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

Reimagining Worldwide Education Research

#wera2018 | www.wera2018.co.za | admin@wera2018.co.za
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 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

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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 Ebersohn 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.

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

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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 communiqué 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 Ebersohn** WERA Secretary General   
**Programme Co-Chair**
COUNCIL OF THE WORLD EDUCATION RESEARCH ASSOCIATION (WERA)

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Ingrid Gogolin, President: gogolin@uni-hamburg.de
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- Brazilian Black Researchers Association
- Associação Brasileira de Pesquisadores Negros (ABPN)
- Anna Canavaro Benite, President: anibenite@gmail.com
- American Educational Research Association (AERA)
- Barbara Schneider, Representative: bcschneider@missouri.edu
- National Association of Research and Graduate Studies in Education
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- Jonathan Fletcher, President: jfletcher@ug.edu.gh
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- Cyprus Education Research Association (CERA) (Joint membership)
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- Kemal A Bateman, President: kemalbateman@yahoo.com
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- Vereniging voor Onderwijs Research (VOR)
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- Liesel Ebersohn, Secretary-General: liesel.ebersohn@up.ac.za

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 jointlyedited book on comparative education and the author of The Making of Youth Identity in Contemporary South African 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 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 lead several video-based studies 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.

Mustafa Yunus Eryaman, Representative: yunuseryaman@gmail.com
Yuto Kitamura, Appointed Liaison: yuko.kitamura@gmail.com
Liesel Ebersohn, Secretary-General: liesel.ebersohn@up.ac.za
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 reframe 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 (Paetzel, Klieme, Herbert, & Pringer, 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. Her work has been featured in dozens of National Public Radio (NPR) shows across the United States.

Dean Carter is an elected member of the National Academy of Education; the Sociological Research Association; and a Fellow of the American Educational Research Association (AERA).
WEra CLoSinG pLEnary   |  Sun, 5 auG  |  16:20-17:30 | BaLLrooM  EaST

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

programme Co-Chairs:

Educativa Peruana (SIEP) WERA Representative, pames@iep.org.pe
Ingrid Gogolin, WERA President, to Confer Award
Sergey Kosaretsky, WERA Immediate Past President, to

Andrea Salerno-Portmann, WERA Secretary, to

Therese Tchombe, WERA Immediate Past President, to

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, andhomelessness; children and their families experiencing political threats and institutionalized violence; and the trauma to children of natural and human disasters—challenge us to reflect on 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 means 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 provide 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 Armes Pontificia Universidad Católica del Peru/Instituto de Estudios Peruanos (IEP) Peru and Sociedad de Investigación Educativa Peruana (SIEP) WERA Representative, pamos@iep.org.pe

Ying-Yao Cheng Institute of Education of National Sun Yat-sen University. Taiwan and Taiwan Education Research Association (TERA-Taiwan) WERA Representative, chengyy@mail.nsysu.edu.tw

Rocio Garcia-Carrion University of Deusto, Donostia, Spain and Multidisciplinary Education Research Association/Asociación Multidisciplinar de Investigación Educativa (AMIDE) WERA Representative, naco.coscne@gmail.es

Therese Tchombe Centre for Research in Child and Family Development, University of Helsinki, Finland

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

Closing Symposium and Session Remarks
Liesel Ebersohn, University of Pretoria, Liesel.Ebersohn@up.ac.za

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
Ingrid Gogolin, University of Hamburg and World Education Research Association

Opening Welcomes

Special Performance by the Illinomos Lethu Cultural Group

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

Closing Symposium and Session Remarks
Liesel Ebersohn, University of Pretoria, Liesel.Ebersohn@up.ac.za

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

Programme Co-Directors: Barbara Schneider (Michigan State University, USA) and Katarina 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 educational collaborative 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 personality, stages of developing artifacts, and social networks. Led by Barbara Schneider, Professor at Michigan State University, USA and Katarina Salmela-Aro, Professor at University of Helsinki, Finland will also include additional faculty from Chile, Beatrice Alavos Professor Universidad de Chile, Elizabeth Henning Professor Universidad de Rockefeller, 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 get a head start. Go to google app PACO and download it—it is free.

Co-directors introduction: KATARINA 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: FinEd, PIRE, LEAD, Gaps. Her key themes are school engagement, burnout, optimal learning moments, life-span model of motivation and related interventions. She is the Founder of the 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 develop 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 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 journals and chapters 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 a 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.
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” search 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 comparison. 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 foot 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 (EERQ)”. 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 University of Athens/ Greece in 2017. Examples of publications: Book series ‘Hamburg Studies on Linguistic Diversity’ (2013, 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). Weinbaden: 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 beadmakers 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 beadmakers 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: Ziphiwomat Nzuzo, Aseanathi Mphalala, Siphamandla Dyasi, Zizapho Gwada, Alive Mbnjune, Mila Tokoyi, Siyisayi Magazololo.
**Most Innovative Poster Award Committee:**

- **Ingrid Gogolin** (WERA President)
- **Barbara Schneider**
- **Geovana Mendonça Lunardi Mendes**
- **Pedro Flores Crespo**
- **Winnie Wing Mui So**

*University of Hamburg, Germany*

*Michigan State University, US and American Educational Research Association (AERA) WERA Representative*

*University of the State of Santa Catarina, Brazil and National Association of Research and Graduate Studies on Education/ Associacao Nacional de Pesquisa e Pós-Graduação em Educação (ANPED) WERA Representative*

*Universidad Autónoma de Querétaro, Mexico*

*The Education University of Hong Kong, Hong Kong and Hong Kong Education Research Association (HKERA) WERA Representative*

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**CONFERENCE PROGRAMME OVERVIEW**

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<td>10:10-11:40</td>
<td>WERA Opening Plenary and Presidential Event</td>
<td>Dr Felice J. Levine</td>
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<td>Prof Eckhard Klieme</td>
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<td>Prof Prudence Carter</td>
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<td>Parallel Session 4.4</td>
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<td>Keynote 1</td>
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<td>WERA Closing Plenary</td>
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<td>19:30-21:00</td>
<td>Welcoming Reception</td>
<td>19:00-21:00</td>
<td>TERA-GACC (Taiwan Education Research Association &amp; Global Association of Chinese Creativity) Reception with a taste of Africa</td>
<td>16:20-17:30</td>
<td>WERA Closing Plenary</td>
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**SESSION 1.1 | 8:30 - 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, alancheung@hku.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@hku.hk

2. “False” inclusion in university service-learning? A case study of a Hong Kong-Canada university service-learning trip
   - Gordon Tsui, The University of Hong Kong, gttsui13@connect.hku.hk

3. Promoting positive engagement of European young through intergenerational learning and ICT
   - Joanna Leek, University of Lodz, Joanna.leek@uni.lodz.pl

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

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**SESSION 1.1 | 8:30 - 10:00**

**Venue: Ballroom East**

**WERA 2018 South-to-South Invitation Symposium**

**Teacher Professional Development in the Global South**

**Organizer and Chair:** Liesel Ebersohn, 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 Autónoma 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 Trombeck, Centre for Research in Child and Family Development & Education, Limbe, Cameroon, tmtrchombe@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, Parana Federal University, Brazil, andrea-gouveia@uol.com.br

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

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**SESSION 1.1 | 8:30 - 10:00**

**Venue: Vasco da Gama**

**Professional Standards for Teaching – Voices from the Profession**

**Organizer and Chair:** Margery McMahan, University of Glasgow, UK, margery.mcmahan@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, roza.valyakin@yandex.ru

   - Marky McMahan, University of Glasgow, UK, margery.mcmahan@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 Dalmazo Junqueira, Universidade Federal do Rio Grande do Sul, bdjunqueira@gmail.com

1. 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

2. 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

3. The work of female teachers, feminism and the conservative narrative of “gender ideology” in Brazilian education
   Bruna Dalmazo Junqueira, Universidade Federal do Rio Grande do Sul, bdjunqueira@gmail.com

4. The effects of conservative modernization on collective teaching work in the public educational system of Porto Alegre/Brazil
   Filipe Aguiair, Universidade Federal do Rio Grande do Sul, filipe.rag@hotmail.com

5. The curricular choices of High School sociology teachers in Brazil and the advancement of conservative ideas
   Gabriel Amt, Universidade Federal do Rio Grande do Sul, gsamt@gmail.com

**Discussant:** Luís Armando Gandin, Universidade Federal do Rio Grande do Sul, luis.gandin@ufrgs.br

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**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

1. Decolonizing School Leadership: A Literature Review of Indigenous Culturally Responsive Leadership
   Muhammad Khalifa, University of Minnesota, United States of America, khalifam@umn.edu; Deena Khalili, Howard University, United States of America, deena.khalili@howard.edu; Tyson Marsh, Seattle University, United States of America, marshy@seattleu.edu; Clare Halloran, University of Minnesota, United States of America, hall151@umn.edu

2. Politics of language within Global Imperialism: Resistance to neocolonization and the need to re-position our intellectual localities
   Cesar Rosatto, UTEP-The University of Texas at El Paso, cesar.rossatto@gmail.com; Beatriz Soria (UTEPE-The University of Texas at El Paso, bgсорia@miners.utep.edu; Jesus Aguirre, UTEP-The University of Texas at El Paso, jaguirre25@miners.utep.edu

3. The Dual Colonial Heritage of Cameroon: A Roadblock to Viable National Education Reform and Harmonization
   Zachary M Ngo, Prince Mohammad Bin Fahd University, Saudi Arabia, zmngo@pmu.edu.sa

4. The Riel Blues: The affordances of Rielans cultural knowledge for science citizenship
   Melissa Speight Vaughn, North West University, South Africa, melissa.speightvaughn@nwu.ac.za; Josep de Beer, North West University, South Africa, josep.debeer@nwu.ac.za

5. A worldwide perspective about the impact of family education with vulnerable groups
   Fernando Macias Aranda, University of Barcelona, fernandomacias@ub.edu; Rocío García Carrion, University of Deusto, Spain, rocio.garcia@deusto.es
### SESSION 1.1 | 8:30 - 10:00

**International Position on Teaching Strategies and Instructional Pedagogies**

**Chair:** Ellen Goldring, Peabody College, Vanderbilt University United States, ellen.goldring@vanderbilt.edu

1. A Histioigraphy of Lecture, Teacher Talk, and Dialogical Discourse: A Global Perspective on Classroom Talk
   Christian Gregory, Teachers College Columbia University, United States of America, cgg2123@ctc.columbia.edu

2. “I mainly rely on the textbook”: A need for teaching enhancement in Agricultural Sciences
   Cias Chapelo Tsotetsi, University of the Free State, South Africa, tsotetsict@sufs.ac.za; Nkwenyana Solomon Baas, University of the Free State, South Africa, baassagrc@webmail.co.za

3. 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

4. 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@sufs.ac.za

5. 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, vswykkmm@unisa.ac.za

### SESSION 1.2 | 11:50 - 13:20

**EASA Invited Symposium: Introducing the Vision, Activities and Focus of the Education Association of South Africa (EASA)**

**Organizer and chair:** Ronel Ferreira, University of Pretoria, ronel.ferreira@up.ac.za

1. 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

2. Mobilisation of higher education’s resources for social development
   Eugene Machimana, University of Pretoria, eugene.machimana@up.ac.za; Liesel Ebersohn, University of Pretoria, liesel.ebersohn@up.ac.za; Maximus Monaheng Sefotho, University of Pretoria, maximus.sefotho@up.ac.za

3. The South African Journal of Education (SAJE) as publishing platform for research in education
   Ronel Ferreira, University of Pretoria, ronel.ferreira@up.ac.za

4. 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

**WEra OPENING PLENARY**

**Programme Co-Chairs:**
Felice J. Levine, American Educational Research Association and World Education Research Association
Liesel Ebersohn, 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; and 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 Arnes, Pontificia Universidad Católica del Peru; Instituto de Estudios Peruanos (IEP) Perú and Sociedad de Investigación Educativa Peruana (SIEP) WERA Representative, pames@ieop.org.pe
Ying-Yao Cheng Institute of Education of National Sun Yat-sen University, Taiwan and Taiwan Education Research Association (TERA-Taiwan) WERA Representative, chengyy@mail.nsysu.edu.tw
Rocio García-Carrion University of Deusto, Donostia, Spain and Multidisciplinary Education Research Association/Asociación Multidisciplinar de Investigación Educativa (AMIE) WERA Representative, rociao.garcia@deusto.es
Teresa Tschombe Centre for Research in Child and Family Development & Education, Limbe, Cameroon
David Osher American Institutes for Research, US, mtchombe@yahoo.co.uk

**Closing Symposium and Session Remarks**
Liesel Ebersohn, University of Pretoria, liesel.ebersohn@up.ac.za

**WEra OPENING PLENARY**

**Programme Co-Chairs:**
Felice J. Levine, American Educational Research Association and World Education Research Association
Liesel Ebersohn, University of Pretoria and World Education Research Association

**Opening Welcomes**

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**Perspective Comments**
Patricia Arnes, Pontificia Universidad Católica del Peru; Instituto de Estudios Peruanos (IEP) Perú and Sociedad de Investigación Educativa Peruana (SIEP) WERA Representative, pames@ieop.org.pe
Ying-Yao Cheng Institute of Education of National Sun Yat-sen University, Taiwan and Taiwan Education Research Association (TERA-Taiwan) WERA Representative, chengyy@mail.nsysu.edu.tw
Rocio García-Carrion University of Deusto, Donostia, Spain and Multidisciplinary Education Research Association/Asociación Multidisciplinar de Investigación Educativa (AMIE) WERA Representative, rociao.garcia@deusto.es
Teresa Tschombe Centre for Research in Child and Family Development & Education, Limbe, Cameroon
David Osher American Institutes for Research, US, mtchombe@yahoo.co.uk

**Closing Symposium and Session Remarks**
Liesel Ebersohn, University of Pretoria, liesel.ebersohn@up.ac.za

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### WEra International Research Network (IRN) Invited Symposium

**Effective Communicative Strategies When Working With Linguistically Diverse Learners: A Comparative, Cross Cultural Examination**

**Organizer and Chair:** Geraldine Mongollo, William Paterson University of New Jersey, United States of America, mongillog@wpunj.edu; Dorothy Feola, William Paterson University, feolad@wpunj.edu

1. Effective Communicative Strategies for Linguistically Diverse Learners: A review of a literature in Israel, South Korea, and the United States
   Geraldine Mongollo, William Paterson University, mongillog@wpunj.edu; Dorothy Feola, William Paterson University, feolad@wpunj.edu; Carrie E. Hong, William Paterson University, honge1@wpunj.edu

2. Primary Teachers’ Use of Communicative Strategies for Linguistically Diverse Learners: A Cross-Cultural Case Study
   Geraldine Mongollo, William Paterson University, mongillog@wpunj.edu; Dorothy Feola, William Paterson University, feolad@wpunj.edu; Carrie E. Hong, William Paterson University, honge1@wpunj.edu; Veneda Vaknin, Western Galilee College, vered.vaknin@gmail.com; Randa Abbas, Western Galilee College, abbasr3@gmail.com

3. Content-specific communicative strategies: A case study of science teachers in South Korea and the U.S.
   Jinsoon Won, Seoul National University of Education, jinssoon@snue.ac.kr; Carrie E. Hong, William Paterson University, honge1@wpunj.edu

4. Case Study of a Small Rural School with Cultural and Linguistic Challenges
   Katherine Ratcliffe, Univ. of Hawaii at Manoa, ratcliffe@hawaii.edu; Jacqueline Chappell, Kapiolani Community College, jchappel@hawaii.edu

**Discussant:** Carrie E. Hong, William Paterson University, honge1@wpunj.edu
**SESSION 1.2 | 11:50 - 13:20**

**Venue: Bartholomew Diaz**

**Organizer and Chair:** Malik Henfield, University of San Francisco, mshenfield@usfca.edu

1. **Beyond the Dream: Social Justice Strategies and Curriculum for Youth Development Programs**  
   Sheryl Davis, San Francisco Human Rights Commission, sheryl.davis@sfgov.org

2. **Youth Organizing as a Strategy to Educate and Support Change**  
   Lisa De La Rué, University of San Francisco, ldleranu@usfca.edu

3. **The High Cost of Inequity**  
   Malik Henfield, University of San Francisco, mshenfield@usfca.edu; Max Grenier, University of San Francisco, enierxga@gmail.com

4. **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, enierxga@gmail.com; DeAnthony Jones, Collective Impact, deanthony@collectiveimpact.org; Nico Bremmond, Magic Zone/University of San Francisco, nico@magiczone.org

5. **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

**Venue: Sir Francis Drake**

11:50-13:20

**International Views on Students with Disabilities and Special Needs**

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

1. **Effects of transnational policies in local territories: a comparative study between Portugal and Brazil in the schooling of students with disabilities in basic education**  
   Cleia Demetrio Pereira, Universidade do Minho, Portugal, cleia.demetrio@uminho.pt; Geovana Mendonça Lunardi Mendes, Universidade do Minho, Portugal, geouvand@gmail.com; Jose Augusto de Brito Pacheco, Universidade do Minho, Portugal, japaheco@epm.minho.pt

2. **Examining the Social Participation of Students Identified as Having Special Educational Needs**  
   Christofores 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 Schaeli, University of Zurich, giovanna.schaei@ife.uzh.ch; Lambri Trisokka, Independent Researcher, Cyprus, l.d.trisokka@gmail.com

3. **Autism Is: Film Intervention to Support Inclusion for Children with Disabilities**  
   Shana Cohen, UC San Diego, United States of America, shanacohen@ucsd.edu; Christofores Mamas, UC San Diego, United States of America, cmamas@ucsd.edu; Caren Holtzman, UC San Diego, United States of America, choltzman@ucsd.edu

   Zandile Nikabinde, New Jersey City University, United States of America, mznabinde@njcu.edu

5. **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

**Venue: Marco Polo**

11:50-13:20

**Literacy and Achievement through Worldwide Lenses**

**Chair:** Karen Murphy, Penn State University, United States, pkm15@js.psu.edu

1. **Trends in Gender Differences in PIRLS-Grade-4 Reading Achievement**  
   Heike Wendt, TU Dortmund University, Germany, heike.wendt@ru-dortmund.de

2. **Impacts of ISA discourse in Brazil and worldwide: inclusion and exclusion shaping the subjects for the 21st century**  
   Mário Aparecido Amador Mascia, Universidade São Francisco, Brazil, mar Lucaam@uol.com.br

3. **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.de marin@tamu.edu; Donna Druey, Texas A&M University, United States of America, donna.druery@tamu.edu

4. **Turn the century with Turnitin**  
   Eva Suje, Umalusi, South Africa, esuje115@gmail.com

5. **Comparative analysis of teachers’ perspectives of iPad usage for students with dyslexia worldwide**  
   Megan Dawn Blamire, University of Pretoria, South Africa, mdel@yahoocom; Funke Omidire, University of Pretoria, South Africa, funke.omidire@up.ac.za

**Venue: Schappen-Edward**

11:50-13:20

**Worldwide Perspective on Developing Social Scientist**

**Chair:** Charles L. Slater, California State University, Long Beach, United States, Charles.Slater@csulb.edu

1. **Making the Case for the Socially-Relevant Social Scientist**  
   Constance Iloh, University of California, Irvine, United States of America, ciloc@uci.edu; Carol Connover, University of California, Irvine, United States of America, connor cm@uci.edu

2. **Plurality: an anthropological and pedagogical reflection of the formative experience of a group of university professors**  
   Lineuza Leite Moreno, Universidade Federal de Mato Grosso, Brazil, lineuza@gmail.com; Ricardo Antonio Castaño Gaviria, Universidad de Antioquia, Colombia, rcastanog@gmail.com; Fillomena Maria de Andrade Monteiro, Universidade Federal de Mato Grosso, Brazil, florruad@hotmail.com; Elaine das Neves Moura, Universidade Federal de Mato Grosso, Brazil, enmoura@terra.com.br

3. **Mentoring Education Researchers and Other Scientists around the Globe**  
   George Wimberly, American Educational Research Association, United States of America, gwimberly@era.net

4. **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 Mpofu, Sol Plaatje University, nhlanhla.mpofu@spu.ac.za

5. **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 Parnies, Universitat Rovira i Virgili, Spain, parmess.mar@urv.cat; Mireia Valverde, Universitat Rovira i Virgili, Spain, mireya.valverdes@urv.cat; Solmaz Filtz Karabag, Linköping University, Sweden, solmaz.filtz@liu.se
SESSION 1.2 | 11:50 - 13:20

Articulation of Social Justice in Higher Education Across the Globe

Chair: Beatrice Avalos-Bevan, University of Chile, Chile, bavalos254@gmail.com

1. 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, mangalas@purdue.edu; Zachary Palmer, Purdue University, West Lafayette, IN (U.S.A.), United States of America, zpalm@purdue.edu

2. 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, Edlingult Solutions, United States of America, porchachilds@gmail.com

3. 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, lamalassaf000@gmail.com

Walter Allen, University of California Los Angeles, USA, wallen@ucla.edu; Daniel Harris, University of California Los Angeles, USA, dph28@ucla.edu

5. Appropriation of the Higher Education in Mexican University System: between ambiguity and diversity
Andrégia Buendia Espinosa, Universidad Autónoma Metropolitana, México, angelia.ESPINA@uam.mx; Ivan Salas Durazo, Universidad de Guadalajara, México, ivan.salas.durazo@gmail.com; Ana Beatriz Pérez Díaz, Universidad Autónoma Metropolitana, México, anb.pd@gmail.com

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, ilouillour@ibb.de

1. The Concept of Education (Bildung) as a Cultural Heritage - Transcultural Traditions and Perspectives
Wolfgang Sander, Justus-Liebig-University, Germany, wolfgang.sander@stw.uni-giessen.de

2. The new secularism in schooling in France, the United States and Turkey
Carolyn Herrington, Florida State University, United States of America, cherrington@fsu.edu

3. 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

4. Money versus the Soul: Neoliberal Economics and Teacher Professional Identities in post-Soviet Russia
Elina Minina, Higher School of Economics, Russian Federation, evminina@hse.ru

5. 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, ld903@163.com

SESSION 1.3 | 13:30 - 15:00

Decolonizing Research on Family-School-University-Community Partnerships: Reimagining Conceptual Frameworks

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

1. Decolonizing Westernized Notions of Epistemology and Care to Promote Equity and Inclusion in Culturally Diverse School Communities
Camille M. Wilson, University of Michigan, camillej@umich.edu; Muhammad Khalifa, University of Minnesota, khalifam@umn.edu; Ann M. Ishimaru, University of Washington, aishimaru@uw.edu

2. Reimagining Community-Engaged Research: From Critical Policy Analysis to Political Action
Katherine Cummings Mansfield, Virginia Commonwealth University, kmansfi@uncv.edu; Anjale D. Welton, University of Illinois, ajwelton@illinois.edu

Shanee Wangia, Boston College, wangias@bc.edu

4. Parent Advocacy and Pupil Participation in School Life: A Polish Perspective
Joanna Leek, University of Lodz, Joanna.leeek@uni.lodz.pl

Discussant: Question and answer session

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

1. Schools as Enabling Places
David Osher, American Institutes for Research, DOSher@air.org

2. Enhancing schools as enabling spaces through relational and responsible leadership
Lauri Johnson, Boston College, USA/University of Nottingham, UK, laur.johnson@bc.edu

3. 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
Brigitte Smit, UNISA, bsmit@mweb.co.za

4. 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

13:30 - 15:00 Venue: Vasco da Gama

Hahii no ka uai ia ku ululii`a u: Empowering Educators through the STEM5*2 Lenses

Organizer and Chair: Tara O’Neill, University of Hawaii - Manoa, United States of America, Toneill@hawaii.edu

1. STEM52: 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 Hawai’i, The United States of America, Toneill@hawaii.edu

2. The Beauty of Mauna Kea
Eomailani Kukahiko, University of Hawai’i, The United States of America, Eomai@hawaii.edu

3. Sense of Place in STEM52: A Catalyst For Global Citizenship
Waynele Yu, University of Hawai’i, The United States of America, Waynele@hawaii.edu

Discussant: Joe Zilliox, University of Hawai’i, The United States of America, zilliox@hawaii.edu
### SESSION 1.3 | 13:30 - 15:00
**Venue: Bartholomew Diaz**

**A Transformative Approach Towards Responsiveness to the 'street kids' Phenomenon in Urban Areas: A Higher 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

### SESSION 1.3 | 13:30 - 15:00
**Venue: Sir Francis Drake**

**International Views on Students with Disabilities and Special Needs**

**Chair:** Alison Tagrum, University of Leicester, United Kingdom, a.tagrum@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

   - 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, ldang63@rochester.edu; Daniela Luengo Aravena, University of Rochester, United States of America, dluengoa@rochester.edu

4. Assessment of science teachers' career satisfaction, organizational climate and job performance in rural learning ecosystem  
   - 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

### SESSION 1.3 | 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 Mbuchu, Niger Delta University, Nigeria, ebymbuchu2007@yahoo.com

2. Chronicling practitioners' experiences in implementing the birth to four curriculum in the Free State Province  
   - Margaret Nelsiwe 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  
   - Tabala Valesa Correia, UFGRS, Brazil, valesa.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
**Venue: Schapen-Edward**

**A Global Perspective on Early Childhood Education**

**Chair:** Anna Moldenhauser, Humboldt University, Berlin, Germany, moldenhauser@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@gmail.huji.ac.il; Haneen Magadli, The Hebrew University of Jerusalem, Israel, haneenmagadli@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

   - 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

### SESSION 1.3 | 13:30 - 15:00
**Venue: Robben Island**

**Global Social Context for Transformation**

**Chair:** Dipane Joseph Hlalele, University of KwaZulu-Natal, South Africa, hlaleleh@ukzn.ac.za

1. Development of the Turkish Version of the Principles of Adult Learning Scale  
   - Özlem Unluhisarcıklı, Bogazici University, Turkey, unluhisarcikli@boun.edu.tr; Bengü Börkan, Bogazici University, Turkey, bengue.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, bharatrouthc@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
### SESSION 1.3 | 13:30 - 15:00

**School-Based Research through International Collaboration**

**Venue: Victoria**

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<tr>
<th>Time</th>
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<tr>
<td>13:30 - 15:00</td>
<td>1. Reflecting on the pros and cons of international inter-institutional collaboration when conducting participatory school-based research</td>
<td>Lynette Shultz, University of Alberta, Canada, <a href="mailto:lshultz@ualberta.ca">lshultz@ualberta.ca</a></td>
<td>Ronaldo Ferreira, University of Pretoria, South Africa, <a href="mailto:ronnel.ferreira@up.ac.za">ronnel.ferreira@up.ac.za</a>; Karien Botha, University of Pretoria, South Africa, <a href="mailto:karien.botha@up.ac.za">karien.botha@up.ac.za</a>; William Fraser, University of Pretoria, South Africa, <a href="mailto:william.fraser@up.ac.za">william.fraser@up.ac.za</a>; Peet Du Toit, University of Pretoria, South Africa, <a href="mailto:peet.dutoit@up.ac.za">peet.dutoit@up.ac.za</a>; Gerda Genreke, University of Pretoria, South Africa, <a href="mailto:gerda.genreke@up.ac.za">gerda.genreke@up.ac.za</a>; Ann Higgins-O’Alessandro, Fordham University, USA, <a href="mailto:annhda1@gmail.com">annhda1@gmail.com</a>; Rachel Annunziato, Fordham University, USA, <a href="mailto:annunziato@fordham.edu">annunziato@fordham.edu</a>; Natasha Chaku, Fordham University, USA, <a href="mailto:nchaku@fordham.edu">nchaku@fordham.edu</a></td>
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<td>2. School-based teacher collaboration: beliefs and conditions in Chile and Portugal</td>
<td>Beatrice Avalos Bevan, University of Chile, Chile, <a href="mailto:bavalos235@gmail.com">bavalos235@gmail.com</a>; Maria Assunccao Flores, University of Minho, Portugal, <a href="mailto:afores@ie.uninho.pt">afores@ie.uninho.pt</a></td>
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<td>3. Teacher Collaboration for Instructional Improvement and Supports for Implementation: The Case of The Instructional Partnership Initiative</td>
<td>Ellen Goldenring, Peabody College, Vanderbilt University, United States of America, <a href="mailto:ellen.goldering@vanderbilt.edu">ellen.goldering@vanderbilt.edu</a>; Mollie Rubin, Peabody College, Vanderbilt University, United States of America, <a href="mailto:mollie.rubin@vanderbilt.edu">mollie.rubin@vanderbilt.edu</a>; Marisa Cannata, Peabody College, Vanderbilt University, United States of America, <a href="mailto:marisa.cannata@vanderbilt.edu">marisa.cannata@vanderbilt.edu</a>; Michael Neel, Peabody College, Vanderbilt University, United States of America, <a href="mailto:michael.neel@vanderbilt.edu">michael.neel@vanderbilt.edu</a></td>
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<td>4. The Realities and Challenges of Regionalization of Higher Education in the Arab Gulf Region</td>
<td>Hayfa Jafari, University of Toronto, Canada, <a href="mailto:hayfa.jafari@mail.utoronto.ca">hayfa.jafari@mail.utoronto.ca</a></td>
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<td>5. The Potential and Challenges of Intergovernmental Universities: The Case of South Asian University</td>
<td>Leyla Radjai, Waseda University, Japan, <a href="mailto:ly.radjai@toki.waseda.jp">ly.radjai@toki.waseda.jp</a></td>
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### Session 1.3 | 13:30 - 15:00

**Venue: Old Harbour Lobby**

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<td>13:30 - 15:00</td>
<td>1. Provisions of Private Tutoring for Children with Dyslexia in England: Looking Behind the Invisible Scenes</td>
<td>Avik Banerjee, Plymouth Marjon University, United Kingdom, <a href="mailto:ab12353@my.bristol.ac.uk">ab12353@my.bristol.ac.uk</a></td>
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<td>2. Measuring changes in trauma-related symptomatology of school-aged children in a therapeutic afterschool programme</td>
<td>Erica Deshpande, William James College, United States of America, <a href="mailto:erica.deshpande@williamjames.edu">erica.deshpande@williamjames.edu</a></td>
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<td>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</td>
<td>Gonzalo Jover, Universidad Complutense - Madrid, Spain, <a href="mailto:gjover@ucm.es">gjover@ucm.es</a></td>
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<td>4. An international educational correspondent network - The correspondence of Wilhelm Rein (1847-1929) as an access to an international history of education</td>
<td>Katja Grundig de Vazquez, Universität Duisburg-Essen, Germany, <a href="mailto:katja.grundig-de-vazquez@uni-due.de">katja.grundig-de-vazquez@uni-due.de</a></td>
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<td>5. Abdias Nascimento academic development programme: curriculum innovations in higher education</td>
<td>Tatiana Cosentino Rodrigues, Universidade Federal de São Carlos, <a href="mailto:tatiana.cosentino@gmail.com">tatiana.cosentino@gmail.com</a>; Ana Cristina Juvenal da Cruz, Universidade Federal de São Carlos, <a href="mailto:anacristina@ufscar.br">anacristina@ufscar.br</a>; Fernanda Vieira da Silva Santos, Universidade Federal de São Carlos, <a href="mailto:fer.v.santos@gmail.com">fer.v.santos@gmail.com</a>; Anete Abramowicz, Universidade Federal de São Carlos, <a href="mailto:anete.abramo@gmail.com">anete.abramo@gmail.com</a>; Veronique Franzis, Université Paris Nanterre, <a href="mailto:veronique.franzis@wanadoo.fr">veronique.franzis@wanadoo.fr</a></td>
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<td>6. Educational Action Research for Reconstruction in Disaster Areas - Focusing on Transformation of Volunteer Students-</td>
<td>Shun ITO, Osaka University, Japan, <a href="mailto:itsoshun@gmail.com">itsoshun@gmail.com</a></td>
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### Poster Sessions

#### Venue: Old Harbour Lobby

1. **Increasing Reading Comprehension to Improve Standardized SBAC Math Scores**
   - Michelle Holloway, California State University Dominguez Hills, United States of America, mholloway1@tormail.csudh.edu; Sali Kulkarni, California State University Dominguez Hills, United States of America, skulkarni@csudh-doe.org

2. **Class size, investment in education and student’s science achievement around the world: are these factors related?**
   - Eveline Borges Vieira-Ribeiro, Universidade Federal de Goiás, Brazil, eveline_vieira@uol.com.br; Matheus de Souza Lima-Ribeiro, Universidade Federal de Goiás, Brazil, mslima.ribeiro@gmail.com; Anna Maria Canavarro Benite, Universidade Federal de Goiás, Brazil, anna@quimica.ufg.br

3. **Exploring the Impact of Learning Style-Based Instructions on Grade 11 Learners’ Achievement in Physical Sciences**
   - Sahayuwasa Darsyo, University of the Witwatersrand, South Africa, 1443569@student.wits.ac.za; Emmanuel Mushayikwa, University of the Witwatersrand, South Africa, emmanuel.mushayikwa@wits.ac.za

4. **A New Literacy Coach and two English Language Arts Teachers Learn Together: A Narrative Inquiry**
   - Christiana Cobb Succ, University of South Florida, United States of America, chsuccan@yahoo.com

5. **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

6. **Negatives Experiences In Math Shifting Mindsets**
   - Juanita Ann Morris, Teachers College, Columbia University, United States of America, jam2412@tc.columbia.edu

7. **Asian American Parents’ Role in Teaching Their Heritage Language**
   - Guang Lea Lee, Old Dominion University, United States of America, llee@odu.edu; Abha Gupta (Old Dominion University, United States of America, agupta@odu.edu)

8. **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

9. **A Comparative Narrative Analysis of Multicultural Education in Four Countries**
   - Joy Marie Anderson, Arizona State University, United States of America, joy.anderson@asu.edu

10. **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

11. **The sustainable way of teaching Mathematical content to Afromontane learners through the use of malepa game**
    - Tshele John Moloi, University of the Free State, South Africa, moloi@ufs.ac.za

12. **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; Katarina Salmela-Aro, University of Helsinki, katarina.salmela-ar@helsinki.fi; Joe Krajick, Michigan State University, krajick@msu.edu; Barbara Schneider, Michigan State University, bschneid@msu.edu

13. **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 Basczewski, The Pennsylvania State University, United States of America, sbas583@psu.edu; P. Karen Murphy, The Pennsylvania State University, United States of America, pk1@psu.edu; Liwei Wei, The Pennsylvania State University, United States of America, lw2249@psu.edu; Funke Omidire, University of Pretoria, South Africa, funke.omidire@up.ac.za; Liesel Ebersohn, University of Pretoria, South Africa, liesel.ebersohn@up.ac.za

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**Speaker Notes:**

- **Leyla Radjai, Waseda University:**
  - Chair: Lynette Shultz, University of Alberta, Canada, lshultz@ualberta.ca
  - Venue: Victoria

- **Ethnicity and Education:**
  - Session 1.3 | 13:30 - 15:00

- **Poster Sessions:**
  - Venue: Old Harbour Lobby
SESSION 1.4 | 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.eloff@up.ac.za
Chair: Ronel De Villiers, University of Pretoria, South Africa, ronel.devilliers@up.ac.za

1. Context for Doctoral Education in Teacher Education in Africa
   Irma Eloff, University of Pretoria, South Africa, irma.eloff@up.ac.za; Antonio Cipriano Gonzáles, Mocambique; Alois Chiromo, Zimbabwe; Therese Tchombe, Cameroon; Amani Ibrahim Eldafar, Sudan; Hylene Mariaye, Mauritius

2. Literature Review
   Irma Eloff, University of Pretoria, South Africa, irma.eloff@up.ac.za; Antonio Cipriano Gonzáles, Mocambique; Alois Chiromo, Zimbabwe; Therese Tchombe, Cameroon; Amani Ibrahim Eldafar, Sudan; Hylene Mariaye, Mauritius

3. The Challenges of creating a DNTEA
   Irma Eloff, University of Pretoria, South Africa, irma.eloff@up.ac.za; Antonio Cipriano Gonzáles, Mocambique; Alois Chiromo, Zimbabwe; Therese Tchombe, Cameroon; Amani Ibrahim Eldafar, Sudan; Hylene Mariaye, Mauritius

4. The Opportunities of creating a DNTEA
   Irma Eloff, University of Pretoria, South Africa, irma.eloff@up.ac.za; Antonio Cipriano Gonzáles, Mocambique; Alois Chiromo, Zimbabwe; Therese Tchombe, Cameroon; Amani Ibrahim Eldafar, Sudan; Hylene Mariaye, Mauritius

5. The Framework for a Doctoral Network in Teacher Education in Africa (DNTEA)
   Irma Eloff, University of Pretoria, South Africa, irma.eloff@up.ac.za; Antonio Cipriano Gonzáles, Mocambique; Alois Chiromo, Zimbabwe; Therese Tchombe, Cameroon; Amani Ibrahim Eldafar, Sudan; Hylene Mariaye, Mauritius

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

SESSION 1.4 | 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.marie.weber@staff.uni-marburg.de

1. Community-based Social and Solidarity Economy and societal Innovation
   Susanne Elsen, University of Bolzano, Susanne.elsen@unibz.it

2. Ecosocial innovations – models for inclusive and sustainable societies?
   Ingo Stamm, University of Jyväskylä, Ingo.Stamm@jyu.fi; Tuuli Hirvilammi, Kokkola University Consortium, tuuli.hirvilammi@helsinski.fi; Aila-Leena Matthies, University of Jyväskylä, Aila-Leena.matthies@jyu.fi; Kati Nahir, Kokkola University Consortium, Kati.Nahir@helsinski.fi

3. Sustainability Innovation-Labs: Walking the path towards regional system innovations
   Susanne Maria Weber, Phillips University of Marburg, Susanne.marie.weber@staff.uni-marburg.de

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

SESSION 1.4 | 15:10 - 16:40

Venue: Bartolomew Diaz

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

Organizer and Chair: Frank Tuit, University of Denver, ftuit@du.edu; Sarah Stewart, University of the West Indies, Jamaica, saran.stewart@gmail.com

1. From Slave Narratives to ‘Groundings’: Mapping the Caribbean within the Centre of Decolonizing Qualitative Approaches
   Sarah Stewart, University of the West Indies, saran.stewart@gmail.com

   Amanda Thomas, University of Denver, Amanda.K.Thomas@du.edu

3. 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

4. Disrupting the Colonial Gaze: Emancipatory Imaginings of a Caribbean Centered Research
   Frank Tuit, University of Denver, ftuit@du.edu; Sarah Stewart, University of the West Indies, Jamaica, saran.stewart@gmail.com

Discussion: Frank Tuit, University of Denver, ftuit@du.edu
SESSION 1.4 | 15:10 - 16:40

Factors Influencing School Progression, Motivation and Graduation through Global Lenses

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

1. Understanding school dropout among secondary school learners: Decision making process and impact.
   Roswittta Gatsi, University of Pretoria, University of Zimbabwe, rkagatsi@yahoo.com; Funke Omidire, University of Pretoria, funke.omidire@up.ac.za; Salome Human-Vogel, University of Pretoria, salome.humanvogel@up.ac.za

2. Individual and family factors influence completion of primary school in rural Malawi: Focusing on grade repetition, dropout and transfer
   Kyoko Taniguchi, Nago University, Japan, kyoko.taniguchi1990@gmail.com

3. The Relationship Between Suspensions, Achievement, and Graduation Kyndra Middleton,
   Howard University, United States of America, kmidleton@Howard.edu

4. External control relates to lower motivational quality across multiple school subjects
   W. L. Pratt-Oga-Baldwin, Waaseda University, Japan, quint@waseda.jp; Luke K. Fryer; University of Hong Kong, Hong Kong, fryerjia@hku

5. 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

SESSION 1.5 | 16:50 - 18:20

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

1. Pre-service teachers’ decisions on the use of ICTs to teach science
   Thuthukile Jita, University of the Free State, jitalc@ufs.ac.za

2. Using the Concerns Based Adoption Model to examine Leshoto teachers concerns with the new curriculum
   Mapafani Tafari, University of the Free State, tafari@yahoo.com

3. Teachers’ implementation of the new integrated curriculum in Lesotho
   Lerato Ralebe, University of the Free State, ralebe@smail.ac.za

4. 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 Mokakatla Mosia, Sol Plaatje University, moeketsi.mosia@spu.ac.za; Nomalanga Grootboom; University of South Africa, Grootboom@unisa.ac.za

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

1. Effective Extended Education from an International Point of View
   Ludwig Stecher, University of Giessen, Germany, Ludwig.Stecher@erziehung.uni-giessen.de; Marianne Schupbach, University of Bamburg, Germany, marianne.schupbach@uni-bamburg.de

2. Sexualized Violence Peer to Peer – Consequences for Designing Safe Extended Education Programs
   Sabine Maschke, University of Marburg, Germany, sabine.maschke@staff.uni-marburg.de

3. 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, Heinz-guenter.holtappels@tu-dortmund.de

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

Venue: Vasco da Gama

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

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

1. Pathways to developing a teacher education qualification for learners who are visually impaired
   Ronel Ferreira, University of Pretoria, ronel.ferreira@up.ac.za; Maximus Sefoto, University of Pretoria, maximus.sefoto@up.ac.za; Maesla Thabe, University of Pretoria, maesla.thabe@up.ac.za; Ruth Mampame, University of Pretoria, ruth.mampame@up.ac.za

2. (What) Can we learn from developing countries in the field of Early Intervention and Paediatric Hearing loss?
   Claudia Störbeck, University of the Wittwatersrand, claudine.storbeck@gmail.com

3. Supporting learners with neurodevelopmental disorders in South African schools
   Helen Dunbar-Krige, University of Johannesburg, heleni@uj.ac.za; Jean Fouine, University of Johannesburg, jeanf@uj.ac.za

4. Strengthening teaching for learners with severe to profound sensory or intellectual impairment
   Jane Kelly, University of Cape Town, Jane.Kelly@uct.ac.za; Nozwello Shanda, University of Cape Town, nozwello.shanda36@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 Sefoto, University of Pretoria, maximus.sefoto@up.ac.za

Venue: Ballroom West

Regional Invited Symposium

WERA International Research Network (IRN) Invited Symposium

Committee
SESSION 1.5 | 16:50 - 18:20

Venue: Bartholomew Diaz

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, ehenning@uj.ac.za; Ani Mylyviita, University of Helsinki, ani.mylyviita@helsinki.fi

2. Coherence in the practicum through service learning
   Gadija Petker, University of Johannesburg, gadijap@uj.ac.za; Elizabeth Henning, University of Johannesburg, ehenning@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
   Saria Rasmooop, 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

Session 1.5 | 16:50 - 18:20

Venue: Sir Francis Drake

Organizer and 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
   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. National Differences in Student Engagement: Comparison of the US, Chinese, and Russian research
   Mary Goretti Nakabugo, Twaweza East Africa, Uganda, gnakabugo@twaweza.org; Zaida Migalla, Twaweza East Africa, Tanzania, zmigalla@twaweza.org; Emmanuel Manyasa, Twaweza East Africa, Kenya, emanyasa@twaweza.org; Amos Kaburu, Twaweza East Africa, Kenya, akaburu@twaweza.org; Faridah Nsereka, Twaweza East Africa, Uganda, fnssereka@twaweza.org; Richard Temu, Twaweza East Africa, Tanzania, rtemu@twaweza.org

3. Affordances and challenges of student teacher learning in a teaching school
   Jamie Schlais Barnes, Global Evaluation LLC, United States of America; Virginia Commonwealth University, jamie.barnes@globeval.com

4. Thinking disposition factors influencing school prefects’ academic achievement in civic education concepts
   Olugbenga Aderayo IGE, University of the Free State, South Africa, olugbengaige@gmail.com; Dipane Joseph Hlaele, University of the Free State, South Africa, hlaeledj@qsu.ufs.ac.za

5. Understanding resilience processes and their relevance to teacher-student interactions
   Linda Liebenberg, UNISA, South Africa, Linda.Liebenberg@dal.ca
SESSION 1.5 | 16:50 - 18:20

Innovative Pedagogy in Education Worldwide

Venue: Robben Island

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 Köiffer, University of Innsbruck, Austria, nadja.koefller@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, gohruying@gmail.com; Lai Yong Tan, National University of Singapore, Singapore, ditarlaoyong@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, eunicelahalimtzx@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, yeneelee@gmail.com; Jing Yi Ng, College of Alice and Peter Tan, National University of Singapore, Singapore, ngjinyi.renesme@gmail.com; Nur Amira Binte Zalizan, College of Alice and Peter Tan, National University of Singapore, Singapore, ellinya19@gmail.com; Desmond You Sheng Wong, Ministry for Culture, Community and Youth (Project), Singapore, desmondwong@tfukle.org.sg; Sue Chang Kho, College of Alice and Peter Tan, National University of Singapore, Singapore, rchcsf@nus.edu.sg

4. Drama, movement and games – alternative reality around the world?
   Barbara Ráz, Independent Researcher, People’s Republic of China, barbara.racz@gmail.com

5. Teaching, learning and assessing creativity and critical thinking in education
   Stéphan Vincent-Lancrini, OECD, France, stephan.vincent-lancrin@oecd.org

16:50 - 18:20

School Leadership through Cross-National Lenses

Venue: Victoria

Chair: Catin 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 Maria Garduño, Universidad Autónoma de la Ciudad de México, josemariagarduño@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
   Denise Fowler, California State University, Sacramento, United States of America, denver.fowler@csusc.edu; Hsiuen-Yuan Hsu, The University of Texas, United States of America, hsiuen-yuan.hsu@uth.tmc.edu; Raymonnesha Edwards, Ronald E. McNair Scholar, The University of Mississippi, United States of America, raymonnesha@students.alcu.edu; Arvin Johnson, Kennesaw State University, United States of America

18:30 - 19:30

KEYNOTE ADDRESS, PROF CRAIN SOUDIEN

Venue: Ballroom East

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

SESSION 2.1 | 08:30 - 10:00

Social and Political Contexts of Education Transformation in the Global South

Venue: Ballroom East

Organizer: Liesel Ebbensohn, University of Pretoria, South Africa, liessel.ebbensohn@up.ac.za
Chair: Tseglo Mokuku, University of Lesotho, tsmokuku@yahoo.com

08:30 - 10:00

1. Feminism student movement in Chile: An attempt to make visible the structural damage in institutions and minds
   Roxana Chiappa, University of Washington, USA, rchiappa@uw.edu

2. Gender and ethnicity as disputed categories in the search of educational transformation: challenges from Latin American contexts
   Patricia Ames, Pontificia Universidad Catolica del Perú, Peru, pames@pucp.edu.pe

3. The conundrum of quality education: Education for relevance or education for all?
   Labby Ramathan, University of Kwazulu-Natal, South Africa, ramrathy@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

8:30 - 10:00

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

08:30 - 10:00

Venue: Ballroom West

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

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

1. The Two Japanese Models: From “East Asian Model” to School as Learning Community Model under Globalization
   Manabu Sato, Gakushuin University, Japan, manabu.sato@gmail.com

2. Globalization of Japanese Models of Education: Its History and Prospect
   Masakos Nakamura, J.F. Oberlin University, masakosn@obirin.ac.jp

3. J-model learning assessment for reliving students’ experiences in Ethiopia and Vietnam
   Atsushi Tsui, JICA project in Ethiopia

08:00 - 10:00

Venue: Vasco Da Gama

Sexuality And Reproductive Health Of Adolescents

Organizer and Chair: Nyyueda 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
   Nyyueda 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, stella.jacks13@gmail.com

3. Influence of Schools on Adolescent Sexuality In Ghana
   Felicia Eisinm Puafa, University for Development Studies Faculty of Education, Department of Social Science and Business Education, fpufaa@gmail.com; Nyyueda 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
   Nyuiemedi Agordzo Edoh-Torgah, Department Of Psychology and Education, University of Education, Winneba, Ghana, naagordzo@gmail.com

Discussants: Stella Jacks, University of Calabar, Nigeria, stella.jacks13@gmail.com; Felicia Eisinm Puafa, University for Development Studies Faculty of Education, Department of Social Science and Business Education, fpufaa@gmail.com
SESSION 2.1 | 08:30 - 10:00

Venue: Bartholomew Diaz

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

Chair: 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

   Teboho Moja, New York University, tm45@nyu.edu

   Teboho Moja, New York University, The United States of America, tm45@nyu.edu; Monroe France, New York University, mf60@nyu.edu

3. Internationalizing Your Student Affairs Practice: Global Advice for U.S. Professionals (ROUTLEDGE), Eds: Tamara Yakaboski and Brett Perozzi.
   Birgit Schreiber, Stellenbosch University, South Africa, birgitschreiber@sun.ac.za

4. Implementation of an Israeli Ministry of Education’s policy – relationship between three hierarchic levels
   Adeniran Gregory Adewusi, University of Pretoria, South Africa, gregade4all@gmail.com

5. The flipped classroom – is it leaving children with special needs and those in rural and impoverished communities behind?
   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

6. 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

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SESSION 2.1 | 08:30 - 10:00

Venue: Marco Polo

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

1. 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, bulusje@gmail.com

2. The role of Facebook class groups for informal learning processes and class dynamics
   Jael Muls, Vrije Universiteit Brussel, Belgium, jaelmuls@vub.be; Valerie 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

3. Adoption of Digital Tools by Public Schools: Case Studies from India
   Tanushree Rawat, University of Wisconsin-Madison, United States of America, trawat@wisc.edu; Kartik Rakapa, Indian School of Business, India, kartik_rakapa@isb.edu; Deepa Mani, Indian School of Business, India, deepa_man@isb.edu

4. 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

5. “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

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SESSION 2.1 | 08:30 - 10:00

Venue: Sir Francis Drake

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

1. 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

2. Ethics of educational relationships – international standards?
   Catrin Renate Siedenbiedel, Universität Kassel, Germany, siedenbiedel@uni-kassel.de

3. The flipped classroom – is it leaving children with special needs and those in rural and impoverished communities behind?
   Aman 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, marciaopilgrim@gmail.com

   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

5. Exclusion of People with Disabilities in the Global South – the Cases of Kazakhstan and Uzbekistan
   Stephan Kehl, University of Rostock, Germany, stephan-keh185@web.de
SESSION 2.1 | 08:30 - 10:00

International Views on Social Emotional Learning, Identify and Preparation for the Future

Venue: Robben Island

Chair: Bruna Dalmaso Junqueira, Federal University of Rio Grande do Sul, Brazil, bdjunqueira@gmail.com

1. 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

2. 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, dyou2006@qq.com

3. 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

4. Teaching and Learning for Wisdom: Constructing Inclusive New Paradigms for Educational Research
   Ibrahim Bin Ahmad Bajunid, Malaysian Association for Education (MAE), Malaysia, iabajunid@hotmail.com

5. 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, davisd@tsu.edu

08:30 - 10:00

Higher Education Transformation Worldwide

Venue: Victoria

Chair: A. Lin Goodwin, University of Hong Kong, Hong Kong, alg25@hku.hk

1. The Changes of Higher Education Institutional Landscape in post-SoViet Countries: Reforms and Continuities
   Daria Platonoiva, 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

2. 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 Janic 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

3. Redefining quality in higher education: The concept of Juakalization
   Emmah Mwongeli Muema, Bowling Green State University, United States of America, emuema@bgsu.edu; Mathew P. Lavery, Bowling Green State University, United States of America, mlavery@bgsu.edu

4. Lecturers’ use of peer assessment as a possibility in the era of massification in higher education
   Vusi Jan Muza, UKZN, South Africa, MsiZiw@ukzn.ac.za; Thabile Aretha Zondi, UKZN, South Africa, zondit2@ukzn.ac.za

5. 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

KEYNOTE ADDRESS, PROF ECKHARD KLEIME

Venue: Ballroom East

Chair: Ruth Mampane, University of Pretoria, South Africa, ruth.mampane@up.ac.za

1. 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

**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, gladson@wisc.edu

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

1. **The development of critical thinking skills in challenging education contexts**
   - Margaret Funke Omidire, University of Pretoria, funke.omidire@up.ac.za

2. **Assessing the role of peer learner-leaders in the facilitation of classroom discussions in a rural high school**
   - Sipikelo Mugan, University of Pretoria, sipikelo.mugan@up.ac.za

3. **Development of critical-analytic thinking through teacher discourse move and pedagogical principles in rural school**
   - Sheila Sefehed, University of Pretoria, sheilasefheid@gmail.com

4. **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, pkm11@psu.edu

**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

1. **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, karsg@ualberta.ca; Thushika Pillay, University of Alberta, Canada, pillay@ualberta.ca; Karen Pashby, University of Alberta, Canada, K.Pashby@mmu.ac.uk

2. **Children’s Rights in School and their Recognition: a Comparative Study**
   - Ilse Schrittesser, University of Vienna, Austria, ilse.schrittesser@univie.ac.at; Natasha Mitrovits, University of Vienna, Austria, natastcha.mitrovits@gmx.at

3. **What Works in Youth Participation? - an overview of key findings from Future Youth Schools Forums project**
   - Barbara Jankiewicz, University of Lodz, Poland, anna.jankiewicz@uni.lodz.pl

4. **Developing a Sense of Belonging as a Haitian youth in Miami through building a biculural identity within street gangs**
   - Christine Keaney, Pacific Oaks College, United States of America, christinekeaney2015@gmail.com

5. **Political Engagement and Activism by Young People in Four Countries: Implications for Educators**
   - Ilene Krisher, University of Colorado Boulder, United States of America, ben.krisher@colorado.edu; Jessica Fernandez, Santa Clara University, USA, jsfemandez@scu.edu; Rashida Gowan, Urban League of Louisiana, USA, rashidagowan@gmail.com; Taphadzo Tivaringe, University of Colorado Boulder, United States of America, taphadzo.tivaringe@colorado.edu

**Venue: Victoria**

**Students with Disabilities and Assistive Technology Worldwide**

**Chair:** Stephen Benigno, Texas A & M International, United States University, sbenigno@tam.us

1. **Assistive Technology for Students with Disabilities: An International and Intersectional Approach**
   - Salil Kulkarni, California State University Dominguez Hills, United States of America, skulkarni@csudh-coe.org; Jessica Parma, Redondo Beach Unified School District, United States of America, jparma11@toromar.csudh.edu

2. **The status of Assistive Technology in schooling policies for students with disabilities from the perspective of inclusive education**
   - Flavia Faisal de Souza, Universidade do Estado do Rio de Janeiro, Brazil, flaviasouza.uerj@gmail.com

3. **Creating a Space for Undocumented Deaf-Latino Immigrants in the United States**
   - Carla Garcia-Fernandez, California State University Northridge, United States of America, carla.garciafernandez@csun.edu

4. **Reflections on ‘Deaf Epistemology’: Social and Educational Implications**
   - Timothy G Reagan, University of Maine, United States of America, timothy.reagan@maine.edu

### SESSION 2.2 | 11:20 - 12:50

**Venue: Marco Polo**

**Worldwide Views on Teacher Roles, Values and Satisfaction**

**Chair:** Nilton Martinez, University, South Africa, nhlanhla.mpofu@spu.ac.za

1. **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, katyfarber@gmail.com; Life LeGeros, University of Vermont, United States of America, lifelegeros@gmail.com

2. **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@int.hiroshima-cu.jp

3. **Comparative International Study on Reasons for Choosing and Staying in Teaching in Poland, Jamaica, and Turkey**
   - Joanna Maladalska-Michalak, University of Warsaw, Poland, j.maladalska@uw.edu.pl; Cynthia Onyenufu, University of Technology, Jamaica, Coneyufu@utech.edu.jm; Bunyamin Basli, Yildiz Technical University, Turkey, bunyaminbasli@gmail.com

4. **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

5. **Barriers to Attracting and Retaining Male Elementary Teachers**
   - Kathy K Fox, University of North Carolina Wilmington, United States of America, Foxk@uncw.edu

**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

1. **Teachers as agents of social cohesion in a violent society**
   - Lorna Balie, Cape Peninsula University of Technology, South Africa, lornabalie@gmail.com; Joyce Raanhuus, Cape Peninsula University of Technology, South Africa, Joyce.Raanhuus@live.nl; Yunus Omar, UCT, South Africa, yunus@cybersmart.co.za

2. **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, marcinsasingh@hotmail.com

3. **Teacher career governance, agency and possibilities for change**
   - Tarryn De Kock, Cape Peninsula University of Technology, South Africa, tarryngabiedeckock@gmail.com; Yusuf Sayed, University of Sussex, y.sayed@sussex.ac.uk

**Venue: Schappen-Edwards**

**International Perspective on Higher Education Access, Support and Progress**

**Chair:** Jean Veronica Foune, University of Johannesburg, South Africa, jean@uj.ac.za

1. **Making shifts to get in: Mentor reflections on preparing students for access to higher education**
   - Jerome Paul Joorst, Stellenbosch University, South Africa, jjoorst@sun.ac.za; Nokwanda Siyengo, Stellenbosch University, South Africa, nksiyengo@sun.ac.za

2. **The surprise of the APS**
   - Georgina Westraadt, Two Oceans Graduate Institute, South Africa, georina.westraadt@togi.ac.za

3. **Overcoming the college departure puzzle in Ghanaian higher education**
   - Sylvia Kabumle Ocsaney, University of Pretoria, South Africa, ocsaneyarm@yahoo.com; Maximus Monaheng Sefotho, University of Pretoria, South Africa, maximus.sefotho@up.ac.za

4. **“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

5. **The use of Ubuntu Pedagogy to Facilitate Academic Support in a Higher Education Classroom**
   - Timothy G Reagan, University of Maine, United States of America, timothy.reagan@maine.edu

**Chair:** Jean Veronica Foune, University of Johannesburg, South Africa, jean@uj.ac.za

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   - Jerome Paul Joorst, Stellenbosch University, South Africa, jjoorst@sun.ac.za; Nokwanda Siyengo, Stellenbosch University, South Africa, nksiyengo@sun.ac.za

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   - Georgina Westraadt, Two Oceans Graduate Institute, South Africa, georina.westraadt@togi.ac.za

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   - Timothy G Reagan, University of Maine, United States of America, timothy.reagan@maine.edu
### SESSION 2.3 | 13:00 - 14:30

**Venue: Ballroom East**

<table>
<thead>
<tr>
<th>1.00 - 14:30</th>
<th>Venue: Ballroom West</th>
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<tbody>
<tr>
<td><strong>Critical Appraisal of Research Methods in Education: an Americas Perspective</strong></td>
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<tr>
<td><strong>Organizers:</strong> Pedro Alejandro Flores Crespo, Universidad Autónoma de Queretaro, <a href="mailto:pedro.florescrespo@uaq.mx">pedro.florescrespo@uaq.mx</a>; Felice J. Levine, AERA, <a href="mailto:flevine@area.net">flevine@area.net</a></td>
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<tr>
<td><strong>Chair:</strong> Felice J. Levine, AERA, <a href="mailto:flevine@area.net">flevine@area.net</a></td>
<td></td>
</tr>
<tr>
<td><strong>1. 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?</strong> Patricia Ames Ramello, Instituto de Estudios Peruanos, Peru, <a href="mailto:pames@pucp.edu.pe">pames@pucp.edu.pe</a></td>
<td></td>
</tr>
<tr>
<td><strong>2. Concepts, methods and techniques: Lesson drawn from empirical applications</strong> Pedro Flores-Crespo, Autonomous University of Queretaro, <a href="mailto:pedro.florescrespo@uaq.mx">pedro.florescrespo@uaq.mx</a></td>
<td></td>
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<tr>
<td><strong>3. Could the same research questions be addressed by different methodologies? What would be the main constraints to apply renovated research methods?</strong> Geovana Mendonca Lunardi, Universidade do Estado de Sao Catarina, Brazil, <a href="mailto:geolunardi@gmail.com">geolunardi@gmail.com</a></td>
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<td><strong>4. 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?</strong> Final summary Barbara Schneider, Michigan State University, United States of America, <a href="mailto:bscheneid@msu.edu">bscheneid@msu.edu</a></td>
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<tr>
<td><strong>Discussant:</strong> Pedro Flores-Crespo, Autonomous University of Queretaro, <a href="mailto:pedro.florescrespo@uaq.mx">pedro.florescrespo@uaq.mx</a></td>
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### SESSION 2.3 | 13:00 - 14:30

**Venue: Vasco da Gama**

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<thead>
<tr>
<th>13:00 - 14:30</th>
<th>Venue: Bartholomew Díaz</th>
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<tbody>
<tr>
<td><strong>Reimagining a Radical Pedagogy of Resistance: Race, Equity, and the Continued Search for Inclusive Postsecondary Learning Environments around the World</strong></td>
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<tr>
<td><strong>Organizer and Chair:</strong> Frank Tuitt, University of Denver, United States of America, <a href="mailto:frank.tuitt@du.edu">frank.tuitt@du.edu</a></td>
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<tr>
<td><strong>1. Plantation Pedagogies in Contemporary Higher Education Classrooms: Instruments of the Slave Society and Manifestations of Plantation Politics</strong> Sarah Stewart, University of the West Indies-Mona, <a href="mailto:saranastewart@gmail.com">saranastewart@gmail.com</a></td>
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<tr>
<td><strong>2. Ritual, Power and Protest Higher Education</strong> Pardis Mahdavi, University of Denver, <a href="mailto:pardis.mahdavi@du.edu">pardis.mahdavi@du.edu</a></td>
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<tr>
<td><strong>3. Making Black Lives Matter in Postsecondary Classrooms: Reflections on Race, Pedagogy and the Creation of Racially Inclusive Learning Environments</strong> Frank Tuitt, University of Denver, <a href="mailto:frank.tuitt@du.edu">frank.tuitt@du.edu</a></td>
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<tr>
<td><strong>Discussant:</strong> Frank Tuitt, University of Denver, <a href="mailto:frank.tuitt@du.edu">frank.tuitt@du.edu</a></td>
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### SESSION 2.3 | 13:00 - 14:30

**Venue: Sir Francis Drake**

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<tr>
<th>13:00 - 14:30</th>
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<tbody>
<tr>
<td><strong>Sexual Education and Sexualized Violence through International Lenses</strong></td>
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<tr>
<td><strong>Chair:</strong> Tara O’Nell, University of Hawaii – Manoa, United States, <a href="mailto:Tonnell@hawaii.edu">Tonnell@hawaii.edu</a></td>
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<tr>
<td><strong>1. Assessing Students’ Perception Towards The Teaching Of Sexuality Education In Senior Secondary Schools In Nigeria</strong> Joy-Telu Hamilton-Ekeke, Niger Delta University, Nigeria, <a href="mailto:joyhamilton@ndu.edu.ng">joyhamilton@ndu.edu.ng</a></td>
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<td><strong>2. Knowledge of Sexually Transmitted Infections And Socio-Demographic Factors affecting high risk Sex among unmarried youths in Nigeria</strong> Obasanjo Bolanrina, Obafemi Awolowo University, Ile-Ife, Nigeria, <a href="mailto:bolanrinawasasajo@hotmail.com">bolanrinawasasajo@hotmail.com</a></td>
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<td><strong>3. Using participatory visual research to address sexual violence with rural and indigenous girls in South Africa and Canada: A transnational perspective</strong> Astrid Jane Treffry-Goatley, University of KwaZulu-Natal, South Africa, <a href="mailto:Treffy-Goatley@ukzn.ac.za">Treffy-Goatley@ukzn.ac.za</a>; Lisa Wiebesieks, University of KwaZulu-Natal, South Africa, <a href="mailto:Wiebesieks@ukzn.ac.za">Wiebesieks@ukzn.ac.za</a>; Relebohile Moletsane, University of KwaZulu-Natal, South Africa, <a href="mailto:moletsane@ukzn.ac.za">moletsane@ukzn.ac.za</a>; Claudia Mitchell, University of KwaZulu-Natal, South Africa, McGill University, Canada, <a href="mailto:claudia.mitchell@mccgill.ca">claudia.mitchell@mccgill.ca</a>; Naydene de Lange, Nelson Mandela University, South Africa, <a href="mailto:Naydene.deLange@nmu.ac.za">Naydene.deLange@nmu.ac.za</a></td>
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SESSION 2.3 | 13:00 - 14:30

Internationalization of Higher Education
Venue: Marco Polo

Chair: 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

1. 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

2. 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

Seamus O’Shea, Institute of Technology Tralee, Ireland, seamus.oshea@staff.ittralee.ie; Joe O’Hara, Dublin City University, Ireland, joe.ahara@dcu.ie

4. Global Engagement in Higher Education
Janaina Mourão Felippe, UnIBH, Brazil, janaina.felippe@unibh.br

5. Digital Methods as a Decolonial Approach to Internationalization Policy Analysis
Lyndie Shultz, University of Alberta, Canada, lshultz@ualberta.ca; Melody Viczko, University of Alberta, Canada, mviczko@uw.ca; Carrie Karsgaard, University of Alberta, Canada, karsgaard@ualberta.ca; Shannon McKechnie, University of Alberta, Canada, smckech@uw.ca

13:00 - 14:30

Multicultural Pedagogies Across the Globe
Venue: Schappen-Edward

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

1. As the time goes by, the thought of place is deepened: Identities in transition and a call for inquiry about multicultural place-based pedagogy
Vv V Dao, Michigan State University, United States of America, dao@ytemisu@gmail.com; Yue Bian, Michigan State University, United States of America, biany@msu.edu

2. Teaching strategies by gender, grade level and self-efficacy in Mexico
Pedro Sanchez-Escobedo, Universidad Autónoma de Yucatán, Mexico, psendche@correo.uady.mx; Jesus Pinto-Sosa, Universidad Autónoma de Yucatán, Mexico, jsopnsa@correo.uady.mx

3. Understanding students’ discomfort as a pedagogical means to teach multicultural education in the U.S.
Vv V Dao, Michigan State University, United States of America, dao@ytemisu@gmail.com

4. 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, ru3333@hotmail.com

5. 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

SESSION 2.3 | 13:00 - 14:30

International Perspectives on Language and Culture
Venue: Robben Island

Chair: Jerome Ellis Morris, University of Missouri-St. Louis, United States, morrisjer@umsl.edu

1. Language and Power: Cultural Hegemony in EFL Course Books
Dingyi Koksal, Canakkale Onsekiz Mart University, Turkey, d.koksal@yahoo.com; Omer Gokhan Ulum, Adana Science and Technology University, Turkey, omergokhanulum@gmail.com

2. 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; Slobane Marie Signal, Xavier University, United States of America, ssignal@xula.edu; Larkin Page, Xavier University, United States of America, rereading76@yahoo.com; Zwila Martinez, Social Bridges, Inc., Zwilks@xula.edu

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, terryosborn@usf.edu; Ming Tso Chien, University of Maine, United States of America, ming.chien@maine.edu

4. 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

5. 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-Kyang Cha, Hanyang University, Korea, Republic of South Korea, yunkyang@hanyang.ac.kr

13:00 - 14:30

International Positions on Science, Technology, Engineering and Mathematics (STEM) Learning
Venue: Victoria

Chair: Barbara Rácz, Independent Researcher, China, barbara.racz@gmail.com

1. Applying Social-Cognitive Career Theory to Understand the STEM Career Development of Students in Taiwan
Wei-Cheng Joseph Mao, Wichita State University, United States of America, joseph.mao@wichita.edu; Yun-Hwa Mao, Wichita Public School District, United States of America, YHmao@usd259.net; Shih-Jya Chen, Tunghai University, Taiwan, sjchen@thu.edu.tw; Kai-Mei Chen, Chung-Shan Medical University, kmchen@csmu.edu.tw

2. The plight of funding STEM Higher Education in a Developing Economy: Issues, Trends and Opportunities
Abubakar Sadiq Bappah, Abubakar Tafawa Balewa University, Bauchi, Nigeria, nigabappah@gmail.com; Bello Garba Kofar-Sari, Universiti Tun Hussein Onn Malaysia, Johor, Malaysia, bellogb@yahoo.com

3. 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, Vikiik Teacher Training School, ari.myllyviita@helsinki.fi; Aleksi Markkanen, Vikiik Teacher Training School, aleksi.markkanen@helsinki.fi; Jani Lavonen, University of Helsinki, Finland, jari.lavonen@helsinki.fi

Orpha Kemunto Ongiti, Africa Nazarene University, Kenya, oongiti@anu.ac.ke

5. Low socio-economic status of students: A forest to hide for dysfunctional education systems caused by uneven opportunities for learning mathematics in early years
Nossisi Nellie Feza, Central University of Technology, South Africa, nossisi.piyose@gmail.com
<table>
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<tr>
<th>13:30 - 14:30</th>
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<tbody>
<tr>
<td><strong>Poster Sessions</strong></td>
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<tr>
<td>1. Indigenizing the Deaf Education Through De-sensitization</td>
<td>Rezenet Tsegay Moges, California State University, Long Beach, United States of America, <a href="mailto:rezenet.moges-riedel@csulb.edu">rezenet.moges-riedel@csulb.edu</a></td>
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<tr>
<td>2. Latinx Deaf Undocumented Students Navigating Postsecondary Education in the U.S.</td>
<td>Jamila Guerrero-Cantor, California State University East Bay, United States of America, <a href="mailto:jamilagc@gmail.com">jamilagc@gmail.com</a></td>
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<tr>
<td>3. The Research Findings: The Level of Educational Knowledge Transfer in Czech Republic</td>
<td>Michaela Spurná, Masaryk University, Czech Republic, <a href="mailto:spurna@ped.muni.cz">spurna@ped.muni.cz</a></td>
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<tr>
<td>4. Analysis on the Development of Middle and High School Students’ Ethics of Responsibility in China</td>
<td>National Academy of Educational Sciences, People’s Republic of China, <a href="mailto:saranasuj@163.com">saranasuj@163.com</a></td>
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<tr>
<td>5. Training and Perspectives of Speech-Language Pathologists Serving African American English-Speaking Students</td>
<td>Dionna Louise Latimer-Hearn, Notre Dame of Maryland University, United States of America; REACT Initiative, <a href="mailto:dionnalatimer@yahoo.com">dionnalatimer@yahoo.com</a></td>
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<tr>
<td>6. Reversing the School to Prison Pipeline: Previously Incarcerated Youth in Community College</td>
<td>Tabitha Paige Conaway, San Francisco State University, United States of America, <a href="mailto:conawaytabitha@gmail.com">conawaytabitha@gmail.com</a></td>
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<td>7. The Presence and Prioritization of American School Counseling Domains in Ghana</td>
<td>Richard Ezra Hall, Vanderbilt University, United States of America, <a href="mailto:richard.hall.1@vanderbilt.edu">richard.hall.1@vanderbilt.edu</a></td>
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<td>8. Cross-Cultural Online Collaborative Learning: Competence, Compassion, and Commitment</td>
<td>Yun-Chai Chen, National Sun Yat Sen University, Taiwan, <a href="mailto:yun_chai@yahoo.com">yun_chai@yahoo.com</a>; Hsueh-Hua Chuang, National Sun Yat Sen University, Taiwan, <a href="mailto:hseuhhua@nysu.edu.tw">hseuhhua@nysu.edu.tw</a>; Han-Chin Liu, National Chiayi University, Taiwan, <a href="mailto:hanchinliu@gmail.com">hanchinliu@gmail.com</a></td>
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<td>9. Managing situations and emotions of learners’ stress in South African rural schools</td>
<td>Martin Duma, University of the Free State, South Africa, <a href="mailto:dumamani@ufs.ac.za">dumamani@ufs.ac.za</a></td>
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<td>10. Primary school teacher as a victim of bullying in the workplace</td>
<td>Tomas Cech, Palacky University in Olomouc, Czech Republic, <a href="mailto:tomas.cech@upol.cz">tomas.cech@upol.cz</a>; Simona Dobesova, Palacky University in Olomouc, Czech Republic, <a href="mailto:simonasaknarapalagi@gmail.com">simonasaknarapalagi@gmail.com</a>; Jana Kvitova, Palacky University in Olomouc, Czech Republic, <a href="mailto:jana.kvitova@upol.cz">jana.kvitova@upol.cz</a></td>
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<tr>
<td>11. Experiences of Faculty and Staff Participating in Undocu Ally Training</td>
<td>Ana Maria Barrera, San Francisco State University, United States of America, <a href="mailto:abarrera@sfstate.edu">abarrera@sfstate.edu</a></td>
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<tr>
<td>12. Education in the African Diaspora: A comparative analysis of education in Cuba and the US</td>
<td>Lashia Antonia Bowers, Clemson University, United States of America, <a href="mailto:lashiab@g.clemson.edu">lashiab@g.clemson.edu</a></td>
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<tr>
<td>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</td>
<td>Akiyo Kaneko, Bunri University of Hospitality, Japan, <a href="mailto:kaneko@bunri-c.ac.jp">kaneko@bunri-c.ac.jp</a></td>
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<tr>
<td>14. Training in research as a potential predictor of research output: the case of the University of Zambia</td>
<td>Madalitso Khulupiri Banja, University of Zambia, Zambia, <a href="mailto:chilusbanja@yahoo.com">chilusbanja@yahoo.com</a></td>
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**SESSION 2.3 | 13:00 - 14:30**

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<tr>
<td>15. China Study Abroad Programme: Expanding Student Learning Horizon</td>
<td>Yali Zou, University of Houston, United States of America, <a href="mailto:YZou@central.uh.edu">YZou@central.uh.edu</a></td>
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<tr>
<td>16. The sustainable way of teaching Mathematical content to Afriomountane learners through the use of malepa game</td>
<td>Tshele John Moloi, University of the Free State, South Africa, <a href="mailto:molajtj@ufs.ac.za">molajtj@ufs.ac.za</a></td>
</tr>
<tr>
<td>17. Cultivating Connectedness, Competency and Consciousness through African Diaspora Curriculum</td>
<td>Rhonesha LaChaun Blache, Teachers College, Columbia University/African Diaspora Consortium, United States of America, <a href="mailto:blache@tc.columbia.edu">blache@tc.columbia.edu</a></td>
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<tr>
<td>18. Preparing individuals to leave the institutional care from the perspective of the directors of the children’s homes</td>
<td>Tomas Cech, Palacky University in Olomouc, Czech Republic, <a href="mailto:tomas.cech@upol.cz">tomas.cech@upol.cz</a>; Veronika Stenclova, Palacky University in Olomouc, Czech Republic, <a href="mailto:veronika.stenclova@upol.cz">veronika.stenclova@upol.cz</a></td>
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<tr>
<td>19. The Documents As Proof Of The History Of Society, Their Contradictions, Conflicts And Movements That Influence Educational Actions</td>
<td>Nadia Bigarella, Universidade Católica Dom Bosco, Brazil, <a href="mailto:nadia@ucdb.br">nadia@ucdb.br</a>; Alessandro Lewandowski, Universidade Católica Dom Bosco, Brazil, <a href="mailto:advaglew@gmail.com">advaglew@gmail.com</a></td>
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<td>Chair: Joanna Madalińska-Michalak, University of Warsaw, Poland, <a href="mailto:jmadalinska@uw.edu.pl">jmadalinska@uw.edu.pl</a></td>
<td></td>
</tr>
<tr>
<td>1. Education’s Limitations and Its Radical Potential in a Global Society</td>
<td>Prof Prudence Carter, Dean, Graduate School of Education, Berkeley, <a href="mailto:pcarter@berkeley.edu">pcarter@berkeley.edu</a></td>
</tr>
</tbody>
</table>
### SESSION 2.4 | 15:50 - 17:20
#### AERA Invited Symposium: Innovations in Education
Venue: Ballroom East

<table>
<thead>
<tr>
<th>15:50 - 17:20</th>
<th>Organizer and Chair: Barbara Schneider, Michigan State University, USA, <a href="mailto:bschneid@msu.edu">bschneid@msu.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussant:</td>
<td>Mary Tupan-Wenno, ECHO Center for Diversity Policy/GAPS, Netherlands, <a href="mailto:marytupan@echo-net.nl">marytupan@echo-net.nl</a></td>
</tr>
<tr>
<td>1. Developing Capacity for Stronger Innovation in Education: Building an International Community of Practice</td>
<td>Stephan Vincent Lancrin, Organization for Economic Co-operation and Development, <a href="mailto:Stephan.vincent-lancrin@oecd.org">Stephan.vincent-lancrin@oecd.org</a></td>
</tr>
<tr>
<td>2. Venturing into the Unknown with a Teacher Education Practicum at a South African University</td>
<td>Elizabeth Henning, University of Johannesburg, <a href="mailto:ehenning@uj.ac.za">ehenning@uj.ac.za</a></td>
</tr>
<tr>
<td>3. Improving Finnish Teacher Education through a National Teacher Education Forum</td>
<td>Jari Lavonen, University of Helsinki, <a href="mailto:jari.lavonen@helsinki.fi">jari.lavonen@helsinki.fi</a></td>
</tr>
<tr>
<td>4. Engagement in Science in Chile</td>
<td>Beatrice Avalos-Bevan, University of Chile, <a href="mailto:bavalos254@gmail.com">bavalos254@gmail.com</a></td>
</tr>
<tr>
<td>5. OECD 2030 Learning Framework</td>
<td>Katarina Salmela-Aro, University of Helsinki, <a href="mailto:katarina.salmela-ar0@helsinki.fi">katarina.salmela-ar0@helsinki.fi</a></td>
</tr>
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### SESSION 2.4 | 15:50 - 17:20
#### Reading Literacy and Associated Reading Interventions for High-Risk Children
Venue: Ballroom West

<table>
<thead>
<tr>
<th>15:50 - 17:20</th>
<th>Organizer and Chair: Surette Van Staden, University of Pretoria, South Africa, <a href="mailto:surette.vanstaden@up.ac.za">surette.vanstaden@up.ac.za</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussant:</td>
<td>Karen Roux, University of Pretoria, <a href="mailto:karen.roux@up.ac.za">karen.roux@up.ac.za</a></td>
</tr>
<tr>
<td>1. Back to basics: Teaching pre-reading skills in multilingual classrooms</td>
<td>Funke Omidire, University of Pretoria, <a href="mailto:funke.omidire@up.ac.za">funke.omidire@up.ac.za</a></td>
</tr>
<tr>
<td>2. A literacy project in Sri Lanka: moving from memory recall to critical thinking teaching</td>
<td>Janet Condy, Cape Peninsula University of Technology, <a href="mailto:condyj@cput.ac.za">condyj@cput.ac.za</a></td>
</tr>
<tr>
<td>3. Implementing Success for All in South Africa: Implications for intervention research theory and practice</td>
<td>Surette Van Staden, University of Pretoria, <a href="mailto:surette.vanstaden@up.ac.za">surette.vanstaden@up.ac.za</a></td>
</tr>
</tbody>
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### SESSION 2.4 | 15:50 - 17:20
#### Reimagining Global Access to Postsecondary Education (GAPS) Perspectives of GAPS Partners
Venue: Vasco da Gama

<table>
<thead>
<tr>
<th>15:50 - 17:20</th>
<th>Organizer and Chair: Catherine Mary Millett, Educational Testing Service, United States of America and GAPS, <a href="mailto:cmillet@ets.org">cmillet@ets.org</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussant:</td>
<td>Mary Tupan-Wenno, ECHO Center for Diversity Policy/GAPS, Netherlands, <a href="mailto:marytupan@echo-net.nl">marytupan@echo-net.nl</a></td>
</tr>
<tr>
<td>1. Post-Secondary Education for a Sustainable Future</td>
<td>Naziena Jappie, University of Cape Town, South Africa, <a href="mailto:naziena.jappie@uct.ac.za">naziena.jappie@uct.ac.za</a></td>
</tr>
<tr>
<td>2. Towards a More Critical and Inclusive Pedagogy: Diversity and Equity Considerations for Postsecondary Classrooms around the Globe</td>
<td>Saraan Stewart, University of the West Indies, Jamaica, <a href="mailto:saranstewart@gmail.com">saranstewart@gmail.com</a>; Frank Tuitt, University of Denver, USA, <a href="mailto:frank.tuitt@du.edu">frank.tuitt@du.edu</a></td>
</tr>
<tr>
<td>3. Transfuse: Making the Case for Embedding Global Learning in Tertiary Education</td>
<td>Catherine Mary Millett, Educational Testing Service, USA and GAPS, <a href="mailto:cmillet@ets.org">cmillet@ets.org</a>; Susana Menéndez, The Hague University of Applied Sciences, Netherlands, <a href="mailto:m.s.menendez@hhu.nl">m.s.menendez@hhu.nl</a>; Wätte Zijlstra, The Hague University of Applied Sciences, Netherlands, <a href="mailto:w.zijlstra@hhu.nl">w.zijlstra@hhu.nl</a>; Catherine Millett, Educational Testing Service, USA and GAPS, <a href="mailto:cmillet@ets.org">cmillet@ets.org</a></td>
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### SESSION 2.4 | 15:50 - 17:20
#### What/Who is a Teacher?
Venue: Bartholomew Diaz

<table>
<thead>
<tr>
<th>15:50 - 17:20</th>
<th>Organizer and Chair: Kate Reynolds, Bath Spa University, United Kingdom, <a href="mailto:k.reynolds@bathspa.ac.uk">k.reynolds@bathspa.ac.uk</a></th>
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<tbody>
<tr>
<td>Discussant:</td>
<td>Kate Reynolds, Bath Spa University, <a href="mailto:k.reynolds@bathspa.ac.uk">k.reynolds@bathspa.ac.uk</a></td>
</tr>
<tr>
<td>1. Being a teacher</td>
<td>Irma Elloff, University of Pretoria, <a href="mailto:irma.elloff@up.ac.za">irma.elloff@up.ac.za</a></td>
</tr>
<tr>
<td>2. Cushioning reality shock:Mainstreaming equity through cultural scaffolding for student teachers in Hong Kong</td>
<td>Celeste Yuen, Education University, Hong Kong, <a href="mailto:cyymyuen@eduhk.hk">cyymyuen@eduhk.hk</a></td>
</tr>
<tr>
<td>3. What is a teacher? An examination of the English situation</td>
<td>Kate Reynolds, Bath Spa University, <a href="mailto:k.reynolds@bathspa.ac.uk">k.reynolds@bathspa.ac.uk</a></td>
</tr>
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### SESSION 2.4 | 15:50 - 17:20
#### Science, Technology, Engineering and Mathematics (STEM) Learning in Schools Worldwide
Venue: Sir Francis Drake

<table>
<thead>
<tr>
<th>15:50 - 17:20</th>
<th>Chair: Yusuke Sakurai, The University of Tokyo, Japan, <a href="mailto:sakurai@e.ecc.u-tokyo.ac.jp">sakurai@e.ecc.u-tokyo.ac.jp</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The evaluation of School-Based STEM Intervention Programme: Possible Benefits of Using Quantitative and Qualitative approach</td>
<td>Josip Burusic, Ivo Pilar Institute of Social Sciences, Zagreb, Croatia, <a href="mailto:josip.burusic@ipilar.hr">josip.burusic@ipilar.hr</a>; Toni Babarovic, Ivo Pilar Institute of Social Sciences, Zagreb, Croatia, <a href="mailto:Toni.Babarovic@ipilar.hr">Toni.Babarovic@ipilar.hr</a>; Mirza Blazev, Ivo Pilar Institute of Social Sciences, Zagreb, Croatia, <a href="mailto:mblazev@yahoo.com">mblazev@yahoo.com</a>; Predrag Pale, University of Zagreb, Faculty of Electrical Engineering and Computing, Zagreb, Croatia, <a href="mailto:Predrag.Pale@fer.hr">Predrag.Pale@fer.hr</a>; Tomislav Jagust, University of Zagreb, Faculty of Electrical Engineering and Computing, Zagreb, Croatia, <a href="mailto:Tomislav.Jagust@fer.hr">Tomislav.Jagust@fer.hr</a>; Juraj Petrovic, University of Zagreb, Faculty of Electrical Engineering and Computing, Zagreb, Croatia, <a href="mailto:Juraj.Petrovic@fer.hr">Juraj.Petrovic@fer.hr</a></td>
</tr>
<tr>
<td>2. Teacher Professional Development (PD) for STEM education - Adaptation for students with intellectual disabilities (ID)</td>
<td>Winnie Wing Mui So, The Education University of Hong Kong, Hong Kong S.A.R. (China), <a href="mailto:wiso@edu.hk.hk">wiso@edu.hk.hk</a>; Jia Li, Capital Normal University, China, <a href="mailto:lijia515@163.com">lijia515@163.com</a>; Qianwen He, The Education University of Hong Kong, Hong Kong S.A.R. (China), <a href="mailto:s1122615@s.eduhk.hk">s1122615@s.eduhk.hk</a>; Tian Luo, The Education University of Hong Kong, Hong Kong S.A.R. (China), <a href="mailto:luotian@s.eduhk.hk">luotian@s.eduhk.hk</a></td>
</tr>
<tr>
<td>3. Building a school culture that supports out-of-field students: School leaders, STEM and the out-of-field teaching phenomenon</td>
<td>Anna Elizabeth Du Plessis, Learning Sciences Institute Australia, Australia, <a href="mailto:anna.duplessis@uconnect.edu.au">anna.duplessis@uconnect.edu.au</a></td>
</tr>
<tr>
<td>4. The School to Prison Pipeline and the Global Impressive in STEM</td>
<td>Odis Johnson Jr, Washington University in St. Louis, United States of America, <a href="mailto:o.johnson@wustl.edu">o.johnson@wustl.edu</a></td>
</tr>
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### SESSION 2.4 | 15:50 - 17:20
#### An International View on Decolonization
Venue: Marco Polo

<table>
<thead>
<tr>
<th>15:50 - 17:20</th>
<th>Chair: Maximus Monaheng Sefotho, University of Pretoria, South Africa, <a href="mailto:Maximus.Sefotho@up.ac.za">Maximus.Sefotho@up.ac.za</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Decolonizing Pedagogies - Teaching and Learning in and for context</td>
<td>Haroon Mahomed, Western Cape Education Department, South Africa, <a href="mailto:haroonlight@gmail.com">haroonlight@gmail.com</a></td>
</tr>
<tr>
<td>2. Educational Policy at the light of Post-Colonial theories</td>
<td>Jesus Maria Sousa, University of Madeira, Portugal, <a href="mailto:angie@staff.uma.pt">angie@staff.uma.pt</a></td>
</tr>
<tr>
<td>3. Indigenising the curriculum through classroom integration of play and learning using ukulala izindlu Nsipho Bele, University of Kwa Zulu - Natal, South Africa, <a href="mailto:Belene@ukzn.ac.za">Belene@ukzn.ac.za</a></td>
<td></td>
</tr>
<tr>
<td>4. Enabling rural families to help young children make smooth transitioning to school</td>
<td>Leetsane Eunice Sibeko, University of Free State, South Africa, <a href="mailto:sibekole@ufs.ac.za">sibekole@ufs.ac.za</a></td>
</tr>
</tbody>
</table>
15:00 - 17:20

Global Perspective on Sexual Abuse
Venue: Schappen-Edward

Chair: Juanita Ann, Morris, Teachers College, Columbia University, United States, jam242@tc.columbia.edu

1. Child Sexual Abuse in India: Issues and Concerns
   Bijaya Kumar Malik, NCERT, India, bijayank@gmail.com
2. Counseling sexually abused children: lessons from Ghana and Zambia
   Nsyeimedi Agordez Edoh-Torgh, University Of Education, Winneba, Ghana, naagordzo@gmail.com; Marien Matofwali, Zambia Police Headquarters, Lusaka, marienmatofwali@yahoo.com; Felicia Eisinam Pufaa, University Of Development Studies, Tamale, Ghana, fpufaa@gmail.com
3. Principals Discuss the Impact of Educator Sexual Misconduct on a Community
   Elisabeth Morris Krimbili, Texas A&M- San Antonio, United States of America, ekrimbili@att.net

15:00 - 17:00

Venue: Robben Island

Global Lenses on Diversity in Higher Education
Chair: Carolyn Herrington, Florida State University, United States, Carolyn.Herrington@fsu.edu

1. 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@gmail.com
2. “Addressing Inequality” – Experiential Learning in the Community Leadership Module at the National University of Singapore
   Anggie Xue Yen Tan, College of Alice and Peter Tan, National University of Singapore, anggietan@nus.edu.sg; Lai Yong Tan, College of Alice and Peter Tan, National University of Singapore, dtrtanl@nus.edu.sg
3. 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 M. Lewis, University of California Los Angeles, USA, cmlewis@ucla.edu; Daniel Harris, University of California Los Angeles, USA, dh282@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
4. The ‘Martha Effect’: The compounding female advantage in South African higher education
   Nic Spaul, Stellenbosch University, South Africa, nicspaul@stustu.ac.za
5. Culture And Participation in Physical Education And Sport: The Case Of Tertiary Female Students In Mavungo, Zimbabwe
   Jenet Mudekunye, Great Zimbabwe University, Zimbabwe, jenetmudekunye@gmail.com

15:00 - 17:20

Venue: Victoria

Context of Leadership Across the Globe
Chair: Lauri Johnson, Boston College, United States, lauri.johnson@bc.edu

1. Revisiting the Intangibles of Educational Leadership: Reimagining Domain/Dimension Inclusive Educational Leadership Research
   Ibrahim Bin Ahmad Bajunid, Malaysian Association for Education (MAE), Malaysia, ibabajunid@hotmail.com
2. The Politics of Diversity in Schools: Exploring Experiences and Challenges of Black School Leaders in the Greater Toronto Area, Canada
   Ann Elizabeth Lopez, OSIE/University of Toronto, Canada, ann.lopez@utoronto.ca
3. Transformational Supervision of Instruction
   Stephen Benigno, Texas A & M International University, United States of America, sbenigno@tamu.edu
4. Leading sustainable academic improvement: Labelling and accountability as motivational factors
   Jan Heystek, North-West University, South Africa, jan.heystek@nwu.ac.za
5. 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, Oman, Academic College, Israel, Fad@eel@joubran@gmail.com

17:30 - 19:00

GERA-Germany Invited Symposium: Designing and Creating Societal Innovation
Venue: Victoria

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

1. Quo Vadis Organizational Research? (A Bar camp format: an innovative participatory approach)
   Susanne Maria Weber, Phillips University of Marburg, Germany, susanne.maria.weber@staff.uni-marburg.de; Susanne Elsen, University of Bolzano, Susanne.elsen@unibz.it; Aila-Leena Matthis, University of Jyvaskyla, Aila-Leena.Matthis@chydienius.fi; Ingo Stamm, University of Jyvaskyla, Ingo.Stamm@chydienius.fi

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

17:00 - 19:00

Research, Evidence, and Reimagining Teacher Education Worldwide
Venue: Ballroom East

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

1. Building an Evidence–Base for Teacher Education: A Longitudinal Study
   Ee-Ling Low, Nanyang Technological University, eeling.low@nie.edu.sg
2. Learning from Accomplished Teacher Educators: New Directions for Teacher Education Internationally
   A Lin Goodwin, The University of Hong Kong, alin2g@hku.hk; Simone White, Mohas University, simone.white@monash.edu; Clare Kosnik, University of Toronto, clare.kosnik@utoronto.ca; jean.murray@utoronto.ca; Larry McDaniel, Jr., University of California Los Angeles, USA, larrymcdaniel@ucla.edu
3. Crafting Teacher Education Policy from Evidence – Promising Approaches Worldwide
   Carolyn Herrington, Florida State University, cherrington@admin.fsu.edu

17:30 - 19:00

Decolonization Research from a Worldwide Perspective
Venue: Bartholomew Diaz

Organizer and Chair: Elisabeth Morris Krimbili, Texas A&M- San Antonio, United States, ekrimbili@att.net

1. Multiple methodologies: Using community-based participatory research and decolonizing methodologies in Kenya
   Brenda Carson Elder, Rowan University, United States of America, elderb@rowan.edu
2. Par/Desi Approaches to Educational Research: Decolonizing Methodologies Privileging Global South Kakali Bhattacharya, Kansas University, United States of America, kakali@ku.edu
3. 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, kcmclemonsphd@gmail.com; Kendra L Mitchell, Florida A&M University, United States of America, KendraMitchell1@gmail.com
   Therese Mungah Tchombe, Centre for Research in Child and Family Development and Education, Cameroon, tm.tchombe@yahoo.co.uk; Lambert Wirdze, Centre for Research in Child and Family Development and Education, Cameroon, lambertwirdze@gmail.com
5. The Philosophical Understanding of our Local Knowledge in the Post-Colonial Lesotho: A Multidisciplinary Illustration of Hybrid Knowledge
   Lekholokoe Lesotho, National University of Lesotho, Lesotho, paullesotho@gmail.com; Nifo Lephoto, National University of Lesotho, Lesotho, lephotonoko@yahoo.com; Molisa Malisana, National University of Lesotho, Lesotho, mmalisana@gmail.com; Tiepo Mokuku, National University of Lesotho, Lesotho, tmmokuku@yahoo.com
SESSION 2.5 | 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

1. Understanding mathematics achievement amongst learners in South Africa
Lolita Winnaar, South African Human Sciences Research Council, lwinnaar@hsrc.ac.za

2. 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@u- Oldenburg.de; Daniel Kasper, University of Hamburg, Germany, daniel.kasper@uni-hamburg.de

3. 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 Tshele, University of Pretoria, South Africa, mishack.tshele@up.ac.za; Nelladee MacLeod Palane, University of Pretoria, South Africa, nelladee.palane@up.ac.za

4. 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@diij.de

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

SESSION 2.5 | 17:30 - 19:00

Venue: Marco Polo

Multilingualism Across the Globe

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

1. 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

2. Comparative Study of Dual Language Programs in U.S. and China
Xiaoling Ying, University of Massachusetts, United States of America, eileen102yong@github.com

3. Developing co-constructive translanguage artefacts: implementing translanguaging in primary school
Yagmur Celik, University of Hamburg, Germany, yagmur.celik@uni-hamburg.de; Anouk Tichloven, University of Hamburg, Germany, anouk.tichloven@uni-hamburg.de; Sara Fuerstenau, University of Hamburg, Germany, sara.fuerstenau@uni-hamburg.de

4. The Unfulfilled Promises of Learning English: Language Ideologies in a Prison-based English as a Second Language Programme
Luz A. Munillo, Texas State University, United States of America, l.m4566@tstate.edu; Jim Sosnowski, University of Illinois Urbana Champaign, United States of America, josnwo2@illinois.edu

SESSION 2.5 | 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

1. Opportunities for Integration of Refugees in Higher Education
Roland Happ, Universität Mainz, Germany, roland.happ@uni-mainz.de; Zlatkin-Trotschanskaia Okla, Universität Mainz, Germany, zlatkin-trotschanskaia@uni-mainz.de; Reinhardt Franziska, Universität Mainz, Germany, reinhardtfranziska@uni-mainz.de; Deribo Tobias, Universität Mainz, Germany, toderibo@uni-mainz.de; Nell-Müller Sarah, Universität Mainz, Germany, nell-mueller@uni-mainz.de

2. 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

3. 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@unicht.it

4. Education for a Transnational Society: Democratic Inclusion and Exclusion of Citizens & the Role of Education
Britta Breser, Karl-Franzens-Universität Graz, KPH Graz, netFOL, britta.braser@uni-graz.at

5. 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

SESSION 2.5 | 17:30 - 19:00

Venue: Schappen-Edward

Institutional Approaches and Achievements

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

1. 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

2. Professionalism, Availability and Usage of Biology Facilities as Correlates to Students Achievement in Public Secondary Schools, Ibadan, Nigeria
Afolabiemekan Olanrewaju & Oluwaseun Oyedini, Lead City University, Nigeria, opefoleke@yahoo.com; Joy & Anne Ogwue, Lead City University, Nigeria, osigwejoanne@gmail.com

Malodi Daniel Tshele, The University of the Free State, South Africa, tshelemdni@ufs.ac.za; Elisabeth M Wepener The University of the Free State, South Africa, elzwepener@gmail.com

4. 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

5. Enhancing learners spatial skills for sustained graphic communication through multimedia
Masabata Agnes Tlapi, University of Free State, South Africa, tlapiamf@ufs.ac.za; Nixon Teis, University of Free State, South Africa, njpteis@ufs.ac.za; Boitumelo Moreeng, University of Free State, South Africa, bbofmoreeng@ufs.ac.za

SESSION 2.5 | 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

1. Adaptive Strengths and Black Male Persistence: Global Implications for Engineering Graduate Education
Brian A. Burt, Iowa State University, United States of America, burtj@iastate.edu; Kristal L. Williams, University of Nebraska, United States of America, kristal.l.williams@unl.edu

2. 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@mju.edu

Colette Boston, National University, Sanford School of Education, cmb343@lausd.net

4. Lessons Learned from Studying Black American Adolescents’ Experiences with Racial Discrimination in School
Aletha Marie Harris, California State University, Sanlausia, United States of America, alethaharven@gmail.com

Jerome Ellis Morris, University of Missouri-St. Louis, United States of America, morrisjer@ums.edu; Jepkoirose Chepyator-Thomson, University of Georgia, United States of America, jcheypat@uga.edu

SESSION 2.5 | 17:30 - 19:00

Venue: Ballroom West

Reconceptualizing Education in Sub-Saharan Africa

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

1. Understanding education systems across West Africa
Funke Omidire, University of Pretoria, funke.omidire@up.ac.za

2. Analysis of education statistics in Southern Africa
Maximus Sefotho, University of Pretoria, maximus.sefotho@up.ac.za

3. 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

SESSION 2.5 | 17:30 - 19:00

Venue: Ballroom East

TERA-GACC Reception
SESSION 3.1 | 08:30 - 10:00

Venue: Ballroom East

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

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

1. Promoting prevention of SOSH in compulsory education to eradicate gender violence from early ages
   Rocio Garcia Carion, University of Deusto, rocio.garcia@deusto.es

2. Implications of SOSH beyond the feminist struggle against gender violence on the Roma community
   Fernando Macias Aranda, University of Barcelona, fernandomacias@ub.edu

3. 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@aera.net

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

1. 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

2. 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

3. 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

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

1. Understanding how a legacy of colonialism shapes school spaces in ways that facilitate the experience of bullying: Experiences of Fulbright Foreign Language Teaching Assistants
   Nhlanhla Mpofu, Sol Plaatje University, South Africa, nhlanhla.mpofu@spu.ac.za

2. How to Understand Transnational Psychological Well-being of Chinese International Students?
   Yue (Juliette) Zhu, University of Pennsylvania, United States of America, julietteyJzhu@gmail.com

3. 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

4. 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, dhowell@wisc.edu

5. Equity and Access: An International Perspective on Student Engagement, Creativity, and Pedagogy
   Marco A. Nava, Los Angeles Unified School District, United States of America, mnav@lausd.net; Imelda L. Nava, University of California Los Angeles (UCLA), mnav@ucla.edu

Venue: Sir Francis Drake

Teacher Education Worldwide

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

1. 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 Urban, Dominican University of California, United States of America, jac.urban@dominican.edu

2. Internationalization of Teacher Education and Educational Research in the Euregio
   Barbara Gross, Free University of Bozen-Bolzano, Italy, barbara.grossz2@unibz.it

3. Teacher education across the globe: Centering cultural pluralism and critical literacy
   Amber Jean Marie, Kutztown University of Pennsylvania, United States of America, ambere.jmarie@kutztown.edu; David Green; Howard University; david.s.green@howard.edu

4. In the wake of internationalization
   Rosane Karl Ramos, Pontifical Catholic University of Rio de Janeiro, Brazil, rokarak3@yahoo.com.br

Venue: Marco Polo

Female Voices on Social Justice from a Global Stance

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

1. 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

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

   Tonisha Lane, University of South Florida, United States of America, tonisha@utsa.edu; Kali Morgan, University of South Florida, United States of America, kali@utsa.edu

4. Writing with Girls to Rewrite the World
   Efinn Brita, Stanford University, United States of America, borica@stanford.edu

5. 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

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

1. Educational opportunities and challenges for immigrant students in three Icelandic universities: Languages and teaching methods
   Hanna Ragnarsson-Döttrí, University of Iceland, Iceland; r.hannaa@hi.is; Anh-Dao Tran; University of Iceland, Iceland, a.d@hi.is

2. 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

3. 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; Lineuzua Leite Moreira, Universidade Federal de Mato Grosso, Brazil, lineuzua@gmail.com; Filomena Maria de Arruda Monteiro, Universidade Federal de Mato Grosso, Brazil, filarruda@hotmail.com

4. 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, hj.abs@uni-due.de

5. Comparative teacher experiences, attitudes and strategies in the classrooms with refugee pupils
   Seyda Subasi, University of Vienna, Austria, seyda.subasi@univie.ac.at

08:00 - 10:00
Venue: Robben Island

Cross-National Perspective on Pre-Service Teacher Professional Development

Chair: Carole Collins Ayansina, Eastern Illinois University, United States, carole.collins@eiu.edu

1. Transnational Research To Inform Context Conscious Pre-Service Teacher Assessment Standards
   Johannes Machiel Dreyer, University of South Africa, South Africa, dreyejim1@unisa.ac.za; Anna Elize Du Plessis, Learning Sciences Institute Austria, anna.duplessis@acu.edu.au

2. Sustainable Assessment Of University Student Teachers On Work Integrated Learning
   Dlamini Moeketsi, University of The Free State, South Africa, dlamamine@ufs.ac.za

3. Preserve science teachers’ process skills in an inquiry-based classroom: a Cultural-Historical Activity Theory (CHAT) perspective
   Naaima edwards, Stellenbosch University, South Africa, nedwards@sun.ac.za

4. Mathematical Thinking and Preservice Teacher Education in South Africa
   Bruce John Lindsay Brown, Rhodes University, South Africa, B.Brown@ru.ac.za; Ena Lampe, Stellenbosch University, South Africa, enalampe@sun.ac.za; Sharon Mcalpine, Cape Peninsula University of Technology, South Africa, McalpineS@cput.ac.za

10:10 - 11:10
Venue: Ballroom East

KEYNOTE ADDRESS, PROF EE LING LOW

Chair: Liesl Ebersöhn, University of Pretoria and World Education Research Association

1. 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

SESSION 3.2 | 11:20 - 12:50

11:20 - 12:50
Venue: Old Harbour Lobby

Doctoral and Early Career (DEC) Network Event

Chair: Joanna Maladiniška-Michalak, University of Warsaw, Poland, j.madalinska@uw.edu.pl

11:20 - 12:50
Venue: Ballroom West

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, Canada; dlaitisch@sfu.ca; Doug McCall, International School Health Network, Canada, dmc@internationalschoolhealth.org

1. Finding space in the crowded landscape of health, personal and social development
   Dan Laitsch, Simon Fraser University, Canada, dlaitisch@sfu.ca

2. A Data-based Understanding of the Current Capacities in Education Systems
   Doug McCall, International School Health Network, Canada, dmc@internationalschoolhealth.org

3. Current & Potential Teacher Education in One Context
   Obiakor Moronkola, University of Ibadan, walemoronkola@yahoo.com

4. Example of a Working Hypothesis on Minimum Student Learning in a selected Educational Paradigm
   Doug McCall, International School Health Network, Canada, dmc@internationalschoolhealth.org

Discussant: Luke Duesbery, San Diego State University, duesbery@gmail.sdsu.edu

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

1. Understanding the exclusion/inclusion conundrum in Southern African education
   Dipane Joseph Hlaelele, University of KwaZulu-Natal, South Africa, hlaelele@ukzn.ac.za; Munyaradzi Chidirikire, University of Zimbabwe, mchidas78@gmail.com; Niko Leophoto, National University of Lesotho, leophotoni@yahoocom; Patrick Mwelili, University of KwaZulu-Natal, South Africa, mwelipili@ukzn.ac.za

2. Intersections between class teaching strategies and individualization in inclusive contexts
   Silvia Dell’Anna, Free University of Bzen-Bolzano, Italy, silvia.dellanna@unibz.it

3. Identifying Barriers to Inclusion: Status of Special Needs Education in the Commonwealth Caribbean
   Joan Juliet Spencer-Emande, University of the West Indies, Jamaica, jorajay@gmail.com; Deon Marie Edwards-Kerr, University of the West Indies, Jamaica, pual.aledmorrison@uwi.edu.jm

   Mahlapalapana Themane, University of Limpopo, South Africa, mahlapalapana.themane@ul.ac.za

5. The state of inclusive education within South African teacher education – a roadmap forward
   Thomas Salmond, Centre for International Teacher Education, CPFT, South Africa, tom@salmond.com; Sahar Moyo-U-Din, Centre for International Teacher Education, CPFT, South Africa, sahar@moyo-edin.com

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

1. Men teaching young children: “you can never be too sure what their intentions might be”
   Shaadita Moosa, University of KwaZulu-Natal, South Africa, shaadita.moosa@yahoo.com; Deessa Bhana, University of KwaZulu-Natal, South Africa, bhana1@ukzn.ac.za

2. 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

3. Teacher values in institutional acts: Lesson study in Post-Socialist era in Vietnam
   Atsushi Tsukui, International Development Center of Japan, Japan, rtm07301@jimny.ne.jp

4. 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
<table>
<thead>
<tr>
<th>Time</th>
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<tr>
<td>11:20 - 12:50</td>
<td>Sir Francis Drake</td>
<td><strong>Global Findings on Vocational on Apprenticeship Education</strong></td>
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<td><strong>Chair:</strong> Yali Zou, University of Houston, United States, <a href="mailto:yzou@central.uh.edu">yzou@central.uh.edu</a></td>
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|              |                                    | 1. Apprentice ships and works councils in Germany: Does co deta rmination contribute to the quality of apprenticeship training?  
|              |                                    | 2. The Role of Postsecondary Career & Technical Education (ECT) in Improving College and Career Outcomes and Factors Influencing the Completion of those Programs in the US, South Africa, Israel, and Switzerland  
|              |                                    | 3. Youth Participatory Action Research (YPAR) as Pedagogy in Career and Technical Education (ECT) in Turkey, Neville Ke, University of Hong Kong, Hong Kong, China, nke@hku.hk  
|              |                                    | 4. Coordination of Actors and Governance in the Development of Training Standards, an international comparison  
|              |                                    | 5. A study of the employability of Upper Basic School (US) leavers in The Gambia, Nigeria & Senegal  |
|              |                                    | **Venue:** Sir Francis Drake                                                |
| 11:20 - 12:50| Schappen-Edward                    | **Educational Assessment Worldwide**                                         |
|              |                                    | **Chair:** Linh Dang, University of Rochester, United States, ldang@rochester.edu |
|              |                                    | 1. The effect of curriculum and school factors on TIMMS mathematics scores: A cross-national study  
|              |                                    | 2. Examining student- and school-level factors affecting 4th graders’ science achievement: Two-level multilevel path analyses of TIMSS 2015 in five Asian regions  
|              |                                    | 3. External Evaluation of Schools and The Teaching of Mathematics: a Study involving Teachers From primary  
|              |                                    | 4. Procedures for Diminishing Limitations of Different Validity Arguments Constructed by Different Validators Using the Same Instrument and Same Results  
|              |                                    | 5. procedures for Diminishing Limitations of Different validity arguments Constructed by Different validators |
| 11:20 - 12:50| Bartholomew Diaz                   | **Global Education Research Agenda’s on Inclusion**                          |
|              |                                    | **Chair:** Roy Y. Chan, Indiana University Bloomington, United States, rychan@indiana.edu |
|              |                                    | 1. Understanding the exclusion/inclusion conundrum in Southern African education  
|              |                                    | 2. Intersections between class teaching strategies and individualization in inclusive contexts  
|              |                                    | 3. The state of inclusive education within South african teacher education – a roadmap forward  
|              |                                    | 4. including the Excluded: Teacher Education and Educator Practices for Inclusive Education of Children Left- 
|              |                                    | 5. The state of inclusive education within South african teacher education – a roadmap forward |
| 11:20 - 12:50| Marco Polo                          | **Pertinent Issues in Language Worldwide**                                  |
|              |                                    | **Chair:** Heike Wendt, TU Dortmund University, Germany, heike.wendt@tu-dortmund.de |
|              |                                    | 1. The Importance of Controlling for Language Skills When Assessing the Correlation Between Young Adults’ Knowledge and Understanding of Personal Finance and Migration Background  
|              |                                    | 2. PIAAC and the South – Is Southering the new Othering? Global Expansion of dominant Discourses on Adult Literacy  
|              |                                    | 4. The academic language proficiency of primary school teacher education students at a South African university  
|              |                                    | 5. Preparing school administrators to understand literacy instruction |
|              |                                    | **Venue:** Marco Polo                                                        |

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**Notes:**
- The session titles and details are extracted from the document provided.
- The table format is used to organize the information clearly.
- The sessions are categorized under different topics and include a variety of international contributions.
- Each session includes a brief description of the topic, the presenter, and the contributions from various authors and institutions.
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<th>Session 3.3</th>
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<td><strong>Venue:</strong> Old Harbour Lobby</td>
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<td><strong>Capacity Development:</strong> Making Partnerships with Families Work</td>
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<td><strong>Course Director:</strong> Trina Osher, Huff Osher Consulting, Strengthening Partnerships with Families, <a href="mailto:trina@oshers.com">trina@oshers.com</a></td>
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| 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 |
| 1. **Mapping of Whole Child Education Supports in Western Europe and North America** | Elizabeth Spier, American Institutes for Research, espier@air.org; Scott Pulizzi, Andrew Wayne, American Institutes for Research, awayne@air.org |
| 2. **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, doshers@air.org; Chenna Cotla; Sange Aurora; Elizabeth Davis |
| 3. **Learning from Neuroscience and Implementation Science to Strengthen Holistic Education** | Elizabeth Spier, American Institutes for Research, espier@air.org; Frederik Leenknegt; David Osher, American Institutes for Research, doshers@air.org |
| **Discussant:** Rocio Garcia Camion, 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, gladson@wisc.edu |
| 1. **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 |
| 2. **Culturally Relevant Pedagogy in the age of education reform** | Adrienno Diasson, University of Illinois, Urbana-Champaign, adidsson@gmail.com |
| 3. **Reimagining a Restorative Agenda in Education: A Comparative Look** | Maeshi Winn, University of California, Davis, rtwillin@ucdavis.edu; Lawrence Winn, University of California, Davis, rtwillin@ucdavis.edu |
| 4. **Learning Under Occupation: Engaging Culturally Relevant Pedagogy In Occupied Palestine** | Marc Lomont Hill, Temple University, marclomonthill@gmail.com |
| 5. **From the Bronx to Bahia: Culturally Relevant Pedagogy as a form of Black Consciousness** | Gloria Ladson-Billings, University of Wisconsin-Madison, gladson@wisc.edu |
| **Discussant:** Jonathan Jansen, Stellenbosch University, jonathan.jansen@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 |
| 1. **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 Ebersohn, University of Pretoria, liesle@vub.be; Maximus Monaheng Sefotho, University of Pretoria, maximus.sefotho@up.ac.za |
| 2. **Disability, resilience and career construction in rural Lesotho** | Maximus Monaheng Sefotho, University of Pretoria, maximus.sefotho@up.ac.za |
| 3. **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 Ellett, University of Alberta, melfer@ualberta.ca; Carrie Karsgaard, University of Alberta, ckarson@ualberta.ca |
| 4. **Rearticulating solidarity as a "hegemonic form of knowing"** | Thashika Pillay, University of Alberta, pillay@ualberta.ca |

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**SESSION 3.3 | 13:00 - 14:30**

**Venue:** Sir Francis Drake

**International Views on Sustainable Learning Environments**

**Chair:** Violeta Vainer, FLACSO, Argentina, jacaranda@infovia.com.ar

1. **Characteristics of Resilient Schools: View from the Principals’ and Teachers’ Side**
   - Sergey Kosaretski, National Research University Higher School of Economics, Russian Federation, skosaretski@gmail.ru;
   - Marina Pinskyaya, National Research University Higher School of Economics, Russian Federation, mpinskyaya@hse.ru; Roman Zvyagintsev, National Research University Higher School of Economics, Russian Federation, rzyagincev@gmail.ru

2. **Understanding Quality Education Better through School Self-Review**
   - Susan L. Hillman, Saginaw Valley State University, University 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, amishamodi@adhyayan.asia

3. **Improvement proposal for the educational model of a school in Cancun through the benchmarking strategy**
   - Andres Gerardo Escaravilla Quintana, Tecnológico de Monterrey, Mexico, andresechavarria88@gmail.com; Carolina Rojas Ariasztabal, Tecnológico de Monterrey, Mexico, carojasariasztabal@gmail.com; Karla Denisse Favela Colin, Tecnológico de Monterrey, Mexico, precende@gmail.com; Camila Isolina Holguin Ochoa, Tecnológico de Monterrey, Mexico, A01681438@gmail.com; Carlos Alberto Fonseca Bella, Tecnológico de Monterrey, Mexico, carlosalberto72@gmail.com

4. **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, mahlomaholo@ufs.ac.za

**Discussant:** Elizabeth Spier, American Institutes for Research, espier@air.org

**Parental Involvement Across the Globe**

**Chair:** Dan Laitisch, Simon Fraser University, Canada, dnlaitisch@sfu.ca

1. **Middle school student and parent perceptions of parental involvement: associations with school achievement**
   - Valérie Thomas, Vrije Universiteit Brussel, Belgium, valerie.thomas@vub.be; Jael 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

2. **Voices of mothers with children having intellectual disabilities**
   - Zeynep Hande Sart, Bogaziçi University, Turkey, hande.sart@boun.edu.tr; Gokce Piroglu-Cakmak, Kartal Ergenekon Ibrahim Şakir Primary School, Turkey, gokcepiroglu@yahoo.com

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

4. **Perceived effect of single mother parenting on students’ academic performance in selected high schools in Manguang, Bloemfontein, South Africa**
   - Ruth Gloupe Adesokan, Central University of Technology, Cape Town, South Africa, bodmaskc@yahoo.com; Alfred Hebeey Makura, Central University of Technology, Cape Town, South Africa, amakura@cut.ac.za

5. **Parents’ authentic participation in a public school in United States to advocate for their Black children’s education success**
   - Carole Collins Ayanlaja, Eastern Illinois University, United States, collinsayanlaja@eiu.edu; Alison Taysum, University of Leicester, United Kingdom, ast11@le.ac.uk

**International Perspectives on Community Social Integration**

**Chair:** Florence Christianah Awoniyi, University of Cape Coast, Ghana, florenceawoniyi@gmail.com

1. **Standing on the Shoulders of Giants: The Importance of a World-wide Community of Scholars**
   - Angela Pikels Branyon, University of West Georgia, United States of America, abranyon@westga.edu

2. **Enhancing community development through creative educational processes:**
   - SOU, the School of architecture for children (From Cultural Park, Favara - Italy)
   - Carla Cardinaletti, Free University of Bolzano, Italy, carla.cardinaletti@unibz.it

3. **Research as Resistance: Breaking the Cultural Silence of oppressed people in Western Education**
   - Gloria Ladson-Billings, University of Wisconsin-Madison, United States of America, gladson@wisc.edu; Abdullah Al-Dhaheri, Adhyayan Quality Education Services Pvt Ltd, India, adhyayanas@adhyayan.asia

4. **Global Citizenship Education in “hard spaces”: ethics, methodologies, and sensitivities**
   - Lauren Ila Misiaszek, Faculty of Education, Beijing Normal University, People’s Republic of China, limisiaszek@gmail.com
### SESSION 3.3 | 13:00 - 14:30

**Math, Science and Technology Community Empowerment Worldwide**

**Venue:** Schappen-Edward  
**Chair:** Ramona Jean Perkins, Xavier University, United States, rperkins@xula.edu

1. Inter-generational 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

2. 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; Rocío Elena Gallardo Aguilar, University of Texas at El Paso, United States of America, regallardo@utep.edu

3. Invariance Testing Across Math and Science Students in Rural Place-Based Education  
   Adam Edwin Sokol, University of South Carolina, United States of America, aokol@mailbox.sc.edu

4. 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

**Mapping Public Investment in Educational Research Across the World: Towards New Measures**

**Venue:** Ballroom East  
**Organizers and Co-Chairs:** Felice J. Levine, AERA, flevine@aera.net; Stéphan Vincent-Lancrin’s, OECD, France, stephan.vincent-lancrin@oecd.org

1. Using and Improving upon global education research indicators  
   Felice J. Levine, AERA, flevine@aera.net

2. Measuring public investment in educational research across the OECD and beyond  
   Stéphan Vincent-Lancrin’s, OECD, France, stephan.vincent-lancrin@oecd.org

3. 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

### SESSION 3.5 | 14:40 - 16:10

**Reimagining the Collaborative Research Process: A Diffractive Approach to Qualitative Data Analysis**

**Venue:** Ballroom West  
**Organizer and Chair:** LaToya Strong, The Graduate Center, CUNY, United States of America, lstrong21@gmail.com

1. Anti-Blackness in Science Teaching & Learning Contexts  
   LaToya Strong, CUNY Graduate Center, lstrong21@gmail.com

2. Politics Matter: Discourses around Teacher Ideology and Identity  
   Atasi Das, CUNY Graduate Center, atasi.das@gmail.com

3. The Influence of Teacher learner identity on teacher professional identity and practice  
   Susan McCullough, City College – CUNY, ssmcullough710@gmail.com

4. 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 3.6 | 14:40 - 16:10

**Global Perspective of Youth Violence in School**

**Venue:** Vasco da Gama  
**Chair:** Tshele John Moloi, University of the Free State–QwaQwa Campus, South Africa, molojt@ufs.ac.za

1. An Effective Low Cost Programme to Combat Violence and Anxiety in Children and Youth Around the World: B.A.S.E. BabyWatching  
   Margaretan Lafontant, Medgar Evers College, United States of America, mlfontant@mec.cuny.edu; Janice Bloomfield-Alves, Medgar Evers College, United States of America, jabrees@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, naimahbomahmed@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

2. “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, bhana1@ukzn.ac.za

3. 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, savahl@ucw.ac.za; Fernando Reyes, Universidad del Desarrollo, Chile, freyes@udd.cl; Sabirah Adams, University of the Western Cape, South Africa, sabirah.adams@gmail.com

4. 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, bhana1@ukzn.ac.za

5. Principals Perceptions of Correlates that Limit Crime Prevention in Middle Schools and There impact on Levels Disciplinary Infractions  
   Emiel Owens, Texas Southern University, United States of America, emiel.owens@tsu.edu

### SYSTEMS GOVERNING EDUCATION: THE PROBLEM OF EXCLUSION IN THE EFFORTS TO INCLUDE

**Venue:** Bartholomew Diaz  
**Chair:** Yolandi Woest, University of Pretoria, South Africa, yolandi.woest@up.ac.za

1. 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

2. 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

3. 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

4. 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 JPILeira CICS NOVA JPILeira, Portugal, rivieira@ipleiria.pt; Ana Maria Vieira, ESECS JPILeira CICS NOVA JPILeira, Portugal, ana.vieira@ipleiria.pt; Pedro Neves Vieira (ISCTE-IUL), pedrovieira1904@gmail.com
SESSION 3.4 | 14:40 - 16:10

**Worldwide Reflections on Development: Postgraduate Education Student Voices**

**Chair:** Adiah Keren Lilenstein, University of Stellenbosch, South Africa, alleenstein@gmail.com

1. **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, jabsbsd@gmail.com

2. **Do doctoral students in particular faculties engage in generic skills learning more than others?**
   Yusuke Sakurai, The University of Tokyo, Japan, sakurai@ecc.ee.tokyo.ac.jp

3. **Experiences of the doctoral journey: A cross-national perspective**
   Liezl Frick, Stellenbosch University, South Africa, bff@sun.ac.za; Kirsy Pyhältö, University of Helsinki, Finland, kirsy.pyhaltto@helsinki.fi

4. **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

5. **International doctorate in teacher education: lessons learned and considerations for the future**
   Irma Eloff, University of Pretoria, South Africa, irma.eloff@up.ac.za; Christian Kräler, University of Innsbruck, Austria, Christian.Kraeler@uibk.ac.at; Maiko Stueer, University of Innsbruck, Austria, Maiko-Katrin.Stueer@uibk.ac.at

**Venue:** Sir Francis Drake

**14:40 - 16:10**

**Session 3.4 | 14:40 - 16:10**

**16:20 - 17:30**

**Venue:** Ballroom East

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**SESSION 3.4 | 14:40 - 16:10**

**Teachers as Agents of Social Cohesion from a Worldwide Perspective**

**Chair:** Kathy R Fox, University of North Carolina, Wilmington, United States, Foxk@uncw.edu

1. **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, anacruz@ufscar.br; Fabiana Luci de Oliveira, Universidade Federal de São Carlos - São Carlos, Brazil, fabianalu@ufscar.br; 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

2. **Teachers as Agents of Social Cohesion: Continuing Professional Development interventions in post-apartheid South Africa**
   Joyce Raanhuys, Centre for International Teacher Education, Cape Peninsula University of Technology, Joyce. raanhuys@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

3. **Belles and Rebelles- Teachers, Social, Media, and the Right**
   Catherine Tebaldi, University of Massachusetts, Amherst, United States of America, cat.tebaldi@gmail.com

4. **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

**Venue:** Marco Polo

**14:40 - 16:10**

**1. 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

2. **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

3. **Analysis of teaching practices within the didactic research of humanities and social sciences in primary school contexts: analytical perspectives, reference frameworks, and methodologies**
   Anderson Araújo-Oliveira, Universidade do Québec a Montréal, Canada, arauido-oliveira.anderson@uqam.ca

4. **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, CynthiaB.Dillard@gmail.com

5. **Senior teacher’s role in supporting novice teacher’s in lesson planning: a case of instructional leadership**
   Ailwee Solomon Maswela, University of South Africa, South Africa, mavelas@unisa.ac.za

**Venue:** Schappen-Edward

**14:40 - 16:10**

**International Lenses on Resistance to Stereotyping and Racism**

**Chair:** Dlamini Moeketsi, University of the Free State, South Africa, dlamimi@ufs.ac.za

1. **Antiracism in Swedish primary school textbooks in a global perspective**
   Angerd Anna Eilard, Kristianstad University, Sweden, angerd.eilard@hkr.se

2. **Facilitating En/counters with Legacies of White Supremacy and Ableism through Professional Learning to Eliminate Educational Segregation**
   Kathleen Thorrus, Indiana University School of Education IUPUI, United States of America, kathleenthorrus@gmail.com

3. **Reconceptualizing Empowerment: Evacuating from the Politics of Black Resilience Neoliberalism**
   Kevin Clay, Rutgers University, United States of America, kevin.clay@gse.rutgers.edu

4. **Disrupting Pigmentocracies: A Global Educational Imperative**
   Jabari Mahiri, University of California Berkeley, United States of America, jmahiri@berkeley.edu

**Venue:** Robben Island

**14:40 - 16:10**

**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.

Catherine Jitka University of the Free State, South Africa, jitalc@ufs.ac.za

Geovana Mendonça Lundardi Mendes Universidade do Minho, Portugal, geovana.mendonca@unin.fr

Sergey Kosaretsky National Research University Higher School of Economics, Russian Federation, skosaretsky@hse.ru

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

**Transition of WERA Presidency**

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

Ingrid Gogolin, WERA President, to Confer Award

Ingrid Gogolin, WERA President, to Confer Award

**Looking Ahead to WERA 2019 Tokyo Focal Meeting**

**Venue:** Ballroom East

**16:20 - 17:30**

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**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 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 to introduce each paper. The remainder of the time (70 minutes) will be distributed evenly among presenters.

**PLEASE ENSURE YOUR MOBILE IS ON SILENT DURING CONFERENCE SESSIONS!**

**THE WESTIN, CAPE TOWN**

Convention Square, 1 Lower Long Street, Cape Town, South Africa, 8001
T 27 (021) 412.9999 | F +27 (021) 412.9003 | westincapetown.com

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.

Thirty° 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.

Louie S’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.

**WIFI CONNECTION**

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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.

**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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