



World Education Research Association

A biannual newsletter brought to you by the World Education Research Association (WERA)

Issue 1/2 2018

HIGHLIGHTS



[WERA World Congress, Cape Town, South Africa, August 2018](#)



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[World Education Research Association Elects New Officers](#)

World Education Research Association Elects New Officers



Three outstanding scholars have been elected to serve as officers of the World Education Research Association (WERA) in the positions of President-elect (two year term), Vice President (2 year term), and Secretary General (re-elected for a 4 year term).

The newly elected leadership is:

President-elect: **Mustafa Yunus Eryaman** is the vice president of the World Education Research Association (WERA) and the president of the Turkish Educational Research Association (EAB). Professor Eryaman also serves as the president of International Association of Educators (INASED). Last two years, he has worked as a TUBITAK-DAAD professor at the Institute for International Comparative and Intercultural Education in the University of Hamburg, Germany. He was a visiting Professor and Honorary Research Fellow at the Institute for Policy Studies in Education at London Metropolitan University in 2011. He received his MEd from the University of

Missouri-Columbia and his PhD from the University of Illinois at Urbana-Champaign, USA. Professor Eryaman has been serving on the WERA Council as the representative of EAB since 2009. He represented EAB at the formal establishment meeting of WERA in San Diego in April 2009, and at the official WERA founding ceremony in Vienna in September 2009. He also has been serving as a council member in the European Educational Research Association (EERA) since 2008. Professor Eryaman has served as the Interim Chancellor of the Çanakkale Onsekiz Mart University from 2010 to 2011. As the Interim Chancellor, Professor Eryaman led the strategic management of administrative, personnel, student, business, legal and fiscal affairs of the university (Fall 2010: 29,752 students, 1,075 academicians, 740 staff members, 2 graduate schools, 9 colleges, 1 medical hospital, 2 polytechnic colleges and 11 vocational colleges). He has also worked as an Associate Dean for Research in the Faculty of Education at the University for three years. In addition to his administrative positions at the universities, Professor Eryaman has served as a Research Expert at the Executive Agency of the European Commission, and worked as an evaluation expert at the Scientific and Technological Research Council of Turkey.

Professor Eryaman is the managing editor of International Journal of Progressive Education; the author of Teaching as Practical Philosophy (2008), and the book editor of Evidence and Public Good in Educational Policy, Research & Practice (2017), International Handbook of Progressive Education (2015); Accountability and Transparency in Education: Global Challenges & Local Realities (2014) and Peter McLaren, Education, and the Struggle for Liberation (2009). He also serves on the editorial boards of multiple other journals, including International Review of Qualitative Research, Journal of Theory and Practice in Education, International Journal of Educational Researchers, and Educational Policy Analysis and Strategic Research.



Vice President: **Joanna Madalińska-Michalak** is Professor of Social Sciences (field – Educational Research) at the University of Warsaw and head of the Chair of Didactics and Teacher Education, Faculty of Education at University of Warsaw, Poland. Her research work has focused on educational leadership, teacher education, teachers' and school principals' development, and research ethics. She is actively involved in many national and international research projects. She has delivered keynotes in a wide range of countries. She is an author of more than 200 scientific publications, mainly articles in journals and books. She has acted as an expert advisor to international bodies and has been involved in research and educational programmes relating to school leadership, teachers' success, teachers' competences and professionalism, teachers' ethics, and teacher education. She was an expert at the European Research Funding 2007-2013 7th Framework Programme. Her current teaching responsibilities are: MA – Educational Leadership, Teacher Education: Contemporary Challenges; Passion for Teaching; and Research Methods in Education (at Graduate Programme in Teaching English to Young Learners). She serves for global, international, and national scientific organisations. She serves as a member of the Board of Directors of International Council of Education for Teaching (ICET), a representative of Polish Educational Research Association in World Education Research Association (WERA), a member of Council Board of European Educational Research Association (EERA), Chair of Teacher Education Policy in Europe Scientific Network (TEPE), President of Polish Educational Research Association (PERA), and a member of Board of Scientific Associations at the Polish Academy of Science. She

serves as a member of editorial boards and as a member of reviewers' panels for such scientific journals as Teachers and Teaching: Theory and Practice, European Journal of Teacher Education and South African Journal of Education. She has started to serve for the World Education Research Association since 2015. She is not only a representative of PERA, but at the same time she is a member of Capacity Development Committee, and WERA International Research Networks. She actively took part in several WERA's invited Symposiums that were held at AERA and EERA Conferences. She served as a reviewer for WERA Focal Meetings.



Secretary General: **Liesel Ebersöhn has been elected to a second term in office.** She is regarded as a leading educational psychology scholar in resilience in challenged contexts especially in the global south. She combines lenses of indigenous psychology and emancipatory methodologies to understand socio-cultural pathways to resilience. She documented the indigenous psychology theory of resilience (relationship-resourced resilience) to describe how, in a predominantly collectivist society, flocking is an indigenous pathway to resilience that provides social support to marginalized individuals and groups faced of continued severe adversity. Her findings have informed education policy development and teacher training in South Africa. She is Director of the Centre for the Study of Resilience and Full Professor in the Department of Educational Psychology, Faculty of Education, University of Pretoria. She is a National Research Foundation-rated researcher, and registered educational psychologist. She has received several awards for her research in Education and Educational Psychology, including a place in the coveted Women in Science Award (Distinguished Researcher category) of the South African Department of Science and Technology, the Exceptional Researcher Award of the University of Pretoria, and the Emerging Researcher Award of the Education Association of South Africa. She is Associate Editor of the South African Journal of Education and is the Chair of the Ethics Committee (Faculty of Education). Liesel has published prolifically (including more than 75 peer-reviewed articles, multiple book chapters in international psychology-focused science texts, several edited and co-authored books). In addition, close to 80 masters and doctoral students have completed their studies under her supervision.

She has been an Associate Professor and Research Fellow respectively at Yale University's Department of Psychology and Centre for Interdisciplinary Research in AIDS, and Visiting Professor at the Fogarty Learning Centre, Edith Cowan University, as well as Murdoch University. She has read keynote papers and has been invited to present lectures across the globe on themes related to her research niche.

WERA's new officers assume their positions on June 1, 2018. The Council which governs WERA is composed of the officers who were elected by member associations and one representative from each of the 25 WERA member associations.

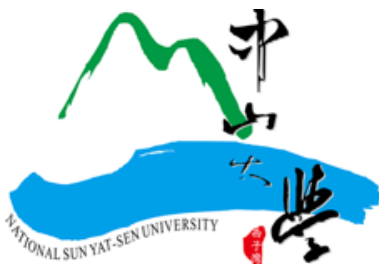
WERA World Congress, Cape Town, South Africa, August 2018



Sponsorship for WERA World Congress 2018



Researching education, improving learning



WERA Workshops: Wednesday, 2 August 2018

On 2 August 2018 (the day before the WERA Congress commences) three world-class opportunities are presented for capacity development. Please visit www.wera2018.co.za to register for these workshops.

1. Title: Using SMARTPHONE Technology to Advance International Education Research

- *Course Co-Directors:* Barbara Schneider (Michigan State University, USA) and Katariina Salmela-Aro (University of Helsinki, Finland)

- *Time:* 8:00-12:00

- *Description:* Did you know your smartphone can be a helpful resource for collecting information on teacher and student social, emotional, and cognitive states during different activities. This workshop will show how different countries are using smartphone technology in their international collaborative education research studies. Specifically, faculty will show participants how they have used smartphone technology to study student engagement, teacher burnout, and linking smartphone data with other data. Other topics will also include how pictures taken on smartphones can be used to show variation in person moods, stages of developing artifacts, and social networks. Led by Barbara Schneider, Professor at Michigan State University, US and Katariina Salmela-Aro, Professor at University of Helsinki, Finland will also include additional faculty from Chile, Beatrice Avalos Professor Universidad de Chile, Elizabeth Henning Professor University of Johannesburg, Soweto Campus, South Africa, and Jari Lavonen Professor University of Helsinki, Finland. Two graduate students will also assist participants in loading software and actually conducting their own analyses. Bring your phones and to get a head start. Go to google app PACO and download it---it is free!

- *Co-directors introduction:* **Katariina Salmela-Aro**



Professor of Educational sciences and Psychology, University of Helsinki, Finland. Visiting

Professor in the Institute of Education in University College London and School of Education in Michigan State University and School of Education, University of California Irvine. She was a post-doc in the Max-

Planck Institute in Berlin. She is the President of the European Association for Developmental Psychology, and previous Secretary General (first female) International Society for the Study of Behavioral Development (ISSBD) and expert in OECD Education2030.

She is director of several ongoing longitudinal studies among young people: FinEdu, PIRE, LEAD, Gaps. Her key themes are school engagement, burnout, optimal learning moments, life-span model of motivation and related interventions. She is the Founding member Pathways International Interdisciplinary Post-doctoral fellowship program, Member of Academy of Finland Strategic Funding Council. She is Consulting Editor Developmental Psychology (APA), and Associate Editor in the European Psychologist journal. She has published over 250 papers and chapters (google scholar h-index 57) and received several national/international, 10 large-scale grants from Academy of Finland and grant from the National Science Foundation research grant, and EU Coordinator Marie Curie post-doc grant.

She is a member of the large-scale EU granted EuroCohort aiming to development of a Europe wide longitudinal survey of child and youth well-being.



Barbara Schneider is the John A. Hannah Chair University Distinguished Professor in the College of Education and Department of Sociology at Michigan State University. She

has used a sociological lens to understand societal conditions and interpersonal interactions that create norms and values that enhance human and social capital for the past thirty years. Her research focuses on how the social contexts of schools and families influence the academic and social well-being of adolescents as they move into adulthood. Barbara is the Principal Investigator on the College Ambition Program—a model that encourages low income and minority adolescents to pursue science, technology, mathematics, and engineering (STEM) majors in college and occupations in these fields. Recently, she was awarded the National Science Foundation's first-ever Partnerships for International Research and Education (PIRE) award with The University of

Helsinki also funded by the Academy of Finland. This project is designed to enhance adolescent engagement in secondary school science classrooms in Michigan and Helsinki secondary school science classes. Dr. Schneider's focus is to enhance secondary science teachers' skills in promoting engagement in classroom activities that yield what she calls 'optimal learning moments.' Rather than thinking about engagement as a "general trend," optimal learning moments conceptualize engagement as "a behavioral activity that is temporal in quality. In an optimal learning moment, students are fully engaged in a learning task: they are interested in the task, possess a relevant skill set to engage in the task, and are aroused by an appropriate level of challenge. This definition builds on Csikszentmihalyi's idea of 'flow' and Dweck's concept of 'growth mindset': students lose track of time and experience satisfaction from wrestling with developmentally appropriate challenges. She hypothesizes that optimal learning moments can motivate students to seek similar experiences in the future and thus can lead to sustained interest in science and positive science outcomes. But carefully regulating learning experiences for this ideal mix of interest, skill, and challenge is not a skill in which many science educators are expert (although it is likely to become key to the successful roll out of the Next Generation of Science Standards). Barbara is collaborating with educators and researchers in Michigan and Finland to design real-time measures of this type of engagement using mobile devices (as compared to traditional, retrospective survey questionnaires asking students to report on more general engagement) and to learn how science educators can better foster optimal learning moments. A key component of this work is exploring the classroom messages and instructional tasks in classrooms that have discouraged women, underrepresented minorities, and individuals with special needs from pursuing careers in STEM fields. Professor Schneider has published 15 books and over 100 refereed journal articles that focus on the family, social context of schooling, and sociology of knowledge. She received her Ph.D. from Northwestern University. She is the past President of the American Educational Research Association, a fellow of the American Association for the Advancement of Science, and a fellow in the National

Academy of Education. She recently was awarded a honorary degree from the University of Helsinki and elected into Finland's Academy of Science and Letters.

2. **Title: Successful Academic Publishing: A Global Perspective**

- *Course Director:* Patricia Alexander(University of Maryland, USA)
- *Time:* 13:00-17:00
- *Description:* Internationally, the ability of early career faculty and graduate students to demonstrate productivity through their scholarly publications remains a hallmark of academic success. Nonetheless, scholarly writing and publication are challenges for many young faculty and graduate students who are still new to the process and, thus, in need of mentoring and support in this area.

Professional associations like the World Educational Research Association can be of great help to these emerging scholars by providing them with the tools required to publish in quality academic outlets, such as journals, edited volumes, or conference proceedings.

Specifically, this workshop delves into the foundations of successful publishing: formulating critical questions; conducting a study; organizing a manuscript; collaborating with others; and publishing research findings. There is also consideration of what constitutes "quality" in both quantitative and qualitative research. Along with these significant and broad concerns, there is also an extended look at one specific type of publication that carries particular importance in the research literature, the systematic review article. Thus, it is the purpose of this workshop to offer mentoring and support to emerging scholars who wish to learn more about academic writing and what is required to experience success in publication.

- *Director introduction:* **Dr. Patricia Alexander** is the Jean Mullan Professor of Literacy and Distinguished Scholar-Teacher in the Department of Human Development and Quantitative Methodology at the University of Maryland and affiliated faculty at the University of Auckland, New Zealand. She has been a visiting scholar in over 10 countries including Australia, Singapore, the Netherlands, Italy, Israel, and Norway. The author of over 200 publications, she currently serves as the senior editor of Contemporary Educational Psychology, was past editor of Instructional Science and Associate Editor of American Educational Research Journal-Teaching, Learning, and Human Development, and presently serves on over 10 national and international editorial boards including those for Learning and Instruction and the Journal of Educational Psychology.



3. **Title: Doing Education Research on Immigrant Families and their Children**

- *Course Director:* Ingrid Gogolin
- *Time:* 13:00-17:00
- *Description:* Many educational systems worldwide have the problem of coping with linguistic, social and cultural diversity in their student populations. Of course, the solutions to this problem are necessarily adapted to national, regional and local conditions. On the other hand, however, there are a number of similarities that should make it possible to profit from international experience. The mini-course aims to introduce experience on some of these common themes and problems, which will provide suggestions for the better management of diversity in schools worldwide. The course is based on inputs deriving from international research projects carried out in Europe, North-America and Australia, showing pathways to the successful coping with heterogeneous constellations of teaching and learning. Different from usual foci on the topic, the projects concentrate on the potential and productive resources deriving from linguistic and

cultural diversity rather than on disadvantages and drawbacks. Issues include: theoretical approaches such as 'monolingual habitus', 'super-diversity'; reflection on concepts such as 'migrant', 'multilingual'; research results on benefits from diversity, e.g. in multilingual constellations of teaching and learning; introduction of methodological approaches to empirical research on linguistic or cultural diversity. Inputs will be supported by video-examples. Readings and/ or handouts feature theoretical texts as well research reports, examples from data collection, transcripts of videos. Small group discussions will take place, including analysis of data and presentation of results to the participants of the course. The course aims at broadening perspectives theoretical and methodological conceptualization of diversity and on positive experience with diversity in education.

The course is designed in particular for early career scholars aiming to who aim to conduct research on improving educational opportunities in constellations of diversity.

- *Director introduction: Ingrid Gogolin*, Dr. phil., Dr. phil. h.c. mult. is Professor for international comparative and intercultural education research at the Universität Hamburg in Germany. Her research is focused on problems of migration and linguistic diversity in education.



She was coordinator of the EU-funded project "European Educational Research Quality Indicators (EERQI)". Recent research projects deal with the following topics: Linguistic diversity management in urban areas (Research Cluster of Excellence at the Universität Hamburg); Support of migrant children in schools; Multilingualism and Education (www.kombi.uni-hamburg.de); Multilingual development in a Longitudinal Perspective (MEZ; www.mez.uni-hamburg.de). She was awarded honorary doctor's degrees by the University of Dortmund/ Germany in 2013 and the National Kapodistrian University of Athens/ Greece in 2017. Examples of publications: Book series 'Hamburg Studies on Linguistic Diversity'

(2013ff, ed. with Peter Siemund, Amsterdam: John Benjamins; recent volume: Peukert, Hagen; Gogolin, Ingrid (Eds.) (2017): Dynamics of Linguistic Diversity. Amsterdam (John Benjamins) – Gogolin, Ingrid; Duarte, Joana (2016): Superdiversity, Multilingualism, and Awareness. In: Cenoz, Jasone; Gorter, Durk; May, Stephen (eds.): Language Awareness and Multilingualism. Zürich: Springer International Publishing. Online first: DOI: 10.1007/978-3-319-02325-0_24-1. – The Bilingualism Controversy (ed. with Ursula Neumann). Wiesbaden: Springer VS 2009. – Migration, gesellschaftliche Differenzierung und Bildung (ed. with Bernhard Nauck). Opladen: Leske + Budrich 2000. – Der monolinguale Habitus der multilingualen Schule. Münster, New York: Waxmann 2009. For more information see www.ingrid-gogolin.eu

Keynote Speakers at WERA World Congress 2018

1. Prof Eckhard Klieme



Prof. Dr. Dr. h.c. Eckhard Klieme has been trained academically as a mathematician and a psychologist, and is now a Full Professor of Educational Research at Goethe University, Frankfurt am Main, Germany. He also leads the Center for Research on Educational Quality and Evaluation at the German Institute for International Educational Research (DIPF). His research interests focus on educational effectiveness and quality of teaching, classroom assessment, and international comparative educational research. Starting with TIMSS-Video 1995 in Germany, Eckhard Klieme has lead several video-based studies on teaching in mathematics, science, and language education. He served as a consultant for national and international agencies and was involved in international Large Scale Assessment programs such as PISA, TALIS, and currently the TALIS Video Study.

Title: *Teaching Quality - Theoretical foundations, effectiveness studies, and cross-national comparison.*

Abstract: Understanding the nature of teaching and its effects on student learning has been a key topic in the history of educational science. The challenge of educational research is to replace normative notions of

“good teaching” by evidence-based theories of “successful teaching” (Berliner, 2005), developing concepts and measures of teaching quality that can inform teacher training, professional development, and evaluation, while also taking into account cultural traditions in pedagogy. Given the complexity of classroom teaching and learning, this task can only be accomplished when theories and methods from various strands of educational research are combined. As a minimum, we need a combination of:

- Learning theories that explain students’ information processing while attending lessons, the cognitive mechanisms of learning, understanding and skill formation, and the socio-cognitive processes of knowledge construction.
- Conceptualizations of teaching from various traditions, including “constructivist” as well as “direct instruction” approaches, covering “Western” and “Eastern” cultures alike.
- Comprehensive models of teaching (e.g., “Mastery Learning” or “Inquiry-Based Science Education”) as well as “discrete teaching practices” (Gage, 1985) such as scaffolding, peer tutoring, or formative assessment.
- Educational Effectiveness Research (EER), a global community of researchers identifying teaching practices or dimensions of teaching that are positively related to cognitive and non-cognitive student outcomes. This keynote will attempt to reimagine our knowledge of “successful teaching”, taking into account these multiple strands of international educational research. Teaching quality will be defined as a combination of (a) depth of the subject matter taught, (b) use of evidence-based instructional methods, and (c) high quality enactment in the course of classroom interaction. Quality of enactment in turn comprises three generic dimensions of teaching quality: Classroom Management, Supportive Climate, and Cognitive Activation. These dimensions were first identified in a national enhancement to the TIMSS-Video study 1995, and since have been replicated and shown to predict student learning in 20 studies, mostly done in German speaking countries (Praetorius, Klieme, Herbert, & Pinger, 2018). However, the conceptual model has also been implemented in international Large Scale Surveys such as PISA 2012 and 2015. Thus, the approach may be interpreted as an example of a national research paradigm scaled up to the global level, allowing for a comparison of teaching cultures world-

wide in search of both universal and culture-specific patterns of successful teaching.

2. Prof Oon-Seng Tan

Professor Tan Oon Seng is Director of the National Institute of Education (NIE), Singapore. Professor Tan was previously Dean of Teacher Education at NIE where he spearheaded the Teacher Education for the 21st Century (TE21) initiative as a major milestone innovation for teacher education both nationally and internationally. He also heads the Singapore team for the Global Education Innovation Initiative (GEII) helmed by the Harvard Graduate School of Education. He is also convener of the World Educational Research Association (WERA) International Research Network on Teacher Education. He is an Expert Panel Member of the Social Science and Humanities Research for Singapore and Chair of NIE Education Research Funding. Professor Tan was President of the Educational Research Association of Singapore (ERAS, 2005-2008) and President of the Asia-Pacific Educational Research Association (APERA, 2008-2010). He was also the Vice-President (Asia and Pacific Rim) of the International Association for Cognitive Education and Psychology (IACEP, 2008-2011). He is Editor-in-Chief of the Educational Research for Policy & Practice (ERPP) journal published by Springer. He is also the Lead Editor of the Asia Pacific Journal of Education (APJE) published by Routledge. Concurrently, he is on the board of directors for NIE International (NIEI) and also for the Singapore Centre for Chinese Language (SCCL). Prof Tan's areas of research include teacher education, cognitive psychology and problem-based learning (PBL) for which he is known internationally. Prof Tan was a winner of The Enterprise Challenge (TEC) Innovator Award from the Prime Minister's Office of Singapore for co-pioneering a project on Innovation for the Knowledge-based Economy. In 2014 National Day, he was conferred the Public Administration Medal (Silver) by the President of the Republic of Singapore for his dedication and achievement in the field of education. He has been a keynote speaker in major international conferences in the United States, Europe, Australia, New Zealand, Japan, South Korea, China, Hong Kong, the Arab states and Southeast Asia. His keynotes include the National Science Foundation (NSF) Education & Human Resource (EHR) Distinguished Lecture in Washington, D.C., American Educational Research Association Annual Meetings presidential sessions, the Royal Swedish Academy of Science international symposium, and international education summits. He has also been a consultant to many government bodies, international



organisations including, United Nations Educational, Scientific and Cultural World Bank Organization (UNESCO) and global companies including Organisation for Economic Co-operation and Development (OECD) and Philips, Swiss Microelectronics, Raffles Hotel and Singapore Airlines.

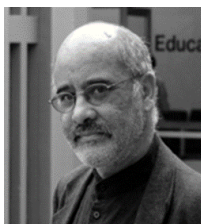
Title: *Education Research Globally: Things Old and New for Policy and Practice.*

Abstract: Education Research Globally: Things Old and New for Policy and Practice What's the state-of-the-art of education research globally? Who are the players of education research? How do research from universities, education research bodies, think-tanks and global institutions contribute to knowledge to advance policy and practice? What's old but useful in education research? Are we doing more of the same? Education research first gained prominence based on experimental approaches that provided for scientific rigor. Qualitative approaches were soon needed to provide depth of insights and uncharted perspectives.

Today we encourage mixed methods and try to gather multiple and cultural perspectives to the research we do. Are we caught in vicious cycles where some policy makers view our findings unconvincing? What have we gleaned from previous literature and meta-analyses to impact on policy and practices? Can educational research do more with less to inform policy and impact practice? Is there a newer way forward for education research? This keynote attempts to address some of the challenges of education research and suggests some examples of closing the chasm between research and practice in education.

3. Prof Crain Soudien

Crain Soudien is the Chief Executive Officer of the Human Sciences Research Council and formerly a Deputy Vice-Chancellor at the University of Cape Town where he remains an emeritus professor in Education and African Studies. His publications in the areas of social difference, culture, education policy, comparative education, educational change, public history and popular culture include three books, four edited collections and over 190 articles, reviews, reports, and book chapters, including a 2017 publication entitled "Nelson Mandela: Comparative Perspectives of his Significance for Education".



He is also the co-editor of three books on District Six, Cape Town, a jointly edited book on comparative education and the author of *The Making of Youth Identity in Contemporary South Africa: Race, Culture and Schooling*, the author of *Realising the Dream: Unlearning the Logic of Race in the South African School*, and the co-author of *Inclusion and Exclusion in South Africa and Indian Schools*. He was educated at the University of Cape Town and UNISA, South Africa and holds a PhD from the State University of New York at Buffalo.

He is involved in a number of local, national and international social and cultural organisations and is the Chairperson of the Independent Examinations Board, the former Chairperson of the District Six Museum Foundation, a former President of the World Council of Comparative Education Societies and had been the chair of the Ministerial Committee on Transformation in Higher Education and is currently the chair of the Ministerial Committee to evaluate textbooks for discrimination. He is a fellow of a number of local and international academies and serves on the boards of a number of cultural, heritage, education and civil society structures.

Title: *The Politics of Learning: Working with Old and New Challenges and Opportunities in our Schools.*

Abstract: The purpose of this talk is to bring together what we now know about the multiple and different kinds of 'politics' involved in the process of learning in the modern school and to examine the implications of this 'knowing' for realising the promise of education. Why education has not yielded on its promise of making available to young people everywhere the opportunity for better lives and livelihoods is explained, regularly, in relation to what are understood to be the determinative factors present in particular contexts such as poorly prepared teachers, inadequate infrastructure, social poverty, cultural alienation and so on. The argument will be made in this talk that these are not incorrect. They are, however, often insufficient. The talk seeks to put the complexity of the learning process into its multi-dimensional and multi-political context. It seeks to draw from what we now know about learning from psychology and social biology, on the one hand, to the insights that we have about the social factors involved in learning - 'race', class, gender, place, sexuality, culture, language and disability, amongst others - to make an argument for a wide understanding of how power works, about how it is activated and distributed, in what happens in the experience of learning. A wider understanding of power, it will be argued, makes possible teaching and learning responses which understand better both the individual learning subject and the larger social, economic and

cultural ecology in which his or her learning efforts are made. The contribution will use the South African context to illustrate how this complex politics works and how it produces complex outcomes of complex inequalities.

Invited Symposia at WERA World Congress 2018

The WERA Congress will serve as platform for regional perspectives of education research world-wide.

1. Building Consensus on the Concept of Quality of Education in Latin America

Teresa Bracho, Consejo Mexicano de Investigacion Educativa (COMIE)

Abstract: The symposium is part of the efforts of Dr. Bracho to promote a collective definition of the dimensions and components of the Quality of Education in Latin America that allows to build a system of indicators to monitor progress in guaranteeing the right to an education quality.

The general conceptual framework is the Right to quality education, a fundamental reference in a region with many difficulties to guarantee it. In this sense, the symposium continues with the work carried out in Mexico and Ecuador, in which at least three approaches have been identified with respect to the definition of the Quality of Education that should be considered in the discussion.

The first focuses on the conditions of the educational offer; emphasizes the responsibility of the State in the regulation of the educational service, the equity in the distribution of resources and the search for the most efficient use of the allocated resources.

The second is the results approach; in this the quality is expressed through concrete results of the students considering three categories: access, permanence and achievement of key learning.

The third is that of inequality; it is considered that the enormous difference in the educational and socioeconomic results observed in the region is unacceptable, so it is necessary to identify, characterize and measure the inequalities in each of the results.

2. Connectedness and Community Engagement of Culturally Diverse Youth, Families and Senior Population in International Contexts

Celeste Yuen, Hong Kong Education Research Association (HKERA)

Abstract: This symposium concerns the engagement of youth, families and seniors from both mainstream and non-mainstream backgrounds in Asia and Europe in a time of social transition and global change. As adolescents, they are in a critical stage of formulating their civic and political identities (Erikson, 1994). This is especially true for students and families from culturally diverse backgrounds. Studies have shown that student engagement with school has significant impact on their academic performance (Appleton et al., 2008; Fredricks et al., 2004). Highly engaged students are generally more positive about their school and academic lives. Additionally, international studies have also shown that civic engagement is positively correlated with good attendance, higher grade point average (GPA), higher self-esteem and higher academic self-efficacy (Eccles & Barber, 1999; Perez et al., 2010).

In this symposium, a comparative and international education lens is employed. Four papers related to engagement with school and community from different stakeholders and multiple cultural contexts are included. The first paper is extracted from a larger empirical study conducted through a territory-wide project. It is a quantitative paper investigating the school and civic engagement of mainstream Chinese secondary students (7th – 12th graders). The second paper focuses on the acculturative strategies and connectedness of non-mainstream families in Hong Kong Chinese-medium schools. The third paper reflects on international service-learning experience of Hong Kong university students in Kenya. The fourth paper reports interview data of a comparative study of intergenerational learning conducted in four European cities: Goteborg, Berlin, Sheffield and Madrid.

3. Innovations and Talents Nurturing in Higher Education in the 21st Century

YY Cheng, Taiwan Education Research Association (TERA-Taiwan)

Content:

1. Talents Nurturing in Higher Education: Past, Present and Future.
2. International Talents Exchange and Cooperation.
3. Innovations in Engineering Educational Curriculum.
4. A Key to Nurture Future Creative Engineers - Using Scientific Imagination Model.

4. Re-Imagining Organizational Education: Organizing Societal Innovation in Sustainable Food-Chains

Susanne Weber, German Education Research Association (GERA)

Abstract: Reading literacy can be regarded as one of the most important abilities students acquire as they progress through their early school years (Mullis, Martin, Foy and Drucker, 2012). As a foundation for learning across all subjects, literacy can be used for recreation and personal growth, while simultaneously providing young children with the ability to participate more extensively in their communities and societies. Worldwide, education systems are challenged with providing equal and quality education as a basic right to all its citizens.

Grave concerns with regard to low levels of student achievement pervade research initiatives and educational debates for students who come from high-risk, disadvantaged communities. In developing contexts, the adverse effects of lack of resources and low socioeconomic status on achievement are well documented (for example Howie, van Staden, Tshele, Dowse & Zimmerman, 2012; Netten, Droop & Verhoeven, 2011; van der Berg, 2008; Sailors, Hoffman & Matthee, 2007; Bos, Scwippert & Stubbe, 2007; Becker & Luthar, 2002). Developing contexts worldwide face challenges in providing quality education to its marginalised and disadvantages student populations. Despite considerable investment in educational input (such as policy and resources) and processes (such as curriculum provision and

teacher support), outcomes (in the form of student achievement) often remain disappointingly low. Through the proposed IRN symposium, a platform for the current knowledge and theoretical insights of research on reading literacy and associated reading interventions for high-risk children from disadvantaged communities is proposed.

5. Decolonizing Research on Family-School – Community-University Partnerships: Reimagining Conceptual Frameworks

Lauri Johnson, International Research Network: Families, Educators, and Communities as Educational Advocates: Cross National Perspectives

Abstract: While considerable research exists that examines how and why educators, parents, community-based organizations (CBOs), and scholars engage with educational change, much of this work can be characterized as school-centric, focusing on ways these actors can support school goals (Baquedano-López, Alexander & Hernandez, 2013). This invited symposium goes beyond school centric approaches by examining how issues of class, race, ethnicity, culture, and indigeneity influence how families and communities interact with educational institutions both within and across national contexts. Approaches that multiple stakeholder groups use to challenge neoliberal reforms, support public education and advocate for community-based research and progressive change in racially and culturally diverse communities cross nationally will be highlighted. New conceptual models that decenter Anglocentric, Westernized epistemologies and validate culturally minoritized families and communities' experiential knowledge such as community cultural wealth, critical care, culturally sustaining/revitalizing pedagogy, critical policy analysis, and critical brokerage will be discussed as ways to reimagine worldwide research on Family-School -Community-University Partnerships. This symposium highlights some of the research to date conducted by the 77 affiliated members of the *WERA International Research Network on Families, Educators, and Communities as Educational Advocates*, which includes established scholars in this field as well as emerging researchers and doctoral students. Each paper author will give a short presentation (5 -7 minutes) about their work and how it advances new conceptual models and approaches to research on partnerships and educational advocacy. The session will conclude with a moderated conversation between symposium

presenters and audience members about common themes and further research.

6. Reimagining Leadership and Partnerships in Black and Latinx Communities: Advocating Across the Diaspora

Lauri Johnson, International Research Network: Families, Educators, and Communities as Educational Advocates: Cross National Perspectives

Abstract: According to Anderson (2009), advocacy leaders think strategically, have a broad social analysis, believe in high quality and equitable public education for all children, defend against the powerful by using power against powerlessness, and work to build a culture of tolerance in their schools. This comparative symposium focuses on case studies of leadership for culturally and linguistically diverse schools which encourages community development, preserves and promotes students' home languages, develops culturally responsive teacher education, and forges family-educator partnerships. The first transnational paper highlights historical portraits of Black women leaders through a Black Feminist lens who were "firsts" in US and UK school districts. The second paper analyzes themes in the research literature on African American women principals over a 20-year period, with implications for future research on Black leadership worldwide. The third paper examines the racial and linguistic "motherwork" of African Americans and Latinx women in education, through comparative studies of activist African American mothers working for school reform and Latinx mothers' influence on bilingual teacher candidates' literacy learning.

The last paper examines educators' partnerships with multiple stakeholders in the design and implementation of research on a language-based emergent bilingual reading curriculum.

This proposed invited symposium highlights some of the research to date conducted by the 79 affiliated members of the *WERA International Research Network on Families, Educators, and Communities as Educational Advocates*, which includes established scholars as well as emerging researchers and doctoral students from 15 countries. Each paper author will give a short presentation (7-9 minutes) about their work and how it advances new perspectives on leadership and partnerships that support cultural and linguistic diversity. The session

will conclude with comments by a South African colleague who studies educational leadership and a moderated conversation between symposium participants about further research needed on leadership and educational advocacy. This symposium is one of two proposed invited sessions at the 2018 WERA World Congress sponsored by the WERA IRN on educational advocacy.

7. Preventing Violent Extremism (PVE) - Immediate and Long-Term Responses from Schools

Douglas McCall & Dan Laitsch, International Research Network: Teaching, Learning & Literacy for Health, Safety, Life Skills, Inclusion, Social & Sustainable

Abstract: Education is on the frontline in the war against terror and different forms of violence extremism. Education policy and practice are being shaped in countries and globally in response to this complex problem. In some countries controversial education policy practices are emerging that potentially challenge civil liberties in response to the need for counterterrorist measures.

At the same time, many researchers and authorities such as UNESCO are calling for long-term responses that position these immediate responses within approaches promoting social inclusion, attachment to community, and the development of social & emotional skills.

This symposium, organized jointly by two of WERA's International Research Networks, will map out the perspectives and pathways to effective and sustainable school-based and school-linked strategies.

Participants will be asked to clarify their perspectives/approaches to PVE as well as identify research and knowledge development needs. The session will conclude with a draft comprehensive set of potential set of school-based and school-linked actions that will be based on emerging PVE frameworks and adaptations of existing school inclusion strategies.

8. Starting with Capacity: A Revolutionary Idea in Planning & Monitoring Student Learning in Health, Personal & Social Development

Douglas McCall & Dan Laitsch, International Research Network: Teaching, Learning & Literacy for Health, Safety, Life Skills, Inclusion, Social & Sustainable

Abstract: School systems are asked to address many issues beyond traditional academics, including health problems, bullying, social/emotional learning, global citizenship, media safety, and more. Policy-makers, officials, and researchers, often jump on the latest bandwagon (which has attracted funding) to describe all that students should learn about the issue and then study whether this optimal set of learning outputs can lead to long-term educational, health or social behaviours or outcomes.

The FRESH Partnership, a collaboration among UN agencies, donors, global and educator organizations, has created a Working Group on Health Literacy/Life Skills/Social Inclusion that will start with a revolutionary idea; that school systems can only absorb a finite number of these competing/overlapping demands within their core subject addressing health, personal and social development, in various co-curricular, extra-curricular and non-formal learning activities/school routines or across various other subjects. The FRESH WG will establish a fact-based understanding of these system/teacher capacities in three contexts (low resource, conflict/disaster-affected & high resource) as well as several working hypotheses on how educational programming can be aligned to address these many demands that are often part of educational paradigms such as health literacy, social/emotional learning and global citizenship.

WERA has established an International Research Network to support and follow up on the findings and hypotheses developed by the UN and global organizations.

This IRN knowledge development work will identify new or link to existing research programs to guide this revolution as it transforms curriculum development.

9. Extended Education – an Emerging Global Research Field

Ludwig Stecher, International Research Network: Extended Education

Abstract: From childhood to adolescence, young people are enrolled in various public or private forms of educational arrangements outside regular school lessons. Some of them participate in school- or community-based programs, forms of private tutoring or after-school activities. In almost every modern country, numerous efforts have been observed over approximately the last 10 to 20 years to expand these additional institutional learning and care opportunities to supplement (traditional) schooling. These activities and programs usually focus on the social, emotional and academic development of children and young people. They can be summarized by the term extended education – a term which has been established internationally for this field of education in the last years. The symposium will give an overview of this relatively new and global research field and will summarize international research findings conducted by members of the WERA-IRN Extended Education. The first presentation (Stecher, Schüpbach) will give an overview of the research on extended education from an international point of view. It focuses on the effectiveness of extended education programs in Europe, the US and Asia. Asking about effectiveness usually neglects that extended education programs can have negative outcomes as well. The second presentation (Maschke) deals with this question focussing on sexual violence between adolescents in educational settings integrating findings of a current German study and international research findings. The third presentation (Lossen et al.) dealing with questions of social inequality and extended education asks which groups of students participate in different types of extracurricular activities in German all-day schools.

10. Why and How to Support Social and Emotional Learning Among Migrant and Left-Behind Children in China

Elizabeth Spier, WERA World Congress Regional Committee

Abstract: Despite tremendous growth in the education sector nationally, millions of children in China are at significant disadvantage because their families are migrants. In some cases, children have migrated with parents, and face disconnection and marginalization in their new community. In other cases, one or both parents have migrated to work, and have left their children behind with relatives or other caregivers. Left-behind children are also at very high risk of threats to their emotional and physical wellbeing, and for poor academic and social outcomes. In these three papers, we will (1) discuss how the provision of positive conditions for learning and active support for SEL improves child outcomes in Southwest China, (2) show how migrant status relates to SEL based on a nationally representative sample of Chinese adolescents, and (3) share an innovative approach to helping Chinese parents who are migrants to engage with and support their left-behind children – particularly in their area of SEL.

11. Supporting Whole Child Development in Western Europe and North America: The Present and the Future

Elizabeth Spier, WERA World Congress Regional Committee

Abstract

In a world of high-stakes academic testing, it is easy for educators to lose sight of the whole child. As children leave the early grades of primary school, support for their development beyond the academic realm becomes increasingly fragmented, and may disappear almost entirely. Yet we know that children of all ages require and benefit from good conditions for learning (safety, positive peer relationships, and so on), as well as holistic education (such as social and emotional learning, physical education, and the arts).

In this symposium, we present three papers that together (1) capture the state of holistic education in Western Europe and North America; (2) provide a detailed look at how perceptions of safety, combined with neighborhood poverty, interact to predict student

absenteeism in a large urban school district in the United States, and (3) discuss recent innovations in both neuroscience and implementation science that can tell us how best to make holistic education available and effective for all children.

12. Schools as Enabling Spaces: International Debates within a South African Context

Vanessa Scherman, WERA World Congress Regional Committee

Abstract: Research has consistently showed that the school environment plays an important role in solidifying the health and well-being of the students that attend (Kozina, 2015; Rajan, Namdar & Ruggles, 2015). This is perhaps not surprising as students spend a substantial amount of their day at school either in engaging in learning or extra-curricular activities. Schools are thus uniquely situated as potential sites for targeted interventions that stimulate the overall well-being of the students that attend. Furthermore, it has been established that if a school promotes a supportive environment then students will feel connected to their school and cared for by their peers which is an important protective factor against risk behaviour (Rajan, et al., 2015). This is because a positive supportive environment promotes prosocial and academic motivation, self-esteem, conflict result, altruistic behaviour and can be used as a predictor of rates of dropout, truancy in addition to other negative behaviours (Bradshaw, Waasdorp, Debnam & Johnson, 2014). Thus, the school can be described as an enabling space. Here an enabling school is seen as one that supports, alongside learning, the developmental outcomes of subjective and objective health and wellbeing, as well as social mobility and cohesion. This symposium aims to unpack the literature by focusing on an international perspective on schools as enabling spaces as well as highlighting, from a South African perspective, the role of leadership, opportunities to learn and safe environments as key drivers to be considered in the context of enabling spaces.

13. Teacher Decisions about Curriculum and Instruction in South Africa and Lesotho

Loyiso Jita, WERA World Congress Regional Committee

Abstract: Recent research suggests that many teachers across the globe continue to struggle either with the content of the subjects they teach and/or with the teaching thereof. In this symposium, we ask the question: How is it that many teachers across Africa continue to struggle with the content of the school subjects they teach and the teaching thereof, in spite of significant interventions on pre-service teacher education and in-service teacher professional development? The problem applies to both novice and experienced teachers alike. At the same time, researchers have documented many isolated examples of teachers who are comfortable with the content of their subjects and who provide excellent classroom experiences for their learners. The key challenge for reformers who wish to take up such exemplary practices to scale remains the question of how to support the teachers in making good decisions about curriculum and instruction in the classrooms. There is not enough research to guide reformers about how teachers in general, both new recruits and veterans, make decisions about content and the teaching thereof in specific subjects within different contexts. That is, we know much less about what or who influences such teacher decisions on content and instruction and how. Four papers in this symposium provide different responses to this question and help us develop a repertoire of insights on the issues involved. Two papers explore teacher decision-making in Lesotho and the other two explore the issue from a South African context. One of the papers explore pre-service teachers' decision-making.

14. Creating a Doctoral Network for Teacher Education in Africa (DNTEA)

Irma Eloff, WERA World Congress Regional Committee

Abstract: This symposium will present a framework for the creation of a Doctoral Network in Teacher Education in Africa (DNTEA).

The rationale for the creation of a Doctoral Network in Teacher Education in Africa is to generate knowledge

in teacher education to support Global Goal #4 (SDG4) and to leverage the potential of doctoral networks for indigenous knowledge creation in Africa, by African scholars. The DNTEA will have a strong focus in and on Africa, whilst taking a globally connected approach.

The proposed Symposium will provide an overview within which doctoral education in teacher education have been conducted on the continent of Africa and connect it with the Global goals for sustainable development with specific reference to Global Goal #4 for Quality Education (SDG4). In addition, it will frame the need for a DNTEA within the Strategic Planning of the UNESCO Teacher Task Force, Agenda 2063 of the African Union (AU) and The Outcome Statement of the UNESCO TTF 10th Policy Dialogue Forum in Lomé, Togo in September 2017. More especially, it will address a research-based approach to policy decisions in order to foreground the need for investment in the future of African scholarship in teacher education. It will also highlight the practical and historical factors that impact on the creation of a DNTEA. Challenges for a DNTEA will be conceptualized against the current decolonization imperative and the criticality of indigenous knowledge creation. Theoretical and linguistic challenges in doctoral education in Africa will be accentuated and the features of a doctoral network that spans Anglophone, Lusophone, Francophone and Arabic Africa will be explicated. Creating awareness of African epistemologies, and indigenous pedagogical and research practices on the continent will be given prominence. In addition, the importance of raising the profile and status of teaching as a profession globally and the need to change experiences between different regions in Africa will be discussed. The significance of this network is its effect in accelerating connectivity, increasing continental collaboration and innovative research partnerships on doctoral education for the enhancement of the Sustainable Development Goals and SDG4 as a whole.

15. Reflection on the Japanese Education Model (J-model) from Global Perspectives

Manabu Sato, Japan Education Research Association (JERA)

Abstract: Modernized Japanese education launched from 1872, introducing US model and later German model, had formed a characteristic “Japan model” of education under “compressed modernization”. The “Japan model” not only shaped main features of Japanese education, but spread among such East Asian countries, as China, Korea, Taiwan as the ideal type of their modernization of education up to 1970s. Therefore, I call the “Japan model” under compressed modernization as the “East Asian model”.

The Japan model (J-model) had the following five features.

1. Compressed modernization by high social mobility = education of competition
2. Centralized efficiency = Top-down bureaucratic control
3. Conformed equality of Basic education and Competition with stratification of secondary and higher education
4. Lots of private schools and universities
5. Excessive contest of entrance exam
6. Nationalism

However, under the globalization after 1989, the J-model was declined, collapsed and restructured as follows.

- High rate of social mobility → Enlargement of disparity of education
- Motivation of learning → Declined : “Escape from learning”
- Blind trust in schooling → Unreasonable distrust and antipathy to schooling: School violence attacked junior high schools in 1980s and 90s.
- Absolute respect for teachers → Decline of social status and respect of teachers
- The “East Asian Model (Japan Model)” was collapsed in 1980s in Japan, 1990s in Korea, Taiwan, Hongkong and Singapore, and 2000s in China.

In the other side, “School as Learning Community” model, which was invented by me in 1992, and which was deeply rooted in progressive education in Japan since 1920s, has been drastically spread not only in

Japan but in the Asian countries. This is the second J-model.

- I invented a new “Japan Model” as “School as Learning Community Model”, in the 1990s, exploring a new avenue for “schooling in the 21st century, struggling against neo-liberal ideology and policies of educational reform.
- The first pilot school was established in 1995. Currently, approximately 300 SLC pilot schools are active nationwide, promote more than 1,000 open and organize 3,500 schools with its network.
- The SLC has expanded its wings to China, Korea, Indonesia, Vietnam, Taiwan, Hongkong, Singapore and Thailand as one of the most powerful model for school innovation.

The second J-model has four origins.

- The first origin: Traditions of progressive education in Japan, US and European countries since 1910s. In Japan, the progressive education produced ample heritage in 1920s and 1950s. It has been handed over with informal teachers’ professional culture.
- The second origin: Democratic philosophies and educational theories, such as John Dewey, Lev Vygotsky, Jerome Bruner, Donald Schon, Loris Malaguzzi, Paulo Freire, Lee Shulman, and so on.
- The third origin: Tradition of lesson study in Japan.
- The fourth origin: Reflection of my personal experience of school innovation.

The second J-model is a hopeful way of innovating schools in Asian countries. More than 3,500 schools, about 10% of all the public schools in Japan participate in the network in defense of public education, in pursuit of autonomous professionalism and for actualization of human right of learning. School as learning community is a vision, philosophy and activity system, that school is a place where children learn together, teachers also learn together as teaching professional and even parents learn together through participation in the renovation.

The second J-model, SLC approach we call, has spread its wings to Asian countries, especially Korea, China, Taiwan, Indonesia, Singapore, Vietnam and Thailand, and is recognized as one of the most powerful school reform for innovation in the world.

This symposium will discuss about the two J-models from global perspectives. Manabu Sato will display the two J-models both in Japan and Asian countries. Masako Nakamura will reexamine them from a view of historical perspective in comparison between US and Japan. And Atsushi Tsukui will examine the J-model thorough reflecting on his experiences in Vietnam and Ethiopia.

16. Effective Teachers' Communicative Strategies When Working with Linguistically Diverse Learners

Dorothy Feola, International Research Network: Communicative strategies used by effective teachers in mathematics and literacy instruction with students who are linguistically diverse

Abstract: The purpose of this invitational symposium is to review seminal research related to diverse language learning in schools, share findings from recent classroom-based studies of diverse language learners in primary grades as part of the IRN, and explore avenues for future research with interested colleagues. Some questions guiding our research include:

- How do primary schools worldwide serve linguistically and culturally diverse learners?
- What types of communicative strategies do effective primary teachers use?
- Based on the research, what are the implications for practice using a cross-cultural comparative perspective?

I. *Seminal literature and research studies*
Review and synthesize international research related to learning the language of instruction in a primary classroom setting. We will present a synthesis of the literature examined related to strategies and best practices when teaching linguistically diverse language learners.

II. *Current IRN research (primary grades in Israel, South Korea, USA)*

Discuss the preliminary findings of the current IRN whose purpose was to use an international lens to investigate effective communicative strategies when working with linguistically diverse learners and review related literature. We will present and compare instructional practices and educational policies from each participating country.

Some areas of discussion that have emerged from our early findings in Israel, South Korea, and the US are that teachers are struggling to find ways to accommodate new and ever rising numbers of children entering their classrooms with diverse home language experiences. Additionally, teachers are not prepared in their regular education programs to help diverse language learners and certified world language teachers are limited (Wong, Indiatsi, & G. Wong, 2016). Finally, we found that enhancing teachers' instructional skills is not enough to achieve higher levels of student achievement; such enrichment of the teachers' abilities needs to take place within a school improvement framework that extends to all school staff, family and community (e.g., Cummins, 2000; Krashen, & Terrell, 1983; Sleeter, 2002).

III. *Methodologies for Cross-Cultural Classroom Studies*

Explore methods that can be used to observe and compare teachers instructing linguistically diverse students worldwide. We will share observation protocols used in our recent studies and facilitate discussions to improve methodologies in cross-cultural studies.

17. Research of Didactics – Learning and Teaching: Global South Perspectives

Ernest Kofi Davis, International Research Network: Didactics – Learning and Teaching

Abstract: This symposium proposal arises from the activities of the WERA IRN on Didactics - Learning and Teaching in University of Cape Coast, Ghana. The rationale for this symposium is to contribute to the discourse on reimagining of worldwide education research by sharing research activities and findings with participants worldwide. It also aims to foster collaboration with potential researchers in the WERA IRN and more widely those who are interested in collaboration with researchers from developing countries, especially in Sub-Sahara Africa. It therefore, focuses on Sub-Saharan Africa and on Ghana in particular, showcasing research studies on students' conceptions, students' motivation, teachers' conceptions and didactical phenomenology.

18. Undertaking Second Order of Sexual Harassment to Eradicate Gender-Based Violence

Rocio Garcia Carrion, Asociación Multidisciplinar de Investigación Educativa (AMIE)

Abstract: Gender-based violence and sexual harassment are still huge challenges of our current society. Understanding sexual harassment from a wider perspective involves analyzing Second Order of Sexual Harassment (SOSH) and its educational, social and institutional implications. SOSH has been defined as physical and/or psychological violence against those who support victims of sexual harassment. Research in academia and higher education raised awareness on the need to protect not only survivors of gender violence but also those who dare actively to support them. The role of SOSH for eradicating gender-based violence in higher education and the measures and mechanisms for its prevention are still underexplored.

This symposium presents an interdisciplinary panel focused on conceptualizing and identifying the forms that SOSH take in academia and beyond, and the implications and mechanisms for its prevention in

schools, communities and social movements. This symposium aligns with the global concerns about breaking the silence around sexual harassment in universities and scientific workplaces and to advance knowledge to create spaces free of any kind of violence. The papers included in this symposium offer theoretical and empirical insights on the consequences of standing on the side of survivors of gender-based violence; the mobilization of survivors and those who support them to challenge dominant practices and structures; and potential mechanisms for its prevention.

19. The Philosophical Understanding of our Local Knowledge in the Post-Colonial Lesotho: A Multidisciplinary Illustration of Hybrid Knowledge

Paul Leshota, WERA World Congress Regional Committee

Abstract: This paper argues that Lesotho has a heritage of a formal education system that is characterized by Eurocentric forms of knowledge. We illustrate how this came about, and argue that while this knowledge has had overwhelming benefits for the country, its dominance and formalization to the exclusion of the local knowledge forms has created a binary knowledge world. We further contend that this process of exclusion, systematically subjugated and relegated to the periphery the indigenous ways of knowing. We explore the ontology and epistemology of the local knowledge and prospects of hybrid knowledge in the multidisciplinary context. We specifically examine how *botho/ubuntu*, and *revealed knowledge* in the form of *lipono* ('dreams'), both typical local ways of knowing in this context, can broaden our understanding on the nature of knowledge and contribute to narrowing the dual knowledge world, in the formal knowledge landscape. We conclude that the African perspective and its proclivity towards indigenous worldview, practices and values ought to be allowed to make their way into the global, regional and national agenda of education for development.

Important Dates for WERA World Congress 2018

Early bird registration:

Closing: 13 June 2018



Registration - Please visit www.wera2018.co.za to register for this congress:

14 June - 31 July 2018

Submission of final papers:

2 July 2018



WERA workshops - Please visit www.wera2018.co.za to register for the workshops:

2 August 2018.



WERA conference:

3 August - 5 August 2018



Regional Partners for WERA World Congress 2018



WERA at AERA Annual Meeting in New York, April 2018

WERA Council Meeting, 18 April 2018

The Seventeenth WERA Council Meeting took place in New York on April 18, 2018. Member associations in attendance were Associação Brasileira de Pesquisadores Negros (ABPN), Asociación Multidisciplinar de Investigación Educativa (AMIE), Associação Nacional de Pesquisa e Pós-Graduação em Educação (ANPED), Consejo Mexicano de Investigación Educativa (COMIE), Education Association of South Africa (EASA), Educational Research Association of Singapore (ERAS), European Educational Research Association (EERA), German Educational Research Association (GERA), Hong Kong Education Research Association (HKERA), Japanese Educational Research Association (JERA), Polish Education Research Association (PERA), Sociedad de Investigación Educativa Peruana (SIEP) and Red Chilena de investigación in Chilean Education (RIECH). The meeting was followed by a dinner attended by council members to celebrate education research worldwide.



WERA Executive Committee and Council Representatives, 18 April 2018



Breakaway group discussions, Council Meeting, 18 April 2018

WERA Symposia in New York

WERA co-sponsored three symposia sessions on the 11th, 16th and 17th April 2018 during the AERA Annual Meeting.

'Maximizing The Contributions, Access, and Use of Longitudinal Administrative Data Systems in the US and Worldwide—An Open Conversation'



Stéphan Vincent-Lancrin and Felice Levine hosted this event.

'Ethics Education Across Context and the Life Span'



The following participants formed part of this event: Karen Murphy, Joanna Madalinska-Michalak, Michelle S. Moses, Ingrid Gogolin, and Michael Loui.

'Education in China in the 21st Century—New Results From PISA'



This session was chaired by Barbara Schneider with Wing Mui-Winnie So (Discussant), Leland S. Cogan, Doris Xuran, William H. Schmidt and Xin Tao

WERA Roundtable in New York

'Teacher Educators for Just and Equitable Education: International Comparisons and Mutual Dilemmas'



This session was chaired by A. Lin Goodwin with Simone Jane White, Clare Kosnik, Clive M. Beck, Tanya L.M. Samu and Kelsey Darity

Doctoral and Early Career Network Meeting @ New York

Early career scholars from various countries attended the DEC Meeting at the AERA Annual Meeting in New York in April 2018.



The Doctoral and Early Career Network (DEC) had a meet and greet, hosted by Prof Mustafa Yunus Eryaman

(WERA Vice-president) and the AERA Graduate Student Council, which took place at the AERA Annual Meeting in New York on the 16th April 2018. The meeting was well attended with early career scholars. The next DEC meeting is scheduled to take place during the WERA World Congress in Cape Town, 3-5 August 2018.

Further details will be communicated to Council Members and DEC Representatives closer to the conference.

WERA Welcomes New Member Associations RIECH



The World Education Research Association (WERA) has recently admitted Red Chilena de Investigación en Educación Chilena - Network of Researchers in Chilean Education (RIECH) to full Association Membership with WERA. The WERA officers and Council formally considered and voted on requests for membership during the official WERA Council meeting in Hong Kong on December 3, 2017.

Red Chilena de Investigación en Educación Chilena (RIECH). RIECH is a multidisciplinary educational research association with the main objective of contributing to the advancement of knowledge about Chilean education by conducting and disseminating research in education, promoting good practices and standards in education research, as well as encouraging the use of research to improve Chilean education. RIECH was founded on April 2013 at University of California at Berkeley, and legally constituted as a non-profit organization in 2015, according to the regulations established by the Chilean legislation.

RIECH is constituted by Chilean and international researchers dedicated to the study of Chilean education in all its levels (pre-school, primary school, secondary school, and higher education) and from multiple disciplinary, methodological and epistemological perspectives.

Members of RIECH are scholars, researchers, and graduate students from Chilean and foreign universities, as well as educators, professionals, and practitioners in

private and public organizations working in the design, development, implementation, and evaluation of educational policies and programs in Chile.

President: Daniela Véliz Calderón

GERA Keynote: March 2018

Education in an Age of Extremism: the challenges for policy, professionalism and practice



Professor Hazel Bryan, PhD, is Head of the School of Education and Strategic Lead for Research at the University of Gloucestershire in the UK. Vice Chair of the Universities Council for the Education of Teachers (UCET) Research Committee, Hazel is one of the lead coordinators of the WERA International Research Network 'Education and Extremism'. In this keynote Hazel argues that Western societies are at the dawn of an age of extremism and this has consequences for constructs of teacher professionalism, education policy and education practice in classrooms. Drawing on empirical research undertaken over the last five years, Hazel will explore the ways in which teachers are positioned by government and articulate challenges to practice in new times.

IEA: Researching education, improving learning



Researching education, improving learning



Dr Paulína Koršňáková works in the capacity of a Senior Research and Liaison Adviser of IEA. She is responsible for supporting and development of existing memberships and institutional partnerships within IEA's mission, whilst identifying new organizations or new venues for innovative collaboration. Please make your first contact via her email at p.korsnakova@iea.nl or LinkedIn profile.

The IEA, or the International Association for the Evaluation of Educational Achievement, is a non-profit, international scientific society that conducts comparative

pedagogical research worldwide. The goal of our research is to gain a better understanding of education systems and to use this knowledge to help improve education policies and practices.

Since 1958, IEA has measured students' achievement in subjects such as mathematics and science (TIMSS), reading (PIRLS), and civic and citizenship education (ICCS), investigated students' computer skills (SITES and ICILS), and researched early childhood (ECES) and teacher education (TEDS-M). More than 60 countries are represented in the IEA network, and over 100 education systems participate in IEA studies. IEA studies are designed by educators for educators to answer questions such as: What do students know and what can they do? Is student achievement improving over time? What practices and policies are associated with student achievement?

IEA produces a range of free, open source publications, offering valuable reference tools and materials for researchers, practitioners and policymakers. These include the IERI Journal, *Large-scale Assessments in Education*, and the *IEA Research for Education* series of in-depth analyses based on IEA data, published in cooperation with Springer. The *IEA Data Repository* provides free access to the data and accompanying documentation files of completed IEA studies. In addition to our research publications, the *IEA Compass Briefs in Education* series publishes topical, accessible articles addressing key issues of interest to educational stakeholders, especially those involved in influencing educational decision and policymaking.

The IEA is committed to encouraging and promoting high quality research based on IEA data. Our *annual research awards* recognize excellence in empirical research while our biennial *International Research Conference* offers a valuable forum for researchers to exchange ideas and information on critical educational issues in a comparative and global context.

The IEA is proud to join WERA and welcomes the opportunity to build new partnerships based on our common interests in the research and improvement of education worldwide.

WERA SG Awarded Researcher Medal

Director, Centre for the Study of Resilience awarded Researcher Medal (Education Association of South Africa)

During the Education Association of South Africa's Annual Conference (14-17 January 2018) research by Professor Liesel Ebersöhn (Director of the Centre for the Study of Resilience) was recognised when she was awarded the EASA Researcher Medal. The EASA research medal is awarded to academics who have demonstrated:

- Outstanding achievements in educational research demonstrated by consistent publication in academic journals and book publications with international impact over a period of at least 10.
- Leadership and development of education research demonstrated by two or more of the following:
 - Successful supervision of post-graduate students
 - Editorship of academic journal
 - Leadership of national/international research associations
 - Successful completion of funded research projects

Prof Liesel Ebersöhn also presented a Keynote Address "*Intervention research as social justice pathway between universities and schools in challenged settings*" at the EASA Conference. The conference took place at the School of Education, University of KwaZulu-Natal, Durban.



SIEP turns 10 and celebrates with new image and special biennial meeting

In 2008 a group of Peruvian educational researchers from different disciplines and institutions organised the first National Seminar on Educational Research and decided to create the SIEP, the Peruvian Society for Educational Research. This year we are preparing to celebrate 10 years of our first National Seminar and the birth of SIEP. In these 10 years SIEP has grown from 18 to 95 members, and organised 5 biennial national seminars, 43 workshops on educational research methodologies, about 40 academic events and published 9 volumes of the Peruvian Journal of Educational Research, a peer review, open access, indexed academic journal. Members of SIEP are also actively participating in international events,

and the SIEP itself was committed from the very beginning of WERA to participate and contribute to advance educational research worldwide.


As a reflection on the learning of the past 10 years, SIEP is renewing its image, with a new logo that represent what we are and what we want to be: a community of scholars producing rigorous knowledge about education through different disciplines, methods and approaches, deeply committed to improve education, open to dialogue at national and international levels; and a work in progress, as knowledge itself, in constant search of improvement.



Dr. Patricia Ames, SIEP' current president, welcomes all members of WERA to join us in this celebration, participating with papers in our journal or in our National Seminar. We are also hosting an international event concurrent with our seminar, the III Iberoamerican Colloquium on Rural Education which will gather together specialist from the Americas and beyond. Both events will take place in Cuzco, the ancient capital city of the Incas, a vibrant multicultural city, home of one of the oldest public universities in the country, co-host of these events, from November 8th to 10th. Save the date!!!

Connect with the World Education Research Association (WERA):

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