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Nota di contenuto	Chapter 1. Introducing a Research Agenda -- Chapter 2. Researching Educational Assessment and Inclusive Education -- Chapter 3. Unpacking Layers of Assessment and Inclusive Education in National Settings: Links and Disconnections in Policy and Practice -- Chapter 4. Changes in the Organisation of Schooling: Recontextualising the Assemblages of Assessment and Inclusion -- Chapter 5. Images of Accountability: From Responsible Professional Practices to the

Hyperrealities of Assessment and Inclusion -- Chapter 6. Leading Inclusive Schools: From the Effectiveness of the Individual to L'effect of Collectivities -- Chapter 7. Becoming a Teacher: Assessment and Inclusion in Professional Practices and Subjectivities -- Chapter 8. Students: Who Is In and Who Is Out as a Result of Policies and Practices in the Assemblages of Assessment and Inclusion? -- Chapter 9. Conclusions: Unpacking the Assemblages of Assessment and Inclusion -- Chapter 10 Research Contributions: Transversal Connections in an Interdisciplinary Field and Some Forward-Looking Points of Attention.

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Sommario/riassunto

This book brings together policymaker and practitioner knowledge, experiences, and perspectives on the interaction between the assessment and inclusion agenda to the fore. The book's analysis is built on comparative qualitative data from five different countries on four continents: Argentina, China, Denmark, England, and Israel. These countries have been chosen for their distinctive, and even contrasting, education policies, sociocultural and economic circumstances, and variations in performance across supranational and national standardised student assessments. In addressing these specific contexts, the book provides insights into the pitfalls and synergies which emerge as key stakeholders attempt to mediate these two educational concerns in both policy and practice. Christian Ydesen is Professor in the Department of Culture and Learning at Aalborg University, Denmark. He is the editor of The OECD's Historical Rise in Education (2019). Alison L. Milner is a postdoctoral researcher in the Department of Culture and Learning at Aalborg University, Denmark. Tali Aderet-German is a postdoctoral researcher in the Department of Culture and Learning at Aalborg University, Denmark. Ezequiel Gomez Caride holds a PhD in the Department of Curriculum and Instruction at the University of Wisconsin-Madison, USA and is currently a postdoctoral researcher. Youjin Ruan is a postdoctoral researcher in the Department of Culture and Learning at Aalborg University, Denmark. .

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