

WERA Focal Meeting 2017

Tentative Programme

Day 1

WERA Workshop		10:30-13:30
Time	Presentation Title	Presenter(s)
Successful Academic Publishing: A Global Perspective		D3-G-05
10:30-11:30	Part I: The Fundamentals of Academic Publishing	Dr. Patricia A. Alexander Jean Mullan Professor of Literacy and Distinguished Scholar-Teacher Director of the Disciplined Reading and Learning Research Laboratory University of Maryland, USA Senior Editor, <i>Contemporary Educational Psychology</i>
11:30-12:00	Part II: Achieving Quality in Qualitative and Quantitative Research	Dr. Liesel Ebersöhn Director of the Centre for the Study of Resilience University of Pretoria Pretoria, South Africa Secretary General: World Education Research Association
12:00-12:30	How to Achieve and Sustain Productivity	Dr. Sari A Lindblom-Ylänne Vice-Rector at the University of Helsinki Helsinki, Finland Past President of the World Education Research Association Past President of European Association for Research for Learning and Instruction
12:30-13:00	Finding the Right Publication Outlet	Dr. Pak-Tee Ng Associate Dean of Leadership Learning and Head of Policy and Leadership Studies Academic Group at National Institute of Education, Singapore Executive Editor of <i>Educational Research for Policy and Practice</i>
13:00-13:30	Part III: Question and Answer Period	Presenter panel

Parallel Session 1.1		10:30-12:00
Paper Presentation		
Reference Code	Presentation Title	Presenter(s) / Author(s)
World-Wide Perspective on Preparing Higher Education Students		D2-LP-04
1.1A - 1 - 116	A Transnational Study on Global Competence for All in Higher Education: Promising Policies, Strategies and Practices	Michael Guo-Brennan, Troy University, USA, guobrennan@gmail.com; Linyuan Guo-Brennan, University of Prince Edward, Canada. guobrennan@gmail.com
1.1A - 2 - 35	A Case of Korean National Competency Standards based Curriculum Development and Implementation: Focused on a case of university specializing in engineering	Kyeong Eon Kim, Koreatech, Public of Korea, kkctl@koreatech.ac.kr; Ju Ri Kim, Koreatech, Public of Korea, jrkim@koreatech.ac.kr; Hye Jung, Woo, Koreatech, Public of Korea, m2m2301@koreatech.ac.kr; Yoon Gwan Sik, gwansik@koreatech.ac.kr
1.1A - 3 - 23	Examining pedagogical innovations in enhancing student competence and employability in the vocational education of Guangdong, China	Yanmin Zhao, The Educational University of Hong Kong, Hong Kong, s1122636@s.eduhk.hk; James Ko, The Education University of Hong Kong, Hong Kong, jamesko@eduhk.hk
1.1A - 4 - 32	Postgraduate studies in Education for Sustainability – an investigation of why, what, where and impact	Annette Gough, RMIT University, Australia, annette.gough@rmit.edu.au; Eric Tsang, Education University of Hong Kong, Hong Kong, etsang@eduhk.hk; Noel Gough, La Trobe University, Australia,

		n.gough@latrobe.edu.au
Instruction, STEM (Science, Technology, Engineering and Mathematics) and Curriculum World Wide		D3-G-07
1.1B - 1 - 51	The Teaching Effect of Integrating Scientific Imagination Process into Engineering Education Curriculums – Using “Creativity via Information Technology Applications” Course as an Example	Ying-Yao Cheng, National Sun Yat-sen University, Taiwan, chengyy@mail.nsysu.edu.tw; Chin-Ping Yu, National Sun Yat-sen University, Taiwan, cpyu@faculty.nsysu.edu.tw; Hsiao-Chi Ho, Center of Humanities Innovation and Social Practice, Taiwan, hohc0709@gmail.com; Wei-Ru, Chen, National Sun Yat-sen University, Taiwan
1.1B - 2 - 7	The Evaluation of the Primary Mathematics Curriculum in Hong Kong	Dennis Hok Chun Koo, Durham University, UK, dhckoo@eduhk.hk
1.1B - 3 - 36	Conducting International Research Studies, Challenges & Rewards: Inquiry-based Science Curriculum in High schools in the United States, Israel, and Georgia	Alia Sheety, Cabrini University, USA, alia.sheety@cabrini.edu; Fadeel Joubran, Arab College of Education & Oranim Academic College, Israel, fadeelj@gmail.com; Marika Kapanadze, Ilia University, Georgia, marika_kapanadze@iliauni.edu.ge

Symposium

Reference Code	Presentation Title	Presenter(s) / Author(s)
Gender Equality in Education: Cases of China, Ghana, India, New Zealand and the United States of America		D1-LP-02
1.1C - 24	Empowering Chinese Women: Leadership and Career Development	Sunny Xinchun Niu, FuDan University, China, niuxinchun@fudan.edu.cn; Yun Bai, East China Normal University, China, byecnu@126.com; Grace Yajun Zhen, FuDan University, China, 14210460002@fudan.edu.cn
	Understanding Girls' Educational Experiences: A Ghanaian Perspective	Francis Godwyll, University of West Florida, USA, fgodwyll@uwf.edu
	Women's Role in Girl's Education and Empowerment: The Case of India	Rashmi Sharma, University of West Florida, USA, Rsharma@uwf.edu
	Towards Equity, Excellence and Belonging of Indigenous Maori Girls in Education	Mere Berryman, University of Waikato, New Zealand, mere.berryman@waikato.ac.nz; Margaret Egan, University of Waikato, New Zealand, margaret.egan@waikato.ac.nz
	Educate Girls and Change the World: Documentary Movie as a Catalyst for Social Praxis	Guofang Wan, University of West Florida, USA, gwan@uwf.edu
Building a Worldwide Science of Learning and Development		D1-LP-07
1.1D - 14	Malleability, Plasticity, and Individuality: How Relationships and Contexts Drive Learning and Development	David Osher, American Institutes for Research, USA, dosher@air.org; Juliette Berg, American Institutes for Research, USA, jberg@air.org; Pamela Cantor, Turnaround for Children, USA, PACantorMD@tfcusa.org; Todd Rose, Harvard University Graduate School of Education, USA, todd_rose@gse.harvard.edu.
	The Australian Science of Learning Research Centre – Improving Learning Outcomes through Research Translation	Annemaree Carroll, University of Queensland, Australia, a.carroll@uq.edu.au; Julie Bower, School of Education, The University of Queensland, j.cuskelly@uq.edu.au (Co-presenter)
	Exploring the Gaps Between How Preschool Children Learn and How they are Taught in Low- and Middle-Income Countries in sub-Saharan Africa and Asia	Elizabeth Spier, American Institutes for Research, USA, espier@air.org; Frederik Leenknecht, Center for the Science of Student Learning, f.leenknecht@hotmail.com; Fangyi Huang, American Institutes for Research, USA, fhuang@air.org

Parallel Session 1.2

12:00–13:30

Paper Presentation

Reference Code	Presentation Title	Presenter(s) / Author(s)
International Findings on Supporting Learning and Diversity		D4-LP-02
1.2A - 1 - 173	Culturally and Linguistically Diverse Student and Family Perspectives on Using Augmentative and Alternative Communication Devices	Saili Kulkarni, California State University, USA, skulkarni@csudh-coe.org; Jessica Parmar, Redondo Unified School District, USA, jparmar1@toromail.csudh.edu
1.2A - 2 – 193	Norming the Test of Nonverbal Intelligence in the Republic of Georgia	Timothy Guetterman, University of Michigan, USA, tguetter@umich.edu; Tamari Tatishvili, McLain Association

		for Children, Republic of Georgia, tamar.tatishvili@macgeorgia.org; Nino Lomidze, McLain Association for Children, Republic of Georgia, nino.lomidze@macgeorgia.org; Jeremy Gaskill and Cathy McLain, McLain Association for Children, Republic of Georgia, jeremy@macgeorgia.org & mclain.cathy@gmail.com; Delwyn L. Harnisch; University of Nebraska-Lincoln, USA, Harnisch: del.harnisch@gmail.com
1.2A - 3 - 74	School experiences of mainstream pupils in inclusive practice	Shun Ito, Osaka University, Japan, itoshun.g@gmail.com
1.2A - 4 - 18	Development and evaluation of a training program on professional error competence for prospective teachers	Eveline Wuttke, Goethe University, Frankfurt, Germany, wuttke@em.uni-frankfurt.de; Juergen Seifried, University of Mannheim, Germany seifried@bwl.uni-mannheim.de
Equity From a Global Perspective		B4-LP-13
1.2B - 1 - 149	Educational Goals, Equity, and Performance: An analysis of National and International Discourse of Education	Max Altman, University of Michigan, USA, altmanma@umich.edu; Minh Huynh, University of Michigan, USA, minhmq@umich.edu; Germán Vargas Mesa, Universidad de los Andes, Colombia, Colombia, german.vargas@sciencespo.fr
1.2B - 2 - 139	Resisting Global Neoliberalism from the Margins in Local Spaces: Preparing Novices to Teach Literacy to Children of the Working Poor	Carmen Mercado, City University of New York, USA, cmercado@hunter.cuny.edu
1.2B - 3 - 67	Challenges to Doing Research on LGBT Issues in Education and Important Research Needs	George Wimberly, American Educational Research Association, USA, gwimberly@aera.net
1.2B - 4 - 26	Opening Doors: Providing chances and choices for young people in second chance schools	George Head, University of Glasgow, Scotland, george.head@glasgow.ac.uk
Symposium		
Reference Code	Presentation Title	Presenter(s) / Author(s)
International Perspectives on Advocacy in Education: Who? Why? How?*		D1-LP-02
1.2C - 21	Pre-Service Teachers' Perceptions of Parental Involvement: A Cross-Country Comparison	Yael Fisher, Achva Academic College, Israel yael@fisher.co.il; Anne Marie Fitzgerald, Duquesne University, USA fitzger3@duq.edu
	Parent Advocacy and Empowerment in a Globalized World: A Review of the Literature	Lauri Johnson, Boston College, USA, lauri.johnson@bc.edu; Katherine Thompson, Boston College, USA, thompsky@bc.edu; Catlin Long, Boston College, USA, longcg@bc.edu
	Culturally Responsive School Leadership in the USA	Muhammad Khalifa, University of Minnesota, USA, khalifam@umn.edu
	Advocacy for Social Justice in a Spanish School	Charles L. Slater, California State University Long Beach, USA, Charles.Slater@csulb.edu; Patricia Silva, University of Lleida, Spain, patriciasilva@ub.edu; Serafín Antúnez, Universidad de Barcelona, Spain, santunez@ub.edu
	What Do We Know about Advocacy Groups and Educational Policy? A Review of the English-Language Literature	Sue Winton, York University, SWinton@edu.yorku.ca
Career Development and Positive Youth Development: A Powerful Vehicle for Educational Success and Economic Mobility		D1-LP-03
1.2D - 16	Career Education among Italian Youth	Laura Nota, University of Padova, Italy, laura.nota@unipd.it
	Reconnecting Disconnected Youth: The Role of Webs of Support	Jonathan Zaff, Boston University School of Education, USA, jfzaff@bu.edu; Sean Flanagan, Boston University, seanflanagan11@gmail.com; Elizabeth Pufall Jones, Boston University, epj@bu.edu; Shannon Varga, Boston University, smvarga@bu.edu
	Using Career Readiness Strategies to Drive Positive Youth Development: Use of Personalized Learning Plans in the USA	Scott Solberg, Boston University, USA, ssolberg@bu.edu
	CLAP for Youth: A Career Development Intervention for Youth in Hong Kong.	Alvin Leung, Chinese University of Hong Kong, China, smleung@cuhk.edu.hk

*Part of the WERA International Research Network (IRN): 'Families, Educators and Communities as Educational Advocates network'

Parallel Session 1.3		13:30-15:00
Paper Presentation		
Reference Code	Presentation Title	Presenter(s) / Author(s)
Students, STEM (Science, Technology, Engineering and Mathematics) and Learning World-Wide		D3-LP-02
1.3A - 1 - 50	From Experience, Discovery to Reflection: The Effects of Scientific Activities on Female's Scientific and Technological Talents Cultivation	Hsiao-Chi Ho, National Sun Yat-sen University, Taiwan, hohc0709@gmail.com; Ying-Tung Liu, National Sun Yat-sen University, Taiwan, santaliu123@mail.nsysu.edu.tw; Min-Ju Liu, National Sun Yat-sen University, Taiwan, b941020045@gmail.com; Ying-Tze Chen, National Sun Yat-sen University; Ying-Yao Cheng, National Sun Yat-sen University
1.3A - 2 - 148	Measuring Mathematics Classroom Learning Environment and Associations with Achievement	Venkata L N Aluri, Curtin University, Australia, venkatainaluri@yahoo.com.au; Barry J Fraser, Curtin University, Perth, Australia, b.fraser@curtin.edu.au
1.3A - 3 - 2	An International Prospective of Mexican Students' Disposition towards Mathematics at the High School Level	Maria de los Angeles Cruz Quiñones., Universidad Autónoma de Ciudad Juárez, México, titacq@hotmail.com; Maria D. Cruz Quiñones, New Mexico State University, USA, mdacruz@nmsu.edu
1.3A - 4 - 58	A cross-trait (Hong Kong and Taiwan) study on the school management and students' attitudes towards mathematics and science: By multilevel MIMIC-SEM	Wing Yip Chui, The Education University of Hong Kong, China, francischui.fc@gmail.com
Symposium		
Reference Code	Presentation Title	Presenter(s) / Author(s)
The Promotion of Whole-Child Education and Positive Conditions for Learning in China		D1-LP-02
1.3B - 17	Child Friendly Schools World Wide and in China	Margo O'Sullivan, UNICEF China, China, mosullivan@unicef.org
	The Development and Implementation of the Child Friendly Schools Model in China	Xiaoping Guo, UNICEF China, China, xguo@unicef.org
	The Impact of the Chine Whole-School Approach for Primary School Students Social Emotional Competences in Rural China	Mao Yaqing, Beijing Normal University, maoyaqing@bnu.edu.cn; Du Yuan, Beijing Normal University, China, duyuan@bnu.edu.cn
	Evaluating the Child Friendly Schools Pilot in Southwest China	Hu Ling, Shanghai Academy of Education Sciences, China, 490204785@qq.com; RuiDu Wang, Shanghai Academy of Education Sciences, wrd489136@163.com
	The Relation between Parental Aspirations and Student's Mathematics Achievement in Western China	Tao Xin, Beijing Normal University, China, xintao@bnu.edu.cn; Yehui Wang, Beijing Normal University, China, yehuiwang@bnu.edu.cn; Tuo Liu, Tianjin Normal University, China, mikebonita@163.com
Teaching Work and Curricular Changes in The Contemporary World: Traveling Reforms and The Neoconservative Agenda in Education Policies		D3-G-05
1.3C - 27	Globalization, Regionalization and Nationality: Education in Times of Performativity and Competition	Mário Luiz Neves de Azevedo, Maringa State University, Brazil, mario.de.azevedo@uol.com.br
	Curriculum Studies: A Note on Non-Epistemological Crisis	José Augusto Pacheco, University of Minho, Portugal, jpacheco@ie.uminho.pt
	The ethnography of education as a reaction against a centralized and top-down curriculum	Jesus Maria Sousa, Madeira University, Portugal, angi@staff.uma.pt
	Teaching work and resistance in a conservative context: the Brazilian Teacher Union agenda	Andrea Barbosa Gouveia, ANPED/UFPR, Brazil, andrea-gouveia@uol.com.br gouveia@uol.com.br
	Performativity Practices in The Portuguese Educational System	Joana Sousa, University of Minho, Portugal, joanarfsousa@gmail.com; José Augusto Pacheco, University of Minho, Portugal, jpacheco@ie.uminho.pt

Parallel Session 1.4		16:35-18:05
Paper Presentation		
Reference	Presentation Title	Presenter(s) / Author(s)

Code		
World-Wide Views on Multilingualism		D2-LP-18
1.4A - 1 - 196	Are They Ready?: Bilingual Children's School Readiness in Turkey	Yekta Koşan, Hacettepe University, Ankara, yekta.kosan@hacettepe.edu.tr; Semra Erkan, Hacettepe University, Ankara, erkansemra@hacettepe.edu.tr
1.4A - 2 - 207	Identifying and supporting high needs school districts in early language and literacy learning	Carol Christy, Georgia College & State University, USA, carol.christy@gcsu.edu; Linda Bradley, GCELL Georgia College, USA, Linda.bradley@gcsu.edu; Kelli Brown, Georgia College, USA, Kelli.brown@gcsu.edu
1.4A - 3 - 206	Exploring Differential Item Functioning on reading achievement between English and isiXhosa language subgroups	Nangamso Mtsatse, UNISA, South Africa, nmtsatse@gmail.com; Surette van Staden, University of Pretoria, South Africa, surette.vanstaden@up.ac.za
International Perspective on Teaching and Linguistically Diverse Students		B2-LP-23
1.4B - 1 - 125	Negotiating Transcultural Identities Between China and Japan: An Ethnographic Study of Learning Japanese in Hong Kong and Taiwan	Kazuyuki Nomura, The Chinese University of Hong Kong, Hong Kong, nomura@link.cuhk.edu.hk
1.4B - 2 - 122	Examining the Effects of SES and Language Background on Immigrant and U.S. Native Born Students' Reading Growth Trajectories	Tingting Reid, University of Hawaii at Manoa, USA, treid@hawaii.edu; Ronald Heck, University of Hawaii at Manoa, USA, rheck@hawaii.edu
1.4B - 3 - 39	Effective Communicative Strategies for Linguistically Diverse Learners: A review of the literature in Israel, South Korea, and the USA	Geraldine Mongillo, William Paterson University, US, mongillog@wpunj.edu; Vered Vaknin, Western Galilee College, Isreal, vered.vaknin@gmail.com; Jinsook Won, Seoul National University of Education, South Korea, jinsook@snue.ac.kr; Dorothy Feola, William Paterson University, US; Carrie Euyoung Hong, William Paterson University, US; Randa Abbas, Western Galilee College; Ari Newman, Western Galilee College, Israel; Rochelle Kaplan, William Paterson University, US
1.4B - 4 - 127	Language Awareness in the Process of Second Language Development: A Case Study of Chinese Learners of English	Lixian Tian, University of Nevada, Las Vegas, USA, tianl1@unlv.nevada.edu
Global Views on Beginning/Pre-Service Teachers' Experiences		D2-LP-13
1.4C - 1 - 201	A Narrative Inquiry of Complexity and Ambiguity in Teaching and Teacher Education	Martina Riedler-Eryaman, Canakkale Onsekiz Mart University, Turkey, riedler@comu.edu.tr
1.4C - 2 - 150	Promoting Preservice Teachers' Reflective Teaching in Professional Dialogues with Overseas Peers	James Ko, The Education University of Hong Kong, Hong Kong, SAR, jamesko@eduhk.hk; Ridwan Maulana, University of Groningen, The Netherlands, r.maulana@rug.nl
1.4C - 3 - 95	Redefining the contribution of fieldwork in initial teacher education to student teachers' professional competence	Sylvia Y. F. Tang, The Education University of Hong Kong, Hong Kong, stang@eduhk.hk; Angel K. Y. Wong, The Education University of Hong Kong, Hong Kong, akywong@eduhk.hk; Dora D.Y. Li, The Education University of Hong Kong, Hong Kong, ddyli@eduhk.hk, May M. H. Cheng, The Education University of Hong Kong, Hong Kong, maycheng@eduhk.hk
1.4C - 4 - 5	Into the Mountains: The Lived Experiences of Beginning Teachers in the Far-flung Schools	Roy Villacorte, Himamaylan City, Philippines, aziuqrv@gmail.com
1.4C - 5 - 84	Sourpatch Kids: How an Intensive Teaching Abroad Experience Reaffirmed Culturally Responsive Pedagogy as a Framework to Address Inter-Cultural Dissonance	Simone Gibson, Morgan State University, USA, simone.gibson@morgan.edu; Thurman Bridges, Morgan State University, USA, thurman.bridges@morgan.edu; Christian Anderson, Morgan State University, USA, christian.anderson@morgan.edu; Valerie Riggs, Morgan State University, USA
Symposium		
Reference Code	Presentation Title	Presenter(s) / Author(s)
Well-Being, Belonging and Engagement of Immigrant and Underprivileged Young People in Multiple Cultural Contexts D1-LP-03		
1.4D - 8	Understanding Young People's Perspectives on Spiritual Wellness and Engagement with School and Society among Immigrant, Minority and Mainstream Students in Hong Kong	Celeste Yuen, The Education University of Hong Kong, China, cymyuen@eduhk.hk; Alan Cheung, The Chinese University of Hong Kong, China, alancheung@cuhk.edu.hk
	Teachers' Perspectives on the Engagement of Chinese Immigrant and South Asian Minority Secondary Students	Alan Cheung, The Chinese University of Hong Kong, China, alancheung@cuhk.edu.hk; Celeste Yuen, The Education

	in Hong Kong	University of Hong Kong, China, cymyuen@eduhk.hk;
	Underprivileged youth and their access to post-secondary education in Hong Kong: Preliminary analysis of the obstacles and success factors	Hayes Tang, The Education University of Hong Kong, China, hhhtang@eduhk.hk; Celeste Yuen, The Education University of Hong Kong, China, cymyuen@eduhk.hk;
Poverty and Schooling within a Transnational Context: A Tale of Three Cities*		D1-LP-04
1.4E - 5	Disrupting Poverty and Inequality Through the Preparation of Teachers as Agents of Change	Ametha Ball, Stanford University, USA, ametha@stanford.edu
	Schools as Learning Communities: fighting against poverty and social exclusion in Spain	Rocio Garcia-Carrion, University of Deusto, Spain, rocio.garcia@deusto.es
	Poverty and Schooling in Australia	Jo Lampert, Queensland University of Technology, Australia, j.lampert@qut.edu.au

*Part of the WERA International Research Network (IRN): 'Overcoming Inequalities in Schools and Learning Communities: Innovative and Audacious Education for a New Century'

Day 2

WERA Workshop		10:00-13:00
Time	Presenter(s)	
The Role Of Opportunity To Learn In Cross-National Studies		D3-G-03
10:00-13:00	<p>Dr. William Schmidt University Distinguished Professor Director, Center for the Study of Curriculum Policy Michigan State University, USA</p> <p>Dr. Frederick Leung Kintoy Professor in Mathematics Education Chair Professor Chairman of Faculty Board, Faculty of Education Division of Mathematics and Science Education University of Hong Kong Hong Kong, China</p>	

Parallel Session 2.1		10:00-11:30
Paper Presentation		
Reference Code	Presentation Title	Presenter(s) / Author(s)
Global Views on Place and People for Equitable Education		D3-LP-10
2.1A - 1 - 160	Kant's, Husserl's and Nishida's Conceptualizations of Place	Zitong Wei, China Women's University, China, ziwei@imail.iu.edu
2.1A - 2 - 79	Some Findings of Research on Implementation of Child-Friendly Kindergarten's Conception in Mongolia	Jamsrandorj Batdelger, Mongolian National University of Education, Mongolia, jdelger0806@gmail.com; Batkhuyag Turtogtokh, Mongolian National University of Education, Mongolia
2.1A - 3 - 14	Community and Parental Engagement with Language Education Policy for Immigrant Children in Canada	Yan Guo, University of Calgary, Canada, yanguo@ucalgary.ca
Experiences and Outcomes of Higher Education Students in International Contexts		B4-LP-05
2.1B - 1 - 121	Assessing Generic Skills of Higher Education Students in an International Context	Doris Zahner, Council for Aid to Education, USA, dzahner@cae.org; Roger Benjamin, Council for Aid to Education, USA, rbenjamin@cae.org
2.1B - 2 - 113	Dropout in higher education: We need a more comprehensive framework	Yan Gao, University of Victoria, Canada, gladys7gy@gmail.com
2.1B - 3 - 145	Study Abroad Learning Outcomes: Thinking Strategically, Promoting Intentionally, Assessing Confidently	Emily Vallerga, University of California, USA, evallerga@eap.ucop.edu; Yeana Lam, University of California, USA, ylam@eap.ucop.edu
2.1B - 4 - 168	Design for Effective Cross-cultural Online Education: An Example of an Online Orientation Program	Ying-Ying Kuo, George Mason University, USA, ykuo3@gmu.edu; Anne-Marie Balzano, George Mason University, USA, alohse@gmu.edu
Gender Equality from an International Perspective		D2-LP-04

2.1C - 1 - 108	Storying women in engineering in the UK. Challenging societal gendered stereotypical roles	Michela Insenga, Edge Hill University, United Kingdom, insengam@edgehill.ac.uk
2.1C - 2 - 192	The experiences of female principals: Negotiating challenges and obstacles in the workplace	Raj Mestry, University of Johannesburg, South Africa, rajm@uj.ac.za; Michele Schmidt, Simon Fraser University, Canada, mschmidt@sfu.ca; Pierre Du Plessis, University of Johannesburg, South Africa, pierredp@uj.ac.za
2.1C - 3 - 209	Gender and Science: An International Comparison	Cassidy Puckett, Emory University, USA, Cassidy.puckett@emory.edu; S. Marshall Perry, Saint Mary's College of California, USA, smp21@stmarys-ca.edu; Italo Rossi, ifr1@stmarys-ca.edu; Melissa Harker, mkh3@stmarys-ca.edu

Symposium

Reference Code	Presentation Title	Presenter(s) / Author(s)
International Perspectives on Crafting Engagement in Science		D2-LP-05
2.1D - 23	Engaging Students in Optimal Learning Environments	Barbara Schneider, Michigan State University, USA, bschneid@msu.edu; Katariina Salmela-Aro, University of Helsinki, Finland, katariina.salmela-aro@helsinki.fi; Jari Lavonen, University of Helsinki, Finland, jari.lavonen@helsinki.fi; Joseph Krajcik, Michigan State University, USA, krajcik@msu.edu
	Developing and Measuring Optimal Learning Environments	Joseph Krajcik, Michigan State University, USA, krajcik@msu.edu; Jari Lavonen, University of Helsinki, Finland, jari.lavonen@helsinki.fi; Deborah Peek-Brown, Michigan State University, USA, dpbrown@msu.edu; Israel Toutou, Michigan State University, USA, toutou@msu.edu; Tom Bielik, Michigan State University, US, tbielik@msu.edu; Kellie Finnie, Michigan State University, US, cunni338@msu.edu; Kalle Juuti, University of Helsinki, Finland, kalle.juuti@helsinki.fi
	Enhancing Imagination and Problem-Solving in Science	Christopher Klager, Michigan State University, US, klagerch@msu.edu; Janna Inkinen, University of Helsinki, Finland, janna.inkinen@helsinki.fi;
	Learning Enhancers and Detractors and Value Aspect of Motivation: Finnish and American Students' Experiences in Science and Other Academic Classes	Katja Upadyaya, University of Helsinki, Finland, katja.upadyaya@gmail.com; Katariina Salmela-Aro, University of Helsinki, Finland, katariina.salmela-aro@helsinki.fi; Christopher Klager, Michigan State University, US, klagerch@msu.edu; Barbara Schneider, Michigan State University, USA, bschneid@msu.edu; Joseph Krajcik, Michigan State University, USA, krajcik@msu.edu; Jari Lavonen, University of Helsinki, Finland, jari.lavonen@helsinki.fi
Epistemic Quality for Equitable Learning in Mathematics, P.E. and Language in School*		D1-LP-03
2.1E - 3	Epistemic Quality for Inclusive and Equitable Quality Mathematics Education for All	Brian Hudson, University of Sussex, UK, b.g.hudson@sussex.ac.uk
	Understanding Equitable Learning in Relation to Epistemic Quality through Studying a Dance Lesson in France	Monique Loquet, University of Rennes 2, France, monique.loquet@univ-rennes2.fr; Brian Hudson, University of Sussex, UK, b.g.hudson@sussex.ac.uk (co-presenter)
	High Epistemic Quality for Equitable Access to High Quality Language Learning in a Primary Classroom in Germany	Anke Wegner, University of Trier, wegner@uni-trier.de; Meinert Meyer, University of Hamburg, meinert.meyer@onlinehome.de

*Part of the WERA International Research Network (IRN): 'Didactics – Learning and Teaching'

Parallel Session 2.2

11:30–13:00

Paper Presentation

Reference Code	Presentation Title	Presenter(s) / Author(s)
Global Education Research Agenda's of Inclusion to Address Inequality		D4-LP-05
2.2A - 1 - 94	Migration status and social inclusion	Nathalie Piquemal, University of Manitoba, Canada, nathalie.piquemal@umanitoba.ca

2.2A - 2 - 3	Spotlight on China: Chinese Education in the Globalized World	Shibao Guo, University of Calgary, Canada, guos@ucalgary.ca; Yan Guo, University of Calgary, Canada, yanguo@ucalgary.ca
2.2A - 3 - 151	The UCLA-UNIMINUTO Project: Higher Education in a Post-Conflict Colombia	Chantal Jones, University of California Los Angeles, USA, chantalj@ucla.edu; Marelén Castillo, UNIMINUTO, Colombia, mcastillo@uniminuto.edu; Adrian Huerta, University of California Los Angeles, USA, adrianhu@ucla.edu; Carmen Luz de Pretelt, University of California Los Angeles, UNIMINUTO, Colombia; cldep1947@gmail.com; Patricia Martínez-Barrios, pmartinezbarrios@gmail.com; Walter Allen, University of California Los Angeles, USA, wallen@ucla.edu
2.2A - 4 - 22	Economic Barriers to Higher Education: Using Longitudinal Survey Data in Japan	Wataru Nakazawa, Osaka University, Japan, wnakazawa@hus.osaka-u.ac.jp

Teachers, STEM (Science, Technology, Engineering and Mathematics) and Knowledge World-Wide		D1-LP-07
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2.2B - 1 - 1	Analyzing the Mathematical Teacher Content Knowledge and Knowing-To Act from An International Perspective	Maria De los Angeles Cruz Quinones, Universidad Autonoma de Ciudad Juarez, Mexico, titacq@hotmail.com; Mourat Tchoshanov, University of Texas at El Paso, USA, mouratt@utep.edu; Maria Reyna Cruz Quinones, Universidad Autonoma de Ciudad Juarez, Mexico, al123501@alumnos.uacj.mx; Carlos Paez, Navajo Technical University, US, cpaez@navajotech.edu; Sergio Flores, Universidad Autónoma de Cd. Juárez, Mexico, sefflores@uacj.mx; Hector Portillo, Universidad Autónoma de Cd. Juárez, Mexico, hector.portillo@uacj.mx
2.2B - 2 - 204	In-Service Teachers Undertake a Science Inquiry Project: Challenges and Possibilities	Nelofer Halai, Aga Khan University, Pakistan, nelofer.halai@aku.edu
2.2B - 3 - 165	A preliminary study of STEM dispositions among preservice teacher candidates in the United States of America (USA) and the People's Republic of China (PRC)	Gerald Knezek, University of North Texas, USA, gknezek@gmail.com; Rhonda Christensen, Institute for the Integration of Technology into Teaching and Learning, USA, rhonda.christensen@gmail.com
2.2B - 4 - 59	Teachers' Perceptions and Practices on CT Education for Young	Soojin Yoon, Gyeongmin University, South Korea, angela0515@hanmail.net; Suksil Han, Youngdong University, South Korea, sshan@yd.ac.kr; Juhee Park, Andong National University, South Korea, blessed@anu.ac.kr

Symposium

Reference Code	Presentation Title	Presenter(s) / Author(s)
Global Perspectives on Decolonising Education through Inclusive Teaching		D1-LP-03
2.2C - 1	Decolonising higher education system through resilience processes	Ruth Mampane, University of Pretoria, South Africa, ruth.mampane@up.ac.za
	Students' perspectives on multilingual approaches to the decolonisation of education through inclusive teaching	Funke Omidire, University of Pretoria, South Africa, funke.omidire@up.ac.za
	Globalising mobile technology for inclusivity in teacher education: the need for policy imperatives	Ruth Aluko, University of Pretoria, South Africa, ruth.aluko@up.ac.za

Parallel Session 2.3

13:00 -14:30

Paper Presentation

Reference Code	Presentation Title	Presenter(s) / Author(s)
Implications of Internationalization on Curriculum		B4-LP-08
2.3A - 1 - 109	Obstacles to Internationalizing American High School Literature Curriculum (109)	Jacquelyn Chappel, Kapiolani Community College, USA, jacquelyn.chappel@gmail.com
2.3A - 2 - 112	One Piece Museum: A Taiwanese Museum-school Collaboration Program of Plaster Replicas from the Metropolitan Museum of Art, USA (112)	Chien-Chen Kung, National Taipei University, Taiwan, cck102007@hotmail.com
2.3A - 3 - 47	Learning outcomes of short-term study abroad courses and longitudinal impacts on students: Case study (47)	Yusuke Sakurai, The University of Tokyo, Japan, sakurai@g.ecc.u-tokyo.ac.jp
2.3A - 4 - 194	Using Conversation Analysis to Improve Trust in an International School	Ng Marlon, Education University of Hong Kong, Hong Kong, s1111025@s.eduhk.hk
Literacy in Immigrant and Refugee Students		B3-LP-05

2.3B - 1 - 143	Acculturative and Linguistic Experiences of Syrian Refugees in the U.S.: Preliminary Findings	Amany Habib, University of West Florida, USA, ahabib@uwf.edu; William Evans, University of West Florida, USA, wevans@uwf.edu
2.3B - 2 - 153	Family language policies in relation to the heritage language maintenance among transnational U.S. Korean families in the era of globalization	Hyesun Kim, University of Utah, USA, aruwa97@gmail.com
2.3B - 3 - 81	Connecting the two language solitudes: English and French college teachers' collaborative efforts to support allophone students' bilingual learning	Sunny Man Chu Lau, Bishop's University, Canada, sunny.lau@ubishops.ca

International Multimodal Pedagogies for Critical Learning

B2-LP-13

2.3C - 1 - 114	Digital storytelling supporting students' learning towards active knowledge creation and 21st century skills	Hannele Niemi, University of Helsinki, Finland, hannele.niemi@helsinki.fi; Jenny Niu, University of Helsinki, Finland, shuanghongjenny.niu@helsinki.fi; Marianna Vivitsou, University of Helsinki, Finland, marianna.vivitsou@helsinki.fi
2.3C - 2 - 106	New Literacies and Global Education: Video Production in Teacher Education as a Critical Digital Literacy Practice	Diane Watt, University of Ottawa, Canada, dwatt@uottawa.ca
2.3C - 3 - 52	Impact of Innovative Pedagogical Interventions for Deep Learning: A Case Study of an Intercultural Module in a Non-traditional Tertiary Classroom	Soon Fen Wong, National University of Singapore, Singapore, rc3wsf@nus.edu.sg; Kankana Mukhopadhyay, National University of Singapore, Singapore, kankana.m@nus.edu.sg
2.3C - 4 - 29	A Longitudinal Study of Children's Multiliteracy Practices in Out-of-School Settings	Suzanna Wong, University of Alberta, Canada, suzannaw@ualberta.ca
2.3C - 5 - 202	Learning Environmental Protection Issues by Visual Art	Jinghan Cao, Zhejiang Normal University, China, 415597245@qq.com; Danxu Xu, Zhejiang Normal University, China, 596738616@qq.com

Symposium

Reference Code	Presentation Title	Presenter(s) / Author(s)
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WERA Invited Symposium

D1-LP-07

2.3D - 1	The Science of Measurement: Using Testing Standards to Increase Research Validity	<p>Chair: Felice J. Levine, American Educational Research Association, USA</p> <p>Symposium Participants: Joan Herman, UCLA/CRESST, USA (Presenter)</p> <p>Motlalepule Ruth Mampame, University of Pretoria, South Africa (Discussant)</p> <p>Juergen Seifried, University of Mannheim, Germany (Discussant)</p> <p>Wing Mui Winnie So, Education University of Hong Kong, Hong Kong (Discussant)</p>
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Parallel Session 2.4

15:30-17:00

Paper Presentation

Reference Code	Presentation Title	Presenter(s) / Author(s)
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Global Citizenship: Method and Epistemology

B4-LP-02

2.4A - 1 - 182	World Happiness and the Equalization of Socio-Economic Systems: Infrastructures to Create and Sustain Hope and Justice within Eastern and Western Paradigms	Roxanne Rodriguez, University of Texas, USA, rodriguez16@miners.utep.edu; Cesar Rossatto, University of Texas, USA, crossatto@utep.edu
2.4A - 2 - 57	Global Citizenship Education in "hard spaces": ethics, methodologies, and sensitivities	Lauren Misiasek, Beijing Normal University, China, limisiasek@gmail.com
2.4A - 3 - 46	Digital recourses for teaching citizenship education - an analysis of international policy framework	Eva Hultin, Dalarna University, Sweden, ehu@du.se; Matilda Wiklund, Örebro university, Sweden,

		matilda.wiklund@oru.se
2.4A - 4 - 54	Problematizing "Development": Comparative, Ecopedagogical Analysis of Education for Sustainable Development (ESD)	Gregery Misiaszek, Beijing Normal University (BNU), China, gmisiaszek@gmail.com
Teacher Education: World-Wide Comparison of Training Programs		D3-P-01
2.4B - 1 - 138	Educating Teachers in USA and Finland: A Descriptive Look at Two Teacher Training Programs	Jia Wang, University of California, USA, jwang@cresst.org; Heidi Harju-Luukkainen, University of Helsinki, Finland, heidi.harju@helsinki.fi
2.4B - 2 - 30	Comparative research on teachers' knowledge creation work activities: Multi-group structural equation modeling between Korea and U.S.	Ji Hoon Song, HanYang University, Korea, psu.jihoonsong@gmail.com; Jeon-Yi Lee, HanYang University, Korea, jeonyilee@hanyang.ac.kr; Yun Jeong Ro, HanYang University, Korea; JooHo Park, HanYang University, Korea; Yeong-mo Jeong, Hanyang University, st5067@hanmail.net
2.4B - 3 - 80	Japanese Teachers' Professional Development in the Nurturing Ground of Shokuin Shitsu	Ruth Ahn, California State Polytechnic University, USA, ruthahn@cpp.edu; Yasuko Shimojima, Tokyo Gakugei University, twiga_yasuko@yahoo.co.jp
2.4B - 4 - 33	Developing professional learning communities in International Baccalaureate (IB) schools in China: Challenges and opportunities	Hui Yuan, The Education University of Hong Kong, China, s1110876@s.eduhk.hk; James Ko, The Education University of Hong Kong, China, jamesko@eduhk.hk
Symposium		
Reference Code	Presentation Title	Presenter(s) / Author(s)
Laying the Foundations for a Global Learning Equity Network		D1-LP-06
2.4C - 2	The foundations of GLEN: Developing a shared language	Anne Parfitt, Bath Spa University, United Kingdom, a.parfitt@bathspa.ac.uk; Kate Reynolds, Bath Spa University, United Kingdom, k.reynolds@bathspa.ac.uk
	Linking teacher education with equity education: The case of the Education University of Hong Kong	Celeste Y.M. Yuen, the Education University of Hong Kong, Hong Kong, cymyuen@eduhk.hk; Sylvia Y.F. Tang, the Education University of Hong Kong, Hong Kong, stang@eduhk.hk
	Learning to teach for equity: How context mediates preservice teacher learning	Jane Abbiss, University of Canterbury, New Zealand, jane.abbiss@canterbury.ac.nz; Letitia Fickel, University of Canterbury, New Zealand, letitia.fickel@canterbury.ac.nz
	Building on the foundations: The next steps in the collaborative work of GLEN	Jess Harris, University of Newcastle, Australia, jess.harris@newcastle.edu.au; John Fischetti, University of Newcastle, Australia, j.fischetti@newcastle.edu.au
WERA Invited Symposium		B3-P-12
2.4D - 2	Making Accessible Longitudinal Administrative Data Worldwide—Working Guidelines to Support Data Producers and Users	<p>Chair: Carolyn D. Herrington, Florida State University, USA</p> <p>Presenters: Felice J. Levine, AERA Setting the Stage—Opportunities and Challenges in Fostering Data Access and Use</p> <p>Stéphan Vincent-Lancrin, Organisation for Economic Co-operation and Development, France Potential Guidelines as a Framework—Expanding Data Access Aligned with Secure Use</p> <p>Discussants: Mustafa Yunus Eryaman, Canakkale Onsekiz Mart University, Turkey</p> <p>Wataru Makazawa, Osaka University, Japan</p> <p>Barbara Schneider, Michigan State University, USA</p>

Parallel Session 2.5		17:00-18:30
Paper Presentation		
Reference Code	Presentation Title	Presenter(s) / Author(s)
Policy, Management and Participation in Education World-Wide		B4-LP-13
2.5A - 1 - 123	Understanding Community Education through Social and Human Capital Theories: Assessment of US and Scottish National Models for Youth	Melissa Moncrieffe, The University of Edinburgh, USA, melmon02@hotmail.com
2.5A - 2 - 111	'Hidden-Curriculum': Private Agendas Migration into the Public Policy Sphere, Carried by Individual Policy Agents	Yael Kafri, Tel Aviv University, Israel, yaelkafri@gmail.com; Gadi Bialik, Tel Aviv University, Israel, bialikga@tauex.tau.ac.il
2.5A - 3 - 64	Parental Participation System in School Administration in Japan: Comparison with England and Germany	Kosuke Kasai, Aichi Prefectural University, Japan, k-kasai@ews.aichi-pu.ac.jp
2.5A - 3 - 203	Total quality management (TQM) practices applied in education institutions: A systematic review of literature	Edward Kigozi, Education University of HongKong, Hong Kong, s1119886@s.eduhk.hk; James Ko Yueon, Education University of Hong Kong, Hong Kong, jamesko@edu.hk
Multilingualism and Literacy: World-Wide Teacher Instructional Practices		B4-LP-11
2.5B - 1 - 25	The Pivotal and Peripheral Roles of Bilingual Classroom Assistants in Sweden	Liv T. Davila, University of Illinois at Urbana-Champaign, USA, livtd@illinois.edu; Nihad Bunar, Stockholm University, Sweden, nihad.bunar@buv.su.se
2.5B - 2 - 86	Envisioning the Possible: Exploring the Negotiations of Literacy Teacher Educators with a Critical Stance	Pooja Dharamshi, Simon Fraser University, Canada, pooja_dharamshi@sfu.ca; Clare Kosnik, OISE/University of Toronto, Canada
2.5B - 3 - 43	Teaching Students or Teaching Subjects?: Cross-Cultural Analysis of Teachers of Language Minority Students in Japan and the U.S.	Yukari Takimoto Amos, Central Washington University, USA, cjbyukari@hotmail.com
Symposium		
Reference Code	Presentation Title	Presenter(s) / Author(s)
Educational Equity and Chinese Communities Across International Contexts: From Primary to Tertiary Education in Canada, Hong Kong, the USA, and Mainland China		D1-LP-06
2.5C - 7	Toward social justice and equity in the internationalization of Canadian higher education: The gap between policy and Chinese international students' experiences	Shibao Guo, University of Calgary, guos@ucalgary.ca; Yan Guo, University of Calgary, yanguo@ucalgary.ca
	Engaging second language teachers to enact critical literacy in Hong Kong schools: Negotiating the tensions between theory, politics and practice	Cheri Chan, University of Hong Kong, Hong Kong, China, yycheri@hku.hk
	Floating children in mainland China rebounding from social discrimination: A sociology of resilience	Michael Mu, Queensland University of Technology, Australia, m.mu@qut.edu.au
	Voices of protest: Hong Kong student-teachers' activism and teacher education for social justice	Margaret M. Lo, University of Hong Kong, Hong Kong, China, mml0@hku.hk
	Students and teachers of Chinese heritage in the USA and Hong Kong: Issues of diversity, achievement, and educational equity	Benjamin Benji Chang, The Education University of Hong Kong, Hong Kong SAR, China; USA, benji@edu.hk

Day 3

Parallel Session 3.1		10:00-11:30
Paper Presentation		
Reference Code	Presentation Title	Presenter(s) / Author(s)
World-Wide Views on Socio-Cultural Perspectives and Teacher Practices		D2-LP-13
3.1A - 1 - 163	Mindfulness in education: Comparing interpretation, implementation, evaluation across international contexts	Tonya Kneff-Chang, University of Michigan, USA, tkneff@umich.edu; Valerie Maloof, University of Michigan, USA, vmaloof@umich.edu
3.1A - 2 - 115	A DisCrit Analysis of Special Education Teacher Beliefs about the Intersections of Disability and Race	Saili Kulkarni, California State University Dominguez Hills, USA, skulkarni@csudh-coe.org

3.1A - 3 - 4	Spiritual Intelligence and Work Performance Towards a Better School Culture	Jen-Ann Villa, Department of Education, Division of Silay City, Philippines, jenannvilla1986@yahoo.com
Global Issues in Open Higher Education and Free Knowledge		D3-LP-01
3.1B - 1 - 129	Inviting Education Online: The Development of an Asynchronous Graduate Program	Jim O'Connor, Touro University, USA, Jim.OConnor@tu.edu; Peter Wong, Hong Kong Education Bureau, China, khwong.peter@gmail.com; Michael Barbour, Touro University, USA, michael.barbour@tu.edu; Lisa Palacios, Touro University, Lisa.Palacios@tu.edu
3.1B - 2 - 190	New Challenges to Academic Publishing in Education within a Global Context	Carolyn Herrington, Florida State University, US, CHerrington@FSU.EDU; Katherine Kanupp, Florida State University, US, kps11b@my.fsu.edu
3.1B - 3 - 210	Free higher education and mass media: A feasible utopia in a marketised system?	Carolina Guzmán Valenzuela, University of Chile, Chile, carolina.guzman@ciae.uchile.cl; Daniela Véliz Pontificia Universidad Católica de Chile, Chile, dvelizc@uc.cl; Elizabeth Simbürger, University of Valparaíso, Chile
3.1B - 4 - 211	Open Higher Education: What Are We Talking About?	Stéphan Vincent-Lancrin, Organisation for Economic Co-operation and Development (OECD), Stephan.VINCENT-LANCRIN@oecd.org
World-Wide Perspective on Socio-Emotional Learning		D2-LP-14
3.1C - 1 - 119	A Study on the Policy of Health Education for Adolescents in China since 1978	Ying Yuan, Beijing Normal University, China, bnuyuanying08@163.com
3.1C - 2 - 65	Behavior problems of students in primary school and their impact on academic achievement and progress: case of Russia	Elena Kardanova, National Research University Higher School of Economics, Russia, ekardanova@hse.ru; Alina Ivanova, National Research University Higher School of Economics, Russia, aeivanova@hse.ru
3.1C - 3 - 61	Student immigrant status, sense of belonging, achieving motivation, and experiences with teacher fairness: a comparative study	S Marshall Perry, Saint Mary's College of California, USA, smp21@stmarys-ca.edu; Rochelle Hooks, Saint Mary's College of California, USA, rh19@stmarys-ca.edu; Gilbert J Armenta, Saint Mary's College of California, USA, gja2@stmarys-ca.edu; Deanna Utley, Saint Mary's College of California, USA, dku1@stmarys-ca.edu; Laura Morris, Saint Mary's College of California, USA, lsm7@stmarys-ca.edu
3.1C - 4 - 6	In Search of the Good Life: Perspectives of American and Chinese Young Adults	Cheryl Craig, Texas A&M University, USA, cheryljrcraig@gmail.com; Yali Zou, University of Houston, USA, yzou@uh.edu
Symposium		
Reference Code	Presentation Title	Presenter(s) / Author(s)
Diversity in Education - global challenges, local perspectives – Part 1: Dimensions of Diversity		D1-LP-08
3.1D - 28	The Diversity-Paradox. Introduction to the Symposium	Ingrid Gogolin, Universität Hamburg, Germany, Gogolin@uni-hamburg.de
	Differences in achievement between home language and language of learning in South Africa: Evidence from prePIRLS 2011	Surette van Staden, University of Pretoria, South Africa, surette.vanstaden@up.ac.za; Roel Bosker, University of Groningen, Netherlands, r.j.bosker@rug.nl; Annika Bergbauer, ifo Center for the Economics of Education, Germany, bergbauer@ifo.de
	Language diversity and its implications for educational attainment. Is there a reciprocal relationship between career aspirations and language skills?	Hanne Brandt, Universität Hamburg, Germany, Hanne.brandt@uni-hamburg.de; Marina Lagemann, Universität Hamburg, Germany, Marina.trebbels@uni-hamburg.de
	Against all odds? Educational Success Vietnamese and Turkish Families in Germany	Bernhard Nauck, Technical University of Chemnitz, Germany, bernhard.nauck@soziologie.tu-chemnitz.de; Birger Schnoor, University of Hamburg, Germany, Birger.schnoor@uni-hamburg.de
WERA Invited Symposium		D2-LP-10

3.1E - 3	A New Frontier in Educational Assessment of Mathematics Learning: PISA 2012 Public and Restricted Chinese Database	<p>Chair: Barbara L. Schneider, Michigan State University</p> <p>Symposium Participants: William Schmidt, Michigan State University (Presenter: An Initial Look at Chinese Performance)</p> <p>Xin Tao, Beijing Normal University, China (Presenter: The Chinese National Assessment and Participation in PISA)</p> <p>Brian Hudson, University of Sussex, United Kingdom (Discussant)</p>
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Parallel Session 3.2		11:30-13:00
Paper Presentation		
Reference Code	Presentation Title	Presenter(s) / Author(s)
International Findings on Preparing Students at School-Level for Critical Challenges		D3-LP-01
3.2A - 1 - 73	Developing Historical Thinking: Exploratory case studies of disciplinary teaching and learning focused on the development of students' meta-conceptual understanding in a PGCE course and an 11-12-year-old classroom in an English school	Hideyo Sugao, National Institute for Educational Policy Research, Japan, hideyonn@gmail.com
3.2A - 2 - 53	Does effort differentiate the career path after high school? The Evidence of structural and individual differentiation of career path from the Japanese longitudinal data	Yasufumi Yamaguchi, The University of Tokyo, Japan, yasufumi.yamaguchi22@gmail.com
3.2A - 3 -135	The Assessment of Deeper Learning in PISA	Joan Herman, CRESST/UCLA, USA, herman@cresst.ucla.edu
Internationalisation in Education: Cross-Border Insights		D2-LP-03
3.2B - 1 - 171	Chinese Oversea Students in the U.S.: From 1850 to 2016	Shaohua Pei, Iowa State University, USA, lindapei@iastate.edu
3.2B - 2 - 169	Comparative Education Research: A Nested Cross-National Research Design for Studying School Systems	James Spillane, Northwestern University, US, j-spillane@northwestern.edu
3.2B - 3 -69	Internationalization of Lesson Study: Examining Issues and Challenges in the Professional Learning Community from a Sociocultural Perspective	Kanako Kusanagi, UCL Institute of Education/University of Tokyo, Japan, nozukanako@gmail.com
3.2B - 4 - 177	Beyond western empiricism to global eclecticism in educational research	Kan Wei, Beijing Normal University, China, kanwei@bnu.edu.cn; Robert Tierney, University of British Columbia, University of Sydney, Beijing Normal University, Canada, rob.tierney@ubc.ca
3.2B - 5 - 28	Performing transcultural life history research in China: challenges and opportunities	Noel Gough, La Trobe University, Australia, n.gough@latrobe.edu.au; Qingqing Huo, Education University of Hong Kong, Hong Kong SAR, People's Republic of China, s1122098@s.eduhk.hk
Reading at the Core of Global Education Research		D2-LP-14
3.2C - 1 - 77	Evaluation of Middle School Reading Intervention Programs Using Student Growth on Fountas & Pinnell Test	Mei-Hui Wang, Anne Arundel Public Schools, USA, mwang@aacps.org
3.2C - 2 - 174	Reading Efficiency: The Gateway to Comprehension and Motivation	Alexandra Spichtig, Taylor Associates Inc., USA, aspichtig@gmail.com; Kristin Gehsmann, Saint Michael's College, USA, kgehsmann@smcvt.edu; Jeffrey Pascoe, Taylor Associates Inc., USA, jeffrey.pascoe@readingplus.com; John Ferrara, Taylor Associates Inc., USA, john.ferrara@readingplus.com
3.2C - 3 - 72	The Influence of Family Environment on Reading Ability of Primary School Students: the mediation effect of parental Involvement and reading engagement	Liman Zhao, Beijing Normal University, China, 545997501@qq.com; Jian Liu, Beijing Normal University, Mingman Ren
3.2C - 4 - 91	Problematising the concept of success: Does Success for All mean the same for all?	Surette van Staden, University of Pretoria, South Africa, surette.vanstaden@up.ac.za; Brigitte Smit, UNISA, South Africa, bsmit@mweb.co.za

Symposium		
Reference Code	Presentation Title	Presenter(s) / Author(s)
Researching Higher Education in Asia		D1-LP-08
3.2D - 6	Higher-education Researchers in Asia	Hugo Horta, University of Hong Kong, China, horta@hku.hk
	Interrogating Perspectives for East Asian Higher Education	Rui Yang, University of Hong Kong, China, yangrui@hku.hk
	Higher Education Knowledge Production in Postcolonial-neoliberal Asia	Jae Park, The Education University of Hong Kong, China, jpark@eduhk.hk
	Regionalism, Regionalization of Higher Education and Higher Education Research	Roger Chao, UNESCO, China, rylimchao@yahoo.com
	Higher Education Research in Asia	Jisun Jung, University of Hong Kong, Hong Kong, jisun@hku.hk; Hugo Horta, University of Hong Kong, Hong Kong, horta@hku.hk; Akiyoshi Yonezawa, Tohoku University, Japan, akiyoshi.yonezawa.a4@tohoku.ac.jp
WERA South-to-South Symposium		D1-LP-06
3.2E - 1	A Global South Perspective on Education Research	Chair: Liesel Ebersöhn, University of Pretoria, South Africa, liesel.ebersohn@up.ac.za Symposium Participants: Global South Panel (Presenters)

Parallel Session 3.3		13:00-14:30
Paper Presentation		
Reference Code	Presentation Title	Presenter(s) / Author(s)
World-Wide Perspective on Resilience in Challenging Educational Settings		D2-LP-03
3.3A - 1 - 172	Preventive resources and perceived stress in internship – a comparison of two samples of social work students in Germany	Andrea Schwanzer, Ostfalia University, Germany, a.schwanzer@ostfalia.de; Annette Ullrich, DHBW Stuttgart, Germany, annette.ullrich@dhbw-stuttgart.de; Comelia Krüger, Ostfalia University, Germany; Angelina Weiß, Ostfalia University, Germany
3.3A - 2 - 208	A comparison between Western and Indigenous South African women's' pathways to Appraisal	Safia Mohamed, University of Pretoria, South Africa, safia.mohamed@up.ac.za
3.3A - 3 - 44	Effective educational strategies of resilient schools	Marina Pinskaya, National Research University, Russia, m-pinskaya@yandex.ru; Sergey Kosaretsky, National Research University, Russia, skmsk@mail.ru; Tatiana Havenson, National Research University, Russia, xtanya@gmail.com
Internationalisation of Teacher Education		D3-LP-01
3.3B - 1 - 187	Modeling and Developing 21st Century Skills with Preservice Teachers	Jacquelyn Urbani, Dominican University of California, USA, jacquelyn.urbani@dominican.edu; Shadi Roshandel, Dominican University of California, USA, shadi.roshandel@dominican.edu; Rosemarie Michaels, Dominican University of California, USA, rosemarie.michaels@dominican.edu; Elizabeth Truesdell, Dominican University of California, elizabeth.truesdell@dominican.edu
3.3B - 2 - 85	Internationalization in Teacher Education Through the Use of Culturally Responsive Teaching	Thurman Bridges, Morgan State University, USA, thurman.bridges@morgan.edu; Simone Gibson, Morgan State University, USA, simone.gibson@morgan.edu; Christian Anderson, Morgan State University, USA, christian.anderson@morgan.edu
3.3B - 3 - 118	Teacher Education with Global Perspectives: Framework and Strategies	Linyuan Guo-Brennan, University of Prince Edward Island, Canada, ligu@upei.ca; Michael Guo-Brennan, Troy University, USA, mbrennan@troy.edu
Symposium		
Reference Code	Presentation Title	Presenter(s) / Author(s)

Intersectionality in Pre-Service And Graduate Teacher Education: Fostering critical lenses in transnational contexts D3-LP-07		
3.3C - 9	Challenging Conformity and Navigating Intersectionality in Teacher Education	Clea Schmidt, University of Manitoba, Canada, clea.schmidt@umanitoba.ca
	Duoethnography in Teacher Education – A Pathway to the Development of Critical Perspectives	Antoinette Gagné, University of Toronto, Canada, antoinette.gagne@utoronto.ca
	Infusing criticality into teacher education through critical action research	Sreemali Herath, Open University of Sri Lanka, Sri Lanka, sreemalih@yahoo.com
	Language biographies/portraits: Studying power and emotion in tandem for heightened critical praxis	SunnyMan Chu Lau, Bishop's University, Canada, sunnylaumanchu@gmail.com
Diversity in Education - global challenges, local perspectives – Part 2: Starting Points for Innovation and Reform D2-LP-10		
3.3D - 29	Educational experiences and Spiritual Well-Being Among Chinese Immigrant and South Asian Minority Youth in Hong Kong	Celeste Yuen, The Education University of Hong Kong, Hong Kong, cymyuen@eduhk.hk
	Non-monetary returns to education: The acquisition of 'dominant culture' and consequences for acculturative behavior of adult migrants in Germany	Andreas Cattin, Universität Hamburg, Germany, Andreas.Cattin@uni-hamburg.de
	Development of critical thinking skills in multilingual settings as a strategy for educational attainment	Funke Odimore, University of Pretoria, South Africa, funke.omidire@up.ac.za
	Teachers' professional skills for education in a diverse society: a German innovation project.	Tobias Schroedler, Universität Hamburg, Germany, Tobias.Schroedler@uni-hamburg.de

Parallel Session 3.4 14:30–16:00		
Paper Presentation		
Reference Code	Presentation Title	Presenter(s) / Author(s)
Teacher Satisfaction from a Global Perspective D2-LP-03		
3.4A - 1 - 62	Performance-Based Compensation in High Performing Schools in Shanghai: Infusing Incentivism, Accountability, and Confucianism To Improve Teaching	Priya La Londe, Georgetown University, USA, pgoel4@illinois.edu
3.4A - 2 - 63	The development of indicators on teacher working conditions	Dalila Oliveira, UFMG, Brazil, dalilaufmg@yahoo.com.br; Edmilson Pereira, UFMG, Brazil, edmilsonpj@yahoo.com.br; Natalia De Santana Revi, UCL –Institute of Education - London, United Kingdom, nataliasantana359@hotmail.com
3.4A - 3 - 75	Perceptions and Experiences with Teaching in the 2015 PISA	S Marshall Perry, Saint Mary's College of California, USA, smp21@stmarys-ca.edu; Laura Morris, Saint Mary's College of California, USA, lsm7@stmarys-ca.edu; Gilbert J Armenta, Saint Mary's College of California, USA, gja2@stmarys-ca.edu; Deanna Utley, Saint Mary's College of California, USA, dku1@stmarys-ca.edu; Rochelle Hooks, Saint Mary's College of California, USA, rh19@stmarys-ca.edu
3.4A - 4 - 42	Motivations to Be a Teacher: Study on Teachers from Jamaica, Poland, and Turkey	Joanna Madalińska-Michalak, University of Warsaw, Poland, j.madalinska@uw.edu.pl, Cynthia Onyefulu, University of Technology, Jamaica, conyefulu@gmail.com; Bünyamin Bavli, Yildiz Technical University, Turkey, bunyaminbavli@gmail.com
Symposium		
Reference Code	Presentation Title	Presenter(s) / Author(s)
Global South Perspectives on Didactics – Learning and Teaching* D2-LP-10		
3.4B - 22	Primary and Junior High School Mathematics and Science Teachers' Views on Teaching	Ernest Kofi Davis, Christopher Beccles & Joseph Ghartey Ampiah, University of Cape Coast, Ghana
	Teaching Practices of Newly Qualified, Experienced Trained and Untrained Teachers in Basic Schools in Ghana	Christopher Yaw Kwaah & Joseph Ghartey Ampiah, University of Cape Coast, Ghana
	Effects of Combining Inquiry-Based Hands-On and Simulation with Cooperative Learning on Students' Learning Outcomes in Electric Circuits	Godwin Kwame Aboagye, University of Cape Coast, Ghana & Theophilus Aquinas Ossei-Anto, University of Cape Coast, Ghana
	Using Audience Response System as an Instructional	Godwin Kwame Aboagye, University of Cape Coast, Ghana

	Tool in a Developing Country: The good, bad and ugly	& Theophilus Aquinas Ossei-Anto, University of Cape Coast, Ghana
	Perceived Social Support Network and Student Achievement in Mathematics in an African Context: Mediation by Motivational Beliefs and Moderation by Gender	Emmanuel Adu-Tutu Bofah & Foster Ntow, University of Cape Coast, Ghana

*Part of the WERA International Research Network (IRN): 'Didactics – Learning and Teaching'

Parallel Session 3.5		16:15–17:45
Paper Presentation		
Reference Code	Presentation Title	Presenter(s) / Author(s)
Global Perspective on Place and Power in Education		D2-LP-03
3.5A - 1 - 166	Soviet and American Influences on Education in North and South Vietnam (1954—1975)	Tonya Kneff-Chang, University of Michigan, USA, tkneff@umich.edu; Minh Huynh, University of Michigan, USA, minhmq@umich.edu
3.5A - 2 - 104	Identities and Cultures in Globalized, Postcolonial India: Considerations for Decolonizing Education Work	Nina Asher, University of Minnesota-Twin Cities, USA, nasher@umn.edu
3.5A - 3 - 124	What do we know? The case of replication and generalization in selected Educational Psychology journals	Steven Yussen, University of Minnesota-Twin Cities, USA, syussen@umn.edu
3.5A - 4 - 37	The Educational Effects of the WTO /GATS and its Influence on the Globalization of Higher Education	Masaru Fujikawa, Kagawa University, Japan, masaruv1@ja3.so-net.ne.jp
Symposium		
Reference Code	Presentation Title	Presenter(s) / Author(s)
Different dealings with outcome-based governance instruments: Insights from Canada, Germany and the workplace learning discourse		D3-LP-07
3.5B - 4	Implementation of Qualification Frameworks based on input-regulated instruments	Karl-Heinz Gerholz, University of Bamberg, Germany, Karl-Heinz.Gerholz@uni-bamberg.de; Bernd Gössling, University of Osnabrueck, Germany, bgoessling@uos.de
	The NOC as an outcome-oriented instrument to facilitate mobility inside and into Canada	Silvia Annen, University of Toronto, Canada, silvia.annen@googlemail.com
	Challenges in validating of outcomes of workplace learning settings	Christian Harteis, University of Paderborn, Germany, christian.harteis@upb.de

Note:

1.1A – Session

1 / 2 / 3 – Sequence

1090/ 1116/1121 – Abstract code

D3-G/F-02 – Venue