WERA WORKSHOPS: WEDNESDAY, 1 AUGUST 2018

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**

Co-director 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 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.
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