

INVITED SYMPOSIUMS AND KEYNOTES

A. INVITED SYMPOSIUMS AND KEYNOTES 2016

1. **Invited WERA Symposium @ GERA, Kassel Germany, 13-16 March 2016**

The title of this Symposium was 'Movers in Educational Space'. The Symposium addressed the burning issue of wars, natural disasters and hunger as well as the consequence of refugees and the question, in what ways the (national) education systems reacted to this in history/worldwide. The HIV&AIDS pandemic and the associated high poverty challenges have required of education research, policy makers and so forth to not only be reactive but also proactive. Is education research well-placed to give advice and support in such constellations, or is it rather not because of the 'inertia' of categories and schemata that set the frame for it? Three invited speakers and one discussant formed part of the Symposium:

- European perspective: Dr Frank van Tubergen
- A representative of UNHCR: Prof Sara Dryden-Peterson
- African children, adversity & teachers who champion resilience: Prof Linda Theron
- Discussant: Prof Dr Louis Henri Seukwa

2. **Invited WERA Symposium @ CIMIE, Seville, 30 June-1 July 2016**

2016 CIMIE Annual Meeting hosted a WERA Invited Symposium that took place as part of the closing session on July 1st 2016 in Seville (Spain). The Symposium focused on Social Impact of Educational Research from four different national perspectives. The speakers and the discussant opened a global discussion on how educational research may achieve social impact in disadvantaged communities across the globe. Veronica Villaran, Sociedad de Investigación Educativa Peruana (Peru) addressed the question 'What we mean when we talk about social impact?' and raised the implications of interventions, programs or policies in diverse communities. Camille M. Wilson, University of Michigan, talked about 'Developing Inclusive School-Family Partnerships: A U.S. Case on the Relevancy of Race in Educational Ideologies, Practices, & Policies'. The third speaker was Jo Lampert, Queensland University of Technology (Australia) presented the impact of the program she is the co-director the Australian National Exceptional Teachers for Disadvantaged Schools Program (NETDS). The three presentations were followed by Roseli Rodrigues de Mello, Universidade Federal de São Carlos (UFSCar) who offered some critical comments and questions on the topics discussed. Her discussant encouraged the audience to think about the importance of the methodologies used and the role of the researcher as public scholar to achieve social impact. It was very well attended with more than 250 delegates in the Main Hall of the Faculty of Economics and Business at the University of Seville. Rocío García-Carrión, President of AMIE and member of WERA chaired the Symposium that included three invited speakers and one discussant:

- 'What we mean when we talk about social impact?': Veronica Villaran, Sociedad de Investigación Educativa Peruana (Peru)
- Developing Inclusive School-Family Partnerships: A U.S. Case on the Relevancy of Race in Educational Ideologies, Practices, & Policies: Camille M. Wilson, University of Michigan
- the Australian National Exceptional Teachers for Disadvantaged Schools Program (NETDS): Jo Lampert, Queensland University of Technology (Australia)
- Discussant: Roseli Rodrigues de Mello, Universidade Federal de São Carlos (UFSCar)

3. Invited WERA Symposium @ ECER 2016, University College Dublin, 22-26 August 2016

The title of this Symposium was 'Global challenges for international research in didactics – learning and teaching: epistemological, pedagogical and methodological issues and questions'. This symposium addressed some key global challenges for international research in didactics – learning and teaching and also consider some of the associated epistemological, pedagogical and methodological issues and questions that arise in this process. In doing perspectives from the UK, South Africa and Australia were included. The first paper addressed issues of social justice and human rights in education by focussing on the relation between equitable learning and epistemic quality and illustrated this through a focus on developing mathematical thinking in the primary classroom in the UK. The second paper addressed vocational education and training (VET) from a context in South Africa. The question was raised as to whether there are distinct pedagogies in vocational education and training and the needs of teachers who 'face both ways' in relation to the classroom and the workplace were considered. The third paper from Australia addressed methodological issues in relation to international comparative research. In particular, it proposed that pursuit of commensurability through the imposition of a general classificatory framework misrepresents the way in which valued performances and school knowledge are actually conceived by each community and sacrifices validity in the interest of comparability. It aimed to illustrate the compromise that is central to international comparative research studies in education and provided examples of how the production of complementary comparative accounts might honour both validity and comparability. Three invited speakers and one discussant formed part of the Symposium:

- On the relation between epistemic quality and equitable learning in the mathematics classroom: Brian Hudson, Sussex University
- Vocational pedagogy or just good teaching? Education research and the development of a knowledge base for training TVET teachers (in South Africa): Volker Wedekind, University of the Witwatersrand
- International comparative research: Constructing and concealing difference: David John Clarke, University of Melbourne
- Discussant: Kirsti Klette, University of Oslo

4. WERA Keynote address: Liesel Ebersohn @ at the International Conference on Education Research for Development in Africa (ICERDA), 3-5 October 2016

Prof Liesel Ebersöhn (Director: The Centre for the Study of Resilience, Faculty of Education, University of Pretoria, South Africa) presented a WERA Keynote Address "Education research in challenging contexts: resilience and cultural capital as a vision for sustainable development in Africa" at the International Conference on Education Research for Development in Africa (ICERDA). The conference was held 3-5 October 2016 at the Alisa Hotel in Accra, Ghana.