



2018 WERA World Congress: Cape Town
3 August – 5 August 2018
The Westin Grand, Cape Town, South Africa

*Reimagining Worldwide
Education Research*



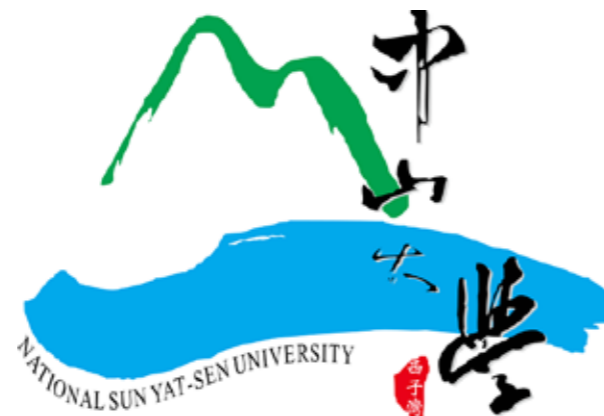
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Researching education, improving learning



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The World Education Research Association (WERA) is an association of major national, regional, and international specialty research associations dedicated to advancing education research as a scientific and scholarly field. WERA undertakes initiatives that are global in nature and thus transcend what any one association can accomplish in its own country, region, or area of specialization. Member associations work together to address such issues as:

- building capacity and interest in education research,
- advancing education research policies and practices, and
- promoting the use and application of education research around the world.

WERA MISSION AND GOALS

The World Education Research Association (WERA) is an association of national, regional, and international specialty research associations aimed at advancing education research as a scientific and scholarly field. WERA was founded on April 18, 2009 in San Diego, California, when representatives of the member associations officially approved its establishment in accordance with the mission and articles set forth in its proposed constitution.

REGIONAL PARTNERS

- | | |
|---------------------------------|---|
| University of Limpopo | University of Pretoria |
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| Nelson Mandela University | University of South Africa |
| University of the Free State | Cape Peninsula University of Technology |
| University of KwaZulu Natal | Council for Quality Assurance in General and Further Education and Training |
| University of Venda | |

WELCOME

Dear WERA Congress Attendees,

On behalf of the World Education Research Association (WERA), we are pleased to welcome you to the 2018 WERA World Congress in Cape Town, South Africa. The theme of the Congress, "Reimagining Worldwide Education Research," is particularly fitting at a time when reimagining is so essential across the global North and South. With the WERA Secretariat located in South Africa, convening this Congress in Cape Town was the perfect location to foster a worldwide conversation and connect education research scholars and students.

We want to extend a special thanks to Programme Co-Chair and WERA Secretary General Liesel Ebersöhn for embracing the vision of a Congress and investing in its success. We also want to thank the staff of the WERA Secretariat and the local organizers of the World Congress for their dedication and hard work in bringing this meeting to fruition. The substance and collegiality of the Congress flow from the energy and engagement of our South Africa "family." On behalf of WERA, we are deeply appreciative.

We also thank the keynote speakers for their commitment and all contributors for their carefully prepared submissions and presentations. And last but not least we thank the American Educational Research Association (AERA), the National Sun Yat-sen University, Taiwan, and the International Association for the Evaluation of Educational Achievement for their generous support of the Congress.

WERA was established in 2009 as an international association of major national, regional, and specialty education research associations dedicated to sharing scholarship, developing networks, mutually supporting capacity building, and promoting the use and application of education research around the world. WERA aims to undertake initiatives that are global in nature and thus transcend what any one association can accomplish in its own country, region, or area of specialization. A key goal of WERA is inclusiveness, and we pursue extensive outreach to add to our community of members. WERA also includes individual and institutional member affiliates.

This Congress is one of the many fruits of WERA programming. Each year, WERA holds a "focal meeting" that is integral to the conference of a member associations. In 2018, we are holding this special Congress both to expand our emphasis on papers, symposia, and poster sessions of worldwide relevance and also to encourage you to help shape the direction of future WERA programs, initiatives, and events.

We look forward to your participation and also to your joining with us at informal moments and meetings to contribute to the next phases of world education research. WERA's commitment to inclusivity and to capacity building for the next generations leads us to see "reimagining" as a collective and collaborative process.

We thank you for attending. We hope that this conference opens new horizons for you and the field of education research in the years ahead.

Felice J. Levine WERA Past President - Programme Co-Chair | **Ingrid Gogolin** WERA President

Dear WERA Congress Attendees,

The World Education Research Association has become synonymous with a key message of globally linked capacity to the benefit of education. This connectedness to enable knowledge that matters for education world-wide has a decidedly interpersonal interface. And nowhere is such social connectedness as evident as during annual WERA Focal meetings, WERA symposia at association meetings, and now: at the 2018 WERA World Congress in Cape Town, South Africa.

In fact, in the Secretariat and in commune to the WERA community, we often refer to the 'WERA family'. WERA is a kinship of interlinked scholars in education worldwide. This image resonates with an Ubuntu philosophy that reimagines education from a position of empathy and hope, as well as agency for equality in Southern Africa.

As Secretariat it was a privilege to connect with so many of you internationally and regionally in virtual ways in order to let this congress manifest in a southern tip of the Global South space. We are particularly appreciative of the munificence of the Programme Co-Chair and Immediate Past President Felice J. Levine in sharing capacity and connecting the dots to give life to an imagined world congress. Our Secretariat would be amiss if we did not acknowledge the exceptional work of our local organizer partners, as well as the meaningful participation of 19 Regional Committee members from 14 leading Southern African universities.

It is our hope as Secretariat that the WERA World Congress will serve as platform to pool our joint world-wide knowledge and cultures on education knowledge. May this Congress extend the ethos of the WERA family to include many more familiar faces and insights regarding that which is the WERA footprint.

Liesel Ebersöhn WERA Secretary General
Programme Co-Chair



COUNCIL OF THE WORLD EDUCATION RESEARCH ASSOCIATION (WERA)

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WERA 2018 WORLD CONGRESS KEYNOTE SPEAKERS

Prof Crain Soudien

Chief Executive Officer of the Human Sciences Research Council South Africa

KEYNOTE ADDRESS: FRI 3 AUG | 18:30 | BALLROOM EAST

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.

Prof Eckhard Klieme

German Institute for International Educational Research (DIPF)

KEYNOTE ADDRESS: SAT 4 AUG | 10:10 | BALLROOM EAST

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 led 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.

Prof Prudence Carter

Dean, Graduate School of Education, Berkeley

KEYNOTE ADDRESS: SAT 4 AUG | 14:40 | BALLROOM EAST

Prudence L. Carter is Dean of the Graduate School of Education at the University of California, Berkeley. As a sociologist, her primary research agenda focuses on causes of and solutions to enduring social and economic inequalities in schools and society. In particular, she examines academic and mobility differences shaped by the forces of race, ethnicity, class, and gender in the United States and global society. Dean Carter’s expertise ranges from issues of youth identity, culture, race, class, and gender, urban poverty, and social and educational policy.

Before being appointed Dean at Berkeley, she was the Jacks Family Professor of Education and Professor of Sociology (by courtesy) at Stanford University. She was also the Faculty Director of John W. Gardner Center for Youth and Their Communities, and the Director of the Research Institute for Comparative Studies in Race and Ethnicity.

Dean Carter’s award-winning book, *Keepin’ It Real: School Success beyond Black and White* (Oxford University Press, 2005), debates various cultural explanations used to explain school achievement and racial identity for low-income Black and Latino youth in the United States. *Keepin’ It Real* was recognized as the 2006 co-winner of the Oliver Cromwell Cox Book Award given by the American Sociological Association (ASA) for its contribution to the eradication of racism; a 2005 finalist for the C. Wright Mills Book Award, given by the Society for the Study of Social Problems; and an Honorable Mention for best book given by the section on Race, Class, and Gender of the ASA.

Her other books include *Stubborn Roots: Race, Culture, and Inequality in U.S. & South African Schools* and *Closing the Opportunity Gap: What America Must Do to Give Every Child an Even Chance*, co-edited with Dr. Kevin Welner — both published by Oxford University Press. Her other publications have appeared in various journals and book volumes. Her research has also been featured in the Peabody Award-winning documentary “Mind the Gap: Why Are Good Schools Failing Black Students” by journalist Nancy Solomon and has been featured on dozens of National Public Radio (NPR) shows across the United States.

Dean Carter is an elected a member of the National Academy of Education; the Sociological Research Association; and a Fellow of the American Educational Research Association (AERA).



Title: *Education’s Limitations and Its Radical Potential in a Global Society*

Abstract: Sociologist and education researcher Prudence Carter’s keynote address will focus on the vexing problems of educational inequality and its existence within a wider ecology of economic, political and sociocultural relations in society. Drawing on her research in schools in the United States and South Africa, Carter will take an interdisciplinary approach to discuss the reproduction of educational, economic, and social disparities. In addition, she will offer research-informed insights into new policy and practice directions for the realization of education’s radically inclusive potential.

Prof Ee Ling Low

Dean of Teacher Education at the National Institute of Education, Nanyang Technological University

KEYNOTE ADDRESS: SUN 5 AUG | 10:10 | BALLROOM EAST

Professor LOW Ee Ling is the Dean of Teacher Education at the National Institute of Education (NIE), Nanyang Technological University (NTU). She is also a Professor of Education (Applied Linguistics and Teacher Learning) at the English Language & Literature Academic Group. She is a member of the NIE Senior Leadership Team and an elected member of the NTU Senate (2014-2018).

Her recent appointments include: Chief Planning Officer (2017-2018), Head of Strategic Planning and Academic Quality (2014-2017), She has played a leading role in the conceptualization of the following strategic documents for NIE, Singapore: NIE Moving Forward: Towards 2017 Strategic Roadmap and Teacher Education for the 21st Century (TE21): A Blueprint for Teacher Education in Singapore (2009).

She obtained her PhD in Linguistics (Acoustic Phonetics) from Cambridge University, UK under the NIE/NTU Overseas Graduate Scholarship award. She was awarded the Advanced Fulbright Research Scholarship which she spent at the Lynch School of Education at Boston College.

Her most recent book publications include “Empowered Educators in Singapore: How High-Performing Systems Shape Teaching Quality” (co-authored with Prof Lin A. Goodwin and Prof Linda Darling-Hammond) and “Lee Kuan Yew’s Educational Legacy: The Challenges of Success” (co-edited with Prof Tan Oon Seng and Prof David Hung).

She is Singapore’s representative on the Stanford University International Teacher Policy Study and the Harvard Graduate School of Education’s Global Education Innovation Initiative (GEII) projects. She is also Singapore’s representation on the Education 2030 initiative by the Organisation for Economic Co-operation and Development (OECD) and served as an international expert in the Teaching and Learning International Survey (TALIS) Initial Teacher Preparation study for Wales and Australia. In 2012, she was awarded the Public Administration (Bronze) medal by the President of the Republic of Singapore in recognition of her dedication and commitment to furthering the cause of education.

Title: *Personalized Teacher Learning and the Role of Education Research: Global Perspectives for the 21st Century*

Abstract: The term personalized learning has been defined in several ways by education scholars. Leadbeater (2008) defines it as ‘putting the learner at the heart of the education system’. The DfES (2004) defines it as ‘the drive to tailor education to individual need, interest and aptitude so as to fulfil every young person’s potential’ (DfES, 2004). How have educational institutions around the world adopted personalized learning in their academic programs? What is the role of education research in advancing personalized learning? And how can education inquiry contribute in ensuring that student teachers develop the values, skills and knowledge required to competently meet the demands and challenges of teaching in the 21st century classrooms? This keynote offers a comparative view of how personalized learning has been implemented in different systems and how research has contributed to its implementation. The concept of personalized teacher learning will be highlighted through a case study of the premier Teaching Scholars Programme (TSP) at the National Institute of Education (NIE) in Singapore, which was launched in 2014. Examples of personalized teacher learning practice are exhibited in the TSP programme through its one-to-one academic expert mentoring in faculty’s disciplinary expertise, the Professional Practice and Inquiry (PPI) e-portfolio incorporating the Singapore Teaching Practice, the academic and educational research projects, and multiple global exposures provided. 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.



PRE-CONFERENCE WORKSHOPS | 8:30 - 12:00

2 August 2018 | Time: 08h00 – 12h00 | Venue: Schappen-Edward

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)

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 programme, 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.'

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. 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 a past President and fellow of the American Educational Research Association, a fellow of the American Association for the Advancement of Science, and an elected member of 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.

WERA OPENING PLENARY | FRI, 3 AUG | 10:10-11:40 | BALLROOM EAST

Programme Co-Chairs:

Felice J. Levine, American Educational Research Association and World Education Research Association
Liesel Ebersöhn, University of Pretoria and World Education Research Association

Opening Welcomes

Special Performance by the Ilingomso Lethu Cultural Group

Plenary Symposium

Children Living in Distress Worldwide—An Enduring Challenge for Education Research

Recent events around the world heighten the visibility of issues that many children face—the plight of children living under circumstances of forced migration; refugee children living in environments where they are unwelcome; immigrant children separated and taken from their families; children living in conditions of famine, hunger, and homelessness; children and their families experiencing political threats and institutionalized violence; and the trauma to children of natural and human disasters—challenge us to reimagine how we in the education research community might transform our programs of research to address such pernicious circumstances. What are the possibilities and the promise of education research to make a difference in a field that traditionally emphasizes the readily identifiable structures of education, school, schooling, and teaching? How might we expand our paradigms and modes of inquiry to contribute to solving problems of such enormity? How might we build on our knowledge about risk and resilience, the conditions that enable and support children's cognitive and social development, and the dynamics of children's resourcefulness to promote the well-being of those most vulnerable to threat, deprivation, separation, and loss?

Framing the Issues and Opening Remarks

Felice J. Levine, WERA Past President, flevine@aera.net

Perspective Comments

Patricia Ames *Pontificia Universidad Católica del Perú/Instituto de Estudios Peruanos (IEP) Perú and Sociedad de Investigación Educativa Peruana (SIEP) WERA Representative, pames@iep.org.pe*

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Therese Tchombe *Centre for Research in Child and Family Development & Education, Limbe, Cameroon*

David Osher *American Institutes for Research, US, tmtchombe@yahoo.co.uk*

Closing Symposium and Session Remarks

Liesel Ebersöhn, University of Pretoria, Liesel.Ebersohn@up.ac.za

WERA CLOSING PLENARY | SUN, 5 AUG | 16:20-17:30 | BALLROOM EAST

Programme Co-Chairs:

Felice J. Levine, American Educational Research Association and World Education Research Association
Ingrid Gogolin, University of Hamburg and World Education Research Association

Reflections from Observer Participants

The closing plenary is in essence a time for reflection and transition. The Chair will offer some initial reflections, followed by insights from a panel of education scholars who will share their reflections and observations about the most compelling teachable, take-away, or valuable aspects of the Congress. Attendee reflections are encouraged.

Loyiso Jita *University of the Free State, South Africa, jitalc@ufs.ac.za*

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Dr Lori Diane Hill *American Educational Research Association, United States, and WERA Book Series Co-Editor lhill@aera.net*

Transition of WERA Presidency

Felice J. Levine, WERA Immediate Past President, to
Ingrid Gogolin, WERA President

Award for Most Innovative Poster

Ingrid Gogolin, WERA President, to Confer Award

Looking Ahead to WERA 2019 Tokyo Focal Meeting

WERA President Ingrid Gogolin
Manabu Sato and Masako Nakamura, Japanese Educational
Research Association

Concluding Remarks and Official Congress Adjournment

WERA President Ingrid Gogolin

PRE-CONFERENCE WORKSHOPS | 13:00 - 17:00

2 August 2018 | Time: 13h00 – 17h00 | Venue: Robben Island

SUCCESSFUL ACADEMIC PUBLISHING: A GLOBAL PERSPECTIVE

Course Co-Director: Patricia Alexander (University of Maryland, USA)

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.



2 August 2018 | Time: 13h00 – 17h00 | Venue: Schappen-Edward

DOING EDUCATION RESEARCH ON IMMIGRANT FAMILIES AND THEIR CHILDREN

Course Co-Director: Ingrid Gogolin

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



WERA 2018 WORLD CONGRESS SUPPORTING THE LOCAL COMMUNITY

THE LANYARDS

ZAMA NDLOVU is one of the beaders who makes lanyards in the Eshowe district. Her entire family helps out with this task. She has five kids and her husband passed away in 2015. She was introduced to us by one of the beaders that we were working with on previous projects and were trained to also make lanyards. She worked on most of the lanyards for the WERA WORLD CONGRESS 2018.



CONFERENCE BAGS

NJALO-NJALO is Xhosa for etcetera etcetera - or all encompassing. Since inception in 1999 some 20 000 bags have been made by woman from various local communities whose ages range between 30 to 70. Between them, their skills include pattern making, cutting, sewing, beading and hand stitching. The ladies are encouraged to own their own equipment and have been assisted in the purchasing and servicing the tools of their trade.

Through the provision of resources and support this initiative assist the woman to become self-sustaining by selling their handmade goods and conference bags.

PERFORMANCE

ILINGOMSO LETHU CULTURAL GROUP was established on the 21st March 2016 to support the young children in this group. Many young kids drop out of school because their parents cannot afford to pay for school uniforms, stationary and school fees. The money they earn with these performances assist with these needs. Being part of the group contribute to the general development of the young children and it was found that it also assisted in keeping them away from drugs, alcohol abuse and reduce the risk of teen pregnancies. Group members. BOYS: Unathi Macamba, Wanda Nobanda, Anele Mlengetya, Aqamile Gwada, GIRLS: Ziphwozam Nzuzo, Asenathi Mphalala, Siphamandla Dyasi, Zizopho Gwada, Alive Mbunje, Mila Tokoyi, Siyasanga Magqazolo.



POSTER AWARD

Award name: 2018 Most Innovative Poster Award

Committee name: Most Innovative Poster Award Committee

Certificate Awarded at: Closing Ceremony



"This Award distinguishes a poster as innovative based on the world-wide as well as local, contextual relevance of the topic for educational research. The poster is exceptional with regards to the rigour of research problem addressed, the quality of theoretical justification, appropriateness of methodological approach, transparency and plausibility of presented results, and especially originality of the presented research. Besides these outstanding substantive qualities the poster also signifies superb readability and structure of presentation, excellent relationship between text and graphic elements and a masterful overall appearance."

Most Innovative Poster Award Committee:

- Ingrid Gogolin (WERA President)** University of Hamburg, Germany
- Barbara Schneider** Michigan State University, US and American Educational Research Association (AERA) WERA Representative
- Geovana Mendonça Lunardi Mendes** University of the State of Santa Catarina, Brazil and National Association of Research and Graduate Studies on Education/ Associação Nacional de Pesquisa e Pós-Graduação em Educação (ANPED) WERA Representative
- Pedro Flores Crespo** Universidad Autónoma de Querétaro, Mexico
- Winnie Wing Mui So** The Education University of Hong Kong, Hong Kong and Hong Kong Education Research Association (HKERA) WERA Representative

CONFERENCE PROGRAMME OVERVIEW

FRIDAY | 3 AUGUST | DAY 1

SATURDAY | 4 AUGUST | DAY 2

SUNDAY | 5 AUGUST | DAY 3

08:00-08:30	Registration	08:00-08:30	Registration	08:00-08:30	Registration
08:30-10:00	Parallel Session 1.1	08:30-10:00	Parallel Session 2.1	08:30-10:00	Parallel Session 3.1
10:10-11:40	WERA Opening Plenary and Presidential Event <i>Dr Felice J. Levine</i>	10:10-11:10	Keynote 2 <i>Prof Eckhard Klieme</i>	10:10-11:10	Keynote 4 <i>Prof Ee Ling Low</i>
11:50-13:20	Parallel Session 1.2	11:20-12:50	Parallel Session 2.2	11:20-12:50	Parallel Session 3.2
13:30-15:00	Parallel Session 1.3	13:00-14:30	Parallel Session 2.3	13:00-14:30	Parallel Session 3.3
15:10-16:40	Parallel Session 1.4	14:40-15:40	Keynote 3 - Prof Prudence Carter	14:40-16:10	Parallel Session 3.4
16:50-18:20	Parallel Session 1.5	15:50-17:20	Parallel Session 2.4	16:20-17:30	WERA Closing Plenary
18:30-19:30	Keynote 1 - Prof Crain Soudien	17:30-19:00	Parallel Session 2.5		
19:30-21:00	Welcoming Reception	19:00-21:00	TERA-GACC (Taiwan Education Research Association & Global Association of Chinese Creativity) Reception with a taste of Africa		

SESSION 1.1 | 8:30 - 10:00

08:30 - 10:00

Venue: Ballroom East

Teacher Professional Development in the Global South

Organizer and chair: Liesel Ebersöhn, University of Pretoria, South Africa, liesel.ebersohn@up.ac.za

- 1. Implementing merit-based schemes to be hired as a teacher in Mexico**
Pedro Flores Crespo, Universidad Autonoma de Queretaro, Mexico, pedro.florescrespo@uaq.mx
- 2. Changing Trends in Teacher Education for Quality Professional Development in Cameroon to address Goal 4 of the Sustainable Development Cameroon**
Therese Tchombe, Centre for Research in Child and Family Development & Education, Limbe, Cameroon, tmtchombe@yahoo.co.uk
- 3. Teacher professional development in the global South and the SDG4-Education 2030 Agenda**
Ruth Aluko, University of Pretoria, South Africa, ruth.aluko@up.ac.za
- 4. Promises and pitfalls in professional development**
Karen Murphy, Penn state University, USA, pkm15@psu.edu
- 5. The challenges of the teaching profession in the public school in the cultural conservatism and economic adjust context**
Andrea Gouveia, Paraná Federal University, Brazil, andrea-gouveia@uol.com.br

WERA 2018 South-to-South Invited Symposium

Discussant: Patricia Ames, Pontificia Universidad Católica del Perú, Peru, pames@pucep.edu.pe

08:30 - 10:00

Venue: Ballroom West

HKERA Invited Symposium: Connectedness and Community Engagement of Culturally Diverse Youth, Families and Senior Population in International Contexts

Organizer: Celeste Yuen, The Education University of Hong Kong, cymyuen@eduhk.hk

Chair: Alan Cheung, The Chinese University of Hong Kong, Hong Kong, alancheung@cuhk.edu.hk

- 1. Prediction of school engagement for civic engagement: A mediation study of Hong Kong mainstream youth**
Alan Cheung, The Chinese University of Hong Kong, alancheung@cuhk.edu.hk
- 2. "False" inclusion in university service-learning? A case study of a Hong Kong-Kenya university service-learning trip**
Gordon Tsui, The University of Hong Kong, gtsui13@connect.hku.hk
- 3. Promoting positive engagement of European youth through intergenerational learning and ICT**
Joanna Leek, University of Lodz, Joanna.leek@uni.lodz.pl

WERA Member Association Invited Symposium

Discussant: Winnie So, The Education University of Hong Kong, wiso@eduhk.hk

08:30 - 10:00

Venue: Vasco da Gama

Professional Standards for Teaching - Voices from the Profession

Organizer and Chair: Margery McMahon, University of Glasgow, UK, margery.mcmahon@glasgow.ac.uk

- 1. Professional Standards and Teacher Professional Development in Portugal: Potential and Limitations**
Maria Flores Fernandes, University of Minho, Braga, Portugal, aflores@ie.uminho.pt
- 2. Russian Teacher Professional Standard and Teachers' expectations**
Roza Valeeva, Kazan (Volga region) federal university, Russia, valeykin@yandex.ru
- 3. Professional Standards for Teaching in Scotland - Time for Change?**
Margery McMahon, University of Glasgow, UK, margery.mcmahon@glasgow.ac.uk

Discussant: Aydar Kalimullin, Kazan (Volga region) federal university, Russia, kalimullin@yandex.ru

SESSION 1.1 | 8:30 - 10:00

08:30 - 10:00	Venue: Bartholomew Diaz
The Use of Relational Analysis Methodology on the Study of Conservative Movements in Education	
Organizer and Chair: Bruna Dalmaso Junqueira, Universidade Federal do Rio Grande do Sul, bdjunqueira@gmail.com	
<ol style="list-style-type: none"> The advancement of conservative ideas in Brazil: a School without Party's analysis Iana Gomes de Lima, Universidade Federal do Rio Grande do Sul, iana_glima@yahoo.com.br The creation of a national curriculum in Brazil and the advance of conservative groups Tiago Cortinaz, Universidade Federal do Rio Grande do Sul, tiagocortinaz@hotmail.com The work of female teachers, feminisms and the conservative narrative of "gender ideology" in Brazilian education Bruna Dalmaso Junqueira, Universidade Federal do Rio Grande do Sul, bdjunqueira@gmail.com The effects of conservative modernization on collective teaching work in the public educational system of Porto Alegre/Brazil Filipe Aguiar, Universidade Federal do Rio Grande do Sul, filipe.rag@hotmail.com The curricular choices of High School sociology teachers in Brazil and the advancement of conservative ideas Gabriel Arnt, Universidade Federal do Rio Grande do Sul, gsarnt@gmail.com 	
Discussant: Luis Armando Gandin, Universidade Federal do Rio Grande do Sul, luis.gandin@ufrgs.br	

08:30 - 10:00	Venue: Sir Francis Drake
Colonialities of Being: Speaking our Voices	
Chair: Anna Elizabeth Du Plessis, Learning Sciences Institute Australia, Australia, anna.duplessis@uqconnect.edu.au	
<ol style="list-style-type: none"> Decolonizing School Leadership: A Literature Review of Indigenous Culturally Responsive Leadership Muhammad Khalifa, University of Minnesota, United States of America, khalifam@umn.edu; Deena Khalil, Howard University, United States of America, deena.khalil@howard.edu; Tyson Marsh, Seattle University, United States of America, marshty@seattleu.edu; Clare Halloran, University of Minnesota, United States of America, hall1518@umn.edu Politics of language within Global Imperialism: Resistance to neocolonization and the need to re-position our intellectual localities Cesar Rossatto, UTEP-The University of Texas at El Paso, cesar.rossatto@gmail.com; Beatriz Soria (UTEP-The University of Texas at El Paso, bgsoria@miners.utep.edu; Jesus Aguire, UTEP-The University of Texas at El Paso, jaguirre25@miners.utep.edu The Dual Colonial Heritage of Cameroon: A Roadblock to Viable National Education Reform and Harmonization Zachary Mngo, Prince Mohammad Bin Fahd University, Saudi Arabia, zmngo@pmu.edu.sa The Riel Blues: The affordances of Rieldans cultural knowledge for science citizenship Melissa Speight Vaughn, North West University, South Africa, melissa.speightvaughn@nwu.ac.za; Josef de Beer, North West University, South Africa, josef.debeer@nwu.ac.za A worldwide perspective about the impact of family education with vulnerable groups Fernando Macías Aranda, University of Barcelona, fernandomacias@ub.edu; Rocio Garcia Carrion, University of Deusto, Spain, rocio.garcia@deusto.es 	

SESSION 1.1 | 8:30 - 10:00

08:30 - 10:00	Venue: Marco Polo
The Role of Social Media and Technology in Higher Education from a Global Perspective	
Chair: José Francisco Soares, Universidade Federal de Minas Gerais, Brazil, francisco.soares.ufmg@gmail.com	
<ol style="list-style-type: none"> The impact of social media use on the academic performance of undergraduate students at the University of the Free State, South Africa André Pelsler, University of the Free State, South Africa, pelseraj@ufs.ac.za; Katinka de Wet, University of the Free State, South Africa, dewetk@ufs.ac.za The feasibility of using free Web 3.0 resources in training Technology student teachers at a South African Higher Education Institution Sybrand Johannes Coetzee, University of the Free State, South Africa, coetzsj@ufs.ac.za; Karen Junqueira, University of the Free State, South Africa, junqueiraKE@ufs.ac.za The Digital Culture And University Teachers: Challenges And Possibilities Maria Cristina Lima Paniago, Universidade Católica Dom Bosco, Brazil, cristina@ucdb.br; Rosimeire Martins Régis dos Santos, Universidade Católica Dom Bosco, Brazil, profarosimeireregis@hotmail.com Online Education: Relations Between Teacher And Student In The Educational Process Rosimeire Martins Régis dos Santos, Universidade Católica Dom Bosco (UCDB), Brazil, profarosimeireregis@hotmail.com; Miguel Angelo Batista dos Santos, Universidade Estadual de Mato Grosso do Sul (UEMS), Brazil, mabs@uems.br Key Findings from a Literature Review on the Use of Learning Portfolios (ePortfolios) in Higher Education Michael O'Leary, Dublin City University, Ireland, michael.oleary@dcu.ie; Darina Scully, Dublin City University, Ireland, darina.scully@dcu.ie; Mark Browne, Dublin City University, Ireland, mark.browne@dcu.ie 	

08:30 - 10:00	Venue: Schappen-Edward
International Perspectives on Leadership	
Chair: Kate Reynolds, Bath Spa University, United Kingdom, k.reynolds@bathspa.ac.uk	
<ol style="list-style-type: none"> Scaling Up Informal Leadership in the US, Taiwan, and New Zealand: Exploring the Role of Informal Leaders within School Networks Alan J. Daly, University of California, San Diego, ajdaly@ucsd.edu; Yi-Hwa Liou, National Taipei University of Education, Taiwan, yihwa.liou@gmail.com; Claire Sinnema, University of Auckland, c.sinnema@auckland.ac.nz Reimagining educational leadership research: fostering innovation and building cumulative knowledge Carolyn Callie Grant, Rhodes University, South Africa, c.grant@ru.ac.za Exploring how System Leaders promote Systems-Level Change Anita Mary Abraham, University of Toronto, Canada, anita.abraham@gmail.com Expanding educational leadership theories through qualitative relational methodologies Brigitte Smit, UNISA, South Africa, bsmit@mweb.co.za 	

08:30 - 10:00	Venue: Robben Island
Policy and Citizenship in Education Research Worldwide	
Chair: Elizabeth Spier, American Institutes for Research United States, espier@air.org	
<ol style="list-style-type: none"> Towards a thick notion of citizenship education: the Citizen School project Luis Armando Gandin, Universidade Federal do Rio Grande do Sul, Brazil, Luis.Gandin@ufrgs.br Let's "FLY" (Free Learning Year)—A New Educational Policy in South Korea EunKyung Chung, Teachers College, Columbia University, United States of America, ec2581@tc.columbia.edu Comparative Analysis of US Superintendents and English Chief Executive Officers building primary and secondary intellectual virtues as part of their manifesto Alison Taysum, University of Leicester, United Kingdom, ast11@le.ac.uk; Carole Collins-Ayanlaja, Eastern Illinois University, ccollinsayanlaja@eiu.edu Measuring the effectiveness of international aid to education & complementary sectors on education outcomes Shelby Frances Carvalho, Harvard University, United States of America, scarvalho1@g.harvard.edu; Patrick Shaw, RTI International, shawpe2@gmail.com Quality of Life Policies and Indexes. An introduction. Denis Francesconi, University of Verona, Italy, denis.francesconi@gmail.com 	

SESSION 1.1 | 8:30 - 10:00

08:30 - 10:00	Venue: Victoria
International Position on Teaching Strategies and Instructional Pedagogies	
Chair: Ellen Goldring, Peabody College, Vanderbilt University United States, ellen.goldring@vanderbilt.edu	
<ol style="list-style-type: none"> A Histiography of Lecture, Teacher Talk, and Dialogical Discourse: A Global Perspective on Classroom Talk Christian Gregory, Teachers College Columbia University, United States of America, cgg2123@tc.columbia.edu "I mainly rely on the textbook": A need for teaching enhancement in Agricultural Sciences Cias Thapelo Tsotetsi, University of the Free State, South Africa, tsotetsict@ufs.ac.za; Nkwenyana Solomon Baas, University of the Free State, South Africa, baasagric@webmail.co.za Intersectionality of the Zone of Proximal Development to improve instruction Enrique Andres Puig, University of Central Florida, United States of America, enrique.puig@ucf.edu A case of practice influencing policy? Typical classroom decisions and practices of some South African physical sciences teachers Remeredzayi Gudyanga, University of the Free State, South Africa, gudyangar@gmail.com; Loyiso Jita, University of the Free State, South Africa, jitalc@ufs.ac.za Economics student teachers' views on the usefulness of a Flipped Classroom Pedagogical design for an Open Distance eLearning environment Micheal van Wyk, University of South Africa, South Africa, vwykmm@unisa.ac.za 	

10:10-11:40	Venue: Ballroom East
WERA OPENING PLENARY	
Programme Co-Chairs: Felice J. Levine, American Educational Research Association and World Education Research Association Liesel Ebersöhn, University of Pretoria and World Education Research Association	
<p>Opening Welcomes</p> <p>Special Performance by the Ilingomso Lethu Cultural Group</p> <p>Plenary Symposium</p> <p>Children Living in Distress Worldwide—An Enduring Challenge for Education Research Recent events around the world heighten the visibility of issues that many children face—the plight of children living under circumstances of forced migration; refugee children living in environments where they are unwelcome; immigrant children separated and taken from their families; children living in conditions of famine, hunger, and homelessness; children and their families experiencing political threats and institutionalized violence; and the trauma to children of natural and human disasters—challenge us to reimagine how we in the education research community might transform our programs of research to address such pernicious circumstances. What are the possibilities and the promise of education research to make a difference in a field that traditionally emphasizes the readily identifiable structures of education, school, schooling, and teaching? How might we expand our paradigms and modes of inquiry to contribute to solving problems of such enormity? How might we build on our knowledge about risk and resilience, the conditions that enable and support children's cognitive and social development, and the dynamics of children's resourcefulness to promote the well-being of those most vulnerable to threat, deprivation, separation, and loss?</p> <p>Framing the Issues and Opening Remarks Felice J. Levine, WERA Past President, flevine@aera.net</p> <p>Perspective Comments Patricia Ames <i>Pontificia Universidad Católica del Peru/Instituto de Estudios Peruanos (IEP) Perú and Sociedad de Investigación Educativa Peruana (SIEP) WERA Representative, pames@iep.org.pe</i> Ying-Yao Cheng <i>Institute of Education of National Sun Yat-sen University, Taiwan and Taiwan Education Research Association (TERA-Taiwan) WERA Representative, chengyy@mail.nsysu.edu.tw</i> Rocio Garcia-Carrion <i>University of Deusto, Donostia, Spain and Multidisciplinary Education Research Association/ Asociación Multidisciplinar de Investigación Educativa (AMIE) WERA Representative, rocio.garcia@deusto.es</i> Therese Tchombe <i>Centre for Research in Child and Family Development & Education, Limbe, Cameroon</i> David Osher <i>American Institutes for Research, US, tmtchombe@yahoo.co.uk</i></p> <p>Closing Symposium and Session Remarks Liesel Ebersöhn, University of Pretoria, Liesel.Ebersohn@up.ac.za</p>	

SESSION 1.2 | 11:50 - 13:20

11:50 - 13:20	Venue: Ballroom East
EASA Invited Symposium: Introducing the Vision, Activities and Focus of the Education Association of South Africa (EASA)	
Organizer and chair: Ronél Ferreira, University of Pretoria, ronel.ferreira@up.ac.za	
<ol style="list-style-type: none"> Education Association of South Africa (EASA): Acknowledging a strong past, working towards a bright future Eric Eberlein, University of Pretoria, eric.eberlein@up.ac.za; Johnnie Hay, North West University, johnnie.hay@nwu.ac.za; Ruth Mampane, University of Pretoria, ruth.mampane@up.ac.za Mobilisation of higher education's resources for social development Eugene Machimana, University of Pretoria, eugene.machimana@up.ac.za; Liesel Ebersöhn, University of Pretoria, liesel.ebersohn@up.ac.za; Maximus Monaheng Sefotho, University of Pretoria, maximus.sefotho@up.ac.za The South African Journal of Education (SAJE) as publishing platform for research in education Ronél Ferreira, University of Pretoria, ronel.ferreira@up.ac.za Introducing a 2018 SAJE special issue: The nature and extent of bullying in a developing country context. Vanessa Scherman, University of South Africa, scherv@unisa.ac.za; Rachel Annuziato, Fordham University, annuziato@fordham.edu 	
Discussant: Ruth Mampane, University of Pretoria, ruth.mampane@up.ac.za	



11:50-13:20	Venue: Ballroom West
Preventing Violent Extremism (PVE) - Immediate and Long-Term Responses from Schools	
Organizers and Co-Chairs: Dan Laitsch, Simon Fraser University, CA, dlaitsch@fsu.ca; Doug McCall, International School Health Network, CA, dmccall@internationalschoolhealth.org	
<ol style="list-style-type: none"> Immediate National responses to PVE: Are We Headed Down the Wrong Path? Hazel Bryan, University of Gloucestershire, gbryan@glos.ac.uk What We Know about Inclusive Schools, Reconnecting Youth, Preventing Violence Dan Laitsch, Simon Fraser University, CA, dlaitsch@fsu.ca Development of a Multi-Component Approach to Prevent Violent Extremism Doug McCall, International School Health Network, CA, dmccall@internationalschoolhealth.org 	
Discussant: Amy Semerjian, Boston College, USA, amy.semerjian@gmail.com	



11:50-13:20	Venue: Vasco da Gama
Effective Communicative Strategies When Working With Linguistically Diverse Learners: A Comparative, Cross Cultural Examination	
Organizer and Chair: Geraldine Mongillo, William Paterson University of New Jersey, United States of America, mongillog@wpunj.edu; Dorothy Feola, William Paterson University, feolad@wpunj.edu	
<ol style="list-style-type: none"> Effective Communicative Strategies for Linguistically Diverse Learners: A review of the literature in Israel, South Korea, and the United States Geraldine Mongillo, William Paterson University, mongillog@wpunj.edu; Dorothy Feola, William Paterson University, feolad@wpunj.edu; Carrie E. Hong, William Paterson University, hongel1@wpunj.edu Primary Teachers' Use of Communicative Strategies for Linguistically Diverse Learners: A Cross-Cultural Case Study Geraldine Mongillo, William Paterson University, mongillog@wpunj.edu; Dorothy Feola, William Paterson University, feolad@wpunj.edu; Carrie E. Hong, William Paterson University, hongel1@wpunj.edu; Vered Vaknin, Western Galilee College, vered.vaknin@gmail.com; Randa Abbas, Western Galilee College, abbas3@gmail.com Content-specific communicative strategies: A case study of science teachers in South Korea and the U.S. Jinsook Won, Seoul National University of Education, jinsook@snu.ac.kr; Carrie E. Hong, William Paterson University, hongel1@wpunj.edu Case Study of a Small Rural School with Cultural and Linguistic Challenges Katherine Ratliffe, Univ. of Hawaii at Manoa, ratliffe@hawaii.edu; Jacquelyn Chappel, Kapiolani Community College, jchappel@hawaii.edu 	
Discussant: Carrie E. Hong, William Paterson University, hongel1@wpunj.edu	

SESSION 1.2 | 11:50 - 13:20

11:50-13:20	Venue: Bartholomew Diaz
Building Partnerships with Schools, Families and Diverse Communities to Improve Education	
Organizer and Chair: Malik Henfield, University of San Francisco, mshenfield@usfca.edu	
<ol style="list-style-type: none"> Beyond the Dream: Social Justice Strategies and Curriculum for Youth Development Programs Sheryl Davis, San Francisco Human Rights Commission, sheryl.davis@sfgov.org Youth Organizing as a Strategy to Educate and Support Change Lisa De La Rue, University of San Francisco, Idelarue@usfca.edu The High Cost of Inequity Malik Henfield, University of San Francisco, mshenfield@usfca.edu; Max Grenier, University of San Francisco, eniergxam@gmail.com Me, Myself and I: Youth perspectives on the impact of self-identity and stereotypes on student success Dannielle Glover, San Francisco Human Rights Commission, dannielle.glover@sfgov.org; Sheryl Davis, San Francisco Human Rights Commission, sheryl.davis@sfgov.org; Max Grenier, University of San Francisco, eniergxam@gmail.com; De'Anthony Jones, Collective Impact, deanthony@collectiveimpact.org; Nico Bremond, Magic Zone/University of San Francisco, Nico@sfmagiczone.org Rebuilding Trust, Transforming Power: Art, Faith and Culture as the 'Soul' of Collective Impact Theodore Miller, Office of the Mayor, San Francisco California, Theodore.Miller@sfgov.org 	
Discussants: Sheryl Evans Davis, San Francisco Human Rights Commission, sheryl.davis@sfgov.org; Malik Henfield, University of San Francisco, mshenfield@usfca.edu	

11:50-13:20	Venue: Sir Francis Drake
International Views on Students with Disabilities and Special Needs	
Chair: Alison Taysum, University of Leicester, United Kingdom, ast11@le.ac.uk	
<ol style="list-style-type: none"> Effects of transnational policies in local territories: a comparative study between Portugal and Brazil in the schooling of students with disabilities in basic education Cléia Demétrio Pereira, Universidade do Minho, Portugal, cleia.demetrio@gmail.com; Geovana Mendonça Lunardi Mendes, Universidade do Minho, Portugal, geolunardi@gmail.com; Jose Augusto de Brito Pacheco, Universidade do Minho, Portugal, jpacheco@ie.uminho.pt Examining the Social Participation of Students Identified as Having Special Educational Needs Christoforos Mamas, University of California, San Diego, United States of America, cmamas@ucsd.edu; Alan J. Daly, University of California, San Diego, United States of America, ajdaly@ucsd.edu; Giovanna Schaepli, University of Zurich, giovanna.schaepli@ife.uzh.ch; Lambri Trisokka, Independent Researcher, Cyprus, l.d.trisokka@gmail.com Autism Is: Film Intervention to Support Inclusion for Children with Disabilities Shana Cohen, UC San Diego, United States of America, shanacohen@ucsd.edu; Christoforos Mamas, UC San Diego, United States of America, cmamas@ucsd.edu; Caren Holtzman, UC San Diego, United States of America, choltzman@ucsd.edu Developing a Special Education Curriculum in Kenya: A Reflection from a Carnegie African Diaspora Fellowship Programme 2016 Recipient Zandile Nkabinde, New Jersey City University, United States of America, znkabinde@njcu.edu Using Video to Improve Special Education Teacher Evaluation and Classroom Practices Akua-Kisiwaa Adefope, New York City Department of Education, United States of America and City University of New York, at Queens College, Bakadefope@gmail.com 	

SESSION 1.2 | 11:50 - 13:20

11:50-13:20	Venue: Marco Polo
Literacy and Achievement through Worldwide Lenses	
Chair: Karen Murphy, Penn State University, United States, pkm15@psu.edu	
<ol style="list-style-type: none"> Trends in Gender Differences in PIRLS-Grade-4-Reading Achievement Heike Wendt, TU Dortmund University, Germany, heike.wendt@tu-dortmund.de Impacts of PISA discourse in Brazil and worldwide: inclusion and exclusion shaping the subjects for the 21st century Márcia Aparecida Amador Mascia, Universidade São Francisco, Brazil, marciaaam@uol.com.br Impact of Morphological Awareness (MA) on Reading Abilities: To Know is to Understand Sharon de Marin, Texas A&M University, United States of America, sharon.demarin@tamu.edu; Donna Druery, Texas A&M University, United States of America, donna.druery@tamu.edu Turn the century with Turnitin Eva Sujee, Umalusi, South Africa, ejsujee15@gmail.com Comparative analysis of teachers' perspectives of iPad usage for students with dyslexia worldwide Megan Dawn Blamire, University of Pretoria, South Africa, megan_debruyn@yahoo.com; Funke Omidire, University of Pretoria, South Africa, funke.omidire@up.ac.za 	

11:50-13:20	Venue: Schappen-Edward
Worldwide Perspective on Developing Social Scientist	
Chair: Charles L. Slater, California State University, Long Beach, United States, Charles.Slater@csulb.edu	
<ol style="list-style-type: none"> Making the Case for the Socially-Relevant Social Scientist Constance Iloh, University of California, Irvine, United States of America, ciloh@uci.edu; Carol Connor, University of California, Irvine, United States of America, connorcm@uci.edu Plurality: an anthropological and pedagogical reflection of the formative experience of a group of university professors Lineuza Leite Moreira, Universidade Federal de Mato Grosso, Brazil, lineuza@gmail.com; Ricardo Antonio Castaño Gaviria, Universidad de Antioquia, Colômbia, rcastanog@gmail.com; Filomena Maria de Arruda Monteiro, Universidade Federal de Mato Grosso, Brazil, filarruda@hotmail.com; Eliane das Neves Moura, Universidade Federal de Mato Grosso, Brazil, enmoura@terra.com.br Mentoring Education Researchers and Other Scientists around the Globe George Wimberly, American Educational Research Association, United States of America, gwimberly@aera.net Reflections on the supervision of postgraduate research: The students' voices in an Open Distance Learning (ODL) context Mncedisi Christian Maphalala, University of Zululand, South Africa, MaphalalaM@unizulu.ac.za; Nhlanhla Mpofo, Sol Plaatje University, nhlanhla.mpofo@spu.ac.za Academic misconduct among students in higher education: an updated review of teacher perspective Debora Gottardello, Universitat Rovira i Virgili, Spain, debora.gottardello@urv.cat; Maria del Mar Pamies, Universitat Rovira i Virgili, Spain, pamiess.mar@urv.cat; Mireia Valverde, Universitat Rovira i Virgili, Spain, mireya.valverdes@urv.cat; Solmaz Filiz Karabag, Linkoping University, Sweden, solmaz.filiz@liu.se 	

SESSION 1.2 | 11:50 - 13:20

SESSION 1.3 | 13:30 - 15:00

11:50-13:20	Venue: Robben Island
Articulation of Social Justice in Higher Education Across the Globe	
Chair: Beatrice Avalos-Bevan, University of Chile, Chile, bavalos254@gmail.com	
<ol style="list-style-type: none"> Gender and Recognition in Higher Education in India and the U.S Mangala Subramaniam, Purdue University, West Lafayette, IN (U.S.A.), United States of America, mangala@purdue.edu; Zachary Palmer, Purdue University, West Lafayette, IN (U.S.A.), United States of America, zpalmer@purdue.edu Affirmative Action Policies in Four National Contexts: An Analysis of Preferential Policies in University Admissions in India, the U.S., Brazil, and South Africa Porsha Yasmin Childs, Edling Solutions, United States of America, porshachilds@gmail.com Higher Education and Empowerment of Saudi Women: The Role of the King Abdullah Scholarship Programme (KASP) Lama Husain Al Assaf, Howard University, United States of America, lamaalassaf000@gmail.com A Journey from the 1968 Kerner Commission Report to the Present: Mapping Black Student Inequality in U.S. Higher Education Walter Allen, University of California Los Angeles, USA, wallen@ucla.edu; Channel McLewis, University of California Los Angeles, USA, cmclewis@ucla.edu; Chantal Jones, University of California Los Angeles, USA, chantalj@ucla.edu; Daniel Harris, University of California Los Angeles, USA, dph28@ucla.edu Appropriation of the Higher education in Mexican University System: between ambiguity and diversity Angélica Buendía Espinosa, Universidad Autónoma Metropolitana, México, abuendia0531@gmail.com; Iván Salas Durazo, Universidad de Guadalajara, México, ivan.salas.durazo@gmail.com; Ana Beatriz Pérez Díaz, Universidad Autónoma Metropolitana, México, anab.pd@gmail.com 	

13:30 - 15:00	Venue: Ballroom East
Decolonizing Research on Family-School-University-Community Partnerships: Reimagining Conceptual Frameworks	
Organizer and chair: Lauri Johnson, Boston College, USA/University of Nottingham, UK, lauri.johnson@bc.edu	
<ol style="list-style-type: none"> Decolonizing Westernized Notions of Epistemology and Care to Promote Equity and Inclusion in Culturally Diverse School Communities Camille M. Wilson, University of Michigan, camillew@umich.edu; Muhammad Khalifa, University of Minnesota, khalifam@umn.edu; Ann M. Ishimaru, University of Washington, aishi@uw.edu Reimagining Community-Engaged Research: From Critical Policy Analysis to Political Action Katherine Cumings Mansfield, Virginia Commonwealth University, kcmansfi@uncg.edu; Anjalé D. Welton, University of Illinois, ajwelton@illinois.edu Towards Culturally Sustaining/Revitalizing Family-School-Community Partnership Policies and Practices in Indigenous Contexts Around the World Shanee Wangia, Boston College, wangias@bc.edu Parent Advocacy and Pupil Participation in School Life: A Polish Perspective Joanna Leek, University of Lodz, Joanna.leek@uni.lodz.pl 	
Discussant: Question and answer session	

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11:50-13:20	Venue: Victoria
Worldwide Ideas on Values and Spirituality in Education	
Chair: Isabelle Le Mouillour, Federal Institute for Vocational Education and Training, Germany, lemouillour@bibb.de	
<ol style="list-style-type: none"> The Concept of Education (Bildung) as a Cultural Heritage - Transcultural Traditions and Perspectives Wolfgang Sander, Justus-Liebig-University, Germany, wolfgang.sander@sowi.uni-giessen.de The new secularism in schooling in France, the United States and Turkey Carolyn Herrington, Florida State University, United States of America, CHerrington@FSU.EDU Teaching of Ethics in Poland, Germany and Norway. What about the Role of Religious Education? Andrzej Maciej Kaniowski, University of Lodz, Poland, andrzej.kaniowski@uni.lodz.pl Money versus the Soul: Neoliberal Economics and Teacher Professional Identities in post-Soviet Russia Elena Minina, Higher School of Economics, Russian Federation, evminina@hse.ru Chinese Experience: How Confucius Build His Key Competencies System Xiao-zhu Huang, Qingdao University, People's Republic of China, edu_hxz@hotmail.com; Yousheng Wang, Qingdao University, People's Republic of China, wysh1972@163.com; Delin Li, Qingdao University, People's Republic of China, ld1903@163.com 	

13:30 - 15:00	Venue: Ballroom West
Schools as Enabling Spaces: International Debates within a South African Context	
Organizers and Co-Chairs: David Osher, American Institutes for Research, DOsher@air.org; Mahlapahlapana Themane, University of Limpopo, mahlapahlapana.themane@ul.ac.za	
<ol style="list-style-type: none"> Schools as Enabling Places David Osher, American Institutes for Research, DOsher@air.org Enhancing schools as enabling spaces through relational and responsible leadership Brigitte Smit, UNISA, bsmit@mweb.co.za Understand factors related to achievement as a mechanism towards enabled learning environments: The role of opportunities to learn as well as safe and orderly environments Vanessa Scherman, UNISA, scherv@unisa.ac.za; Surette van Staden, University of Pretoria, surette.vanstaden@up.ac.za Social contexts and processes as precursors for effective learning: reflections on schools as enabling environments Mahlapahlapana Themane, University of Limpopo, mahlapahlapana.themane@ul.ac.za 	
Discussant: Linda Liebenberg, Dalhousie University, Linda.Liebenberg@dal.ca	

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13:30 - 15:00	Venue: Vasco da Gama
Hahai nō ka ua i ka ululā'au: Empowering Educators through the STEMS² Lenses	
Organizer and Chair: Tara O'Neill, University of Hawaii - Manoa, United States of America, Toneill@hawaii.edu	
<ol style="list-style-type: none"> STEMS²: Empowering Educators and the Youth they teach to Re-envision STEM Education Through the Lens of Place and Sense of Place Tara O'Neill, University of Hawaii, The United States of America, Toneill@hawaii.edu The Beauty of Mauna Kea Eomailani Kukahiko, University of Hawaii, The United States of America, Eomai@hawaii.edu Sense of Place in STEMS²: A Catalyst For Global Citizenship Waynele Yu, University of Hawaii, The United States of America, Waynele@hawaii.edu 	
Discussant: Joe Zilliox, University of Hawaii, The United States of America, zilliox@hawaii.edu	

SESSION 1.3 | 13:30 - 15:00

13:30 - 15:00

Venue: Bartholomew Diaz

A Transformative Approach Towards Responsiveness to the 'street kids' Phenomenon in Arban areas: A Gigher Education Perspective

Organizer and Chair: Patricia Neo Maseko, University of the Free State, South Africa, masekopbn@ufs.ac.za

- 1. A transformative approach towards responsiveness to the 'street kids' phenomenon in urban areas: A higher education perspective**
Neo Patricia Maseko, University of the Free State, South Africa, masekopbn@ufs.ac.za; Paul Munje, University of the Free State, MunjePM@ufs.ac.za; Fumane Khanare, University of the Free State, KhanareFP@ufs.ac.za
- 2. A transformative approach towards responsiveness to the 'street kids' phenomenon in urban areas: A higher education perspective**
Patricia Neo Maseko, University of the Free State, South Africa, masekopbn@ufs.ac.za; Paul Munje, University of the Free State, South Africa, MunjePM@ufs.ac.za; Fumane Khanare, University of the Free State, South Africa, KhanareFP@ufs.ac.za
- 3. A transformative approach towards responsiveness to the 'street kids' phenomenon in urban areas: A higher education perspective**
Patricia Neo Maseko, University of the Free State, South Africa, masekopbn@ufs.ac.za; Paul Munje, University of the Free State, South Africa, MunjePM@ufs.ac.za; Fumane Khanare, University of the Free State, South Africa, KhanareFP@ufs.ac.za

Discussants: Paul Munje, University of the Free State, MunjePM@ufs.ac.za; Fumane Khanare, University of the Free State, KhanareFP@ufs.ac.za

13:30 - 15:00

Venue: Sir Francis Drake

International Views on Students with Disabilities and Special Needs

Chair: Alison Taysum, University of Leicester, United Kingdom, ast11@le.ac.uk

- 1. Training mathematics teachers: are we covering our bases?**
Lucia Sonja van Putten, University of Pretoria, South Africa, sonja.vanputten@up.ac.za; Priestly Malambo, University of Zambia, priestly2012@yahoo.com; Hanlie Botha, University of Pretoria, South Africa, hanlie.botha@up.ac.za; Gerrit Stols, University of Pretoria, South Africa, gerrit.stols@up.ac.za
- 2. Secondary Mathematics Teacher Self-Efficacy: Professional Development Pre- and Post-Survey Findings**
Sandra Bonorden Nite, Texas A&M University, United States of America, sgnite@gmail.com, Ali Bicer, Texas A&M University, United States of America, alibicer@tamu.edu
- 3. Student-Teacher Gender Effects: Self-Esteem and School Satisfaction in Math and Science**
Linh Dang, University of Rochester, United States of America, ldang6@u.rochester.edu; Daniela Luengo Aravena, University of Rochester, United States of America, dluengoa@u.rochester.edu
- 4. Assessment of science teachers' career satisfaction, organizational climate and job performance in rural learning ecologies**
Yinusa Akintoye Faremi, University of the Free State, Bloemfontein, South Africa, akintoyeyinusa@gmail.com; Loyiso C. Jita, University of the Free State, Bloemfontein, South Africa, jitaLC@ufs.ac.za

13:30 - 15:00

Venue: Marco Polo

Complexities of Curriculum in Worldwide Education Research

Chair: Eugene Gabriel, Machimana, University of Pretoria, South Africa, eugene.machimana@up.ac.za

- 1. Assessment Level of Teacher Motivation for Effective Curriculum Delivery at the Classroom Level in Yenagoa Local Government Area of Bayelsa State of Nigeria**
Comfort Ebere Mbachu, Niger Delta University, Nigeria, ebymbachu2007@yahoo.com
- 2. Chronicling practitioners' experiences in implementing the birth to four curriculum in the Free State Province**
Margaret Nelisiwe Gabela, University of the Free State, South Africa, gabelamn@ufs.ac.za
- 3. The Curricular Enactment In The Context Of The Polytechnic High School: Study About The Integrated Seminars**
Tábata Valesca Corrêa, UFRGS, Brazil, valesca_tab@hotmail.com
- 4. Knowledge at the margins: engaging students as curriculum workers**
Barend Rudolf Buys, Cornerstone Institute, South Africa, rudib@cornerstone.ac.za
- 5. Executive functions in the SA National Curriculum Framework for children from birth to four: An interpretation**
Celia Booyse, Umalusi, South Africa, celia.booyse@umalusi.org.za; Sisanda Loni, Umalusi, South Africa, sisanda.loni@umalusi.org.za

SESSION 1.3 | 13:30 - 15:00

13:30 - 15:00

Venue: Schappen-Edward

A Global Perspective on Early Childhood Education

Chair: Anna Moldenhauer, Humboldt University, Berlin, Germany, moldenha@hu-berlin.de

- 1. Training Bedouin Women for the Workforce as Educators in the Pre-School Sector**
Ayelet Giladi, The Hebrew University of Jerusalem, Israel, ayelet.giladi1@mail.huji.ac.il; Haneen Magadlh, The Hebrew University of Jerusalem, Israel, haneenmagadlh@gmail.com
- 2. Exploring the Quality Indicators of a Successful Full-Inclusion Preschool Programme: A Step Toward Worldwide Inclusion at an Early Age**
Susan Rae Warren, Azusa Pacific University, United States of America, swarren@apu.edu
- 3. Universal Preschool- and School-Based Education Programmes for Reducing Ethnic Prejudice among Children Aged 3-11: A Systematic Review and Meta- Analysis**
Ciara Keenan, Queen's University Belfast, United Kingdom, c.keenan@qub.ac.uk
- 4. A parental perspective of school and familial curriculum making: a narrative inquiry of early childhood education planning in Hong Kong**
Keisha Siriboe, University of Hong Kong, Hong Kong S.A.R. (China), siriboek@hku.hk
- 5. Practitioners' experiences of play as a pedagogy for learning in early childhood centres**
Mahudi Mofokeng, University of Free State, South Africa, mofokengmm@ufs.ac.za

13:30 - 15:00

Venue: Robben Island

Global Social Context for Transformation

Chair: Dipane Joseph Hlalele, University of Kwazulu-Natal, South Africa, hlaleled@ukzn.ac.za

- 1. Development of the Turkish Version of the Principles of Adult Learning Scale**
Özlem Ünlühisarçıklı, Bogazici University, Turkey, unluhisa@boun.edu.tr; Bengü Börkan, Bogazici University, Turkey, bengu.borkan@boun.edu.tr
- 2. Impact of work-related stress (WRS) and work-family interference (WFI) on well-being outcomes of Ghanaian professional women: Who is at risk?**
Paul Kobina Annan Bedu-Addo, University of Education, Winneba - Ghana, Ghana, koby63@gmail.com
- 3. Is education a welfare function of State in global south? A study of three worlds of education welfare states in south Asia**
Bharat Chandra Rout, University of Missouri, United States of America, bharatrouthcu@gmail.com
- 4. Involve and acknowledge community-based knowledge holders by building trusting relationships for sustainability**
Rubina Setlhare, University of Johannesburg, South Africa, rubinask@uj.ac.za
- 5. An anthropological approach to non-institutional training within the wedding industry: the case of the wedding planners**
Cristina Teixeira Marins, Universidade Federal Fluminense, Brazil, ctmarins@gmail.com

13:30 - 15:00		Venue: Victoria
School-Based Research through International Collaboration		
Chair: Lynette Shultz, University of Alberta, Canada, lshultz@ualberta.ca		
1.	Reflecting on the pros and cons of international inter-institutional collaboration when conducting participatory intervention school-based research	Ronél Ferreira, University of Pretoria, South Africa, ronelferreira@up.ac.za; Karien Botha, University of Pretoria, South Africa, karien.botha@up.ac.za; William Fraser, University of Pretoria, South Africa, william.fraser@up.ac.za; Peet Du Toit, University of Pretoria, South Africa, peet.dutoit@up.ac.za; Gerda Gericke, University of Pretoria, South Africa, gerda.gericke@up.ac.za; Ann Higgins-D'Alessandro, Fordham University, USA, annhda1@gmail.com; Rachel Annunziato, Fordham University, USA, annunziato@fordham.edu; Natasha Chaku, Fordham University, USA, nchaku@fordham.edu
2.	School-based teacher collaboration: beliefs and conditions in Chile and Portugal	Beatrice Avalos-Bevan, University of Chile, Chile, bavalos254@gmail.com; Maria Assuncao Flores, University of Minho, Portugal, aflores@ie.uminho.pt
3.	Teacher Collaboration for Instructional Improvement and Supports for Implementation: The Case of The Instructional Partnership Initiative	Ellen Goldring, Peabody College, Vanderbilt University, United States of America, ellen.goldring@vanderbilt.edu; Mollie Rubin, Peabody College, Vanderbilt University, United States of America, mollie.rubin@vanderbilt.edu; Marisa Cannata, Peabody College, Vanderbilt University, United States of America, marisa.cannata@vanderbilt.edu; Michael Neel, Peabody College, Vanderbilt University, United States of America, michael.neel@vanderbilt.edu
4.	The Realities and Challenges of Regionalization of Higher Education in the Arab Gulf Region	Hayfa Jafar, University of Toronto, hayfa.jafar@mail.utoronto.ca
5.	The Potential and Challenges of Intergovernmental Universities: The Case of South Asian University	Leyla Radjai, Waseda University, ly.radjai@toki.waseda.jp

13:30 - 15:00		Venue: Old Harbour Lobby
Poster Sessions		
1.	Provisions of Private Tutoring for Children with Dyslexia in England: Looking Behind the Invisible Scenes	Avik Banerjee, Plymouth Marjon University, United Kingdom, ab12353@my.bristol.ac.uk
2.	Measuring changes in trauma-related symptomatology of school-aged children in a therapeutic afterschool programme	Erica Deshpande, William James College, United States of America, erica_deshpande@williamjames.edu
3.	Play as a Cultural Phenomenon: Preliminary Results from the Project 'Formulating a System of Indicators for Assessing Acknowledgement of the Child's Right to Play', by the Spanish Observatory of Children's Play	Gonzalo Jover, Universidad Complutense - Madrid, Spain, gjover@uclm.es
4.	An international educational correspondent network – The correspondence of Wilhelm Rein (1847-1929) as an access to an international history of education	Katja Grundig de Vazquez, Universität Duisburg-essen, Germany, katja.grundig-de-vazquez@uni-due.de
5.	Abdias Nascimento academic development programme: curriculum innovations in higher education	Tatiane Cosentino Rodrigues, Universidade Federal de São Carlos, tatiane.cosentino@gmail.com; Ana Cristina Juvenal da Cruz, Universidade Federal de São Carlos, anacjacruz@gmail.com; Fernanda Vieira da Silva Santos, Universidade Federal de São Carlos, fer.v.santos@gmail.com; Anete Abramowicz, Universidade Federal de São Carlos, anete.abramo@gmail.com; Veronique Francis, Université Paris Nanterre, veronique.francis@wanadoo.fr
6.	Educational Action Research for Reconstruction in Disaster Areas -Focusing on Transformation of Volunteer Students-	Shun ITO, Osaka University, Japan, itoshun.g@gmail.com

13:30 - 15:00		Venue: Old Harbour Lobby
Poster Sessions		
7.	Increasing Reading Comprehension to Improve Standardized SBAC Math Scores	Michelle Holloway, California State University Dominguez Hills, United States of America, mholloway1@toromail.csudh.edu; Saili Kulkarni, California State University Dominguez Hills, United States of America, skulkarni@csudh-coe.org
8.	Class size, investment in education and student's science achievement around the world: are these factors related?	Eveline Borges Vilela-Ribeiro, Universidade Federal de Goiás, Brazil, eveline_vilela@yahoo.com.br; Matheus de Souza Lima-Ribeiro, Universidade Federal de Goiás, Brazil, mslima.ribeiro@gmail.com; Anna Maria Canavaro Benite, Universidade Federal de Goiás, Brazil, anna@quimica.ufg.br
9.	Exploring the Impact of Learning Style-Based Instructions on Grade 11 Learners' Achievement in Physical Sciences	Sakyiwa Danso, University of the Witwatersrand, South Africa, 1443569@students.wits.ac.za; Emmanuel Mushayikwa, University of the Witwatersrand, South Africa, Emmanuel.mushayikwa@wits.ac.za
10.	A New Literacy Coach and two English Language Arts Teachers Learn Together: A Narrative Inquiry	Christiana Cobb Succar, University of South Florida, United States of America, chsuccar@yahoo.com
11.	Socially Empowered Learning Research Around the World: State of the Knowledge and Lessons from the Field	Brittany Harker Martin, University of Calgary, Canada, bhmartin@ucalgary.ca
12.	Negative Experiences In Math Shifting Mindsets	Juanita Ann Morris, Teachers College, Columbia University, United States of America, jam2412@tc.columbia.edu
13.	Asian American Parents' Role in Teaching Their Heritage Language	Guang Lea Lee, Old Dominion University, United States of America, lilee@odu.edu; Abha Gupta (Old Dominion University, United States of America, agupta@odu.edu
14.	Training in research as a potential predictor of research output: the case of the University of Zambia	Madalitso Khulupirika Banja, University of Zambia, Zambia, chilusbanja@yahoo.com
15.	A Comparative Narrative Analysis of Multicultural Education in Four Countries	Joy Marie Anderson, Arizona State University, United States of America, joy.anderson@asu.edu
16.	Internationalizing Graduate Curricula: A Case Study in Educational Leadership	D. Eric Archer, Western Michigan University, United States of America, eric.archer@wmich.edu; Ramona Lewis, Western Michigan University, United States of America, ramona.lewis@wmich.edu
17.	The sustainable way of teaching Mathematical content to Afromontane learners through the use of malepa game	Tshele John Moloji, University of the Free State, South Africa, moloji@ufs.ac.za
18.	Designing Engaging Science Education Units for Finnish Secondary Classrooms	Jari Lavonen, University of Helsinki, Finland & University of Johannesburg, jari.lavonen@helsinki.fi; Janna Inkinen, University of Helsinki, janna.inkinen@helsinki.fi; Kalle Juuti, University of Helsinki, kalle.juuti@helsinki.fi; Katariina Salmela-Aro, University of Helsinki, katariina.salmela-aro@helsinki.fi; Joe Krajcik, Michigan State University, krajcik@msu.edu; Barbara Schneider, Michigan State University, bschneid@msu.edu
19.	Understanding Teacher and Student Talk Across Global Classroom Contexts	Rachel Miriam Vriend Croninger, The Pennsylvania State University, United States of America, rmc301@psu.edu; Sara Elizabeth Baszczewski, The Pennsylvania State University, United States of America, seb5853@psu.edu; P. Karen Murphy, The Pennsylvania State University, United States of America, pkm15@psu.edu; Liwei Wei, The Pennsylvania State University, United States of America, lxw249@psu.edu; Funke Omidire, University of Pretoria, South Africa, funke.omidire@up.ac.za; Liesel Ebersöhn, University of Pretoria, South Africa, liesel.ebersohn@

SESSION 1.4 | 15:10 - 16:40

15:10 - 16:40 **Venue: Ballroom East**

Creating a Doctoral Network for Teacher Education In Africa

Organizer: Irma Eloff, University of Pretoria, South Africa, Irma.elloff@up.ac.za
Chair: Ronel De Villiers, University of Pretoria, South Africa, ronel.devilliers@up.ac.za

- Context for Doctoral Education in Teacher Education in Africa**
Irma Eloff, University of Pretoria, South Africa, Irma.elloff@up.ac.za; Antonio Cipriano Gonçalves, Mocambique; Alois Chiromo, Zimbabwe; Therese Tchombe, Cameroon; Amani Ibrahim Abed Elgafar, Sudan; Hyleen Mariaye, Mauritius
- Literature Review**
Irma Eloff, University of Pretoria, South Africa, Irma.elloff@up.ac.za; Antonio Cipriano Gonçalves, Mocambique; Alois Chiromo, Zimbabwe; Therese Tchombe, Cameroon; Amani Ibrahim Abed Elgafar, Sudan; Hyleen Mariaye, Mauritius
- The Challenges of creating a DNTEA**
Irma Eloff, University of Pretoria, South Africa, Irma.elloff@up.ac.za; Antonio Cipriano Gonçalves, Mocambique; Alois Chiromo, Zimbabwe; Therese Tchombe, Cameroon; Amani Ibrahim Abed Elgafar, Sudan; Hyleen Mariaye, Mauritius
- The Opportunities of creating a DNTEA**
Irma Eloff, University of Pretoria, South Africa, Irma.elloff@up.ac.za; Antonio Cipriano Gonçalves, Mocambique; Alois Chiromo, Zimbabwe; Therese Tchombe, Cameroon; Amani Ibrahim Abed Elgafar, Sudan; Hyleen Mariaye, Mauritius
- The Framework for a Doctoral Network in Teacher Education in Africa (DNTEA)**
Irma Eloff, University of Pretoria, South Africa, Irma.elloff@up.ac.za; Antonio Cipriano Gonçalves, Mocambique; Alois Chiromo, Zimbabwe; Therese Tchombe, Cameroon; Amani Ibrahim Abed Elgafar, Sudan; Hyleen Mariaye, Mauritius

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Discussant: Prof Christian Kraler, University of Innsbruck, Austria, Christian.Kraler@uibk.ac.at

15:10 - 16:40 **Venue: Ballroom West**

GERA-Germany Invited Symposium: Re-imagining Organizational Education: Organizing Societal Innovation into Sustainability

Organizers and Co-Chairs: Susanne Maria Weber, Phillips University of Marburg, Germany, Susanne.maria.weber@staff.uni-marburg.de

- Community-based Social and Solidarity Economy and societal Innovation**
Susanne Elsen, University of Bolzano, Susanne.elsen@unibz.it
- Ecosocial innovations – models for inclusive and sustainable societies?**
Ingo Stamm, University of Jyväskylä, Ingo.Stamm@chydenius.fi; Tuuli Hirvilammi, Kokkola University Consortium, tuuli.hirvilammi@helsinki.fi; Aila-Leena Matthies, University of Jyväskylä, Aila-Leena.Matthies@chydenius.fi; Kati Nähri, Kokkola University Consortium, Kati.Nahri@helsinki.fi
- Sustainability Innovation-Labs: Walking the path towards regional system innovations**
Susanne Maria Weber, Phillips University of Marburg, Susanne.maria.weber@staff.uni-marburg.de

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Discussant: Susanne Elsen, University of Bolzano, Susanne.elsen@unibz.it

15:10 - 16:40 **Venue: Bartholomew Diaz**

Decolonizing Qualitative Methodologies For and By the Caribbean: Implications for Critical Researchers

Organizer and Chair: Frank Tuitt, University of Denver, ftuitt@du.edu; Saran Stewart, University of the West Indies, Jamaica, saranstewart@gmail.com

- From Slave Narratives to 'Groundings': Mapping the Caribbean within the Centre of Decolonizing Qualitative Approaches**
Saran Stewart, University of the West Indies, saranstewart@gmail.com
- An Inductive Meta-Synthesis of Qualitative Educational Research in the English Speaking Caribbean: 1990–2016**
Amanda Thomas, University of Denver, Amanda.K.Thomas@du.edu
- A Missing Part of the Whole: Mathematics Performance in Dominica, Lessons from a Qualitative, Microgenetic, Decolonizing Study on Fraction Learning**
Lois George, University of the West Indies, lois.george@open.uwi.edu
- Disrupting the Colonial Gaze: Emancipatory Imaginings of a Caribbean Centered Research**
Frank Tuitt, University of Denver, ftuitt@du.edu; Saran Stewart, University of the West Indies, Jamaica, saranstewart@gmail.com

Discussant: Frank Tuitt, University of Denver, ftuitt@du.edu

SESSION 1.4 | 15:10 - 16:40

15:10 - 16:40 **Venue: Sir Francis Drake**

International Perspectives on Technology and Mathematics Intervention and Support

Chair: Angela Pickels Branyon, University of West Georgia, United States, abranyon@westga.edu

- Mathematics teachers' use of an online platform in resource-constrained communities**
Gerrit Stols, University of Pretoria, South Africa, gerrit.stols@up.ac.za; Ronel Ferreira, University of Pretoria, South Africa, ronel.ferreira@up.ac.za; Andre Pelsler, University of the Free State, South Africa, pelseraj@ufs.ac.za; Alta Van der Merwe, University of Pretoria, South Africa, alta.vdm@up.ac.za
- Reflections on a school based intervention by the CTS Education**
Raimunda Leila José da Silva, Secretaria Municipal de Educação de Formosa, Brazil, raimundaleila@gmail.com
- Supporting the Development of High-Quality Mathematics Instruction in Large Urban School Districts in the United States and In China: Comparing Systems of School and District Supports for Instructional Improvement**
Erin Craig Henrick, Vanderbilt University, United States of America, erin.henrick@vanderbilt.edu; Emily Kern, Vanderbilt University, United States of America, emily.kern@vanderbilt.edu; Paul Cobb, Vanderbilt University, United States of America, paul.cobb@vanderbilt.edu; Thomas Smith, University of California Riverside, United States of America, thomas.smith@ucr.edu; Kara Jackson, University of Washington, United States of America, karajack@uw.edu
- The Jaime Escalante Math Programme - an Effective Mathematics Intervention Programme for Urban Middle School Students**
Bryan Dewitt Bowens, Kern High School District, United States of America, bryan.bowens@gmail.com

15:10 - 16:40 **Venue: Marco Polo**

Global Views on Pre-Service Teachers Education

Chair: Dina C. Castro, University of North Texas, United States, dina.castro@unt.edu

- Combating the classroom imagination deficit: Increasing pre-service teachers' ideation self-efficacy for creative teaching and learning**
Michael Martin Flannery, Marino Institute of Education, Trinity College Dublin, Ireland, michael.flannery@mie.ie
- Social Side of Teacher Education from England, Spain, and US: The Role of Efficacy in Exploration and Exchange in Pre-service Teachers**
Yi-Hwa Liou, National Taipei University of Education, Taiwan, yihwa.liou@gmail.com; Alan J. Daly, University of California, San Diego, USA, ajdaly@ucsd.edu; Christopher Downey, University of Southampton, UK, c.j.downey@soton.ac.uk; Christian Bokhove, University of Southampton, UK, C.Bokhove@soton.ac.uk; Mireia Cívís, Universitat Ramon Llull, Spain, mireiacz@blanquerna.url.edu; Jordi Díaz-Gibson, Universitat Ramon Llull, Spain, jorgedg@blanquerna.url.edu; Susana López, Universitat Ramon Llull, Spain, susanals@blanquerna.url.edu
- Becoming teacher candidates in India and The United States**
Kajal Sinha, University of Georgia, United States of America, kajal1982@gmail.com
- Filling gaps and expanding spaces – voices of student teachers taking agency of their own developing teacher identity during teaching practice**
William John Fraser, University of Pretoria, South Africa, william.fraser@up.ac.za; Ronel Ferreira, University of Pretoria, South Africa, ronel.ferreira@up.ac.za; Eric Eberlein, University of Pretoria, South Africa, eric.eberlein@up.ac.za; Soja van Putten, University of Pretoria, South Africa, sonja.vanputten@up.ac.za; Judy van Heerden, University of Pretoria, South Africa, judy.vanheerden@up.ac.za; Snowing Xia, North-East Normal University, Changchun, China, xiax793@nenu.edu.cn; Xingxiu Yang, North-East Normal University, Changchun, China, zhanglj521@nenu.edu.cn

SESSION 1.4 | 15:10 - 16:40

15:10 - 16:40 **Venue: Schappen-Edward**

Factors Influencing School Progression, Motivation and Graduation through Global Lenses

Chair: Carol Sue Christy, Georgia College, United States, carol.christy@gcsu.edu

- Understanding school dropout among secondary school learners: Decision making process and impact.**
Roswitta Gatsi, University of Pretoria, University of Zimbabwe, rkgatsi@yahoo.com; Funke Omidire, University of Pretoria, funke.omidire@up.ac.za; Salome Human- Vogel, University of Pretoria, salome.humanvogel@up.ac.za
- Individual and family factors influence incompleteness of primary school in rural Malawi: Focusing on grade repetition, dropout and transfer**
Kyoko Taniguchi, Nagoya University, Japan, kyoko.taniguchi1909@gmail.com
- The Relationship Between Suspensions, Achievement, and Graduation** Kyndra Violetta Middleton, Howard University, United States of America, kvmiddleton@gmail.com
- External control relates to lower motivational quality across multiple school subjects**
W. L. Quint Oga-Baldwin, Waseda University, Japan, quint@waseda.jp; Luke K. Fryer, University of Hong Kong, Hong Kong, fryer@hku.hk
- The Role Of Exclusionary School Practices In Justice System Involvement By Males And Females**
Linda Liebenberg, UNISA, South Africa, Linda.Liebenberg@dal.ca; Jackie Sanders, Massey University, New Zealand, J.Sanders@massey.ac.nz; Robyn Munford, Massey University, New Zealand, R.Munford@massey.ac.nz

15:10 - 16:40 **Venue: Robben Island**

International Perspectives on Curriculum Reform for a Sustainable Society

Chair: Don Albert Klinger, University of Waikato, New Zealand, don.klinger@waikato.ac.nz

- Citizenship idea reshaped in political transitions: what social actors influenced the rewriting of school curriculums in Chile, Argentina and Uruguay**
Violeta Vainer, FLACSO, Argentine Republic, jacaranda@infovia.com.ar
- The contributions of the notion of territory-effect to the analysis of curricular processes**
Graziella Souza dos Santos, Secretaria Municipal de Educação de Porto Alegre-RS-Brasil, Brazil, s.grazi20@gmail.com
- Teacher Education for Curriculum Differentiation in four South African provinces**
Elizabeth Hooijer, University of Johannesburg, South Africa, hooijer@iafrica.com; Jean Veronica Fourie, University of Johannesburg, South Africa, jeanf@uj.ac.za
- [Re]framing strategies for an integrated multicultural education process for a decolonized curriculum**
Micheal van Wyk, University of South Africa, South Africa, vwykmm@unisa.ac.za
- Developing a Worldwide Culture of Environmentalism Through Service and Outdoor Learning**
Kelly Lynn Hatch, The University of Wisconsin-Whitewater, United States of America, hatchk@uww.edu

15:10 - 16:40 **Venue: Victoria**

Societal Development and the Life World Surrounding Education through Global Lenses

Chair: Fang Gao, The Education University of Hong Kong, Hong Kong, fgao@eduhk.hk

- The paradox of Russian education in the international comparative perspective: towards novel theoretical framework linking education, economic growth and societal development**
Pavel Sorokin, National Research University Higher School of Economics, Russian Federation, psorokin@hse.ru; Isak Froumin, National Research University Higher School of Economics, Russian Federation, ifroumin@hse.ru
- Micro-finance Bank Activities as a Correlate to National Youth Service Corps Members Entrepreneurial Empowerment in Oyo State, Nigeria**
Afolakemi & Olasumbo Oredein, Lead City University, Nigeria, opefolake1@yahoo.com; Joanna Aderonke Adeoye, Lead City University, Nigeria, ronkeadex6@gmail.com
- Cultural-Historical Activity Theory – and a renewed focus on ‘rules’ and ‘division of labour’ as nodes in an activity system – as a research lens that fosters a worldwide perspective on perennial issues in education**
Josef De Beer, North-West University, South Africa, josef.debeer@nwu.ac.za; Elsa Mentz, North-West University, South Africa, elsa.mentz@nwu.ac.za
- Transforming Teaching of Philosophy in Legal Education: A Multi- Jurisprudential Approach**
Maryam Abdullah, Malaysian Association For Education/MAE, Malaysia, maryam9959@yahoo.com, Ibrahim Ahmad Bajunid, Malaysian Association For Education/MAE, Malaysia, iabajunid@hotmail.com
- Can Major Personality Traits Determine What Students Know about the Environment? The Case of Urban Learning Spaces**
Olugbenga Adedayo IGE, Postdoctoral Research Fellow, SANRAL Chair in Science and Mathematics Education: Office of the Dean, Faculty: Education, South Africa, IgeOA@ufs.ac.za; Loyiso C. Jita, Dean and SANRAL Chair in Science and Mathematics Education, Faculty: Education, South Africa, JitaLC@ufs.ac.za; Thuthukile Jita, Faculty: Education, South Africa, JitaT@ufs.ac.za

SESSION 1.5 | 16:50 - 18:20

16:50 - 18:20 **Venue: Ballroom East**

Teacher Decisions about Curriculum and Instruction in South Africa and Lesotho

Organizer and Chair: Loyiso Currell Jita, University of the Free State, South Africa, jitalc@ufs.ac.za

- Pre-service teachers’ decisions on the use of ICTs to teach science**
Thuthukile Jita, University of the Free State, jitalc@ufs.ac.za
- Using the Concerns Based Adoption Model to examine Lesotho teachers concerns with the new curriculum**
Mapapali Tafai, University of the Free State, tafai@yahoo.com
- Teachers’ implementation of the new integrated curriculum in Lesotho**
Lerato Ralebese, University of the Free State, ralebeseamatilda@gmail.com
- South African teacher’s decision-making about content and instruction in science and mathematics classrooms**
Loyiso Currell Jita, University of the Free State, South Africa, jitalc@ufs.ac.za

Discussant: Simon Mokakatlala Mosia, Sol Plaatje University, moeketsi.mosia@spu.ac.za; Nomalanga Grootboom, University of South Africa, Grootbnp@unisa.ac.za

WERA 2018 Regional Committee Invited Symposium

16:50 - 18:20 **Venue: Ballroom West**

Extended Education – an Emerging Global Research Field

Organizer and Chair: Ludwig Stecher, University of Giessen, Germany, Ludwig.Stecher@erziehung.uni-giessen.de

- Effective Extended Education from an International Point of View**
Ludwig Stecher, University of Giessen, Germany, Ludwig.Stecher@erziehung.uni-giessen.de; Marianne Schüpbach, University of Bamberg, Germany, marianne.schuepbach@uni-bamberg.de
- Sexualized Violence Peer to Peer – Consequences for Designing Safe Extended Education Programs**
Sabine Maschke, University of Marburg, Germany, sabine.maschke@staff.uni-marburg.de
- Students’ composition in extracurricular courses on reading and natural sciences in German all-day schools: Another segregation effect in the German school system?**
Karin Lossen, University of Dortmund, Germany, Karin.lossen@tu-dortmund.de; Wolfram Rollett, University of Education Freiburg, Germany, wolfram.rollett@ph-freiburg.de; Heinz-Günter Holtappels, University of Dortmund, Germany, Heinzguenter.holtappels@tu-dortmund.de

Discussant: Ludwig Stecher, University of Giessen, Germany, Ludwig.Stecher@erziehung.uni-giessen.de

WERA International Research Network (IRN) Invited Symposium

16:50 - 18:20 **Venue: Vasco da Gama**

Promoting Special Needs Education and the Implementation of Inclusive Education Policy in South Africa

Organizer and Chair: Ronél Ferreira, University of Pretoria, South Africa, ronel.ferreira@up.ac.za

- Pathways to developing a teacher education qualification for learners who are visually impaired**
Ronél Ferreira, University of Pretoria, ronel.ferreira@up.ac.za; Maximus Sefotho, University of Pretoria, maximus.sefotho@up.ac.za; Maesala Thabe, University of Pretoria, maesala.thabe@up.ac.za; Ruth Mampane, University of Pretoria, ruth.mampane@up.ac.za
- (What) Can we learn from developing countries in the field of Early Intervention and Paediatric Hearing loss?**
Claudine Störbeck, University of the Witwatersrand, claudine.storbeck@gmail.com
- Supporting learners with Neurodevelopmental disorders in South African schools**
Helen Dunbar-Krige, University of Johannesburg, helenk@uj.ac.za; Jean Fourie, University of Johannesburg, jeanf@uj.ac.za
- Strengthening teaching for learners with severe to profound sensory or intellectual impairment**
Jane Kelly, University of Cape Town, Jane.Kelly@uct.ac.za; Nozwelo Shanda, University of Cape Town, nozweloshanda36@gmail.com; Judith McKenzie, University of Cape Town, judith.mckenzie@uct.ac.za; Brian Watermeyer, University of Cape Town, brian.watermeyer@uct.ac.za

Discussant: Maximus Sefotho, University of Pretoria, maximus.sefotho@up.ac.za

16:50 - 18:20

Venue: Bartholomew Diaz

Risk and Innovation in a Teacher Education Research Partnership between a Finnish and a South African University

Organizer and Chair: Nadine Felicity Petersen, University of Johannesburg, South Africa, nadinep@uj.ac.za

- 1. Surveying student teachers learning in teacher training schools at the Universities of Helsinki and Johannesburg**
Jari Lavonen, University of Helsinki, jari.lavonen@helsinki.fi; Elizabeth Henning, University of Johannesburg, ehennin@uj.ac.za; Ari Myllyviita, University of Helsinki, ari.myllyviita@helsinki.fi
- 2. Coherence in the practicum through service learning**
Gadija Petker, University of Johannesburg, Gadijap@uj.ac.za; Elizabeth Henning, University of Johannesburg, ehennin@uj.ac.za
- 3. General pedagogical knowledge dominates**
Anni Loukomies, University of Helsinki, anni.loukomies@helsinki.fi; Nadine Petersen, University of Johannesburg, nadinep@uj.ac.za
- 4. Affordances and challenges of student teacher learning in a teaching school**
Sarita Ramsaroop, University of Johannesburg, saritaram@uj.ac.za; Sarah Gravett, University of Johannesburg, sgravett@uj.ac.za
- 5. Establishing a governance model for a teaching school at the University of Johannesburg**
Coert Loock, University of Johannesburg, coertl@uj.ac.za

Discussant: Josef de Beer, North West University, Josef.DeBeer@nwu.ac.za

16:50 - 18:20

Venue: Sir Francis Drake

Educational Support through International Lenses

Chair: Tatiane Cosentino Rodrigues, Universidade Federal de São Carlos, Brazil, tatiane.cosentino@gmail.com

- 1. Mathematics teachers' use of an online platform in resource-constrained communities Investigating K-12 Educator's Perceptions of their Teaching for Global Readiness and Supports Needed to Provide an Equitable Education for All Students**
Jamie Schlais Barnes, Global Evaluation LLC, United States of America; Virginia Commonwealth University, jamie.barnes@globeval.com
- 2. The expert teacher designation as a globally significant phenomenon: a critical realist perspective and analysis**
Andy Cecil Goodwyn, University of Bedfordshire, United Kingdom, andy.goodwyn@beds.ac.uk
- 3. The realities of educator support in a South African education district**
Samson Gugulethu Nkambule, University of Pretoria, South Africa, gugulethu.nkambule@umalusi.org.za; Christina Amsterdam, University of Pretoria, South Africa, jaydene.amsterdam532@gmail.com
- 4. Experiences of District Based Support Team with regards to Screening, Identification, Assessment and Support policy implementation in Zululand District, kwaZulu Natal**
Phindile Doreen Zulu, University of South Africa, South Africa, zphindile22@yahoo.com
- 5. The role of school psychologists in providing psycho-educational support for orphans and vulnerable children living in community-based homes in Africa**
Jace Pillay, University of Johannesburg, South Africa, jacep@uj.ac.za

16:50 - 18:20

Venue: Marco Polo

Academic Achievement within a Global Context

Chair: Katja Grundig de Vazquez, Universität Duisburg-essen, Germany, katja.grundig-de-vazquez@uni-due.de

- 1. The Impact of Grade Span Configuration on the Academic Achievement of Middle School Students in Texas**
Marlene Dior Blandon, Texas Southern University, United States of America, marlene.blandon@tsu.edu; Collette Madeleine Bloom, Texas Southern University, United States of America, bloomcm@tsu.edu
- 2. Are our children learning? Trends in learning outcomes in East Africa over a 5-year period (2011-2015)**
Mary Goretti Nakabugo, Twaweza East Africa, Uganda, gnakabugo@twaweza.org; Zaida Mgalla, Twaweza East Africa, Tanzania, zmgalla@twaweza.org; Emmanuel Manyasa, Twaweza East Africa, Kenya, emanyasa@twaweza.org; Amos Kaburu, Twaweza East Africa, Kenya, akaburu@twaweza.org; Faridah Nassereka, Twaweza East Africa, Uganda, fnassereka@twaweza.org; Richard Temu, Twaweza East Africa, Tanzania, rtemu@twaweza.org
- 3. Students' Achievement Press And Teacher Commitment: A Spotlight On Learners' Performance In Grade 12**
Adeniran Gregory Adewusi, University of Pretoria, South Africa, gregade4all@gmail.com; Funke Margret Omidire, University of Pretoria, South Africa, Funke.Omidire@up.ac.za; Salome Human Vogel, University of Pretoria, South Africa, u02514095@up.ac.za
- 4. Thinking disposition factors influencing school prefects' academic achievement in civic education concepts**
Olugbenga Adedayo IGE, University of the Free State, South Africa, olugbengaige@gmail.com; Dipane Joseph Hlalele, University of the Free State, South Africa, hlaleledj@qwa.ufs.ac.za
- 5. Understanding resilience processes and their relevance to teacher-student interactions**
Linda Liebenberg, UNISA, South Africa, Linda.Liebenberg@dal.ca

16:50 - 18:20

Venue: Schappan-Edward

Worldwide Perspective on Undergraduate Students in Higher Education

Chair: Kyndra Violetta, Middleton, Howard University, United States, kvmiddleton@gmail.com

- 1. Rural and Irrelevant: exploration of learning challenges among undergraduates' rural universities**
Chinaza Uleanya, University of Zululand, South Africa, chinazauleanya@yahoo.com; Bongani Thulani Gamede, University of Zululand, South Africa, gamedeb@unizulu.ac.za; Philip Kutame, University of Zululand, South Africa, kutamea@unizulu.ac.za
- 2. National Differences in Student Engagement: Comparison of the US, Chinese, and Russian Research Universities**
Natalia Maloshonok, National Research University Higher School of Economics, Russian Federation, nmaloshonok@hse.ru
- 3. The Abyss between Educational Programs for the First-Year Student in Japan and the First-Year Experience in the United States of America**
Akiyo Kaneko, Bunri University of Hospitality, Japan; kaneko@bunri-c.ac.jp
- 4. Exploring the challenges faced by the first year undergraduate education students at University**
Angelina Popyeni Amushigamo, University of Namibia, Namibia, aamushigamo@unam.na
- 5. Enhancing cohesion and coherence in academic essay writing amongst senior undergraduate students of Education**
Maseeeng Papashane, University of the Free State, South Africa, papashanem@ufs.ac.za

SESSION 1.5 | 16:50 - 18:20

SESSION 2.1 | 08:30 - 10:00

16:50 - 18:20 **Venue: Robben Island**

Innovative Pedagogy in Education Worldwide

Chair: Ronel De Villiers, University of Pretoria, South Africa, ronel.devilliers@up.ac.za

- 1. Imagining Taboos in the Medium of Film: The Transformational Power of Aesthetic Experience in Educational Contexts**
Nadja Maria Köffler, University of Innsbruck, Austria, nadja.koeffler@uibk.ac.at; Evi Agostini, University of Innsbruck, Austria, evi.agostini@uibk.ac.at
- 2. Using Poetry as a Tool for the Development of Empathy in Medicine**
Rui Ying Goh, National University of Singapore, Singapore, gohruiying@gmail.com; Lai Yong Tan, National University of Singapore, Singapore, drtanlaiyong@nus.edu.sg; Jeffrey Chua, HealthServe, Singapore, jeffrey@healthserve.org.sg
- 3. Using Music to Facilitate Social Inclusion for Institutionalized Probationers**
Eunice Halim, College of Alice and Peter Tan, National University of Singapore, Singapore, eunicehalimtx@gmail.com; Yan En Koh, College of Alice and Peter Tan, National University of Singapore, Singapore, koh.yan.en@gmail.com; Yen Yee Lee, College of Alice and Peter Tan, National University of Singapore, Singapore, yenyee.lee@gmail.com; Jing Yi Ng, College of Alice and Peter Tan, National University of Singapore, Singapore, ngjingyi.renesme@gmail.com; Nur Amirah Binte Zalazan, College of Alice and Peter Tan, National University of Singapore, Singapore, elli.yana19@gmail.com; Desmond You Sheng Wong, Ministry for Culture, Community and Youth (Project), Singapore, desmondwong@stluke.org.sg; Sue Chang-Koh, College of Alice and Peter Tan, National University of Singapore, Singapore, rc3scsf@nus.edu.sg
- 4. Drama, movement and games – alternative reality around the world?**
Barbara Rácz, Independent Researcher, People's Republic of China, barbara.racz@gmail.com
- 5. Teaching, learning and assessing creativity and critical thinking in education**
Stéphan Vincent-Lancrin's, OECD, France, stephan.vincent-lancrin@oecd.org

16:50 - 18:20 **Venue: Victoria**

School Leadership through Cross-National Lenses

Chair: Catrin Renate Siedenbiedel, Universität Kassel, Germany, siedenbiedel@uni-kassel.de

- 1. School Leadership Development In A Global Context: A Meta-Analysis Of The Findings Of The International Study Of The Preparation Of Principals**
Kobus Mentz, North-West University, South Africa, kobus.mentz@nwu.ac.za; José María Garduno, Universidad Autónoma de la Ciudad de México, josemariagarduno@gmail.com, Charles Slater, California State University, Long-Beach, Charles.Slater@csulb.edu
- 2. Framing School Leadership Preparation and Development for Kenya: Context Matters**
Janet Mola Okoko, University of Saskatchewan, Canada, janet.okoko@usask.ca
- 3. Understanding School Leadership in Global Contexts: An Examination of School Principals' Experiences in Kenya**
Ann Elizabeth Lopez, OISE/University of Toronto, Canada, ann.lopez@utoronto.ca; Peter Rugano, University of Embu, Kenya, rugano.peter@embuni.ac.ke
- 4. Research on Ethics and Educational Leadership in the 21st Century and Beyond**
Denver Jade Fowler, California State University, Sacramento, United States of America, denver.fowler@csus.edu; Hsien-Yuan Hsu, The University of Texas, United States of America, Hsien-Yuan.Hsu@uth.tmc.edu; Raymonnesha Edwards, Ronald E. McNair Scholar, The University of Mississippi, United States of America, raymonnesha@students.alcorn.edu; Arvin Johnson, Kennesaw State University, United States of America

18:30 - 19:30 **Venue: Ballroom East**

KEYNOTE ADDRESS, PROF CRAIN SOUDIEN

Chair: Ingrid Gogolin, Universität Hamburg, Germany, Gogolin@uni-hamburg.de

- 1. The Politics of Learning: Working with Old and New Challenges and Opportunities in our Schools**
Prof Crain Soudien, Chief Executive Officer of the Human Sciences Research Council South Africa, crain.soudien@uct.ac.za

19:30-21:00 **WELCOMING RECEPTION** **Venue: Restaurant Thirty7**

08:30 - 10:00 **Venue: Ballroom East**

Social and Political Contexts of Education Transformation in the Global South

Organizer: Liesel Ebersöhn, University of Pretoria, South Africa, liesel.ebersohn@up.ac.za
Chair: Tsepo Mokuku, University of Lesotho, tmmokuku@yahoo.com

- 1. Feminism student movement in Chile: An attempt to make visible the colonial structure installed in institutions and minds**
Roxana Chiappa, University of Washington, USA, rchiappa@u.washington.edu
- 2. Gender and ethnicity as disputed categories in the search of educational transformation: challenges from Latin American contexts**
Patricia Ames, Pontificia Universidad Católica del Perú, Peru, pames@pucp.edu.pe
- 3. The conundrum of quality education: Education for relevance or education for all?**
Labby Ramrathan, University of Kwazulu-Natal, South Africa, ramrathanp@ukzn.ac.za
- 4. AET: Transformative space or catchment area for out-of- school youth?**
Doria Daniels, University of Stellenbosch, South Africa, doria@sun.ac.za
- 5. Hong Kong-Kenya Service Learning, Transforming or Reinforcing Social and Political Understanding?**
Gordon Tsui, The University of Hong Kong, Hong Kong, gtsui13@connect.hku.hk

Discussant: Linda Liebenberg, Dalhousie University, Halifax NS, Canada, Linda.Liebenberg@dal.ca

WERA 2018 South-to-South Invited Symposium

08:30 - 10:00 **Venue: Ballroom West**

JERA Invited Symposium: Reflection on the Japanese Education Model (J-model) from Global Perspectives

Organizer: Manabu Sato, Gakushuin University, Japan, learningsato@gmail.com
Chair: Ying-Yao Cheng, National Sun Yat-sen University, chengyy@mail.nsysu.edu.tw

- 1. The Two Japanese Models: From "East Asian Model" to School as Learning Community Model under Globalization**
Manabu Sato, Gakushuin University, Japan, learningsato@gmail.com
- 2. Globalization of Japanese Models of Education: Its History and Prospect**
Masako Nakamura, J.F.Oberlin University, masakosn@obirin.ac.jp
- 3. J-model learning assessment for reliving students' experiences in Ethiopia and Vietnam**
Atsushi Tsuku, JICA project in Ethiopia

WERA Invited Symposium

08:30 - 10:00 **Venue: Vasco da Gama**

Sexuality And Reproductive Health Of Adolescents

Organizer and Chair: Nyuiemedi Agordzo Edoh-Torgah, Department Of Psychology and Education, University of Education, Winneba, Ghana, naagordzo@gmail.com

- 1. Sexual and reproductive health issues: knowledge, attitude and practices of young people in-school with hearing impairment in Ghana**
Nyuiemedi Agordzo Edoh-Torgah, Department Of Psychology and Education, University of Education, Winneba, Ghana, naagordzo@gmail.com
- 2. The Importance of Sexuality Education for Unmarried Adolescents in Secondary Schools in Calabar, Nigeria**
Stella Jacks, University of Calabar, Nigeria, stellajacks13@gmail.com
- 3. Influence of Schools on Adolescent Sexuality In Ghana** Felicia Esinam Pufaa, University for Development Studies Faculty of Education, Department of Social Science and Business Education, fpufaa@gmail.com; Nyuiemedi Agordzo Edoh-Torgah, Department of Psychology and Education, University of Education, Winneba, Ghana, naagordzo@gmail.com
- 4. Early Sexual Life: The Perception of Out-Of-School Adolescent Girls at Ashtown of Kumasi Metropolis in Ghana**
Ficus Gyasi, Department of Interdisciplinary Studies, College of Technology Education-Kumasi, University of Education, Winneba, ficusmy@hotmail.com

Discussants: Stella Jacks, University of Calabar, Nigeria, stellajacks13@gmail.com; Felicia Esinam Pufaa, University for Development Studies Faculty of Education, Department of Social Science and Business Education, fpufaa@gmail.com

08:30 - 10:00 **Venue: Bartholomew Diaz**

Advancing Campus-Based Diversity and Inclusion Agendas from an Intersectional Approach Through Bridging Partnerships across the Academy and Student Affairs: Opportunities, Challenges, and Successes

Organizers and Co-Chairs: Monroe France, New York University, United States of America, mf60@nyu.edu; Lisa Coleman, New York University, lmc470@nyu.edu

- Learning to Plan together: From diversity to unity in the South African context". In Planning for Diversity – Education in Multi-ethnic Societies. IIEP, UNESCO, Paris**
Teboho Moja, New York University, tm45@nyu.edu
- Creating seamless connections: Intersecting the social and academic lives of students," Journal of Student Affairs in South Africa, 79-92: 2307-6267.**
Teboho Moja, New York University, The United States of America, tm45@nyu.edu; Monroe France, New York University, mf60@nyu.edu
- Internationalizing Your Student Affairs Practice: Global Advice for U.S. Professionals (ROUTLEDGE), Eds: Tamara Yakoboski and Brett Perozzi.**
Birgit Schreiber, Stellenbosch University, South Africa, birgitschreiber@sun.ac.za

Discussants: Teboho Moja, New York University, The United States of America, tm45@nyu.edu; Birgit Schreiber, Stellenbosch University, South Africa, birgitschreiber@sun.ac.za

08:30 - 10:00 **Venue: Sir Francis Drake**

International Positions on Equality in Education

Chair: Haroon Mahomed, Western Cape Education Department, South Africa, haroonlight@gmail.com

- Role of Equal Opportunity in Educational Attainment: A Case Study of West Bengal State in India**
Kanak Kanti Bagchi, North Bengal University, India, kkbagchi@hotmail.com
- Ethics of educational relationships – international standards?**
Catrin Renate Siedenbiedel, Universität Kassel, Germany, siedenbiedel@uni-kassel.de
- The flipped classroom – Is it leaving children with special needs and those in rural and impoverished communities behind?**
Amany Habib, The University of West Florida, United States of America, ahabib@uwf.edu; William Evans, The University of West Florida, United States of America, wevans@uwf.edu; Garry Hornby, Plymouth University, England, garryhornby@gmail.com; Marcia Pilgrim, Plymouth University, England, marciarosepilgrim@gmail.com
- Finding Inclusive and Social Constructivist Practices in Caribbean Classrooms**
Deon Edwards-Kerr, University of the West Indies, Jamaica, dmedwards.kerr@gmail.com; Joan Spencer-Ernandez, University of the West Indies, Jamaica, jorayja@gmail.com
- Exclusion of People with Disabilities in the Global South – the Cases of Kazakhstan and Uzbekistan**
Stephan Kehl, University of Rostock, Germany, stephan-kehl85@web.de

08:30 - 10:00 **Venue: Marco Polo**

Worldwide Lenses on the Role of Social Media and Technology in Education

Chair: Adeniran Gregory Adewusi, University of Pretoria, South Africa, gregade4all@gmail.com

- Rayleigh Fading Mitigation Techniques in Mobile Radio Communication Channels for Sustainable Mobile Learning Environment in Rural Africa**
Abubakar Sadiq Bappah, Abubakar Tafawa Balewa University, Bauchi, Nigeria, asbappah@gmail.com; Bulus Jekada, NEMA, North-West Zone Kaduna, Nigeria, bulusjeks@gmail.com
- The role of Facebook class groups for informal learning processes and class dynamics**
Jaël Muls, Vrije Universiteit Brussel, Belgium, jael.muls@vub.be; Valérie Thomas, Vrije Universiteit Brussel, Belgium, valerie.thomas@vub.be; Koen Lombaerts, Vrije Universiteit Brussel, Belgium, koen.lombaerts@vub.be; Chang Zhu, Vrije Universiteit Brussel, Belgium, chang.zhu@vub.be
- Adoption of Digital Tools by Public Schools: Case Studies from India**
Tanushree Rawat, University of Wisconsin-Madison, United States of America, trawat@wisc.edu; Karthik Rapaka, Indian School of Business, India, karthik_rapaka@isb.edu; Deepa Mani, Indian School of Business, India, deepa_mani@isb.edu
- The OECD and Digitalization in Education – A Socio-scientific Discourse Analysis on Education Policy Recommendations Concerning Digitalization**
Anna Moldenhauer, Humboldt University, Berlin, Germany, moldenha@hu-berlin.de; Marc Fabian Buck, Humboldt University, Berlin, Germany, marc.fabian.buck@hu-berlin.de; Thomas Koinzer, Humboldt University, Berlin, Germany, thomas.koinzer@hu-berlin.de
- "Technology is the answer, but what was the question?": About Politics of Educational Borrowing and policies of technology insertion in schools**
Geovana Mendonca Lunardi, Universidade do Estado de Santa Catarina, Brazil, geolunardi@gmail.com

08:30 - 10:00 **Venue: Schappen-Edward**

An International View of Educational Reform and Policy

Chair: Haroon Mahomed, Western Cape Education Department, South Africa, haroonlight@gmail.com

- Global Competencies as portrayed and promoted by the OECD: A policy text review**
Susan Ledger, Murdoch University, Australia, s.ledger@murdoch.edu.au; Michael Their, University of Oregon, mthier@uoregon.edu; Lucy Bailey, University of Nottingham Malaysia, Lucy.Bailey@nottingham.edu.my; Christine Pitts, University of Oregon, christinemtpitts@gmail.com
- Integrating Indicators of Education Quantity and Quality in Six Francophone African Countries**
Adaiah Keren Lilenstein, University of Stellenbosch, South Africa, alilenstein@gmail.com; Nicholas Spaul, University of Stellenbosch, South Africa, nicholasspaul@gmail.com
- The Development and Features of Health Education Model in Primary and Secondary Schools in China: A Textual Analysis of Policies after the Reform and Opening Up**
Ying Yuan, Beijing Normal University, People's Republic of China, bnuyuanying08@163.com; Wenli Liu, Beijing Normal University, People's Republic of China, 935275970@qq.com
- Implementation of an Israeli Ministry of Education's policy –Relationship between three hierarchic levels of stakeholders**
Roni Reingold, Achva Academic College, Israel, reingold@ACHVA.AC.IL; Orit Avidov-Ungar, Achva Academic College, Israel, oritav65@gmail.com

SESSION 2.1 | 08:30 - 10:00

08:30 - 10:00	Venue: Robben Island
International Views on Social Emotional Learning, Identify and Preparation for the Future	
Chair: Bruna Dalmaso Junqueira, Federal University of Rio Grande do Sul, Brazil, bdjunqueira@gmail.com	
<ol style="list-style-type: none"> The Significance of Emotions for Educational Biographies – Insights from a multi-methodological and highly participatory research project Matthias Huber, University of Vienna, Austria, matthias.huber@univie.ac.at Teachers' Beliefs about Social Emotional Learning: An Essential Factor that Make Change Possible in Primary Schools in China Yaqing Mao, Beijing Normal University, China, People's Republic of China, maoyaqing@bnu.edu.cn; Yuan Du, Beijing Normal University, China, People's Republic of China, duyuan2006@qq.com Effects of Adolescents' Perceptions of Supportive School Contexts on Expected Political Participation: A Person-Centered Analysis Frank Reichert, The University of Hong Kong, Hong Kong S.A.R. (China), reichert@hku.hk Teaching and Learning for Wisdom: Constructing Inclusive New Significant Paradigms for Educational Research Ibrahim Bin Ahmad Bajunid, Malaysian Association for Education (MAE), Malaysia, iabajunid@hotmail.com Let's Play Ball! An Examination Of Athletic Identity On Male Student- Athletes Retention Rate And Graduation Rate At Division I And Division Ii Colleges And Universities Leander Lorenzo Nash, Texas Southern University, United States of America, leanderl_nash@yahoo.com; Colletta Bloom, Texas Southern University, United States of America, bloomcm@tsu.edu; Jessica Davis, Texas Southern University, United States of America, davisjd@tsu.edu 	

08:30 - 10:00	Venue: Victoria
Higher Education Transformation Worldwide	
Chair: A. Lin Goodwin, University of Hong Kong, Hong Kong, alg25@hku.hk	
<ol style="list-style-type: none"> The Changes of Higher Education Institutional Landscape in post-Soviet Countries: Reforms and Continuities Daria Platonova, HSE University, Russian Federation, dplatonova@hse.ru; Isak Froumin, HSE University, Russian Federation, ifroumin@hse.ru; Anna Smolentseva, HSE University, Russian Federation, asmolentseva@hse.ru Mapping new and unbundled relationships between private providers and public universities: insights, implications and issues Laura Czerniewicz, University of Cape Town, South Africa, laura.czerniewicz@uct.ac.za; Rada Jancic Mogliacci, University of Cape Town, South Africa, rada.mogliacci@uct.ac.za; Sukaina Walji, University of Cape Town, South Africa, sukaina.walji@uct.ac.za Redefining quality in higher education: The concept of Juakalization Emmah Mwongeli Muema, Bowling Green State University, United States of America, emuema@bgsu.edu; Mathew R. Lavery, Bowling Green State University, United States of America, mlavery@bgsu.edu Lecturers' use of peer assessment as a possibility in the era of massification in higher education Vusi Jan Msiza, UKZN, South Africa, Msizav@ukzn.ac.za; Thabile Aretha Zondi, UKZN, South Africa, zondit2@ukzn.ac.za Measuring Master Level Students Satisfaction - Evidence from University of North Bengal, India Kanchan Datta, University of North Bengal, India, kanchan.datta@gmail.com 	

10:10 - 11:10	Venue: Ballroom East
KEYNOTE ADDRESS, PROF ECKHARD KLIEME	
Chair: Ruth Mampane, University of Pretoria, South Africa, ruth.mampane@up.ac.za	
<ol style="list-style-type: none"> Teaching Quality - Theoretical foundations, effectiveness studies, and cross-national comparison Prof Eckhard Klieme, German Institute for International Educational Research (DIPF) klieme@dipf.de 	

SESSION 2.2 | 11:20 - 12:50

11:20 - 12:50	Venue: Ballroom East
TERA-Taiwan Invited Symposium: Innovations and Talents Nurturing in Higher Education in the 21st Century	
Organizer and Chair: Ying-Yao Cheng, National Sun Yat-sen University, chengyy@mail.nsysu.edu.tw	
<ol style="list-style-type: none"> International Collaborations and Exchanges Between Taiwan and Southeast Asia: Higher Education Perspectives Chih-Wen Kuo, National Sun Yat-sen University, cwkuo@mail.nsysu.edu.tw; Hsueh-Hua Chuang, National Sun Yat-sen University, hsuehhua@g-mail.nsysu.edu.tw Imagine the future inventors: Development of creative teaching model for engineering students in Taiwan Hsiao-Chi Ho, Providence University, hohc0709@gmail.com The Role and Responsibility of Universities Today— National Sun Yat-sen University, Taiwan and the World Ying-Yao Cheng, TERA President/ National Sun Yat-sen University, Taiwan, chengyy@mail.nsysu.edu.tw; Chih-Wen Kuo, National Sun Yat-sen University, Taiwan, cwkuo@mail.nsysu.edu.tw 	
Discussants: Chih-Wen Kuo, National Sun Yat-sen University, cwkuo@mail.nsysu.edu.tw; Hsueh-Hua Chuang, National Sun Yat-sen University, hsuehhua@g-mail.nsysu.edu.tw; Hsiao-Chi Ho, Providence University, hohc0709@gmail.com	



11:20 - 12:50	Venue: Ballroom West
Research on Didactics – Learning and Teaching: Global South Perspectives	
Organizers: Ernest Kofi Davis, University of Cape Coast, Ghana, ekdavis@ucc.edu.gh; Brian Hudson, University of Sussex, United Kingdom, b.g.hudson@sussex.ac.uk	
Chair: Brian Hudson, University of Sussex, United Kingdom, b.g.hudson@sussex.ac.uk	
<ol style="list-style-type: none"> An Investigation into Junior High School Students' Unit Coordination Ability: The case of selected schools in two districts in the Central Region of Ghana Ebo Amuah, University of Cape Coast, Ghana, ebo.amuah@ucc.edu.gh Exploring Senior High School Students' Alternative Conceptions on Change of State of Matter Godwin Kwame Aboagye, University of Cape Coast, Ghana The Role of Motivation on Performance in Mathematics of Senior High School Students in The Cape Coast Metropolis Florence Christianah Awoniyi, University of Cape Coast, Ghana, fawoniyi@ucc.edu.gh Pre-Service Teachers' Conception of an Effective Science Teacher: The Case of Initial Teaching Training Kenneth Adu-Gyamfi, University of Cape Coast, Ghana, Kenneth.adugyamfi@ucc.edu.gh The Didactical Phenomenology in Learning the Circle Equation: The Case of the Ghanain High School Student Clement Ayarebilla Ali, University of Cape Coast, ayarebilla@yahoo.com; Ernest Kofi Davis, University of Cape Coast, Ghana, ekdavis@ucc.edu.gh 	
Discussant: Brian Hudson, University of Sussex, United Kingdom, b.g.hudson@sussex.ac.uk	



11:20 - 12:50 **Venue: Vasco da Gama**

Developing High Level Comprehension and Critical Thinking Skills as a Strategy for Addressing Global Literacy Challenges

Organizer: Gloria Ladson-Billings, University of Wisconsin-Madison, United States of America, gjladson@wisc.edu
Co-Chairs: Liesel Ebersöhn, University of Pretoria, South Africa, liesel.ebersohn@up.ac.za; Gloria Ladson-Billings, University of Wisconsin-Madison, United States of America, gjladson@wisc.edu

- The development of critical thinking skills in challenging education contexts**
Margaret Funke Omidire, University of Pretoria, funke.omidire@up.ac.za
- Assessing the role of peer learner-leaders in the facilitation of classroom discussions in a rural high school**
Sipikelelo Mugari, University of Pretoria, sipikelelomugari@gmail.com
- Development of critical-analytic thinking through teacher discourse moves and pedagogical principles in rural school**
Sheila Sefhedi, University of Pretoria, sheilasefhedi@gmail.com
- Implementation enablers and constrains of a school-based discourse intervention in a rural school**
Marisa Leask, University of Pretoria, marisa.leask@up.ac.za

Discussant: P. Karen Murphy, The Pennsylvania State University, pkm15@psu.edu

11:20 - 12:50 **Venue: Sir Francis Drake**

Global Perspectives on Youth Citizenship in Education

Chair: Loyiso Currell Jita, University of the Free State, South Africa, jitalc@ufs.ac.za

- An International Youth Position Paper on Global Citizenship and a Policy Encounter with UNESCO** Lynette Shultz, University of Alberta, Canada, lshultz@ualberta.ca; Carrie Karsgaard, University of Alberta, Canada, karsgaard@ualberta.ca; Thashika Pillay, University of Alberta, Canada, pillay@ualberta.ca; Karen Pashby, University of Alberta, Canada, K.Pashby@mmu.ac.uk
- Children's Rights in School and their Recognition: a Comparative Study**
Ilse Schrittmesser, University of Vienna, Austria, ilse.schrittmesser@univie.ac.at; Natascha Mitrovits, University of Vienna, Austria, natascha.mitrovits@gmx.at
- What Works in Youth Participation? - an overview of key findings from Future Youth Schools Forums project**
Anna Barbara Jarkiewicz, Univeristy of Lodz, Poland, anna.jarkiewicz@uni.lodz.pl
- Developing a Sense of Belonging as a Haitian youth in Miami through building a bicultural identity within street gangs**
Christine Keaney, Pacific Oaks College, United States of America, christinekeaney2015@gmail.com
- Political Engagement and Activism by Young People in Four Countries: Implications for Educators**
Ben Kirshner, University of Colorado Boulder, United States of America, ben.kirshner@colorado.edu; Jesica Fernández, Santa Clara University, USA, jsfernandez@scu.edu; Rashida Govan, Urban League of Louisiana, USA, rashidagovan@gmail.com; Taphadzwa Tivarange, University of Colorado Boulder, United States of America, taphadzwa.tivarange@colorado.edu

11:20 - 12:50 **Venue: Victoria**

Students with Disabilities and Assistive Technology Worldwide

Chair: Stephen Benigno, Texas A & M International, University United States, sbenigno@tamiu.edu

- Assistive Technology for Students with Disabilities: An International and Intersectional Approach**
Saili Kulkarni, California State University Dominguez Hills, United States of America, skulkarni@csudh-coe.org; Jessica Parmar, Redondo Beach Unified School District, United States of America, jparmar1@toromail.csudh.edu
- The status of Assistive Technology in schooling policies for students with disabilities from the perspective of inclusive education**
Flavia Faissal de Souza, Universidade do Estado do Rio de Janeiro, Brazil, flaviasouza.uerj@gmail.com
- Creating a Space for Undocumented Deaf-Latinx Immigrants in the United States**
Carla García-Fernández, California State University Northridge, United States of America, carla.garciafernandez@csun.edu
- Reflections on 'Deaf Epistemology': Social and Educational Implications**
Timothy G Reagan, University of Maine, United States of America, timothy.reagan@maine.edu

11:20 - 12:50 **Venue: Marco Polo**

Worldwide Views on Teacher Roles, Values and Satisfaction

Chair: Nhlanhla Mpofo, Sol Plaatje, University, South Africa, nhlanhla.mpofo@spu.ac.za

- Teacher Roles in Personalized Learning Environments: New Zealand and the United States**
Penny Bishop, University of Vermont, United States of America, pbishop@uvm.edu; Katy Farber, University of Vermont, United States of America, kathyfarber@gmail.com; Life LeGeros, University of Vermont, United States of America, lifelegeros@gmail.com
- Teachers' implicit theories, their use of certain methods in lessons and their job satisfaction. A comparison between a western country (Germany) and an eastern country (Japan)**
Horst Maximilian Zeinz, University of Münster, Germany, horst.zeinz@t-online.de; Masashi Urabe, Hiroshima City University, Japan, urabe@intl.hiroshima-cu.ac.jp
- Comparative International Study on Reasons for Choosing and Staying in Teaching in Poland, Jamaica, and Turkey**
Joanna Madalińska-Michalak, University of Warsaw, Poland, j.madalinska@uw.edu.pl; Cynthia Onyefulu, University of Technology, Jamaica, Conyefulu@utech.edu.jm; Bunyamin Bavli, Yildiz Technical University, Turkey, bunyaminbavli@gmail.com
- Who are the teachers which reach at retirement? A reading of the data of the Annual Social Information Report**
Andrea Gouveia, Paraná Federal University (Brazil)/ ANPED, Brazil, andrea-gouveia@uol.com.br
- Barriers to Attracting and Retaining Male Elementary Teachers**
Kathy R Fox, University of North Carolina Wilmington, United States of America, Foxk@uncw.edu

11:20 - 12:50 **Venue: Bartholomew Diaz**

Teacher Agency, Teachers and Teacher Education: Bringing South African Education Research Into Dialogue with Global Debates

Organizer and Chair: Lorna Balie, Cape Peninsula University of Technology, South Africa, lornabalie@gmail.com

- Teachers as agents of social cohesion in a violent society**
Lorna Balie, Cape Peninsula University of Technology, South Africa, lornabalie@gmail.com; Joyce Raanhuis, Cape Peninsula University of Technology, South Africa, Joyce.Raanhuis@live.nl; Yunus Omar, UCT, South Africa, yunus@cybersmart.co.za
- The relationship between knowledge and agency in the process of learning to teach in schools.**
Zahraa McDonald, Cape Peninsula University of Technology, South Africa, zahraamcdonald@hotmail.com; Marcina Singh, Cape Peninsula University of Technology, South Africa, marcinasingh@hotmail.com
- Teacher career governance, agency and possibilities for change**
Tarryn De Kock, Cape Peninsula University of Technology, South Africa, tarryngabidekock@gmail.com; Yusuf Sayed, University of Sussex, y.sayed@sussex.ac.uk

Discussant: Rada Mogliacci, UCT, South Africa, rada.mogliacci@gmail.com

11:20 - 12:50 **Venue: Schappen-Edward**

International Perspective on Higher Education Access, Support and Progress

Chair: Jean Veronica Fourie, University of Johannesburg, South Africa, jeanf@uj.ac.za

- Making shifts to get in: Mentor reflections on preparing students for access to higher education**
Jerome Paul Joorst, Stellenbosch University, South Africa, jpjoorst@sun.ac.za; Nokwanda Siyengo, Stellenbosch University, South Africa, noksiy@sun.ac.za
- The surprise of the APS**
Georina Westraadt, Two Oceans Graduate Institute, South Africa, georina.westraadt@togi.ac.za
- Overcoming the college departure puzzle in Ghanaian higher education**
Sylvia Kabumle Ocansey, University of Pretoria, South Africa, ocanseyarm@yahoo.com; Maximus Monaheng Sefotho, University of Pretoria, South Africa, maximus.sefotho@up.ac.za
- "I Didn't Want to Be A Statistic": Understanding Men of Color's Resistance and Resilience in College**
Derrick R. Brooms, University of Cincinnati, United States of America, drbrooms1@gmail.com
- The use of Ubuntu Pedagogy to Facilitate Academic Support in a Higher Education Classroom** Nomalungelo Ngubane, University of KwaZulu-Natal, South Africa, ngubanen3@ukzn.ac.za; Muzuyabonga Gumede, Mangosuthu University of Technology, gumdedema@mut.ac.za

13:00 - 14:30 **Venue: Ballroom East**

Critical Appraisal of Research Methods in Education: an Americas Perspective

Organizers: Pedro Alejandro Flores Crespo, Universidad Autónoma de Querétaro, pedro.florescrespo@uaq.mx; Felice J. Levine, AERA, flevine@area.net
Chair: Felice J. Levine, AERA, flevine@area.net

- What kind of research methods have we used in our research? To what extent were these methods potentially accurate to address our research questions? What were the main merits and limitations of such methods?**
 Patricia Ames Ramello, Instituto de Estudios Peruanos, Peru, pames@pucp.edu.pe
- Concepts, methods and techniques: Lesson drawn from empirical applications**
 Pedro Flores-Crespo, Autonomous University de Queretaro, pedro.florescrespo@uaq.mx
- Could the same research questions be addressed by different methodologies? What would be the main constraints to apply renovated research methods?**
 Geovana Mendonca Lunardi, Universidade do Estado de Santa Catarina, Brazil, geolunardi@gmail.com
- Is there an ideological atmosphere in some Latin American countries that might block methodological advancement? Could the current funding schemes be supporting a dominant or "hegemonic" way to research educational? Final summary**
 Barbara Schneider, Michigan State University, United States of America, bscheneid@msu.edu

Discussant: Pedro Flores-Crespo, Autonomous University of Queretaro, pedro.florescrespo@uaq.mx

WERA Americas Invited Symposium

13:00 - 14:30 **Venue: Ballroom West**

Effective Teachers' Communicative Strategies When Working with Linguistically Diverse Learners

Organizer and Chair: Karen Murphy, Penn State University, US, pkm15@psu.edu

- Primary Teachers' Use of Communicative Strategies for Linguistically Diverse Learners: A Cross-Cultural Case Study**
 Geraldine Mongillo, William Patterson University of New Jersey, mongillog@wpunj.edu; Dorothy Feola, William Patterson University of New Jersey, feolad@wpunj.edu; Rochelle Goldberg Kaplan, William Paterson University, Kaplanr@wpunj.edu; Vered Vaknin-Nusbaum, Western Galilee College, vered.vaknin@gmail.com; Randa Abbas, Western Galilee College, r_abas@walla.com; Ari Neuman, College of Western Galilee, arin@wgalil.ac.il
- Teachers' Communicative Strategies for Non-Native Language Learners in Science Lessons: A Cross-Cultural Case Study**
 Carrie Eunyong Hong, William Paterson University, hongE1@wpunj.edu; Jinsook Won, Seoul National University of Education, jinsook@snue.ac.kr
- Effective Communicative Strategies for Linguistically Diverse Learners: A review of the literature in Israel, South Korea, and the United States**
 Carrie Eunyong Hong, William Paterson University, hongE1@wpunj.edu; Geraldine Mongillo, William Patterson University of New Jersey, mongillog@wpunj.edu; Dorothy Feola, William Patterson University of New Jersey, feolad@wpunj.edu; Wayne, New Jersey, Vered Vaknin-Nusbaum, Western Galilee College, vered.vaknin@gmail.com; Randa Abbas, Western Galilee College, r_abas@walla.com

Discussant: Funke Omidire, University of Pretoria, funke.omidire@up.ac.za

WERA International Research Network (IRN) Invited Symposium

13:00 - 14:30 **Venue: Vasco da Gama**

Reimagining a Radical Pedagogy of Resistance: Race, Equity, and the Continued Search for Inclusive Postsecondary Learning Environments around the World

Organizer and Chair: Frank Tuitt, University of Denver, United States of America, frank.tuitt@du.edu

- Plantation Pedagogies in Contemporary Higher Education Classrooms: Instruments of the Slave Society and Manifestations of Plantation Politics**
 Saran Stewart, University of the West Indies-Mona, saranstewart@gmail.com
- Ritual, Power and Protest Higher Education**
 Pardis Mahdavi, University of Denver, pardis.mahdavi@du.edu
- Making Black Lives Matter in Postsecondary Classrooms: Reflections on Race, Pedagogy and the Creation of Racially Inclusive Learning Environments**
 Frank Tuitt, University of Denver, frank.tuitt@du.edu

Discussant: Frank Tuitt, University of Denver, Frank.tuitt@du.edu

13:00 - 14:30 **Venue: Bartholomew Diaz**

Comparative Examination of Early Childhood Education in Three Regions of the World: A Focus on Equity and Diversity

Organizer and Chair: Dina C. Castro, University of North Texas, United States of America, dina.castro@unt.edu

- Literacy as social practice in Early Childhood and Primary Education (5-7 years): Research and intervention design with children at risk of social exclusion in urban contexts**
 Francisco Núñez-Roman, University of Seville, Spain, fnroman@us.es; Dina C. Castro, University of North Texas, United States of America, dina.castro@unt.edu
- Intercultural bilingual education in Peru: A study with Shipibo communities**
 Dina Carmela Castro, University of North Texas, dina.castro@unt.edu; Nora Cépeda, Pontificia Universidad Católica del Perú, ncepeda@tarea.pe; Pilar Lamas, Pontificia Universidad Católica del Perú, plamas@pucp.edu.pe
- Developmentally Appropriate Practices and the Early Education System in Saudi Arabia**
 Sara Alharbi, University of North Texas, saraalharbi@my.unt.edu

Discussant: Francisco Nuñez-Roman, University of Seville, fnroman@us.es; Dina C. Castro, University of North Texas, dina.castro@unt.edu

13:00 - 14:30 **Venue: Sir Francis Drake**

Sexual Education and Sexualized Violence through International Lenses

Chair: Tara O'Neill, University of Hawaii – Manoa, United States, Toneill@hawaii.edu

- Assessing Students' Perception Towards The Teaching Of Sexuality Education In Senior Secondary Schools In Nigeria**
 Joy-Telu Hamilton-Ekeke, Niger Delta University, Nigeria, joyhamilton@ndu.edu.ng
- Knowledge Of Sexually Transmitted Infections And Socio-Demographic Factors Affecting High Risk Sex Among Unmarried Youths In Nigeria**
 Obasanjo Bolarinwa, Obafemi Awolowo University, Ile-Ife, Nigeria, bolarinwaobasanjo@hotmail.com
- Using participatory visual research to address sexual violence with rural and indigenous girls in South Africa and Canada: A transnational perspective**
 Astrid Jane Treffry-Goatley, University of KwaZulu-Natal, South Africa, Treffry-Goatley@ukzn.ac.za; Lisa Wiebesiek, University of KwaZulu-Natal, South Africa, WiebesiekL@ukzn.ac.za; Relebohile Moletsane, University of KwaZulu-Natal, South Africa, moletsaner@ukzn.ac.za; Claudia Mitchell, University of KwaZulu-Natal, South Africa, McGill University, Canada, claudia.mitchell@mcgill.ca; Naydene de Lange, Nelson Mandela University, South Africa, Naydene.deLange@nmmu.ac.za

13:00 - 14:30	Venue: Marco Polo
Internationalization of Higher Education	
Chair: Barbara C. Roquemore, Georgia College & State University United States, barbara.roquemore@gcsu.edu	
<ol style="list-style-type: none"> A Critical Review on the internationalization of Higher Education in South Korea Minho Yeom, Chonnam National University, Korea, Republic of South Korea, minho@jnu.ac.kr Reimagining Higher Education as a Field of Study: An Analysis of 495 Academic Programs, Research Centers, and Institutes across 48 Countries Worldwide Roy Y. Chan, Indiana University Bloomington, USA, rychan@indiana.edu An Examination of the Implementation of Ireland's New Higher Education System Performance Framework in the Context of the Common Characteristics of Performance Agreements Internationally Seamus O Shea, Institute of Technology Tralee, Ireland, seamus.oshea@staff.ittralee.ie; Joe O Hara, Dublin City University, Ireland, joe.ohara@dcu.ie Global Engagement in Higher Education Janaina Mourão Felipe, UniBH, Brazil, janaina.felippe@unibh.br Digital Methods as a Decolonial Approach to Internationalization Policy Analysis Lynette Shultz, University of Alberta, Canada, lshultz@ualberta.ca; Melody Viczko, University of Alberta, Canada, mviczko@uwo.ca; Carrie Karsgaard, University of Alberta, Canada, karsgaard@ualberta.ca; Shannon McKechnie, University of Alberta, Canada, smckech@uwo.ca 	

13:00 - 14:30	Venue: Schappen-Edward
Multicultural Pedagogies Across the Globe	
Chair: Ronel De Villiers, University of Pretoria, South Africa, ronel.devilliers@up.ac.za	
<ol style="list-style-type: none"> As the time goes by, the thought of place is deepened: Identities in transition and a call for inquiry about multicultural place-based pedagogy Vy V Dao, Michigan State University, United States of America, daovytems@gmail.com; Yue Bian, Michigan State University, United States of America, Bian@gmail.com Teaching strategies by gender, grade level and self-efficacy in Mexico Pedro Sanchez-Escobedo, Universidad Aitonoma de Yucatan, Mexico, psanchez@correo.uady.mx; Jesus Pinto-Sosa, Universidad Aitonoma de Yucatan, Mexico, psonsa@correo.uady.mx Understanding students' discomfort as a pedagogical means to teach multicultural education in the U.S. Vy V Dao, Michigan State University, United States of America, daovytems@gmail.com Cinema in school: a proposal of visual experimentation, culture and education Ana Carolina Domingues, Federal University of Sao Carlos, Brazil, anacarolina.domingues@gmail.com; Alan Victor Pimenta de Almeida Pales Costa, Federal University of Sao Carlos, Brazil, russo333@hotmail.com Organic writing to decode oppression: A border cross cultural study in the youth classroom Hilda Sotelo, University of Texas at El Paso, United States of America, yanethsotelo@hotmail.com 	

13:00 - 14:30	Venue: Robben Island
International Perspectives on Language and Culture	
Chair: Jerome Ellis Morris, University of Missouri-St. Louis, United States, morrisjer@umsl.edu	
<ol style="list-style-type: none"> Language and Power: Cultural Hegemony in EFL Course Books Dinçay Köksal, Canakkale Onsekiz Mart University, Turkey, dkoksal@yahoo.com; Ömer Gökhan Ulum, Adana Science and Technology University, Turkey, omergokhanulum@gmail.com When Early Literacy Assessment Differs from Instruction, Thinking, and Culture: An Educator's Teacher's Quagmire Ramona Jean Perkins, Xavier University, United States of America, rperkins@xula.edu; Sloane Marie Signal, Xavier University, United States of America; ssignal@xula.edu; Larkin Page, Xavier University, United States of America, rereading76905@yahoo.com; Zwila Martinez, Social Bridges, Inc., zburks@xula.edu Critical Pedagogy in the Foreign Language Classroom: Striving for Social Justice Timothy G Reagan, University of Maine, United States of America, timothy.reagan@maine.edu; Terry A Osborn, University of South Florida, Sarasota-Manatee, United States of America, terrysosborn@sar.usf.edu; Ming Tso Chien, University of Maine, United States of America, ming.chien@maine.edu Linguistic relativity and ideas in science: The case of Chinese students' pre-instructional ideas about the earth Xiaowei Tang, Research Center of Basic Education, Southwest University, People's Republic of China, xiaowei.tang@gmail.com; Liu Yang (Research Center of Basic Education, Southwest University, People's Republic of China, 1822743313@qq.com The effect of teachers' expectation on ethno-linguistic minority students' academic enjoyment in Australia, Singapore, and the United States Hara Ku, Hanyang University, Korea, Republic of South Korea, haraku.edu@gmail.com; Yun-Kyung Cha, Hanyang University, Korea, Republic of South Korea, yunkyung@hanyang.ac.kr 	

13:00 - 14:30	Venue: Victoria
International Positions on Science, Technology, Engineering and Mathematics (STEM) Learning	
Chair: Barbara Rácz, Independent Researcher, China, barbara.racz@gmail.com	
<ol style="list-style-type: none"> Applying Social-Cognitive Career Theory to Understand the STEM Career Development of Students in Taiwan Wei-Cheng Joseph Mau, Wichita State University, United States of America, joseph.mau@wichita.edu; Yun-Hwa Mau, Wichita Public School District, United States of America, YMau@usd259.net; Shr-Jya Chen, Tunghai University, Taiwan, sjc@thu.edu.tw; Chi-Chau Lin, Tunghai University, Taiwan, chilin@thu.edu.tw; Kai-Mei Chen, Chun-Shan Medical University, kmchen@csmu.edu.tw The Plight of Funding STEM Higher Education in a Developing Economy: Issues, Trends and Opportunities Abubakar Sadiq Bappah, Abubakar Tafawa Balewa University, Bauchi, Nigeria, asbappah@gmail.com; Bello Garba Kofar-Sauri, Universiti Tun Hussein Onn Malaysia, Johor, Malaysia, bellogks@gmail.com Enhancing Student Situational Engagement via a Project Based Learning Chemistry Unit: A Case Study in Finland Sini Janna Inkinen, University of Helsinki, Finland, janna.inkinen@helsinki.fi; Ari Myllyviita, Viikki Teacher Training School, ari.myllyviita@helsinki.fi; Alekski Markkanen, Viikki Teacher Training School, aleksi.markkanen@helsinki.fi; Jari Lavonen, University of Helsinki, Finland, jari.lavonen@helsinki.fi Closing the Mathematical Gender Gap in Higher Education: A comparative case study of the US and Kenya Orpha Kemunto Ongiti, Africa Nazarene University, Kenya, oongiti@anu.ac.ke Low socio-economic status of students: A forest to hide for dysfunctional education systems caused by uneven opportunities for learning mathematics in early years Nosisi Nellie Feza, Central University of Technology, South Africa, nosisi.piyose@gmail.com 	

SESSION 2.3 | 13:00 - 14:30

SESSION 2.3 | 13:00 - 14:30

13:30 - 15:00

Venue: Old Harbour Lobby

Poster Sessions

1. **Indigenizing the Deaf Education Through Demissionization**
Rezenet Tsegay Moges, California State University, Long Beach, United States of America, rezenet.moges-riedel@csulb.edu
2. **Latinx Deaf Undocumented Students Navigating Postsecondary Education in the U.S.**
Jamila Guerrero-Cantor, California State University East Bay, United States of America, jamilagc@gmail.com
3. **The Research findings: The Level of Educational Knowledge Transfer in Czech Republic**
Michaela Spurná, Masaryk University, Czech Republic, spurna@ped.muni.cz
4. **Analysis on the Development of Middle and High School Students' Ethics of Responsibility in China**
NA SU, Shanghai Academy of Educational Sciences, People's Republic of China, saranasu@163.com
5. **Training and Perspectives of Speech-Language Pathologists Serving African American English-Speaking Students**
Dionna Louise Latimer-Hearn, Notre Dame of Maryland University, United States of America; REACT Initiative, dionnalatimer@yahoo.com
6. **Reversing the School to Prison Pipeline: Previously Incarcerated Youth in Community College**
Tabitha Paige Conaway, San Francisco State University, United States of America, conawaytabitha@gmail.com
7. **The Presence and Prioritization of American School Counseling Domains in Ghana**
Richard Ezra Hall, Vanderbilt University, United States of America, richard.hall.1@vanderbilt.edu
8. **Cross-Cultural Online Collaborative Learning: Competence, Compassion, and Commitment**
Yunchai Chen, National Sun Yat Sen University, Taiwan, yun_chai@yahoo.com; Hsueh-Hua Chuang, National Sun Yat Sen University, Taiwan, hsuehhua@g-mail.nsysu.edu.tw; Han-Chin Liu, National Chiayi University, Taiwan, hanchinliu@gmail.com
9. **Managing situations and emotions of learners' stress in South African rural schools**
Martin Duma, University of the Free State, South Africa, dumaman@ufs.ac.za
10. **Primary school teacher as a victim of bullying in the workplace**
Tomas Cech, Palacký University in Olomouc, Czech Republic, tomas.cech@upol.cz; Simona Dobesova Cakirpaloglu, Palacký University in Olomouc, Czech Republic, simonacakirpaloglu@gmail.com; Jana Kvintova, Palacký University in Olomouc, Czech Republic, jana.kvintova@upol.cz
11. **Experiences of Faculty and Staff Participating in UndocuAlly Training**
Ana Maria Barrera, San Francisco State University, United States of America, abarrera@sfsu.edu
12. **Education in the African Diaspora: A comparative analysis of education in Cuba and the US**
Lashia Antonia Bowers, Clemson University, United States of America, lashiab@g.clemson.edu
13. **The Significance of "Past Future Literature" for College Education: On Kazuo Ishiguro's Never Let Me Go and Mitsuharu Inoue's Saikai Nuclear Plant**
Akiyo Kaneko, Bunri University of Hospitality, Japan, kaneko@bunri-c.ac.jp
14. **Training in research as a potential predictor of research output: the case of the University of Zambia**
Madalitso Khulupirika Banja, University of Zambia, Zambia, chilusbanja@yahoo.com

13:30 - 15:00

Venue: Old Harbour Lobby

Poster Sessions

15. **China Study Abroad Programme: Expanding Student Learning Horizon**
Yali Zou, University of Houston, United States of America, YZou@Central.Uh.Edu
16. **The sustainable way of teaching Mathematical content to Afromontane learners through the use of malepa game**
Tshele John Moloj, University of the Free State, South Africa, moloijt@ufs.ac.za
17. **Cultivating Connectedness, Competency and Consciousness through African Diaspora Curriculum**
Rhonesha LaChaun Blache, Teachers College, Columbia University/African Diaspora Consortium, United States of America, blache@tc.columbia.edu
18. **Preparing individuals to leave the institutional care from the perspective of the directors of the children's homes**
Tomas Cech, Palacký University in Olomouc, Czech Republic, tomas.cech@upol.cz; Veronika Stenclova, Palacký University in Olomouc, Czech Republic, veronika.stenclova@upol.cz
19. **Putting Theory Into Practice: Using Gardner's Six Entry Points to Teaching for Understanding**
Helen-Ann Ireland, University of Massachusetts Amherst, United States of America, hireland@educ.umass.edu
20. **The Documents As Proof Of The History Of Society, Their Contradictions, Conflicts And Movements That Influence Educational Actions**
Nadia Bigarella, Universidade Católica Dom Bosco, Brazil, nadia@ucdb.br; Alessandro Lewandowski, Universidade Católica Dom Bosco, Brazil, advaglew@gmail.com

14:40 - 15:40

Venue: Ballroom East

KEYNOTE ADDRESS, PROF PRUDENCE CARTER

Chair: Joanna Madalińska-Michalak, University of Warsaw, Poland, jmadalinska@uw.edu.pl

1. **Education's Limitations and Its Radical Potential in a Global Society**
Prof Prudence Carter, Dean, Graduate School of Education, Berkeley, plcarter@berkeley.edu

15:50 - 17:20 **Venue: Ballroom East**

AERA Invited Symposium: Innovations in Education

Organizer and Chair: Barbara Schneider, Michigan State University, USA, bschneid@msu.edu

- Developing Capacity for Stronger Innovation in Education: Building an International Community of Practice**
Stephan Vincent Lancrin, Organization for Economic Co-operation and Development, Stephan.vincent-lancrin@oecd.org
- Venturing into the Unknown with a Teacher Education Practicum at a South African University**
Elizabeth Henning, University of Johannesburg, ehenning@uj.ac.za
- Improving Finnish Teacher Education through a National Teacher Education Forum**
Jari Lavonen, University of Helsinki, jari.lavonen@helsinki.fi
- Engagement in Science in Chile**
Beatrice Avalos-Bevan, University of Chile, bavalos254@gmail.com
- OECD 2030 Learning Framework**
Katariina Salmela-Aro, University of Helsinki, katarina.salmela-ar0@helsinki.fi

Discussant: Barbara Schneider, Michigan State University, USA, bschneid@msu.edu

WERA
Member
Association
Invited
Symposium

15:50 - 17:20 **Venue: Ballroom West**

Reading Literacy and Associated Reading Interventions for High-Risk Children

Organizer and Chair: Surette Van Staden, University of Pretoria, South Africa, surette.vanstaden@up.ac.za

- Back to basics: Teaching pre-reading skills in multilingual classrooms**
Funke Omidire, University of Pretoria, funke.omidire@up.ac.za
- A literacy project in Sri Lanka: moving from memory recall to critical thinking teaching**
Janet Condy, Cape Peninsula University of Technology, condyj@cput.ac.za
- Implementing Success for All in South Africa: Implications for intervention research theory and practice**
Surette Van Staden, University of Pretoria, surette.vanstaden@up.ac.za

Discussant: Karen Roux, University of Pretoria, karen.roux@up.ac.za

WERA
International
Research Network
(IRN) Invited
Symposium

15:50 - 17:20 **Venue: Vasco da Gama**

Reimagining Global Access to Postsecondary Education (GAPS) Perspectives of GAPS Partners

Organizer and Chair: Catherine Mary Millett, Educational Testing Service, United States of America and GAPS, cmillett@ets.org

- Post-Secondary Education for a Sustainable Future**
Naziema Jappie, University of Cape Town, South Africa, naziema.jappie@uct.ac.za
- Towards a More Critical and Inclusive Pedagogy: Diversity and Equity Considerations for Postsecondary Classrooms around the Globe**
Saran Stewart, University of the West Indies, Jamaica, saranstewart@gmail.com; Frank Tuitt, University of Denver, USA, frank.tuitt@du.edu
- Transfuse: Making the Case for Embedding Global Learning in Tertiary Education**
Catherine Mary Millett, Educational Testing Service, USA and GAPS, cmillett@ets.org; Susana Menéndez, The Hague University of Applied Sciences, Netherlands, m.s.menendez@hhs.nl; Wátte Zijlstra, The Hague University of Applied Sciences, Netherlands, w.zijlstra@hhs.nl; Catherine Millett, Educational Testing Service, USA and GAPS, cmillett@ets.org

Discussant: Mary Tupan-Wenno, ECHO Center for Diversity Policy/GAPS, Netherlands, marytupan@echo-net.nl

15:50 - 17:20 **Venue: Bartholomew Diaz**

What/Who is a Teacher?

Organizer and Chair: Kate Reynolds, Bath Spa University, United Kingdom, k.reynolds@bathspa.ac.uk

- Being a teacher**
Irma Eloff, University of Pretoria, irma.eloff@up.ac.za
- Cushioning reality shock: Mainstreaming equity through cultural scaffolding for student teachers in Hong Kong**
Celeste Yuen, Education University, Hong Kong, cymyuen@eduhk.hk
- What is a teacher? An examination of the English situation**
Kate Reynolds, Bath Spa University, k.reynolds@bathspa.ac.uk

Discussant: Kate Reynolds, Bath Spa University, k.reynolds@bathspa.ac.uk

15:50 - 17:20 **Venue: Sir Francis Drake**

Science, Technology, Engineering and Mathematics (STEM) Learning in Schools Worldwide

Chair: Yusuke Sakurai, The University of Tokyo, Japan, sakurai@g.ecc.u-tokyo.ac.jp

- The evaluation of School-Based STEM Intervention Programme: Possible Benefits of Using Quantitative and Qualitative approach**
Josip Burusic, Ivo Pilar Institute of Social Sciences, Zagreb, Croatia, Josip.Burusic@pilar.hr; Toni Babarovic, Ivo Pilar Institute of Social Sciences, Zagreb, Croatia, Toni.Babarovic@pilar.hr; Mirta Blazev, Ivo Pilar Institute of Social Sciences, Zagreb, Croatia, mblazev@yahoo.com; Predrag Pale, University of Zagreb, Faculty of Electrical Engineering and Computing, Zagreb, Croatia, Predrag.Pale@fer.hr; Tomislav Jagust, University of Zagreb, Faculty of Electrical Engineering and Computing, Zagreb, Croatia, Tomislav.Jagust@fer.hr; Juraj Petrovic, University of Zagreb, Faculty of Electrical Engineering and Computing, Zagreb, Croatia, Juraj.Petrovic@fer.hr
- Teacher Professional Development (PD) for STEM education - Adaptation for students with intellectual disabilities (ID)**
Winnie Wing Mui So, The Education University of Hong Kong, Hong Kong S.A.R. (China), wiso@eduhk.hk; Jia Li, Capital Normal University, China, lijia515@163.com; Qianwen He, The Education University of Hong Kong, Hong Kong S.A.R. (China), s1122615@s.eduhk.hk; Tian Luo, The Education University of Hong Kong, Hong Kong S.A.R. (China), luotian@s.eduhk.hk
- Building a school culture that supports out-of-field teachers: School leaders, STEM and the out-of-field teaching phenomenon**
Anna Elizabeth Du Plessis, Learning Sciences Institute Australia, Australia, anna.duplessis@uqconnect.edu.au
- The School to Prison Pipeline and the Global Imperative in STEM**
Odis Johnson Jr., Washington University in St. Louis, United States of America, o.johnson@wustl.edu

15:50 - 17:20 **Venue: Marco Polo**

An International View on Decolonization

Chair: Maximus Monaheng Sefotho, University of Pretoria, South Africa, Maximus.sefotho@up.ac.za

- Decolonizing Pedagogies - Teaching and Learning in and for context**
Haroon Mahomed, Western Cape Education Department, South Africa, haroonlight@gmail.com
- Educational Policy at the light of Post-Colonial theories**
Jesus Maria Sousa, University of Madeira, Portugal, angi@staff.uma.pt
- Indigenising the curriculum through classroom integration of play and learning using ukudlala izindlu**
Nosipho Bele, University of Kwa Zulu - Natal, South Africa, BeleN@ukzn.ac.za
- Enabling rural families to help young children make smooth transitioning to school**
Leetoane Eunice Sibeko, University of the Free State, South Africa, sibekole@ufs.ac.za

SESSION 2.4 | 15:50 - 17:20

SESSION 2.5 | 17:30 - 19:00

15:50 - 17:20 **Venue: Schappen-Edward**

Global Perspective on Sexual Abuse

Chair: Juanita Ann, Morris, Teachers College, Columbia University, United States, jam2412@tc.columbia.edu

- Child Sexual Abuse in India: Issues and Concerns**
Bijaya Kumar Malik, NCERT, India, bijayancert@gmail.com
- Counseling sexually abused children: lessons from Ghana and Zambia**
Nyuiemedi Agordzo Edoh-Torgah, University Of Education, Winneba, Ghana, naagordzo@gmail.com; Marien Matafwali, Zambia Police Headquarters, Lusaka, marienmatafwali@yahoo.com; Felicia Esinam Pufaa, University Of Development Studies, Tamale, Ghana, fpufaa@gmail.com
- Principals Discuss the Impact of Educator Sexual Misconduct on a Community**
Elisabeth Morris Krimbill, Texas A&M- San Antonio, United States of America, ekrimbill@att.net

15:50 - 17:20 **Venue: Robben Island**

Global Lenses on Diversity in Higher Education

Chair: Carolyn Herrington, Florida State University, United States, CHerrington@FSU.EDU

- Financing Higher Education in Tanzania through Students' Loans Board Scheme: Narrowing or Widening the Gap of Social inequalities?**
Samson John Mgaiwa, The University of Hong Kong, Hong Kong S.A.R. (China), mgaiwa12@mail.com
- "Addressing Inequality" – Experiential Learning in the Community Leadership Module at the National University of Singapore**
Angie Xue Yun Tan, College of Alice and Peter Tan, National University of Singapore, angietan@nus.edu.sg; Lai Yong Tan, College of Alice and Peter Tan, National University of Singapore, drtanlaiyong@nus.edu.sg
- The Educational Diversity Project Follow-Up (EDP-2): A Ten-Year Follow-Up Study of Law School Educational Diversity Experiences, Social Attitudes, Career Paths and Personal Experiences**
Walter Allen, University of California Los Angeles, USA, wallen@ucla.edu; Chantal Jones, University of California Los Angeles, USA, chantalj@ucla.edu; Channel McLewis, University of California Los Angeles, USA, cmclewis@ucla.edu; Daniel Harris, University of California Los Angeles, USA, dph28@ucla.edu; Gadise Regassa, University of California Los Angeles, USA, gregassa@ucla.edu; Larry McDaniel, Jr., University of California Los Angeles, USA, larrymcdaniel@ucla.edu
- The 'Martha Effect': The compounding female advantage in South African higher education**
Nic Spaul, Stellenbosch University, South Africa, nicspaul@gmail.com
- Culture And Participation In Physical Education And Sport: The Case Of Tertiary Female Students In Masvingo, Zimbabwe**
Jenet Mudekunye, Great Zimbabwe University, Zimbabwe, jenetmudekunye@gmail.com

15:50 - 17:20 **Venue: Victoria**

Context of Leadership Across the Globe

Chair: Lauri Johnson, Boston College, United States, lauri.johnson@bc.edu

- Revisiting the Intangibles of Educational Leadership: Reimagining Domain/Dimension Inclusive Educational Leadership Research**
Ibrahim Bin Ahmad Bajunid, Malaysian Association for Education (MAE), Malaysia, iabajunid@hotmail.com
- The Politics of Diversity in Schools: Exploring Experiences and Challenges of Black School Leaders in the Greater Toronto Area, Canada**
Ann Elizabeth Lopez, OISE/University of Toronto, Canada, ann.lopez@utoronto.ca
- Transformational Supervision of Instruction**
Stephen Benigno, Texas A & M International University, United States of America, sbenigno@tamui.edu
- Leading sustainable academic improvement: Labelling and accountability as motivational factors**
Jan Heystek, North-West University, South Africa, jan.heystek@nwu.ac.za
- Balancing between the Heart and the Mind in Educational Leadership**
Alia Sheety, Cabrini University and Walden University, United States of America, alia.sheety@cabrini.edu; Stefania Forte-Costa, Cabrini University, stephania.forte@cabrini.edu; Fadeel Joubran, Arab College of Education, Oranim Academic College, Israel, Fadeelj@gmail.com

17:30 - 19:00 **Venue: Victoria**

GERA-Germany Invited Symposium: Designing and Creating Societal Innovation

Organizer and Chair: Susanne Maria Weber, Phillips University of Marburg, Germany, Susanne.maria.weber@staff.uni-marburg.de

- Quo Vadis Organizational Education? (A Bar camp format: an innovative participatory approach)** Susanne Maria Weber, Phillips University of Marburg, Susanne.maria.weber@staff.uni-marburg.de; Susanne Elsen, University of Bolzano, Susanne.elsen@unibz.it; Aila-Leena Matthies, University of Jyväskylä, Aila-Leena.Matthies@chydenius.fi; Ingo Stamm, University of Jyväskylä, Ingo.Stamm@chydenius.fi

Discussants: Susanne Elsen, University of Bolzano, Susanne.elsen@unibz.it; Ingo Stamm, University of Jyväskylä, Ingo.Stamm@chydenius.fi



17:30 - 19:00 **Venue: Ballroom East**

Research, Evidence, and Reimagining Teacher Education Worldwide

Organizer: Felice J. Levine, AERA, flevine@aera.net
Chair: Irma Elof, University of Pretoria, South Africa, Irma.eloff@up.ac.za

- Building an Evidence-Base for Teacher Education: A Longitudinal Study**
Ee-Ling Low, Nanyang Technological University, eeling.low@nie.edu.sg
- Learning from Accomplished Teacher Educators: New Directions for Teacher Education Internationally**
A Lin Goodwin, The University of Hong Kong, alg25@hku.hk; Simone White, Monash University, simone.white@monash.edu; Clare Kosnik, University of Toronto, clare.kosnik@utoronto.ca; Jean Murray, University of East London, j.m.f.murray@uel.ac.uk; Clive Beck, University of Toronto, clive.beck@utoronto.ca
- Crafting Teacher Education Policy from Evidence – Promising Approaches Worldwide**
Carolyn Herrington, Florida State University, cherrington@admin.fsu.edu



17:30 - 19:00 **Venue: Bartholomew Diaz**

Decolonization Research from a Worldwide Perspective

Chair: Elisabeth Morris Krimbill, Texas A&M- San Antonio, United States, ekrimbill@att.net

- Multiple methodologies: Using community-based participatory research and decolonizing methodologies in Kenya**
Brent Carson Elder, Rowan University, United States of America, elderb@rowan.edu
- Par/Desi Approaches to Educational Research: De/colonizing Methodologies Privileging Global South**
Kakali Bhattacharya, Kansas State University, United States of America, kakalibh@ksu.edu
- Woke Positionalities: Three scholars from three different disciplines endeavor reimagine data collection in the field**
Jenay R Sermon, Florida State University, United States of America, jrs06g@my.fsu.edu; Kristal Moore Clemons, Florida State University, United States of America, kmclemonsphd@gmail.com; Kendra L Mitchell, Florida A&M University, United States of America, Kendra.Mitchell1@gmail.com
- Africentric Epistemologies Directing Research on African Issues for Authentic Outcomes.**
Therese Mungah Tchombe, Centre for Research in Child and Family Development and Education, Cameroon, tmtchombe@yahoo.co.uk; Lambert Wirdze, Centre for Research in Child and Family Development and Education, Cameroon, lambertwirdze@gmail.com
- The Philosophical Understanding of our Local Knowledge in the Post-Colonial Lesotho: A Multidisciplinary Illustration of Hybrid Knowledge**
Lekholokoe Leshota, National University of Lesotho, Lesotho, paulleshota@gmail.com; Niko Lephoto, National University of Lesotho, Lesotho, lephotoniko@yahoo.com; Molisana Molisana, National University of Lesotho, Lesotho, mmolisana@gmail.com; Tšepo Mokuku, National University of Lesotho, Lesotho, tmmokuku@yahoo.com

17:30 - 19:00 **Venue: Vaso da Gama**

Using International Student Assessments to Understand School, Teacher, and Teaching Related Factors in Educational Effectiveness

Organizer: Eckhard Klieme, DIPF German Institute for International Educational Research, Frankfurt, Germany, klieme@dipf.de
Chair: Hermann-Josef Abs, University of Duisburg-Essen, Germany, h.j.abs@uni-due.de

- Understanding mathematics achievement amongst learners in South Africa**
Lolita Winnaar, South African Human Sciences Research Council, lwinnaar@hsr.ac.za
- Trends in qualification and participation in professional development of South African math teachers**
Caroline Long, University of Johannesburg, South Africa, clong@uj.ac.za; Heike Wendt, University of Oldenburg, Germany, heike.wendt@tu-dortmund.de; Daniel Kasper, University of Hamburg, Germany, daniel.kasper@uni-hamburg.de
- Moving beyond league table standings: How Measures of Opportunity to Learn (OTL) can inform educational quality and policy directives**
Surette van Staden, University of Pretoria, South Africa, surette.vanstaden@up.ac.za; Celeste Combrinck, University of Pretoria, South Africa, celeste.combrinck@up.ac.za; Mishack Tshela, University of Pretoria, South Africa, mishak.tshele@up.ac.za; Nelladee Macleod Palane, University of Pretoria, South Africa, nelladee.palane@up.ac.za
- Teaching quality in secondary school mathematics: International comparative findings and national validation of student reports in PISA 2012**
Eckhard Klieme, DIPF German Institute for International Educational Research, Frankfurt, Germany, klieme@dipf.de; Susanne Kuger, German Youth Institute, Munich, Germany, kuger@dji.de

Discussant: Hermann-Josef Abs, University of Duisburg-Essen, Germany, h.j.abs@uni-due.de

17:30 - 19:00 **Venue: Marco Polo**

Multilingualism Across the Globe

Chair: Jennifer Lynn Doyle, University of South Carolina, United States, doylej006@gmail.com

- Bilingual Teaching Epistemologies in the New Era of Bilingual Education in the United States**
Magaly Lavadenz, Loyola Marymount University, United States of America, mlavaden@lmu.edu
- Comparative Study of Dual Language Programs in U.S. and China** Xiaoling Ying, University of Massachusetts, United States of America, eileen1024ying@gmail.com
- Developing co-constructive translanguaging artefacts: implementing translanguaging in primary school**
Yagmur Celik, University of Hamburg, Germany, yagmur.celik@uni-hamburg.de; Anouk Ticheloven, University of Hamburg, Germany, anouk.ticheloven@uni-hamburg.de; Sara Fürstenau, University of Hamburg, Germany, sara.fuerstenau@uni-hamburg.de
- The Unfulfilled Promises of Learning English: Language Ideologies in a Prison-based English as a Second Language Programme**
Luz A. Murillo, Texas State University, United States of America, l_m456@txstate.edu; Jim Sosnowski, University of Illinois Urbana Champaign, United States of America, jsosnow2@illinois.edu

17:30 - 19:00 **Venue: Sir Francis Drake**

Transnational Educational Experiences from a Global Perspective

Chair: Nuraan Davids, Stellenbosch University, South Africa, nur@sun.ac.za

- Opportunities for Integration of Refugees in Higher Education**
Roland Happ, Universität Mainz, Germany, roland.happ@uni-mainz.de; Zlatkin-Troitschanskaia Olga, Universität Mainz, Germany, troitschanskaia@uni-mainz.de; Reinhardt Franziska, Universität Mainz, Germany, f.reinhardt@uni-mainz.de; Deribo Tobias, Universität Mainz, Germany, toderibo@uni-mainz.de; Nell-Müller Sarah, Universität Mainz, Germany, nell-mueller@uni-mainz.de
- The Challenges and Dilemmas of Educating Syrian Refugees in Turkey**
Hasan Aydin, Florida Gulf Coast University, United States of America, haydin@fgcu.edu; Mahmut Gundogdu, The University of California, Riverside, United States of America, mahmutgundogdu@hotmail.com
- Integration and education of transnational children: Perspectives of U.S. and Italian K-12 Educators**
Mariella Espinoza-Herold, Northern Arizona University, United States of America, mariella.herold@nau.edu; Rina Contini, University of Chieti-Pescara, Italy, rm.contini@unich.it
- Education for a Transnational Democracy: Democratic Inclusion and Exclusion of Citizens & the Role of Education**
Britta Bresler, Karl-Franzens-Universität Graz, KPH Graz, netPOL, britta.bresler@uni-graz.at
- Citizenship education for non-citizens? How teachers in the United States and Northern Ireland conceptualize and enact citizenship education for immigrant youth**
Terrie Epstein, City University of New York, United States of America, terrie.epstein@gmail.com

17:30 - 19:00 **Venue: Schappen-Edward**

Instructional Approaches and Achievement

Chair: Brittany Harker Martin, University of Calgary, Canada, bhmartin@ucalgary.ca

- Classroom cultures for success: Strategies for developing student perseverance through the lens of mathematics education**
Eric Mayes, Johns Hopkins University/School of Education, United States of America, Eric.Mayes@jhu.edu; Christina Bifulco, Johns Hopkins University/School of Education, United States of America, cbifulc1@jhu.edu
- Professionalism, Availability and Usage of Biology Facilities as Correlates to Students Achievement in Public Secondary Schools, Ibadan, Nigeria**
Afolakemi & Olasumbo Oredein, Lead City University, Nigeria, opefolake1@yahoo.com; Joy & Anne Osigwe, Lead City University, Nigeria, osigwejoyanne@gmail.com
- Economics and management sciences teachers' prospects and possibilities in curriculum practices.** Molaodi David Tshelane, The University of the Free State, South Africa, tshelanemd@ufs.ac.za; Elisabeth M Wepener The University of the Free State, South Africa, elzewepener@gmail.com
- Using faded worked-examples in two Grade 9 Mathematics classes in South Africa- what works and what doesn't?**
Ashley Maria Elkington, University of Oxford, South Africa, ashley.elkington@education.ox.ac.uk
- Enhancing learners spatial skills for sustained graphic communication through multimedia**
Masabata Agnes Tlali, University of Free State, South Africa, tlalima@ufs.ac.za; Nixon Teis, University of Free State, South Africa, njpteis@ufs.ac.za; Boitumelo Moreeng, University of Free State, South Africa, bbmoreeng@ufs.ac.za

17:30 - 19:00 **Venue: Robben Island**

Voices on Social Justice in Education from a Global Stance

Chair: George Wimberly, American Educational Research Association, United States, gwimberly@aera.net

- Adaptive Strengths and Black Male Persistence: Global Implications for Engineering Graduate Education**
Brian A. Burt, Iowa State University, United States of America, burt@iastate.edu; Krystal L. Williams, University of Alabama, United States of America, krystal.l.williams@ua.edu; William A. Smith, University of Utah, United States of America, William.Smith@utah.edu
- Becoming Decidedly Black: Anti-Blackness and the Contemporary Education of Black (Male) Youth in Global Context**
Chezare A. Warren, Michigan State University, United States of America, chezare@msu.edu
- Racial Identity and Sense of Belonging's Impact on the Academic Motivation of African American High School Students**
Colette Boston, National University, Sanford School of Education, cmb4387@lausd.net
- Lessons Learned from Studying Black American Adolescents' Experiences with Racial Discrimination in School**
Aletha Marie Harven, California State University, Stanislaus, United States of America, alethaharven@gmail.com
- Comparative Insights Between African and African-American Adolescents' Perceptions of Educational Opportunities and Constraints in Kenya and the United States**
Jerome Ellis Morris, University of Missouri-St. Louis, United States of America, morrisjer@umsl.edu; Jepkorir Rose Chepyator-Thomson, University of Georgia, United States of America, jchepyat@uga.edu

17:30 - 19:00 **Venue: Ballroom West**

Reconceptualising Education in Sub-Saharan Africa

Organizer and Chair: Maximus Sefotho, University of Pretoria, South Africa, maximus.sefotho@up.ac.za

- Understanding education systems across West Africa**
Funke Omidire, University of Pretoria, funke.omidire@up.ac.za
- Analysis of education statistics in Southern Africa**
Ruth Mampane, University of Pretoria, ruth.mampane@up.ac.za
- The long walk to reconceptualization of education: A suggested conceptual framework**
Ruth Aluko, University of Pretoria, ruth.aluko@up.ac.za

Discussant: Maximus Sefotho, University of Pretoria, maximus.sefotho@up.ac.za

19:00-21:00 **TERA-GACC RECEPTION** **Venue: Ballroom East**

08:00 - 10:00 **Venue: Ballroom East**

AMIE Invited Symposium: Undertaking Second Order of Sexual Harassment to Eradicate Gender-Based Violence

Organizer and Chair: Rocio Garcia Carrion, University of Deusto, Spain, Rocio.garcia@deusto.es

- Promoting prevention of SOSH in compulsory education to eradicate gender violence from early ages**
Rocio García Carrion, University of Deusto, Rocio.garcia@deusto.es
- Implications of SOSH beyond the feminist struggle against gender violence on the Roma community**
Fernando Macías Aranda, University of Barcelona, fernandomacias@ub.edu
- Language and communication as a means to prevent SOSH in the university community**
Tinka Schubert, University Rovira I Virgili, tinkatabea.schubert@urv.cat

Discussant: Felice J. Levine, AERA, flevine@area.net

WERA Member Association Invited Symposium

08:00 - 10:00 **Venue: Ballroom West**

Reimaging Leadership and Partnerships in Black and Latinx Communities: Advocating Across the Diaspora

Organizer and Chair: Lauri Johnson, Boston College, USA/University of Nottingham, UK, lauri.johnson@bc.edu

- "Making a Way Out of No Way": Historical Portraits of Black Women Leaders in the UK**
Terry Watson, City College, CUNY, twatson@ccny.cuny.edu; Lauri Johnson, Boston College, USA/University of Nottingham, UK, lauri.johnson@bc.edu
- Valuing the Racial and Linguistic Motherwork of African American and Latinx Families in U.S. School Communities**
Camille M. Wilson, University of Michigan, camillew@umich.edu; Lucila D. Ek, University of Texas at San Antonio, lucila.ek@utsa.edu
- Designing Better: A Case Study of Partnerships, Design-based Research and Cultural Historical Activity Theory for Educational Design**
Renata Love Jones, Boston College; Meredith Moore, Boston College; Patrick Proctor, Boston College

Discussant: Kobus Mentz, North West University, South Africa, Kobus.mentz@nwy.ac.za

WERA International Research Network (IRN) Invited Symposium

08:00 - 10:00 **Venue: Vasco da Gama**

Understanding how a Legacy of Colonialism shapes School Spaces in Ways that Facilitate the Experience of Bullying: Experiences from South Africa, Canada and New Zealand

Organizer and Chair: Vanessa Scherman, UNISA, South Africa, scherv@unisa.ac.za

- Understanding how a legacy of colonialism shapes school spaces in ways that facilitate the experience of bullying: Experiences from New Zealand**
Jackie Sanders, Massey University, j.sanders@massey.ac.nz
- Understanding how a legacy of colonialism shapes school spaces in ways that facilitate the experience of bullying: Experiences from Canada**
Linda Liebenberg, Linda.Liebenberg@dal.ca, Linda.Liebenberg@dal.ca
- Understanding how a legacy of colonialism shapes school spaces in ways that facilitate the experience of bullying: Experiences from South Africa**
Vanessa Scherman, University of South Africa, scherv@unisa.ac.za

Discussant: Linda Liebenberg, Dalhousie University, Linda.Liebenberg@dal.ca

08:00 - 10:00 **Venue: Bartholomew Diaz**

International Student Experiences in Education

Organizer and Chair: Lucia Sonja van Putten, University of Pretoria, South Africa, sonja.vanputten@up.ac.za

- Understanding how a legacy of colonialism shapes school spaces in ways that facilitate the experience Constructing teaching knowledge across continents: experiences of Fulbright Foreign Language Teaching Assistants**
Nhlanhla Mpofo, Sol Plaatje University, South Africa, nhlanhla.mpofo@spu.ac.za
- How to Understand Transnational Psychological Well-being of Chinese International Students?**
Yue {Juliette} Zhu, University of Pennsylvania, United States of America, juliettezhu@gmail.com
- The long-term impacts of short-term international courses on students' perceptions of their personal growth**
Yusuke Sakurai, The University of Tokyo, Japan, sakurai@g.ecc.u-tokyo.ac.jp
- Drawing on Community Cultural Wealth: Educational Experience of International Students at an American Elite Boarding School**
Diamond Howell, University of Wisconsin-Madison, United States of America, dahowell@wisc.edu
- Equity and Access: An International Perspective on Student Engagement, Creativity, and Pedagogy**
Marco A. Nava, Los Angeles Unified School District, United States of America, mnava@lausd.net; Imelda L. Nava, University of California Los Angeles (UCLA), inava@ucla.edu

08:00 - 10:00 **Venue: Sir Francis Drake**

Teacher Education Worldwide

Organizer and Chair: Georina Westraadt, Two Oceans Graduate Institute, South Africa, georina.westraadt@togi.ac.za

- Video Reflection: Application of 21st Century Skills in Teacher Education**
Elizabeth Truesdell, Dominican University of California, United States of America, elizabeth.truesdell@dominican.edu; Shadi Roshandel, Dominican University of California, United States of America, shadi.roshandel@dominican.edu; Jacquelyn Urbani, Dominican University of California, United States of America, jaci.urbani@dominican.edu
- Internationalization of Teacher Education and Educational Research in the Euregio**
Barbara Gross, Free University of Bozen-Bolzano, Italy, barbara.gross2@unibz.it
- Teacher education across the globe: Centering cultural pluralism and critical literacy**
Amber Jean Marie, Kutztown University of Pennsylvania, United States of America, pabon@kutztown.edu; David Green; Howard University; david.s.green@howard.edu
- In the wake of internationalization**
Rosane Karl Ramos, Pontifical Catholic University of Rio de Janeiro, Brazil, rokarl35@yahoo.com.br

08:00 - 10:00 **Venue: Marco Polo**

Female Voices on Social Justice from a Global Stance

Chair: Doria Daniels, Stellenbosch University, South Africa, Doria@sun.ac.za

- Accountability for gender equality in education: developing an innovative indicator framework for the SDGs**
Relebohile Moletsane, University of KwaZulu-Natal, South Africa, moletsaner@ukzn.ac.za; Elaine Unterhalter, University College London, United Kingdom, e.unterhalter@ucl.ac.uk
- Becoming a Sailor: An Analytic Autoethnographic Account of Navigating Tensions as a 'Woke' White Woman Working for Racial Justice**
Jennifer Lynn Doyle, University of South Carolina, United States of America, doylej006@gmail.com
- Studying Engineering Abroad: A Phenomenological Study of International Women of Color in Engineering**
Tonisha Lane, University of South Florida, United States of America, tblane@usf.edu; Kali Morgan, University of South Florida, United States of America, kali5@mail.usf.edu; Ebony Perez, University of South Florida, United States of America, ewilson@mail.usf.edu; Amanda Torrellas, University of South Florida, United States of America, atorrellas@usf.edu
- Writing with Girls to Rewrite the World**
Efrain Brito, Stanford University, United States of America, boricua@stanford.edu
- Principles and Practices of Caring Communities: Women's Participation in the Public Spheres of Education in Contemporary India Comparative Study with Grand Valley State University Educational Foundations**
Susan Francis Carson, Grand Valley State University College of Education, United States of America, carsons@gvsu.edu

SESSION 3.1 | 8:30 - 10:00

SESSION 3.2 | 11:20 - 12:50

08:00 - 10:00	Venue: Schappen-Edward
Worldwide Lenses on Transnational Educational Discourses	
Chair: Monroe France, New York University, United States, monroe.france@nyu.edu	
<ol style="list-style-type: none"> Educational opportunities and challenges for immigrant students in three Icelandic universities: Languages and teaching methods Hanna Ragnarsdóttire, University of Iceland, Iceland, r.hannar@hi.is; Anh-Dao Trane; University of Iceland, Iceland, adt@hi.is The Role of School in Examining Interethnic Relations in a Site of Anti-Immigrant Violence Roberto Martinez, Brooklyn College, United States of America, roberto.martinez.phd@gmail.com The arrival of Haitians in the State of Mato Grosso, Brazil: an emerging educational need Carlos Alberto Caetano, Universidade Federal de Mato Grosso, Brazil, caettao@gmail.com; Lineuza Leite Moreira, Universidade Federal de Mato Grosso, Brazil, lineuza@gmail.com; Filomena Maria de Arruda Monteiro, Universidade Federal de Mato Grosso, Brazil, filarruda@hotmail.com Challenges of Transnationalization for Studies on Citizenship Education by the International Association for the Evaluation of Educational Achievement (IEA) Hermann J. Abs, Universität Duisburg-Essen, Germany, h.j.abs@uni-due.de Comparative teacher experiences, attitudes and strategies in the classrooms with refugee pupils Seyda Subasi, University of Vienna, Austria, seyda.subasi@univie.ac.at 	

11:20 - 12:50	Venue: Old Harbour Lobby
Doctoral and Early Career (DEC) Network Event	
Chair: Joanna Madalińska-Michalak, University of Warsaw, Poland, j.madalinska@uw.edu.pl	
Starting with Capacity: A Revolutionary Idea in Planning & Monitoring Student Learning in Health, Personal & Social Development	
Organizers and Co-Chairs: Dan Laitsch, Simon Fraser University, CA, dlaitsch@fsu.ca; Doug McCall, International School Health Network, CA, dmccall@internationalschoolhealth.org	
<ol style="list-style-type: none"> Finding space in the crowded landscape of health, personal and social development Dan Laitsch, Simon Fraser University, CA, dlaitsch@fsu.ca A Data-based Understanding of the Current Capacities in Education Systems Doug McCall, International School Health Network, CA, dmccall@internationalschoolhealth.org Current & Potential Teacher Education in One Context Olawale Akanbi Moronkola, University of Ibadan, walemoronkola@yahoo.com Example of a Working Hypothesis on Minimum Student Learning in a selected Educational Paradigm Doug McCall, International School Health Network, CA, dmccall@internationalschoolhealth.org 	
Discussant: Luke Duesbery, San Diego State University, duesbery@mail.sdsu.edu	



08:00 - 10:00	Venue: Robben Island
Cross-National Perspective on Pre-Service Teacher Professional Development	
Chair: Carole Collins Ayanlaja, Eastern Illinois University, United States, cayanlaja@gmail.com	
<ol style="list-style-type: none"> Transnational Research To Inform Context Conscious Pre-Service Teacher Assessment Standards Johannes Machiel Dreyer, University of South Africa, South Africa, dreyejm1@unisa.ac.za; Anna Elize Du Plessis, Learning Sciences Institute Australia, anna.duplessis@acu.edu.au Sustainable Assessment Of University Student Teachers On Work Integrated Learning Dlamini Moeketsi, University of The Free State, South Africa, dlamini@ufs.ac.za Preservice science teachers' process skills in an inquiry-based classroom: a Cultural-Historical Activity Theory (CHAT) perspective Nazeem Edwards, Stellenbosch University, South Africa, nedwards@sun.ac.za Mathematical Thinking and Preservice Teacher Education in South Africa Bruce John Lindsay Brown, Rhodes University, South Africa, B.Brown@ru.ac.za; Erna Lampen, Stellenbosch University, South Africa, ernalampen@sun.ac.za; Sharon McAuliffe, Cape Peninsula University of Technology, South Africa, McAuliffeS@cput.ac.za 	

11:20 - 12:50	Venue: Bartholomew Diaz
Global Education Research Agenda's on Inclusion	
Chair: Roy Y. Chan, Indiana University Bloomington, United States, rychan@indiana.edu	
<ol style="list-style-type: none"> Understanding the exclusion/inclusion conundrum in Southern African education Dipane Joseph Hlalele, University of Kwazulu-Natal, South Africa, hlaleled@ukzn.ac.za; Munyaradzi Chidarikire, University of Zimbabwe, mchidas78@gmail.com; Niko Lephoto, National University of Lesotho, lephotoniko@yahoo.com; Patrick Mwelil, University of Kwazulu-Natal, South Africa, mwelip@ukzn.ac.za Intersections between class teaching strategies and individualization in inclusive contexts Silvia Dell'Anna, Free University of Bozen-Bolzano, Italy, silvia.dellanna@unibz.it Identifying Barriers to Inclusion: Status of Special Needs Education in the Commonwealth Caribbean Joan Juliet Spencer-Ernandez, University of the West Indies, Jamaica, jorayja@gmail.com; Deon Marie Edwards-Kerr, University of the West Indies, Jamaica, dmedwards.kerr@gmail.com; Paula Daley-Morris, University of the West Indies, Jamaica, paula.daley@uwi.edu.jm Including the Excluded: Teacher Education and Educator Practices for Inclusive Education of Children Left-Behind by Emigrating Parents in Harare, Zimbabwe Mahlapahlapana Themane, University of Limpopo, South Africa, mahlapahlapana.themane@ul.ac.za The state of inclusive education within South African teacher education – a roadmap forward Thomas Salmon, Centre for International Teacher Education, CPUT, South Africa, tomsalmon@yahoo.com; Sahar Mohy-Ud-Din, Centre for International Teacher Education, CPUT, South Africa, mohyuddin.sahar@gmail.com 	

10:10 - 11:10	Venue: Ballroom East
KEYNOTE ADDRESS, PROF EE LING LOW	
Chair: Liesel Ebersöhn, University of Pretoria and World Education Research Association	
<ol style="list-style-type: none"> Personalized Teacher Learning and the Role of Education Research: Global Perspectives for the 21st Century Prof Ee Ling Low, Dean of Teacher Education at the National Institute of Education, Nanyang Technological University, eeling.low@nie.edu.sg 	

11:20 - 12:50	Venue: Robben Island
Teacher Identity and Education Worldwide	
Chair: Jamie Schlais Barnes, Virginia Commonwealth University, United States, jamie.barnes@globeval.com	
<ol style="list-style-type: none"> Men teaching young children: "you can never be too sure what their intentions might be" Shaaista Moosa, University of KwaZulu-Natal, South Africa, shaaistamoosa@yahoo.com; Deevia Bhana, University of KwaZulu-Natal, South Africa, bhanad1@ukzn.ac.za I shook her hand because I thought she was a man": An autoethnographic view on boundaries between male educators and lesbian parents Yolandi Woest, University of Pretoria, South Africa, yolandi.woest@up.ac.za Teacher values in institutional acts: Lesson study in Post-Socialist era in Vietnam Atsushi Tsukui, International Development Center of Japan, Japan, rxm07301@nifty.ne.jp Teachers as Agents of Change: Focus on Early Years' Classroom Assessment Don Albert Klinger, University of Waikato, New Zealand, don.klinger@waikato.ac.nz; Nicholas Wachira, Aga Khan University, Tanzania, nicholas.wachira@aku.edu 	

11:20 - 12:50	Venue: Sir Francis Drake
Global Findings on Vocational on Apprenticeship Education	
Chair: Yali Zou, University of Houston, United States, YZou@Central.Uh.Edu	
<ol style="list-style-type: none"> Apprenticeship and works councils in Germany: Does codermination contribute to the quality of apprenticeship training? Christiane Eberhardt, Federal Institute for Vocational Education and Training BIBB, Germany, eberhardt@bibb.de; Klaus Berger, Federal Institute for Vocational Education and Training BIBB, Germany, berger@bibb.de; Pfeifer Harald, Federal Institute for Vocational Education and Training BIBB, Germany, harald.pfeifer@bibb.de The Role of Postsecondary Career & Technical Education (CTE) in Improving College and Career Outcomes and Factors Influencing the Completion of those Programs in the US, South Africa, Israel, and Switzerland Louis Jacobson, George Washington Institute of Public Policy, United States of America, new.horizons.lj@gmail.com Youth Participatory Action Research (YPAR) as Pedagogy in Career and Technical Education (CTE) Rebecca Colina Neri, University of California, Los Angeles, United States of America, r.neri@ucla.edu Coordination of Actors and Governance in the Development of Training Standards, an international comparison Isabelle Le Mouillour, Federal Institute for Vocational Education and Training, Germany, lemouillour@bibb.de A study of the employability of Upper Basic School (UBS) leavers in The Gambia, Nigeria & Senegal Burama L. J. Jammeh, Educational Research Network for West and Central Africa (ERNWACA), Gambia, bjammeh47@gmail.com; Alpha Dia Educational Research Network for West and Central Africa (ERNWACA), Gambia, bdoulalphadia@hotmail.com; Dayo Odukoya Educational Research Network for West and Central Africa (ERNWACA), Gambia, dayo_odukoya@yahoo.com; Yves Bennett Educational Research Network for West and Central Africa (ERNWACA), Gambia, benett@btinternet.com; Cheikhou Touré Educational Research Network for West and Central Africa (ERNWACA), Gambia, tourecheikhou.sn@gmail.com 	

11:20 - 12:50	Venue: Bartholomew Diaz
Global Education Research Agenda's on Inclusion	
Chair: Roy Y. Chan, Indiana University Bloomington, United States, rychan@indiana.edu	
<ol style="list-style-type: none"> Understanding the exclusion/inclusion conundrum in Southern African education Dipane Joseph Hlalele, University of Kwazulu-Natal, South Africa, hlaleled@ukzn.ac.za; Munyaradzi Chidarikire, University of Zimbabwe, mchidas78@gmail.com; Niko Lephoto, National University of Lesotho, lephotoniko@yahoo.com; Patrick Mweli, University of Kwazulu-Natal, South Africa, mwelip@ukzn.ac.za Intersections between class teaching strategies and individualization in inclusive contexts Silvia Dell'Anna, Free University of Bozen-Bolzano, Italy, silvia.dellanna@unibz.it Identifying Barriers to Inclusion: Status of Special Needs Education in the Commonwealth Caribbean Joan Juliet Spencer-Ernandez, University of the West Indies, Jamaica, jorayja@gmail.com; Deon Marie Edwards-Kerr, University of the West Indies, Jamaica, dmedwards.kerr@gmail.com; Paula Daley-Morris, University of the West Indies, Jamaica, paula.daleymorris@uwi.edu.jm Including the Excluded': Teacher Education and Educator Practices for Inclusive Education of Children Left-Behind by Emigrating Parents in Harare, Zimbabwe Mahlapahlapana Themane, University of Limpopo, South Africa, mahlapahlapana.themane@ul.ac.za The state of inclusive education within South African teacher education – a roadmap forward Thomas Salmon, Centre for International Teacher Education, CPUT, South Africa, tomsalmon@yahoo.com; Sahar Mohy-Ud-Din, Centre for International Teacher Education, CPUT, South Africa, mohyuddin.sahar@gmail.com 	

11:20 - 12:50	Venue: Schappen-Edward
Educational Assessment Worldwide	
Chair: Linh Dang, University of Rochester, United States, ldang6@u.rochester.edu	
<ol style="list-style-type: none"> The effect of curriculum and school factors on TIMMS mathematics scores: A cross-national study Buket Eren Janssen, Dumlupinar University, Turkey, buketin2003@yahoo.com; Bengü Börkan, Boğaziçi University, Turkey, bengu.borkan@boun.edu.tr Examining student- and school-level factors affecting 4th graders' science achievement: Two-level multilevel path analyses of TIMSS 2015 in five Asian regions Winnie Wing Mui So, Department of Science and Environmental Studies, The Education University of Hong Kong, Hong Kong, China, wiso@eduhk.hk; Yu Chen, Department of Science and Environmental Studies, The Education University of Hong Kong, Hong Kong, China, chenyu@eduhk.hk; Kam Ming Lim, Office of Academic Administration and Services, Psychological Studies, National Institute of Education, Singapore, kamming.lim@nie.edu.sg; Kong-ju Mun, Research Institution of Curriculum and Instruction, Ewha Womans University, Korea, munkongju@gmail.com; Young-shin Park, Department of Earth Science Education, College of Education, Chosun University, Korea, parkys@chosun.ac.kr; Chomg-Jee Guo, Graduate Institute of Science Education, National Changhua University of Education, Taiwan, pfcjguo@cc.ncue.edu.tw; David Sorrell, Independent Education Consultant, Hong Kong, China, davidssorrell1973@gmail.com; Hisashi Otsuji, Faculty of Science and Engineering, Toyo University, Japan, otsuji@toyo.jp External Evaluation Of Schools And The Teaching Of Mathematics: A Study Involving Teachers From Primary To Elementary School Marta Isabel Pinto, Minho University, Portugal, Marta.pinto32@gmail.com Investigating the Mathematics tested in the NSSCO Examination framework in Namibia Elizabeth Ndjendja, Ministry of Education Arts and Culture, Namibia, etndjendja@gmail.com; Bruce Brown, Rhodes University, South Africa, b.brown@ru.ac.za Procedures for Diminishing Limitations of Different Validity Arguments Constructed by Different Validators Using the Same Instrument and Same Results Charles Secolsky, Resources in Education for Urban Schools, United States of America, csecolsky@gmail.com; Abdulelah Allqarni, King Abdul-Aziz University Saudi Arabia, amsalqrni@kau.edu; Thomas Judd, United States Military Academy, United States of America, thomas.udd@usma.edu 	

11:20 - 12:50	Venue: Marco Polo
Pertinent Issues in Language Worldwide	
Chair: Heike Wendt, TU Dortmund University, Germany, heike.wendt@tu-dortmund.de	
<ol style="list-style-type: none"> The Importance of Controlling for Language Skills When Assessing the Correlation Between Young Adults' Knowledge and Understanding of Personal Finance and Migration Background Roland Happ, Universität Mainz, Germany, roland.happ@uni-mainz.de; Manuel Förster, University of Bamberg, Germany, manuel.foerster@uni-bamberg.de PIAAC and the South – Is Southering the new Othering? Global Expansion of dominant Discourses on Adult Literacy Anke Grotlueschen, Universität Hamburg, Germany, anke.grotlueschen@uni-hamburg.de Power, Diversity, and Language-in-education Policies for Ethnic Minorities in Hong Kong Fang Gao, The Education University of Hong Kong, Hong Kong S.A.R., China, fgao@eduhk.hk The academic language proficiency of primary school teacher education students at a South African university Dean van der Merwe, University of Johannesburg, South Africa, deanvdm@uj.ac.za Preparing school administrators to understand literacy instruction Carol Sue Christy, Georgia College, United States of America, carol.christy@gcsu.edu; Barbara Roquemore, Georgia College, United States of America, barbara.roquemore@gcsu.edu 	

13:00 - 14:30	Venue: Old Harbour Lobby
Capacity Development: Making Partnerships with Families Work	
Course Director: Trina Osher, Huff Osher Consulting, Strengthening Partnerships with Families, trina@osher.com	

13:00 - 14:30	Venue: Ballroom West
Supporting Whole Child Development in Western Europe and North America: The Present and the Future	
Organizer and Chair: Elizabeth Spier, American Institutes for Research, espier@air.org	
<ol style="list-style-type: none"> Mapping of Whole Child Education Supports in Western Europe and North America Elizabeth Spier, American Institutes for Research, espier@air.org; David Osher, American Institutes for Research, dosher@air.org; Scott Pulizzi; Andrew Wayne, American Institutes for Research, awayne@air.org Using a Large Data Set to Explore Relationships Between Neighborhood Factors, Conditions for Learning, and Behavioral and Academic Outcomes David Osher, American Institutes for Research, dosher@air.org; Chenna Cotla; Sange Aurora; Elizabeth Davis Learning from Neuroscience and Implementation Science to Strengthen Holistic Education Elizabeth Spier, American Institutes for Research, espier@air.org; Frederik Leenknecht; David Osher, American Institutes for Research, dosher@air.org 	
Discussant: Rocio Garcia Carrion, University of Deusto, Spain, Rocio.garcia@deusto.es	

13:00 - 14:30	Venue: Vasco da Gama
Culturally Relevant/Sustaining Pedagogies in International Contexts: The Worldwide "Problem of Blackness"	
Organizer and Chair: Gloria Ladson-Billings, University of Wisconsin-Madison, United States of America, gjladson@wisc.edu	
<ol style="list-style-type: none"> Hip Hop as Culturally Sustaining Pedagogy in Cape Town, South Africa H. Samy Alim, University of California, Los Angeles, halim@ucla.edu; Adam Haupt, University of Cape Town, adam.haupt@uct.ac.za Culturally Relevant Pedagogy in the age of education reform Adrienne Dixson, University of Illinois, Urbana-Champaign, addixson@gmail.com Reimagining a Restorative Justice Agenda in Education: A Comparative Look Maisha Winn, University of California, Davis, mtwinn@ucdavis.edu; Lawrence Winn, University of California, Davis, mtwinn@ucdavis.edu Learning Under Occupation: Engaging Culturally Relevant Pedagogy In Occupied Palestine Marc Lamont Hill, Temple University, marclamonthill@gmail.com From the Bronx to Bahia: Culturally Relevant Pedagogy as a form of Black Consciousness Gloria Ladson-Billings, University of Wisconsin-Madison, gjladson@wisc.edu 	
Discussant: Jonathan Jansen, Stellenbosch University, jonathanjansen@sun.ac.za	

13:00 - 14:30	Venue: Bartholomew Diaz
Canadian, Lesotho and South African perspective on higher education for cognitive justice	
Organizers and Co-Chairs: Eugene Gabriel Machimana, University of Pretoria, eugene.machimana@up.ac.za; Lynette Shultz, University of Alberta, lshultz@ualberta.ca	
<ol style="list-style-type: none"> Global citizenship and cognitive justice have a strong presence in the higher agenda: South African perspective Eugene Gabriel Machimana, University of Pretoria, eugene.machimana@up.ac.za; Liesel Ebersöhn, University of Pretoria, liesel.ebersohn@up.ac.za; Maximus Monaheng Sefotho, University of Pretoria, maximus.sefotho@up.ac.za Disability, resilience and career construction in rural Lesotho Maximus Monaheng Sefotho, University of Pretoria, maximus.sefotho@up.ac.za Cognitive Justice and the Geo-Politics of Knowledge: Mapping Fields of Knowledge in Education Syllabi at Canadian Universities Lynette Shultz, University of Alberta, lshultz@ualberta.ca; Maren Elfert, University of Alberta, melfer@ualberta.ca; Carrie Karsgaard, University of Alberta, ckarsgaard@ualberta.ca Rearticulating solidarity as a "hegemonic form of knowing" Thashika Pillay, University of Alberta, pillay@ualberta.ca 	

13:00 - 14:30	Venue: Sir Francis Drake
International Views on Sustainable Learning Environments	
Chair: Violeta Vainer, FLACSO, Argentina, jacaranda@infovia.com.ar	
<ol style="list-style-type: none"> Characteristics of Resilient Schools: View from the Principals' and Teachers' Side Sergey Kosaretsky, National Research University Higher School of Economics, Russian Federation, skosaretski@hse.ru; Marina Pinskaya, National Research University Higher School of Economics, Russian Federation, mpinskaya@hse.ru; Roman Zvyagintsev, National Research University Higher School of Economics, Russian Federation, rzvyagincev@hse.ru Understanding Quality Education Better through School Self-Review Susan L Hillman, Saginaw Valley State University, United States of America, shillman@svsu.edu; Kavita Anand, Adhyayan Quality Education Services Pvt Ltd, India, kavita.anand@adhyayan.asia; Amisha Modi, Adhyayan Quality Education Services Pvt Ltd, India, amisha.modi@adhyayan.asia Improvement proposal for the educational model of a school in Cancun through the benchmarking strategy Andrés Gerardo Echavarría Quintero, Tecnológico de Monterrey, México, andrechavarría89@hotmail.com; Carolina Rojas Aristizábal, Tecnológico de Monterrey, México, carojasaristizabal@gmail.com; Karla Denisse Favela Colin, Tecnológico de Monterrey, México, preconde@gmail.com; Camila Isolina Holguín Ochoa, Tecnológico de Monterrey, México, A01681438@gmail.com; Carlos Alberto Fonseca Bello, Tecnológico de Monterrey, México, carlosalbertof72@gmail.com Sustainable Learning Environments in the Fourth Industrial Revolution: Education Research Across Contexts Makeresemese Qhosola, University of the Free State, South Africa, QhosolaMR@ufs.ac.za; Sechaba Mahlomaholo, Walter Sisulu University, South Africa, mmahlomaholo@wsu.ac.za 	
Discussant: Elizabeth Spier, American Institutes for Research, espier@air.org	

13:00 - 14:30	Venue: Marco Polo
Parental Involvement Across the Globe	
Chair: Dan Laitsch, Simon Fraser University, Canada, dlaitsch@sfu.ca	
<ol style="list-style-type: none"> Middle school student and parent perceptions of parental involvement: associations with school achievement Valérie Thomas, Vrije Universiteit Brussel, Belgium, valerie.thomas@vub.be; Jaël Muls, Vrije Universiteit Brussel, Belgium, jael.muls@vub.be; Koen Lombaerts, Vrije Universiteit Brussel, Belgium, koen.lombaerts@vub.be; Jeltsen Peeters, Vrije Universiteit Brussel, Belgium, jeltsen.peeters@vub.be Voices of mothers with children having intellectual disabilities Zeynep Hande Sart, Boğaziçi University, Turkey, hande.sart@boun.edu.tr; Gökçe Piroğlu-Çakmak, Kartal Ergenekon İbrahim Şakir Primary School, Turkey, gokce_piroglu@yahoo.com Engaging With My Children's Education Shifted My Worldview: Exploring Transformative Learning Through Immigrant Parent Involvement Doria Daniels, Stellenbosch University, South Africa, Doria@sun.ac.za Perceived effect of single mother parenting on students' academic performance in selected high schools in Mangaung, Bloemfontein, South Africa Ruth Olujoke Adesokan, Central University of Technology, Cape Town, South Africa, bodmaskc@yahoo.com; Alfred Henry Makura, Central University of Technology, Cape Town, South Africa, amakura@cut.ac.za Parents' authentic participation in a United States public school to advocate for their Black children's education success Carole Collins Ayanlaja, Eastern Illinois University, United States, ccollinsayanlaja@eiu.edu; Alison Taysum, University of Leicester, United Kingdom, ast11@le.ac.uk 	

13:00 - 14:30	Venue: Robben Island
International Perspectives on Community Social Integration	
Chair: Florence Christianah Awoniyi, University of Cape Coast, Ghana, florenceawoniyi692@gmail.com	
<ol style="list-style-type: none"> Standing on the Shoulders of Giants: The Importance of a World-wide Community of Scholars Angela Pickels Branyon, University of West Georgia, United States of America, abranyon@westga.edu Enhancing community development through creative educational processes: "SOU, the School of architecture for children" (Farm Cultural Park, Favara - Italy) Carla Cardinaletti, Free University of Bolzano, Italy, carla.cardinaletti@education.unibz.it Research as Resistance: Breaking the Cultural Silence of Oppressed People in Western Education Marva McClean, City of Pembroke Pines Charter Schools, United States of America, marvamclean@bellsouth.net Global Citizenship Education in "hard spaces": ethics, methodologies, and sensitivities Lauren Ila Misiasek, Faculty of Education, Beijing Normal University, People's Republic of China, limisiasek@gmail.com 	

SESSION 3.3 | 13:00 - 14:30

13:00 - 14:30	Venue: Schappen-Edward
Math, Science and Technology Community Empowerment Worldwide	
Chair: Ramona Jean Perkins, Xavier University, United States, rperkins@xula.edu	
<ol style="list-style-type: none"> Intergenerational learning and ICT towards empowering young immigrants pupils and older local adults. Experiences from European community based projects in Gothenburg, Sheffield, Madrid and Berlin Joanna Leek, University of Lodz, Poland, joanna.leek@uni.lodz.pl Views From A Community College On The U.S.-Mexico Border: Mexican/Mexican-American Postsecondary Students' Perceptions Of K-16 Mathematics Education Carlos Ruben Paez Paez, Navajo Technical University, United States of America, cpaez@navajotech.edu; Maria de los Angeles Cruz Quiñonez, Universidad Autonoma de Ciudad Juarez, Mexico, maria.cruz@uacj.mx; Rocio Elena Gallardo Aguilar, University of Texas at El Paso, United States of America, regallardo@utep.edu Invariance Testing Across Math and Science Students in Rural Place-Based Education Adam Edwin Sokol, University of South Carolina, United States of America, asokol@mailbox.sc.edu Place-based Mathematics Education in the Global North and Global South Cynthia Nicol, University of British Columbia, Canada, cynthia.nicol@ubc.ca; Kakoma Luneta, University of Johannesburg, kluneta@uj.ac.za 	

SESSION 3.4 | 14:40 - 16:10

14:40 - 16:10	Venue: Ballroom East
Mapping Public Investment in Educational Research Across the World: Towards New Measures	
Organizers and Co-Chairs: Felice J. Levine, AERA, flevine@aera.net; Stéphan Vincent-Lancrin's, OECD, France, stephan.vincent-lancrin@oecd.org	
<ol style="list-style-type: none"> Using and Improving upon global education research indicators Felice J. Levine, AERA, flevine@aera.net Measuring public investment in educational research across the OECD and beyond Stéphan Vincent-Lancrin's, OECD, France, stephan.vincent-lancrin@oecd.org Using and improving upon global education research indicators Felice J. Levine, AERA, flevine@aera.net 	
Discussant: Carolyn Herrington, Florida State University, cherrington@admin.fsu.edu	

14:40 - 16:10	Venue: Ballroom West
Reimagining the Collaborative Research Process: A Diffractive Approach to Qualitative Data Analysis	
Organizer and Chair: LaToya Strong, The Graduate Center, CUNY, United States of America, lmstrong21@gmail.com	
<ol style="list-style-type: none"> Anti-Blackness in Science Teaching & Learning Contexts LaToya Strong, CUNY Graduate Center, lmstrong21@gmail.com Politics Matter: Discourses around Teacher Ideology and Identity Atasi Das, CUNY Graduate Center, atasi.das@gmail.com The Influence of Teacher learner identity on teacher professional identity and practice Susan McCullough, City College – CUNY, smccullough710@gmail.com Narratives of Race in the STEM Classroom Jennifer Adams, University of Calgary, jdadams215@gmail.com 	
Discussant: Jennifer Adams, University of Calgary, jdadams215@gmail.com	

SESSION 3.4 | 14:40 - 16:10

14:40 - 16:10	Venue: Vasco da Gama
Global Perspective of Youth Violence in School	
Chair: Tshele John Moloi, University of the Free State-QwaQwa Campus, South Africa, moloi@ufs.ac.za	
<ol style="list-style-type: none"> An Effective Low Cost Programme to Combat Violence and Anxiety in Children and Youth Around the World: B.A.S.E BabyWatching Margareth Lafontant, Medgar Evers College, United States of America, mlafontant@mec.cuny.edu; Janice Bloomfield-Alves, Medgar Evers College, United States of America, jalves@mec.cuny.edu; David Orenstein, Medgar Evers College, United States of America, dorenstein@mec.cuny.edu; Naimah Baptiste, Medgar Evers College, United States of America, naimahmohammed@icloud.com; James Smith, Medgar Evers College, United States of America, jamsmit2000@gmail.com; Karen Joseph, Medgar Evers College, United States of America, karenjoseph316@yahoo.com "I don't start a fight, they start my powerful engine": Exploring how young boys contest, mediate and negotiate violent masculinities at a primary school Diloshini Govender, University of KwaZulu-Natal, South Africa, dilogovender@gmail.com, Deevia Bhana, University of KwaZulu-Natal, South Africa, bhanad1@ukzn.ac.za Examining the Relationship Among Bullying, School Climate and Adolescent Well-Being in Chile and South Africa: A Cross Cultural Comparison Jorge Javier Varela, Universidad del Desarrollo, Chile, jovarela@udd.cl; Shazly Savahl, University of the Western Cape, South Africa, ssavahl@uwc.ac.za; Fernando Reyes, Universidad del Desarrollo, Chile, freyes@udd.cl; Sabirah Adams, University of the Western Cape, South Africa, sabirah.adams@gmail.com Considering the fluid nature of school based gendered violence: insights from boys and girls at a South African primary school Naresa Govender, University of KwaZulu-Natal, South Africa, naresa.govender@gmail.com; Deevia Bhana, University of KwaZulu-Natal, South Africa, bhanad1@ukzn.ac.za Principals Perceptions of Correlates that Limit Crime Prevention in Middle Schools and Their Impact on Levels Disciplinary Infractions Emiel Owens, Texas Southern University, United States of America, emiel.owens@tsu.edu 	

14:40 - 16:10	Venue: Bartholomew Diaz
Systems Governing Education: The Problem of Exclusion in the Efforts to Include	
Chair: Yolandi Woest, University of Pretoria, South Africa, yolandi.woest@up.ac.za	
<ol style="list-style-type: none"> The access and permanence of the working student in the Rio Grande do Sul/Brazil state public schools network: is it a denied right? Naira Lisboa Franzoi, Federal University of Rio Grande do Sul (UFRGS), Brazil, nairalisboafranzoi50@gmail.com; Maria Clara Bueno Fischer, Federal University of Rio Grande do Sul (UFRGS), Brazil, clara.fischer@ufrgs.br Montessori's legacy on multiage classroom: a deconstruction of traditional school system in favor of the "freedom of choice" Elisabetta Tomazzolli, Free University of Bozen Italy, Italy, elisabetta.tomazzolli@education.unibz.it; Giulia Consalvo, Free University of Bozen Italy, Italy, giulia.consalvo@education.unibz.it The Role of Shadow Education in Educational Inequality: Evidence from 28 Cities of Mainland China Jiali Li, The Chinese University of Hong Kong, Hong Kong S.A.R. (China), eduhappycharlie@gmail.com From schools to some to schools for everyone: the complexity of compulsory schooling and the need for new social professionals in education Ricardo Manuel Vieira, ESECS.IPLeiria CICS.NOVA.IPLeiria, Portugal, rvieira@ipleiria.pt; Ana Maria Vieira, ESECS.IPLeiria CICS.NOVA.IPLeiria, Portugal, ana.vieira@ipleiria.pt; Pedro Neves Vieira (ISCTE-IUL), pedrovieira1904@gmail.com 	

14:40 - 16:10	Venue: Sir Francis Drake
Worldwide Reflections on Development: Postgraduate Education Student Voices	
Chair: Aداiah Keren Lilenstein, University of Stellenbosch, South Africa, alilenstein@gmail.com	
<ol style="list-style-type: none"> Emerging Researchers In Emerging Universities: Lived Experiences (Understanding Challenges Faced) Newlin Marongwe, Walter Sisulu University, South Africa, nmarongwe@wsu.ac.za; Jabulani Sibanda, Sol Plaatje University, South Africa, jabusbnd@gmail.com Do doctoral students in particular faculties engage in generic skills learning more than others? Yusuke Sakurai, The University of Tokyo, Japan, sakurai@g.ecc.u-tokyo.ac.jp Experiences of the doctoral journey: A cross-national perspective Liesel Frick, Stellenbosch University, South Africa, blf@sun.ac.za; Kirsi Pyhältö, University of Helsinki, Finland, kirsi.pyhalto@helsinki.fi The (in)visible arm of social class of highly educated individuals in stratified societies: The case of Chile Roxanne Chiappa, University of Washington, United States of America, rchiappa@uw.edu International doctorate in teacher education: lessons learned and considerations for the future Irma Eloff, University of Pretoria, South Africa; irma.elloff@up.ac.za; Christian Kraler, University of Innsbruck, Austria, Christian.Kraler@uibk.ac.at; Maiko Stuerz, University of Innsbruck, Austria, Maiko-Katrin.Stuerz@uibk.ac.at 	

14:40 - 16:10	Venue: Schappen-Edward
Reflecting on the Praxis of Teaching Development	
Chair: Susanne Ursula Elsen, Free University of Bolzano, Italy, susanne.elsen@unibz.it	
<ol style="list-style-type: none"> How am I driving? A personal reflection on my teaching practice Pieter Hertzog Du Toit, University of Pretoria, South Africa, pieter.dutoit@up.ac.za Mastering teaching? Exchanging philosophical reflections on teacher education practices Nuraan Davids, Stellenbosch University, South Africa, nur@sun.ac.za; Janet Orchard, University of Bristol, United Kingdom, janet.orchard@bristol.ac.uk Analysis of teaching practices within the didactic research of humanities and social sciences in primary school: contexts, analytical perspectives, reference frameworks, and methodologies Anderson Araujo-Oliveira, Université du Québec à Montréal, Canada, araujo-oliveira.anderson@uqam.ca (Re)imagining Teaching and Learning Through Processes of (Re)membering: An Inquiry from Ghana to the US and Back Again Cynthia B. Dillard, The University of Georgia, cynthiabillard@gmail.com Senior teacher's role in supporting novice teacher's in lesson planning: a case of instructional leadership Ailwei Solomon Mawela, University of South Africa, South Africa, mawelas@unisa.ac.za 	

14:40 - 16:10	Venue: Robben Island
International Lenses on Resistance to Stereotyping and Racism	
Chair: Dlamini Moeketsi, University of the Free State, South Africa, dlamini@ufs.ac.za	
<ol style="list-style-type: none"> Antiracism in Swedish primary school textbooks in a global perspective Angerd Anna Eilard, Kristianstad University, Sweden, angerd.eilard@hkr.se Facilitating En/counters with Legacies of White Supremacy and Ableism through Professional Learning to Eliminate Educational Segregation Kathleen Thorius, Indiana University School of Education IUPUI, United States of America, kathleenkingthorius@gmail.com Reconceptualizing Empowerment: Evacuating from the Politics of Black Resilience Neoliberalism Kevin Clay, Rutgers University, United States of America, kevin.clay@gse.rutgers.edu Disrupting Pigmentocracies: A Global Educational Imperative Jabari Mahiri, University of California Berkeley, United States of America, jmahiri@berkeley.edu 	

14:40 - 16:10	Venue: Marco Polo
Teachers as Agents of Social Cohesion from a Worldwide Perspective	
Chair: Kathy R Fox, University of North Carolina, Wilmington, United States, Foxk@uncw.edu	
<ol style="list-style-type: none"> Theoretical and methodological implications of ethnic-racial diversity on the continuing education of teachers Ana Cristina Juvenal da Cruz, Universidade Federal de São Carlos - São Carlos, Brazil, anacjcz@gmail.com; Fabiana Luci de Oliveira, Universidade Federal de São Carlos - São Carlos, Brazil, fabianaluci@gmail.com; Petronilha Beatriz Gonçalves e Silva, Universidade Federal de São Carlos - São Carlos, Brazil, pbgs@terra.com.br; Tatiane Cosentino Rodrigues, Universidade Federal de São Carlos - São Carlos, Brazil, tatiane.cosentino@gmail.com; Anete Abramowicz, Universidade Federal de São Carlos - São Carlos, Brazil, aneteabramo@gmail.com Teachers as Agents of Social Cohesion: Continuing Professional Development interventions in post-apartheid South Africa Joyce Raanhuis, Centre for International Teacher Education, Cape Peninsula University of Technology, joyce.raanhuis@live.nl; Yusuf Sayed, Centre for International Teacher Education, Cape Peninsula University of Technology & Centre for International Education, University of Sussex, sayed.cite@gmail.com; Yunus Omar, School of Education, University of Cape Town, yunus.omar@uct.ac.za Belles and Rebelles- Teachers, Social, Media, and the Right Catherine Tebaldi, University of Massachusetts, Amherst, United States of America, cat.tebaldi@gmail.com Development? : Teaching Education for Sustainable Development (ESD) through critical questioning "Development" and "Sustainable Development" Greg William Misiaszek, Beijing Normal University, People's Republic of China, gmisiaszek@gmail.com 	

16:20 - 17:30	Venue: Ballroom East
WERA CLOSING PLENARY	
Programme Co-Chairs: Felice J. Levine, American Educational Research Association and World Education Research Association Ingrid Gogolin, University of Hamburg and World Education Research Association	
Reflections from Observer Participants The closing plenary is in essence a time for reflection and transition. The Chair will offer some initial reflections, followed by insights from a panel of education scholars who will share their reflections and observations about the most compelling teachable, take-away, or valuable aspects of the Congress. Attendee reflections are encouraged. Loyiso Jita <i>University of the Free State, South Africa, jitalc@ufs.ac.za</i> Geovana Mendonça Lunardi Mendes <i>Universidade do Minho, Portugal, geolunardi@gmail.com</i> Sergey Kosaretsky <i>National Research University Higher School of Economics, Russian Federation, skosaretski@hse.ru</i> Dr Lori Diane Hill <i>American Educational Research Association, United States, and WERA Book Series Co-Editor lhill@aera.net</i>	
Transition of WERA Presidency Felice J. Levine, WERA Immediate Past President, to Ingrid Gogolin, WERA President	Looking Ahead to WERA 2019 Tokyo Focal Meeting WERA President Ingrid Gogolin Manabu Sato and Masako Nakamura, Japanese Educational Research Association
Award for Most Innovative Poster Ingrid Gogolin, WERA President, to Confer Award	Concluding Remarks and Official Congress Adjournment WERA President Ingrid Gogolin

IMPORTANT INFORMATION

POSTER PRESENTATION

All poster sessions take place in the Old Harbour Lobby. You can already setup your poster for display from 08h00 on the day that your session is scheduled to take place. Please ensure that your posters are set up in the foyer area no later than 15 minutes prior to your allocated session. Please inquire at the registration desk if you have any queries.

SYMPOSIUM PRESENTATION GUIDELINES

It is recommended that presenters make use of a PowerPoint presentation in order to present their paper. Please save your presentation materials on a USB flash drive and bring it with you to the venue. All presentation venues are equipped with a projector, as well as a computer. Each symposium session is 90 minutes long, 10 minutes will be allocated to the Chair at the beginning of the session to introduce each paper. 10 Minutes will be allocated to the Discussant at the end of the sessions and 10 minutes to questions at the end of the session. The remainder of the time (60 minutes) will be distributed evenly among presenters. You should provide any printed copies of your paper and/or PowerPoint handouts by yourself.

PAPER PRESENTATION GUIDELINES

It is recommended that presenters make use of a PowerPoint presentation in order to present their paper. Please save your

presentation materials on a USB flash drive and bring it with you to the venue. All presentation venues are equipped with a projector, as well as a computer. Each session is 90 minutes long, 10 minutes will be allocated to the Chair at the beginning of the session and 10 minutes will be allocated to questions at the end of the session. The remainder of the time (70 minutes) will be distributed evenly among presenters.

The time schedule will be managed by the Chair of a session. You should provide any printed copies of your paper and/or PowerPoint handouts by yourself.

The Session Programme Overview is available on the conference website.

ONLINE SEARCHABLE CONFERENCE PROGRAMME

The online searchable programme for the 2018 WERA World Congress can be browsed by day and time on ConfTool and has a universal search function to search by presenter/participant's name or affiliation, session title/topic, and paper title/topic. Select the session that is of interest to you and place it in your personal schedule.

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The hotel offers unlimited complimentary shuttle transfers to the V&A Waterfront. The Westin Cape Town has a direct link into the CTICC (Cape Town International Convention Centre).

Situated on the 19th floor of the hotel is the Heavenly Spa by Westin, providing guests an opportunity to rejuvenate body and mind while enjoying a spectacular birds-eye view over Cape Town and Table Bay.

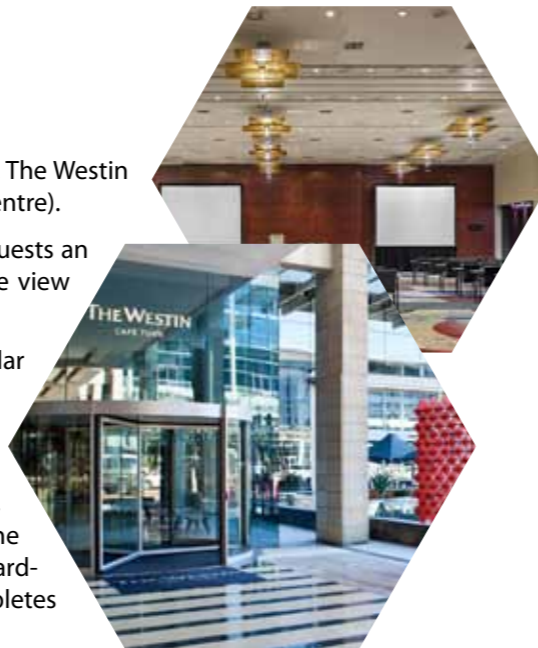
The WestinWORKOUT® fitness center is open 24 hours and features cardiovascular equipment and weight machines.

The ON19 Restaurant, also situated on the 19th floor, offers unsurpassed views of Cape Town including Table Mountain, the Atlantic Ocean, and the Victoria & Alfred Waterfront. Fresh, contemporary, and memorable dishes are served with discrete, yet attentive service. With subtle and stylish décor in extraordinary surroundings, the combination is an atmosphere of relaxed sophistication and intimacy. Their award-winning wine list, with an extensive selection of South Africa's very best wines, completes the experience.

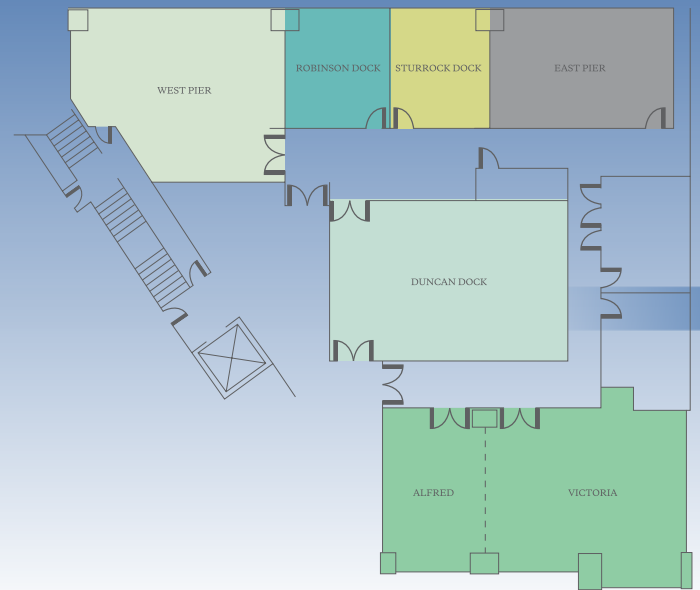
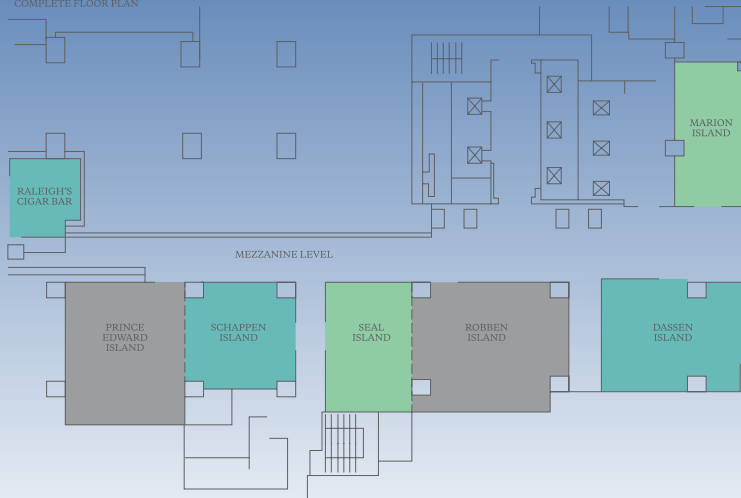
Thirty7 is their striking show kitchen offering fine brasserie-style fare. Meals are made using only the freshest local ingredients and beautifully presented in an informal, relaxed atmosphere.

Raleigh's is a sophisticated cigar lounge offering an extensive range of local imported whiskies, cognacs and cigars.

Louis B's is the perfect place to relax and enjoy an array of local and international cocktails in a warm, friendly, and chic casual lounge setting.



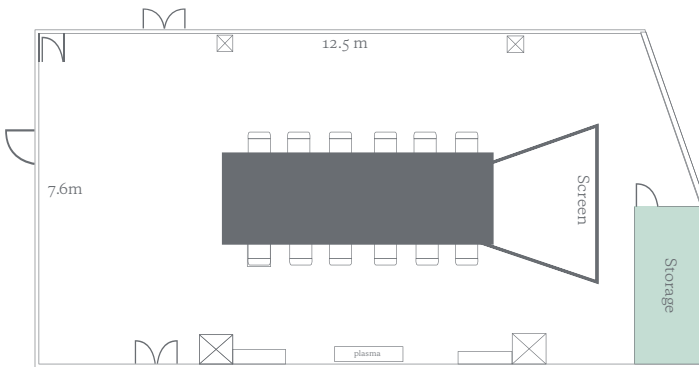
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