

INVITED SYMPOSIUMS AND KEYNOTES 2017

A. INVITED SYMPOSIUMS AND KEYNOTES 2017

1. WERA Invited Symposia @ AERA 2017, 27 – 1 May 2017, San Antonio, Texas, USA

a. WERA Invited South-to-South Symposium @ AERA 2017, April 29, San Antonio, Texas

The title of this symposium is *A Global South perspective on education research*. The purpose of the symposium is to create a discursive space around education research issues common to Global South contexts. A premise of the symposium is that these Global South spaces share characteristics because of similar postcolonial histories. The contextual and geopolitical similarities encompass both risk factors that serve as barriers that constrain education (with inequality foremost amongst these), as well as protective resources that provide opportunities to enable education (socio-cultural capital, multilingualism, agricultural activities and mineral wealth). A main emphasis that will direct conversation during the symposium will be to share evidence of innovative solutions where education intervention has contributed to positive learning, wellbeing and development outcomes for students, teachers, and/or school-communities. The format of this symposium will be that of questions posed by the chair to a panel of presenters to address and then discuss together with attendees. Questions may include issues of: challenging contexts and access to schools; quality education for performance and throughput given challenging contexts; a contextually responsive curriculum regarding (i) socio-cultural diversity, (ii) multilingualism, as well as (iii) limited resources to support teaching and learning; school-climate that enables socio-emotional care, support, hope and aspiration within students and teachers; teacher training and professional development; school-community partnerships; school leadership given resource constraints

Contributors include:

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b. WERA Invited Education Research Indicators Worldwide Symposia @ AERA 2017, April 29, San Antonio, Texas

Contributors include:

- Chair: Felice Levine
- Joanna Madalińska-Michalak
- Pedro Flores-Crespo
- Ingrid Gogolin
- Stephan Vincent-Lancrin

c. WERA-AERA Invited Longitudinal Administrative Data Systems—Developing Guidelines for Producers and Users Symposia @ AERA 2017, April 30, San Antonio, Texas

Contributors include:

- Chair:
 - o Felice Levine
- Participants:
 - o Felice Levine
 - o Stephan Vincent-Lancri
- Discussants:
 - o Barbara Schneider
 - o Adam Gamoran
 - o Sean “Jack” P. Buckley

d. WERA-AERA Invited Americas sessions @ AERA 2017, April, San Antonio, Texas

2. WERA Invited Symposium @ ECER 2017, 22 - 25 August 2017, University College Copenhagen, Denmark

The title of this Symposium is “*World Education Research Association Invited Symposium: World-wide perspectives on methodologies in school-based education research*”. This symposium provides conceptual and contextual evidence on methodologies used in school-based education research and is summited by Prof Liesel Ebersohn, WERA Secretary General.

Contributors include:

- Dr Ingrid Gogolin, Universität Hamburg (Chair): gogolin@uni-hamburg.de
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In her paper, [Gogolin](#) presents a study on language use in multilingual classrooms. The study focused on the questions, under which conditions, how and why migrant students make use of their heritage languages during lessons. The paper presents the theoretical framework of the study and the video-audio-tape-method which was applied. Advantages and constraints of the method will be discussed. Furthermore, the main results of the study will be presented, and an outlook on desirable future research will be given

Head argues for the use of participant action research using a solution focused conversation to generate education knowledge. The argument is based on experience of using this approach to research film education in libraries in Scotland and extrapolates from there to its possibilities for use in school-based research, particularly action research and professional inquiry.

[Leroux](#) focuses on the use of classroom observation. She exposes many contributions of this method to improve differentiated instruction and professional development, and to inform a research process, relying on the data of a study conducted with Canadian primary school teachers

In her paper, [Ferreira](#) proposes school-based participatory intervention research as suitable avenue for promoting the health and well-being of vulnerable school-communities. She integrates the underlying principles of resilience theory, strength-based approaches to coping, community-based responses to adversity, and participatory reflection and action methodology, in contemplating the value of an integrated participatory intervention research approach when facilitating social change in school-communities.

García-Carrión discusses the potential of using Communicative Methodology of Research in school-based research to reduce inequalities. This transformative approach rooted in critical pedagogy and dialogic theory has been crucial for (a) opening classrooms and schools to their communities (b) including peoples’ voices into research in some of the poorest and marginalized areas in Southern Europe.