

WERA Capacity Development Course at AERA 2016

PDC21: Studying Higher Education Access and Attainment Worldwide – Organized by the World Education Research Association (WERA)

Nations across the world are seeking to expand higher education access and attainment in order to compete internationally in today's global, technologically-driven economy. Although the configuration and governance of higher education systems varies dramatically across and within nations, policymakers and educational leaders are facing a similar set of questions about this expansion. Such questions include: Who gets access to what types of postsecondary education opportunities? What are the ideal roles of different providers of higher education? What are the implications for students and society of different approaches to financing the costs of higher education? What policies and practices effectively increase overall attainment and reduce gaps across groups in higher education outcomes? This course is designed to promote comparative and international research on higher education access and attainment and create a network of higher education researchers with shared interests who are located in different nations. The course will include presentations by course instructors, discussion, and small group work. Participants will consider: fruitful research questions; exemplars of and guidelines for high-quality research, effective approaches for incorporating relevant contextual characteristics, promising theoretical perspectives and frameworks, and productive methodological approaches and sources of data. Prior to the course, participants will submit: 1) an overview of a current or recent research project that examines some aspect of higher education access and attainment (one page); and 2) a statement of learning goals and expectations for the course (one paragraph).

Instructors: Laura W. Perna, University of Pennsylvania; Gerard Postiglione, The University of Hong Kong; Agnes van Zanten; Sciences Po

Date: Saturday, April 9, 1:00 pm – 5:00 pm

Fee: \$55

Location: TBD

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PDC24: Comparative Case Studies and Ethnographies – Organized by the World Education Research Association (WERA)

In this course, we explore how individual scholars can build comparative perspectives into their qualitative research. We use mini-lectures and hands-on exercises to review the overlapping meanings of “case studies” and “ethnography”; discuss two philosophical perspectives on comparisons of qualitative research, one seeking broad generalizations (“universalist”) and one seeking context-bound deeper understanding (“meta-ethnography”); consider small-scale, step-by-step approaches to cross-national comparative work that participants might engage in themselves by comparing their own work with published case studies and by carrying out new research parallel to a colleague’s study; and explore what is learned by comparing “favorite theorists” across countries. Participants should bring a one- to two-page summary of one of their own qualitative studies, including key references.

Instructors: Kathryn M. Anderson-Levitt, University of California–Los Angeles; Belmira Oliveira Bueno, Universidade de São Paulo

Date: Sunday, April 10, 8:00 am – 12:00 pm

Fee: \$55

Location: TBD

PDC31: Research on Immigrant Families and Education Worldwide – Organized by the World Education Research Association (WERA)

This course is based on inputs deriving from international research projects carried out in Europe, North America, and Australia that show pathways to the successful educational integration of migrants. The projects concentrate on potential and productive resources deriving from linguistic and cultural diversity rather than on disadvantages and drawbacks, which are common foci of discussions on this topic.

Issues covered include theoretical approaches such as “monolingual habitus” and “super-diversity”; reflection on concepts such as “migrant” and “multilingual”; research results on benefits from diversity, e.g., in multilingual constellations of teaching and learning; and the introduction of methodological approaches to empirical research on linguistic or cultural diversity. Inputs will be supported by video examples. Readings and/or handouts will feature theoretical texts as well as research reports, examples from data collection, and transcripts of videos. Small group discussions will take place and will include data analysis and the presentation of results. The course aims at broadening perspectives on differential features of worldwide migration, on theoretical and methodological conceptualizations of diversity, and on positive experiences with diversity in education. The course is designed in particular for early career scholars aiming to undertake research on immigrant populations and education.

Instructors: Ingrid Gogolin, University of Hamburg; Hanne Brandt, University of Hamburg; Rahat Naqvi, Werklund School of Education, University of Calgary

Date: Monday, April 11, 1:00 pm – 5:00 pm

Fee: \$55

Location: TBD