

INVITED KEYNOTES AND SYMPOSIA

A. INVITED KEYNOTES AND SYMPOSIA REQUESTS FOR 2018

1. WERA-AERA Invited Sessions @ AERA 2018, April, New York, USA

a. WERA-AERA Invited Maximizing The Contributions, Access, and Use of Longitudinal Administrative Data Systems in the US and Worldwide—An Open Conversation @ AERA 2018, April, New York, USA

Contributors included:

- Felice Levine
- Stephan Vincent-Lancrin

b. WERA-AERA Invited Ethics Education Across Context and the Life Span Symposia @ AERA 2018, April, New York, USA

Contributors included:

- Chair:
 - o Karen Murphy
- Participants:
 - o Ingrid Gogolin
 - o Michael Loui
 - o Joanna Madalinska-Michalak
 - o Michele S. Moses

c. WERA-AERA Invited Education in China in the 21st Century—New Results From PISA @ AERA 2018, April, New York, USA

Contributors included:

- Chair:
 - o Barbara Schneider
- Participants:
 - o Leland S. Cogan
 - o Doris Xuran
 - o William H. Schmidt
 - o Xin Tao
- Discussants:
 - o Wing Mui-Winnie So

d. WERA-AERA Teacher Educators for Just and Equitable Education: International Comparisons and Mutual Dilemmas Symposia @ AERA 2018, April, New York, USA

Contributors included:

- Chair:
 - o A. Lin Goodwin
- Participants:
 - o Simone Jane White
 - o Clare Kosnik
 - o Clive M. Beck
 - o Tanya L.M. Samu
 - o Kelsey Darity

2. WERA Keynote Address @ GERA-Germany 2018, 20 March 2018, Germany

The title of the keynote was “*Education in an Age of Extremism: the challenges for policy, professionalism and practice*”. Professor Hazel Bryan, PhD, is Head of the School of Education and Strategic Lead for Research at the University of Gloucestershire in the UK. Vice Chair of the Universities Council for the Education of Teachers (UCET) Research Committee, Hazel is one of the lead coordinators of the WERA International Research Network (IRN) ‘Education and Extremism’. In this keynote, Hazel argued that Western societies are at the dawn of an age of extremism and this has consequences for constructs of teacher professionalism, education policy and education practice in classrooms. Drawing on empirical research undertaken over the last five years, Hazel explored the ways in which teachers are positioned by government and articulate challenges to practice in new times.

3. Requested WERA Invited Symposium @ EARLI SIG 13 Biennial Conference, 27/28 August 2018, University of Duisburg-Essen, Campus Essen, Germany

The title of the symposium will be “*Perspectives on Migration, Social Transformation, and Education for Democratic*”. The focus of the symposium is on empirical research dealing with prevention for extremism in the context of migration and social transformation of modern societies. Papers may (for example) analyse the use of methods from the area of citizenship education aiming to prevent radicalisation of young migrants and non-migrants in school and/or out of school.

Contributors will include:

- Presentation 1: Youth Resilience to Violent Extremism Measure: A Tool to Identify Protective Processes and Build Social Inclusion: Michael Ungar, Ph.D., Canada Research Chair in Child, Family and Community Resilience Director, Resilience Research Centre, Dalhousie University, Halifax, Canada Michael.ungar@dal.ca
- Presentation 2: Contested Spaces-Shared Places: Negotiating The Contours For Democratic Citizenship: Saloshna Vandeyar, Ph.D., Full Professor, Department of Humanities Education, Faculty of Education, University of Pretoria, South Africa salsohna.vandeyar@up.ac.za
- Presentation 3: Citizen Education: The Challenges Of Teaching In A Post-Conflict Context And The Fear Of Radicalisation: Patricia Ames, PhD, Principal researcher, Institute of Peruvian Studies, Associate Professor, Anthropology, Social Sciences Department, Pontifical University of Peru, Lima, Peru pames@iep.org.pe

4. Requested WERA Invited Symposium @ EERA 2017, 3-7 September 2018, Free University Bolzano, Italy

The title of the symposium will be “*Inclusion and exclusion at the heart of global perspectives on teacher resilience*”.

Contributors will include:

- Chair: Prof. Dr. Marold Wosnitza, Professor For Education, Faculty Dean Research - Faculty Of Arts And Humanities, Selfassessment RWTH Aachen, Marold.Wosnitza@Rwth-Aachen.De
- Paper 1: Diversity As Resource And Challenge For Resilience Of Teachers In Vocational Education And Training:
 - o Prof. Dr. Carmela Aprea, University Of Mannheim, Germany; Aprea@Bwl.Uni-Mannheim.De
 - o Dr. Viviana Sappa, Swiss Federal Institute For Vocational Education And Training, Switzerland; Viviana.Sappa@luffp.Swiss
 - o Dr. Elena Boldrini, Swiss Federal Institute For Vocational Education And Training, Switzerland; Elena.Boldrini@luffp.Swiss
- Paper 2: Building Teacher Resilience: Inclusion Through Online, Personalised And Self-Directed Learning:
 - o Prof Caroline Mansfield, School Of Education, Murdoch University, Caroline.Mansfield@Murdoch.Edu.Au
 - o Prof Susan Beltman, School Of Education, Curtin University, S.Beltman@Curtin.Edu.Au
- Paper 3: Difficulties Make You Stronger”: Understanding The Challenges To Teacher Resilience In Remote Rural Schools In China:
 - o Professor Qiong Li; Faculty Of Education, Beijing Normal University, China; Qiongli@Bnu.Edu.Cn
 - o Professor Qing Gu; School Of Education, The University Of Nottingham, UK; Qing.Gu@Nottingham.Ac.Uk