup>, 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 e 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, A. Pennisi.

Milano, April 19<sup>th</sup>, 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, A. Caputo

Trento, March 17<sup>th</sup>, 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, D. Vidoni

Bari, April 7<sup>th</sup>, 2011 – III National CKBG Congress, *"Formazione blended e pratica educativa nel conteso scolastico: quale raccordo possibile?"* with A. Caputo M. Perelli D'Argenzio.

Data

22/01/2020

Luogo

MILANO