WERA 2021 Virtual Focal Meeting

DAY 1: 7 July 2021 Invited Symposia

WERA Institutional Member: International Association for the Evaluation of Educational Achievement Invited Symposium	
9:30-11:00	**1.1.1**
Title and Paper ID: 864 Diverse Contexts, Common Challenges	
Organizer: Korsnakova, Paulina, (IEA) <p.korsnakova@iea.nl>	
Chair: Andrea NETTEN (IEA) <a.netten@iea.nl>	
1.	**Introduction to IEA (where "E" stands for education)** Paulina KORSNAKOVA (IEA) <p.korsnakova@iea.nl>
2.	**Equity in Spain from the TIMSS 2015 data perspective** Carmen TOVAR (INEE) <carmen.tovar@educacion.gob.es>
3.	**The Rosetta Stone project in ERCE** Sebastian MEYER (IEA) <sebastian.meyer@iea-hamburg.de>
4.	**Computer and information literacy and long-term educational outcomes in Chile** Diego CORTES (IEA) <diego.cortes@iea-hamburg.de>
Discussant: Ellen CLAES (KU Leuven) <ellen.claes@kuleuven.be>	

WERA International Research Network, Building Communities of Care, Invited Symposium	
9:30-11:00	**1.1.2**
Title and Paper ID: 865 Re-establishing communities of care: The vital role of schools	
Organizer: Scherman, Vanessa, (The University of South Africa) <scherv@unisa.ac.za>	
Chair: Vanessa SCHERMAN (The University of South Africa, South Africa) <scherv@unisa.ac.za>	
1.	**What does it mean to build "Communities of Care"** Linda LIEBENBERG (Dalhousie University) <Linda.Liebenberg@Dal.Ca>
2.	**"This place is like a family". Experiences of learners in alternative education settings in Ireland.** Cormac FORKAN (UNESCO Child and Family Research Centre) <cormac.forkan@nuigalway.ie> Tanja KOVACIC (UNESCO Child and Family Research Centre) <tanja.kovacic@nuigalway.ie>
3.	**Community resilience: A critical exploration of how South African schools can establish Communities of Care** Tamlynn JEFFERIS (North-West University) <Tamlynn.Jefferis@nwu.ac.za>
4.	**How can schools meaningfully re-establish communities of care, facilitating better outcomes for children: Croatian perspective** Ivana MAUROVIĆ (University of Zagreb) <ivana.maurovic@erf.hr>
Discussant: Linda LIEBENBERG (Dalhousie University) <Linda.Liebenberg@Dal.Ca> **Vanessa SCHERMAN (The University of South Africa) <scherv@unisa.ac.za>**	

WERA Association Member, German Educational Research Association (GERA-Germany) Invited Symposium	
9:30-11:00	**1.1.3**
Title and Paper ID: 866 Inclusion and exclusion in the discourse of educational research – an international comparison	
Organizer: Hackbarth, Anja, (University Mainz) <hackbarth@uni-mainz.de>	
Chair: Anja HACKBARTH (University Mainz, Germany) <hackbarth@uni-mainz.de>	
1.	**Inclusion and Exclusion Research in Germany – Contours and contradictions of educational policy and educational science discourses** Lisa ROSEN (University of Cologne, Germany) <lisa.rosen@uni-koeln.de> Tanja STURM (University Halle-Wittenberg, Germany) <tanja.sturm@paedagogik.uni-halle.de>
2.	**Special Education Policies in an Inclusive Perspective in Brazil** Márcia Denise PLETSCH (University of Rio de Janeiro, Brazil) <marciadenisepletsch@gmail.com>
3.	**The Status of Inclusive Education in Ethiopia** Tirussew TEFERRA (Addis Ababa University, Ethiopia) <teferratirussewt@gmail.com>
4.	**Inclusive education competence in teacher education – an absence in newly qualified teachers in Norway: Inquiry based teachers and the blackout of inclusive education** Gregor MAXWELL (University of Tromsø, Norway) <gregor.maxwell@uit.no> Yngve ANTONSEN (University of Tromsø, Norway) <yngve.antonsen@uit.no> Kristin Emilie W BJØRNDAL (University of Tromsø, Norway) <kristin.e.bjorndal@uit.no> Rachel JAKHELLN (University of Tromsø, Norway) <rachel.jakhelln@uit.no>
Discussant: Karin BRÄU (University Mainz, Germany) <braeu@uni-mainz.de>	

WERA International Research Network Extended Education Invited Symposium	
9:30-11:00	**1.1.4**
Title and Paper ID: 869 Research in Extended Education to Achieve Outcomes for Children and Youth: The Role of Quality Measurement and Interventions	
Organizer: Schüpbach, Marianne, (Freie Universität Berlin) <marianne.schuepbach@fu-berlin.de>	
Chair: Marianne SCHÜPBACH (Freie Universität Berlin, Germany) <marianne.schuepbach@fu-berlin.de>	
1.	**Promoting students reading competencies by an extracurricular activity: Design and Results of an Intervention-Study in German Primary Schools** Karin LOSSEN (TU Dortmund) <karin.lossen@tu-dortmund.de> Heinz Günter HOLTAPPELS (TU Dortmund) <heinz-guenter.holtappels@tu-dortmund.de> Wolfram ROLLETT (PH Freiburg) <wolfram.rollett@ph-freiburg.de> Karsten WUTSCHKA (TU Dortmund) <karsten.wutschka@tu-dortmund.de>
2.	**Development of a Program to Foster Socio-emotional Competences: an Intervention Study** Marianne SCHÜPBACH (Freie Universität Berlin) <marianne.schuepbach@fu-berlin.de> Heike MOYANO (Freie Universität Berlin) <heike.moyano-schmitt@fu-berlin.de> Anna-Maria SEEMANN (Akademie für Ganztagsschulpädagogik) <anna.seemann@uni-bamberg.de> Heike Maria SCHÜTZ (Akademie für Ganztagsschulpädagogik) <h.schuetz@afg-im-netz.de>
3.	**Ready, Set, Action in the Boys & Girls Clubs of America (BGCA): A Preliminary Evaluation** Gil NOAM (The PEAR Institute) <gil_noam@hms.harvard.edu> Dawn Delfin MCDANIEL (The PEAR Institute) <dr.dawnmcdaniel@gmail.com>
Discussant: Ingrid GOGOLIN (University of Hamburg) <gogolin@uni-hamburg.de>	

WERA Association Member, Hong Kong Education Research Association (HKERA) Invited Symposium	
9:30-11:00	**1.1.5**
Title and Paper ID: 870 Promoting Equity Policy and Inclusive Excellence in Schooling: International Perspectives	
Organizer: Yuen, Celeste YM, (The Chinese University of Hong Kong) <yuetmuiyuen@cuhk.edu.hk>	

Chair: Celeste YM YUEN (The Chinese University of Hong Kong, Hong Kong S.A.R. (China)) <yuetmuiyuen@cuhk.edu.hk>

1. **The Intersectionality of Identity and Access to Post-Secondary Education (PSE) in Hong Kong: Student Perspectives**
   Celeste YM YUEN (The Chinese University of Hong Kong) <yuetmuiyuen@cuhk.edu.hk>
   Alan CK CHEUNG (The Chinese University of Hong Kong) <alancheung@cuhk.edu.hk>
2. **Initial Teacher Education and Inclusive Excellence in Hong Kong Schooling**
   Celeste YM YUEN (The Chinese University of Hong Kong) <yuetmuiyuen@cuhk.edu.hk>
3. **Resilience in Action at Schools**
   Celeste SIMOES (Universidade de Lisboa) <csimoes@fmh.ulisboa.pt>
4. **Post-service learning's engagement; Combining community voices and university policies for mutual excellence**
   Gordon TSUI (University of Hong Kong) <gtsui13@connect.hku.hk>

Discussant: Winnie SO (The Education University of Hong Kong) <wiso@eduhk.hk>
Alan CK CHEUNG (The Chinese University of Hong Kong) <alancheung@cuhk.edu.hk>

WERA International Research Network Effective teachers' communicative strategies when working with linguistically diverse learners Invited Symposium

9:30-11:00 **1.1.6**

Title and Paper ID: 871 Effective teachers' communicative strategies when working with linguistically diverse learners

Organizer: Mongillo, Geraldine, (William Paterson University) <mongillog@wpunj.edu>

Chair: Vered VAKNIN-NUSBAUM (Western Galilee College) <vered.vaknin@gmail.com>
Geraldine MONGILLO (William Paterson University, United States of America) <mongillog@wpunj.edu>

1. **Introduction and history of the IRN**
   Geraldine MONGILLO (William Paterson University) <mongillog@wpunj.edu>
   Dorothy FEOLA (William Paterson University) <feolad@wpunj.edu>
2. **The US content teachers' instructional strategies with linguistically diverse learners**
   Carrie HONG (William Paterson University) <Honge1@wpunj.edu>
   Geraldine MONGILLO (William Paterson University) <mongillog@wpunj.edu>
3. **Arab speaking teachers' instructional strategies with linguistically diverse learners in Isarel**
   Vered VAKNIN-NUSBAUM (Western Galilee College) <vered.vaknin@gmail.com>
   Abbas RANDA (Academic Arab College for Education & Western Galilee College) <randaabbas3@gmail.com>
4. **South African teachers' instructional strategies for facilitating the learning science and mathematics in linguistically diverse classes**
   Margaret Funke OMIDIRE (University Pretoria) <funke.omidire@up.ac.za>

Discussant: Margaret Funke OMIDIRE (University of Pretoria) <funke.omidire@up.ac.za>

WERA International Research Network Organizational Education

9:30-11:00 **1.1.7**

Title and Paper ID: 882 Life, Death and Anthropocene – Educating for survival and collapse?

Organizer: Dr. Weber, Susanne Maria, (Philipps-University of Marburg) <susanne.maria.weber@uni-marburg.de>

Chair: Susanne Maria DR. WEBER (Philipps-University of Marburg, Germany) <susanne.maria.weber@uni-marburg.de>
Roger BAARS (University of Kyoto, Japan) <baars.rogercloud.6a@kyoto-u.ac.jp>

1. **"I want you to panic" - PARANOIC ORGANIZING FOR SUSTAINABLE FUTURES"**
   Susanne Maria DR. WEBER (Philipps-University of Marburg, Germany) <susanne.maria.weber@uni-marburg.de>
2. **Going with the flow or against the grain: transgressive learning and disruptive capacity-building in time of global systemic dysfunction**
   Arjen E.J. WALS (Wageningen University) <Arjen.wals@wur.nl>

3.	**Emotions and Culture in Disaster Education** Roger BAARS (University of Kyoto, Japan) <baars.rogercloud.6a@kyoto-u.ac.jp>
4.	**Organizing collective transformation for sustainability** Marc-André HEIDELMANN (Philipps-Universität Marburg) <Marc-andre.heidelmann@uni-marburg.de> Tobias KLÖS (Philipps-Universität Marburg) <tobias.kloes@staff.uni-marburg.de>
Discussant: Tina BESLEY (Beijing Normal University) <tbesley@bnu.edu.cn>	

WERA Association Member, Scottish Educational Research Association (SERA) Invited Symposium	
9:30-11:00	**1.1.8**
Title and Paper ID: 874 Educational Research: Politics, Strategy and the Work of the Scottish Educational Research Association (SERA)	
Organizer: Adams, Paul Derrick, (University of Strathclyde) <paul.adams@strath.ac.uk>	
Chair: Paul Derrick ADAMS (SERA/University of Strathclyde, United Kingdom) <paul.adams@strath.ac.uk>	
1.	**Framing Scottish Educational Research** Paul Derrick ADAMS (SERA/University of Strathclyde) <paul.adams@strath.ac.uk>
2.	**A Research Strategy for Scottish Education: an opportunity missed?** Anna BECK (SERA/University of Strathclyde) <anna.beck@strath.ac.uk>
3.	**The Scottish Education Research Association Strategy for Scottish Educational Research** Carrie MCLENNAN (SERA/University of Dundee) <c.mclennan@dundee.ac.uk>
Discussant: Paul Derrick ADAMS (SERA/University of Strathclyde) <paul.adams@strath.ac.uk>	

WERA International Research Network Education policies and the restructuring of the educational profession facing the challenges of globalisation Invited Symposium	
9:30-11:00	**1.1.9**
Title and Paper ID: 875 Education policies and the restructuring of the educational profession facing the challenges of globalisation	
Organizer: Oliveira, Dalila Andrade, (UFMG) <dalilaufmg@yahoo.com.br>	
Chair: Dalila Andrade OLIVEIRA (UFMG, Brazil) <dalilaufmg@yahoo.com.br> **Romuald NORMAND (UNISTRA, France) <rnormand@unistra.fr>**	
1.	**Accountability policies at the local level: the example of the northeast region of Brazil** Dalila Andrade OLIVEIRA (UFMG, Brasil) <dalilaufmg@yahoo.com.br>
2.	**PISA as a boundary-object: its transfer and conditions of reception within the French education system.** Romuald NORMAND (UNISTRA, France) <rnormand@unistra.fr>
3.	**The policy translation and diffusion of New Public Management approaches into educational reform: An analysis of the role of the OECD in the PISA era** Antoni VERGER (Universidad Autónoma de Barcelona) <tverger@gmail.com> Clara FONTDEVILA (Universidad Autónoma de Barcelona) <clara.fontdevila@gmail.com>
4.	**Teaching profession and New Public Management: local receptions in Portuguese education system** Sofia VISEU (IE, Universidade de Lisboa) <sviseu@ie.ulisboa.pt> Barroso JOÃO (IE, Universidade de Lisboa) <jbarroso@ie.ulisboa.pt>
Discussant: Guri SKEDSMO (University of Oslo, Norweagen) <guri.skedsmo@phzg.ch> **Eliza BARTOLOZZI (Federal University of Espírito Santo, Brazil) <eliza.bartolozzi@gmail.com>**	

WERA Association Member, The Swedish Educational Research Association (SWERA) Invited Symposium	
9:30-11:00	**1.1.10**
Title and Paper ID: 883 On educational research in Sweden	
Organizer: Lindblad, Sverker S:son, (University of Gothenburg) <sverker.lindblad@ped.gu.se>	
Chair: Sverker S:son LINDBLAD (University of Gothenburg, Sweden) <sverker.lindblad@ped.gu.se>	

1.	**Educational Governance and Trust in Schooling as an Institution: Changes in of the Public Opinion in Sweden 1986-2018.** Sverker LINDBLAD (University of Gothenburg) <sverker.lindblad@ped.gu.se> Mårten LINDBLAD (zStreams) <marten@zstream.se>
2.	**Doctoral education making researchers or teaching professionals? A systematic research review.** Sverker LINDBLAD (University of Gothenburg) <sverker.lindblad@ped.gu.se> Anna-Carin JONSSON (University of Gothenburg) <anna-carin.jonsson@gu.se> Gun-Britt WÄRVIK (University of Gothenburg) <gun-britt.warvik@ped.gu.se>
3.	**The Comparativistic Turn: Making Use of the Agora Concept within Comparative Education** Daniel PETTERSSON (Gavle University) <danped@hig.se> Gun-Britt WÄRVIK (University of Gothenburg) <gun-britt.warvik@ped.gu.se>
Discussant: Sverker LINDBLAD (University of Gothenburg) <sverker.lindblad@ped.gu.se>	

WERA International Research Network, Computational Thinking Education in Primary and Secondary Schools Invited Symposium	
9:30-11:00	1.1.11
Title and Paper ID: 877 Learning Analytics for Supporting Computational Thinking Development	
Organizer: Kong, Siu-Cheung, (The Education University of Hong Kong) <sckong@eduhk.hk>	
Chair: Siu-Cheung KONG (The Education University of Hong Kong, Hong Kong S.A.R. (China)) <sckong@eduhk.hk>	
1.	**Learning Analytics Tools to Support Computational Thinking Education** Marcelo MILRAD (Linnaeus University, Sweden) <marcelo.milrad@lnu.se>
2.	**Assessment of Computational Thinking: From the Classical ITS Systems Research Perspective** Marcus SPECHT (Delft University of Technology, The Netherlands) <M.M.Specht@tudelft.nl>
3.	**A Learning Analytics Platform for Performance-Based Assessment of Computational Thinking Development** Siu-Cheung KONG (The Education University of Hong Kong, Hong Kong S.A.R. (China)) <sckong@eduhk.hk> Bowen LIU (The Education University of Hong Kong, Hong Kong S.A.R. (China)) <lbowen@eduhk.hk>
Discussant: Siu-Cheung KONG (The Education University of Hong Kong, Hong Kong S.A.R. (China)) <sckong@eduhk.hk>	

WERA Task Force Invited Symposia (ESRC Symposium)	
13:45 -15:15	**1.3.11**
Title and Paper ID: 1045 WERA Invited Symposium: WERA Task Force Global Challenges and Education Research Rurality as a global challenge: Schools as Enabling Spaces to Improve Learning and Health-related Quality of Life for Rural Primary School Children Part 1: Schools as Enabling Spaces	
Organizer: Ebersöhn, Liesel, (WERA) <u02435284@up.ac.za>	
Chair: Liesel EBERSÖHN (Centre for the Study of Resilience, University of Pretoria, South Africa) <liesel.ebersohn@up.ac.za> **Qing GU (UCL Centre for Educational Leadership, University College London, United Kingdom) <q.gu@ucl.ac.uk>**	
1.	**Introduction: The Concept and the Methodology** Liz-Marie BASSON (Centre for the Study of Resilience, University of Pretoria, South Africa) <liz.basson@up.ac.za> Qing GU (UCL Centre for Educational Leadership, University College London, United Kingdom) <q.gu@ucl.ac.uk> Liesel EBERSÖHN (Centre for the Study of Resilience, University of Pretoria, South Africa) <liesel.ebersohn@up.ac.za>
2.	**The Significance of Schools and School Leadership** Mahlapahlapana THEMANE (Department of Education Studies, University of Limpopo, South Africa) <mahlapahlapana.themane@ul.ac.za> Qing GU (UCL Centre for Educational Leadership, University College London, United Kingdom) <q.gu@ucl.ac.uk>

Liesel EBERSÖHN (Centre for the Study of Resilience, University of Pretoria, South Africa) <liesel.ebersohn@up.ac.za> Renald MORRIS (Centre for the Study of Resilience, University of Pretoria, South Africa) <renald.morris@up.ac.za> Olutosin Solomon AKINYEMI (Centre for the Study of Resilience, University of Pretoria, South Africa) <akinyemi.olutosin@up.ac.za> Otilia Fortunate CHIRAMBA (Centre for the Study of Resilience, University of Pretoria, South Africa) <otilia.chiramba@up.ac.za>
3. Early Childhood Development & Education Lynn ANG (Institute of Education, University College London, United Kingdom) <l.ang@ucl.ac.uk> Hannelie DU PREEZ (Education Support Centre, Wageningen University & Research, Netherlands) <u21118672@up.ac.za> Sumanah MUSTAFA (Centre for the Study of Resili
4. Health-related Quality of Life Patrick CALLAGHAN (School of Applied Sciences, London South Bank University, United Kingdom) <callagp3@lsbu.ac.uk> Peet DU TOIT (Department of Physiology, University of Pretoria, South Africa) <peet.dutoit@up.ac.za> Kerry WOOD (Division of Psychology, London South Bank University, United Kingdom) <woodk6@lsbu.ac.uk> Huiming DING (UCL Centre for Educational Leadership, University College London, United Kingdom) <h.ding@ucl.ac.uk> Liesel EBERSÖHN (Centre for the Study of Resilience, University of Pretoria, South Africa) <liesel.ebersohn@up.ac.za> Qing GU (UCL Centre for Educational Leadership, University College London, United Kingdom) <q.gu@ucl.ac.uk>
Discussant: P. Karen MURPHY (Department of Educational Psychology, Counseling, and Special Education, College of Education, Pennsylvania State University, United States of America) <pkm15@psu.edu>

WERA Association Member, Polish Education Research Association (PERA) Invited Symposium	
13:45-15:15	1.3.10
Title and Paper ID: 1050 Social Inclusion and Exclusion – Rethinking New Challenges in Research on Education	
Organizer: Ostrouch-Kaminska, Joanna, (University of Warmia and mazury in Olsztyn, Poland) <joanna.ostrouch@uwm.edu.pl>	
Chair: Joanna OSTROUCH-KAMINSKA (University of Warmia and Mazury in Olsztyn, Poland, Poland) <joanna.ostrouch@uwm.edu.pl>	
1. The soft power of language for inclusion and exclusion in the Polish and Portuguese context. Research report Anna ODROWĄŻ-COATES (The Maria Grzegorzewska University, Warsaw) <acoates@aps.edu.pl>	
2. How to Make Ends Meet? Poor Families Facing Social Assistance Piotr KOSTYŁO (Kazimierz Wielki University, Bydgoszcz) <piotr.kostylo@ukw.edu.pl>	
3. Different shades of digital inequalities in young people Natalia WALTER (Adam Mickiewicz University in Poznań) <natalia.walter@amu.edu.pl> Jacek PYŻALSKI (Adam Mickiewicz University in Poznań) <pyzalski@amu.edu.pl>	
Discussant: Joanna MADALIŃSKA-MICHALAK (University of Warsaw) <j.madalinska@uw.edu.pl>	

1.1.12 is a Submitted Symposium

DAY 2: 8 July 2021 Invited Symposia

WERA Association Member, Education Association of South Africa (EASA) Invited Symposium	
08:30-10:00	**2.1.1**
Title and Paper ID: 872 Teachers' appraisal of an evidence-based framework for the reconceptualization of education in sub-Saharan Africa	
Organizer: Mampane, Ruth, (University of Pretoria) <Ruth.mampane@up.ac.za>	
Chair: Ruth MAMPANE (University of Pretoria, South Africa) <Ruth.mampane@up.ac.za>	
1. **Reconceptualising education in Sub-Saharan Africa: An analysis of education statistics** Ruth MAMPANE (University of Pretoria) <ruth.mampane@up.ac.za>	
2. **Conceptual framework for the reconceptualization of education in sub-Saharan Africa** Ruth ALUKO (University of Pretoria) <ruth.aluko@up.ac.za>	
3. **Teachers' appraisal of an evidence-based framework for the reconceptualization of education in sub-Saharan Africa** Funke OMIDIRE (University of Pretoria) <funke.omidire@up.ac.za>	
Discussant: Fumane KHANARE (University of the Free State) <khanareFP@ufs.ac.za>	

WERA International Research Network Organizational Education	
08:30-10:00	**2.1.2**
Title and Paper ID: 876 Global Perspectives on Organizational Education: Designing Social Innovation in organizational, regional and global networks	
Organizer: Dr. Weber, Susanne Maria, (Philipps-University of Marburg) <susanne.maria.weber@uni-marburg.de>	
Chair: Susanne Maria PROF. DR. WEBER (Philipps-University of Marburg, Germany) <susanne.maria.weber@uni-marburg.de>	
1. **Design thinking as a learning framework to operationalize co-creation** Francesca RIZZO (Politecnico di Milano, Italy) <francesca.rizzo@polimi.it>	
2. **Ecosystem Approach to Improve Regional Education** Antonia CARO GONZALES (University of Deusto, Bilbao, Spai) <ancaro@deusto.es>	
3. **Combining Industry 4.0 with Work 4.0: Sectoral Skills Alliances and Strategies** Antonius Johannes SCHRÖDER (Technische Universität Dortmund) <antonius.schroeder@tu-dortmund.de> Clara Rieke BEHREND (Technische Universität Dortmund) <clara.behrend@tu-dortmund.de>	
4. **Trans-Epistemic Design (Research): An Organizational Education Approach to theorizing Design in the context of industry 4.0 and Cognitive Assistance Systems** Susanne Maria PROF. DR. WEBER (Philipps-Universität Marburg, Germany) <susanne.maria.weber@uni-marburg.de> Alinde KELLER (Fraunhofer Gesellschaft) <Alinde.Keller@iff.fraunhofer.de>	
Discussant: Antonius Johannes PROF. DR. SCHRÖDER (Technische Universität Dortmund) <antonius.schroeder@tu-dortmund.de>	

WERA Association Member, Spanish Pedagogical Society / Sociedad Española de Pedagogía (SEP) Joint Invited Symposium with Red Transdisciplinar de Investigación Educativa (RETINDE)	
08:30-10:00	**2.1.3**
Title and Paper ID: 884 Research Networking in Education. A Symposium by the Spanish Transdisciplinary Educational Research Network (RETINDE)	
Organizer: Jover, Gonzalo, (Universidad Complutense de Madrid) <gjover@ucm.es>	
Chair: Adriana GEWERC (University Network for Research and Educational Innovation (REUNI+D)) <adriana.gewerc@gmail.com> **Gonzalo JOVER (Spanish Pedagogical Society (SEP)) <gjover@ucm.es>**	
1. **A GLocal Perspective on Doctoral and Early Career Networks of Educational Research** Yunus ERYAMAN (World Education Research Association (WERA)) <yunuseryaman@gmail.com>	
2. **WERA International Research Networks** Joanna MADALINSKA-MICHALAK (World Education Research Association (WERA)) <jmmadalinska@gmail.com>	

3.	**Networking European Educational Research and Supporting Research Capacity: European Educational Research Association** Herbert ALTRICHTER (European Educational Research Association (EERA)) <Herbert.Altrichter@jku.at>
4.	**RETINDE, Transdisciplinary Educational Research Network** Xavier ÚCAR (Ibero-American Society of Social Pedagogy (SIPS)) <xavier.ucar@uab.cat>
5.	**PhD Networks: A step forward to deal with educational challenges** Eduardo GARCIA-JIMÉNEZ (Interuniversity Association of Pedagogical Research (AIDIPE)) <egarji@us.es>
Discussant: Laura CAMAS (WERA Doctoral and Early Career Network (WERA-DEC)) <laucamas@ucm.es>	

WERA Association Member, National Association of Research and Graduate Studies on Education / Associação Nacional de Pesquisa e Pós-Graduação em Educação (ANPED) Invited Symposium	
08:30-10:00	**2.1.4**
Title and Paper ID: 885 25 years after Salamanca: Triumphs, mirages and tribulations in the age of inequality	
Organizer: Lunardi Mendes, Geovana, (ANPED) <geolunardi@gmail.com>	
Chair: geovana LUNARDI MENDES (ANPED, Brazil) <geolunardi@gmail.com>	
1.	**Inclusive Education in Spain: Looking to the future with optimism?** Marta SANDOVAL (Autonoma University of Madrid) <marta.sandoval@uam.es>
2.	**25 years after Salamanca in Bulgaria, or about the transition from a highly segregated to inclusive educational system** Iva BOVENA (Association for Shared Learning ELA - Bulgaria) <i.boneva@cie-bg.eu>
3.	**25 Years of Salamanca Declaration on Special Education Policies in Brazil** Flavia FAISSAL (ANPEd/UERJ) <faissalflavia@gmail.com> Marcia PLETSCH (ANPED/UFRRJ) <marciadenisepletsch@gmail.com>
4.	**Pursuing Equity and Inclusion in the U.S. Context: Examining the Promise of Education for All for Students with Disabilities** Lauren KATZMAN (ASU/US) <Lauren.Katzman@asu.edu> Catherine VOULGARIDES (Hunter University/US) <cv1360@hunter.cuny.edu>
Discussant: Alfredo ARTILES (AERA) <alfredo.artiles@asu.edu>	

WERA Association Member, Russian Educational Research Association (RERA) Invited Symposium	
08:30-10:00	**2.1.5**
Title and Paper ID: 1054 Instruction science for post-Covid education: how researches help better learning of pandemic lessons	
Organizer: Ivanov, Ivan, (HSE's Institute of Education (Moscow)) <iyivanov@hse.ru>	
Chair: Sergey KOSARETSKY (HSE Institute of Education (Moscow), Russian Federation) <skosaretski@hse.ru>	
1.	**Integration of theory and practice in teacher training in the XXI century within the conditions of a pandemic: Russian experience (KFU case)** Aydar KALIMULLIN (Institute of Psychology and Education, Kazan Federal University Kazan Federal University) <kalimullin@yandex.ru> Roza VALEEVA (Institute of Psychology and Education Kazan Federal University) <valeykin@yandex.ru> Tatiana BAKLASHOVA (Institute of Psychology and Education Kazan Federal University) <ptatyana2011@mail.ru>
2.	**The lessons of the pandemic for schools and families: the challenges and prospects of online education** Ivan KLIMOV (Institute of System Projects, Moscow City University) <klimovia@mgpu.ru> Elena PETRYAEVA (Institute of System Projects, Moscow City University) <petryaevaeyu@mgpu.ru> Valentina SALAKHOVA (Institute of System Projects, Moscow City University) <salakhovavb@mgpu.ru> Svetlana VACHKOVA (Institute of System Projects, Moscow City University) <svachkova@mgpu.ru>
3.	**Key lessons from the transformation of the extracurricular education sector in the context of COVID-19 in the countries of the former Soviet Union** Ivan IVANOV (HSE's Institute of Education (Moscow), Russian Federation) <iyivanov@hse.ru>
Discussant: Maria SAFRONOVA (Moscow State University of Psychology and Education) <maria.safronova@mgppu.ru> Angelina ZOLOTAREVA (Yaroslavl Institute of Education Development) <ang_gold@mail.ru>	

WERA Association Member, Polish Education Research Association (PERA) Invited Symposium	
08:30-10:00	**2.1.6**
Title and Paper ID: 1047 Resilience in an Era of Risk and Uncertainty: Lessons Learned and Future Directions for teachers and schools	
Organizer: Madalinska-Michalak, Joanna Maria, (Univerisity of Warsaw) <j.madalinska@uw.edu.pl>	
Chair: Joanna Maria MADALINSKA-MICHALAK (Univerisity of Warsaw, Poland) <j.madalinska@uw.edu.pl>	
1.	**Being a Teacher in Times of COVID-19 Pandemic: Issues of Professionalism and Resilience** Maria ASSUNÇÃO FLORES (University of Minho) <aflores@ie.uminho.pt>
2.	**Teaching and Teaching Profession in the Shadow of COVID-19: Experiences of Teachers and Implications for the Future** Bunyamin BAVLI (Yıldız Technical University) <bbavli@yildiz.edu.tr> Özge KORTEL (Yıldız Technical University) <ozgekortel6@gmail.com>
3.	**Far-flung does not Mean Far-fetched: promoting teacher resilience through professional development in higher education engagement with in-service teachers in remote schools** Liesel EBERSÖHN (University of Pretoria) <liesel.ebersohn@up.ac.za> Marli EDWARDS (University of Pretoria) <marliedwards@outlook.com>
4.	**Developing Resilience and Well-being in Teachers and Students** Gisselle TUR PORRES (Swansea University) <g.m.turporres@swansea.ac.uk> Washington IRES CORREA (independent researcher) <saludyprevencion3@gmail.com>
Discussant: Ruth MAMPANE (University of Pretoria) <ruth.mampane@up.ac.za>	

WERA Association Member, British Educational Research Association (BERA) Invited Symposium	
08:30-10:00	**2.1.7**
Title and Paper ID: 1048 Knowledge, Curriculum, and Pedagogy: Universality and developmental difference across educational phases	
Organizer: Johnson, Nick, (British Educational Research Association) <n.johnson@bera.ac.uk>	
Chair: Mhairi BEATON (Leeds Beckett University) <M.C.Beaton@leedsbeckett.ac.uk>	
1.	**Knowledge and Young Children's Education** Dominic WYSE (University College London) <d.wyse@ucl.ac.uk>
2.	**Teachers' perceptions of curriculum priorities** Lisa-Maria MULLER (Chartered College of Teaching) <lmuller@chartered.college>
3.	**Educating tomorrow: education in a post pandemic age** Chris BROWN (Durham University) <chris.brown@durham.ac.uk>
Discussant: Mhairi BEATON (Leeds Beckett University) <M.C.Beaton@leedsbeckett.ac.uk> **Gerry CZERNIAWSKI (University of East London) <g.czerniawski@uel.ac.uk>**	

WERA Association Member, Spanish Pedagogical Society / Sociedad Española de Pedagogía (SEP) Invited Symposium	
08:30-10:00	2.1.8
Title and Paper ID: 1049 Music educational implications in adolescence	
Organizer: Cremades-Andreu, Roberto, (Complutense University of Madrid) <rcremade@ucm.es>	
Chair: Roberto CREMADES-ANDREU (Complutense University of Madrid, Spain) <rcremade@ucm.es>	
1.	**Integrated curriculum and group improvisation in secondary education: a transdisciplinary dialogical perspective** Carlos LAGE-GÓMEZ (Complutense University of Madrid, Spain) <calage@ucm.es>
2.	**Multisensory musical experiences: educating adolescents for life** Kaarina MARJANEN (Tampere University, Finland) <kaarina.marjanen@tuni.fi>
3.	**Enter the dialogue to face unfamiliar music in secondary music education** Sabine CHATELAIN (University HEP Vaud, Switzerland) <sabine.chatelain@hepl.ch>
4.	**Proposals for innovation around stereotypes in secondary music classroom** Arantza CAMPOLLO-URKIZA (Complutense University of Madrid, Spain) <arancamp@ucm.es>

5.	**Music and stereotypes in Madrid secondary school students** Roberto CREMADES-ANDREU (Complutense University of Madrid, Spain) <rcremade@ucm.es>
Discussant: Carlos LAGE-GÓMEZ (Complutense University of Madrid, Spain) <calage@ucm.es>	

WERA International Research Network Feature Analysis Approach in International Assessment Invited Symposium	
08:30-10:00	**2.1.9**
Title and Paper ID: 879 Feature Analysis Approach in International Assessment	
Organizer: Choi, Kilchan, (UCLA/CRESST) <kchoi@cresst.org>	
Chair: Eva BAKER (UCLA/CRESST, United States of America) <baker@cse.ucla.edu> **Kilchan CHOI (UCLA/CRESST, United States of America) <kchoi@cresst.org>**	
1.	**Feature Analysis: Theoretical Framework, Purposes, and Functional Validity** Kilchan CHOI (UCLA/CRESST, United States of America) <kchoi@cresst.org> Eva BAKER (UCLA/CRESST, United States of America) <baker@cse.ucla.edu>
2.	**Item Features Analysis for analyzing Panama's 3rd grade Math Assessment** Harvey S. SÁNCHEZ RESTREPO (Latin American Agency of Evaluation and Public Policy) <harvey@comunidad.unam.mx>
3.	**Analyzing Item Features in Chilean Mathematics College Admission Test** María Leonor VARAS SCHEUCH (DEMRE,Universidad de Chile) <mlvaras@u.uchile.cl> Daniela JIMÉNEZ (DEMRE,Universidad de Chile) <da.jimenez@uchile.cl>
4.	**Using Feature Analysis to validate NAEA (National Assessment of Educational Assessment) in Korea** Ji Hyun PARK (Korea Institute for Curriculum and Evaluation (KICE)) <pjh210@kice.re.kr> Mi-Young SONG (Korea Institute for Curriculum and Evaluation (KICE)) <mysong@kice.re.kr> Minwoo NAM (Korea Institute for Curriculum and Evaluation (KICE)) <minful@kice.re.kr>
Discussant: Harry O'NEIL (University of Southern California, United States of America) <honeil@usc.edu>	

WERA International Research Network Social Metacognition and Big Data Invited Symposium	
08:30-10:00	**2.1.10**
Title and Paper ID: 1051 Social Metacognition and Big Data	
Organizer: Chiu, Ming Ming, (The Education University of Hong Kong) <mingmingchiu@gmail.com>	
Chair: Ming Ming CHIU (The Education University of Hong Kong, Hong Kong S.A.R. (China)) <mingmingchiu@gmail.com>	
1.	**Production Blocking in Brainstorming Arguments in Online Group Debates and Asynchronous Threaded Discussions** Allan JEONG (Florida State University) <ajeong@fsu.edu> Ming Ming CHIU (The Education University of Hong Kong) <mingmingchiu@gmail.com>
2.	**Teacher and Students Mediation in Book Discussions within an Emergent Bilingual Instructional Context** Iman BAKHODA (Oakland University) <bakhodaiman@gmail.com> Tanya CHRIST (Oakland University) <christ@oakland.edu> Ming Ming CHIU (The Education University of Hong Kong) <mingmingchiu@gmail.com> Hyonsuk CHO (University of North Dakota) <hyonsuk.cho@UND.edu>
3.	**What matters in design? Cultivating undergraduates' critical thinking through online peer assessment in a Confucian heritage context** Ying ZHAN (The Education University of Hong Kong) <zhanying@eduhk.hk>
4.	**Life in temporal sequence: Capturing team interaction patterns and emergent leadership** Nale LEHMANN-WILLENBROCK (University of Hamburg) <nale.lehmann-willenbrock@uni-hamburg.de> Fabiola H. GERPOTT (WHU Otto Beisheim School of Management) <fabiola.gerpott@gmail.com>
Discussant: Ming Ming CHIU (The Education University of Hong Kong, Hong Kong S.A.R. (China)) <mingmingchiu@gmail.com>	

WERA International Research Network Connecting Social and Emotional Learning to Professional Development for Educators and Effective Teaching Invited Symposium	
08:30-10:00	**2.1.11**

Title and Paper ID: 1052 Social and Emotional Learning and Career Development: Reflections from international collaboration

Organizer: Ferrari, Lea, (university of padova) <lea.ferrari@unipd.it>

Chair: Lea FERRARI (University of Padova, Italy) <lea.ferrari@unipd.it>

1. **Educator perspectives on Social and Emotional Learning: A cross-cultural understanding of empathy**
   Scott V. SOLBERG (Boston University, Wheelock College of Education and Human Development Boston, US) <ssolberg@bu.edu>
   Chong PARK (Boston University, Wheelock College of Education and Human Development Boston, US) <cmpark@bu.edu>
   Lea FERRARI (University of Padova, Italy) <lea.ferrari@unipd.it>
2. **Conceptions about socio emotional learning in Portuguese educators**
   Isabel NUNES JANEIRO (Faculdade de Psicologia, Universidade de Lisboa, Portugal) <injaneiro@psicologia.ulisboa.pt>
   Maria Odilia TEIXEIRA (Faculdade de Psicologia, Universidade de Lisboa, Portugal) <moteixeira@psicologia.ulisboa.pt>
   Marcia LARANJEIRA (Faculdade de Psicologia, Universidade de Lisboa, Portugal) <mlaranjeira@psicologia.ulisboa.pt>
   Tiago MAÇARICO (Faculdade de Psicologia, Universidade de Lisboa, Portugal) <tmacarico@psicologia.ulisboa.pt>
3. **The intersection of Social Emotional Learning Skills and Career Development – German Preliminary Study on SEL**
   Peter WEBER (University of Applied Labour Studies (HdBA), Mannheim, Germany) <peter.weber10@arbeitsagentur.de>
   Rebeca GARCÍA-MURIAS (University of Applied Labour Studies (HdBA), Mannheim, Germany) <rebecagarciamurias@gmail.com>
4. **SEL in African countries: the case of South Africa**
   Gloria MARSAY (University of the Free State, South Africa) <marsay@global.co.za>
5. **Social and Emotional skills and future construction as stepping stones in primary education in Europe: contributions from the Erasmus+ SMILE project**
   Teresa M. SGARAMELLA (University of Padua, Italy,) <teresamaria.sgaramella@unipd.it>
   Lea FERRARI (University of Padua, Italy,) <lea.ferrari@unipd.it>

Discussant: Scott V. SOLBERG (Boston University, Wheelock College of Education and Human Development Boston, US) <ssolberg@bu.edu>

2.1.12 is a Paper Session

WERA Task Force Invited Symposia (ESRC Symposium)

14:00-15:30 **2.3.11**

Title and Paper ID: 1046 Rurality as a global challenge: Schools as Enabling Spaces to Improve Learning and Health-related Quality of Life for Rural Primary School Children Part 2: Why Justice and Capability Matter

Organizer: Ebersöhn, Liesel, (WERA) <u02435284@up.ac.za>

Chair: Liesel EBERSÖHN (Centre for the Study of Resilience, University of Pretoria, South Africa) <liesel.ebersohn@up.ac.za>
Qing GU (UCL Centre for Educational Leadership, University College London, United Kingdom) <q.gu@ucl.ac.uk>
Joanna MADALIŃKSKA-MICHALAK (

1. **Systematic educational disadvantage: a social justice lens**
   Martin MILLS (UCL Institute of Education, University College London, United Kingdom) <martin.mills@ucl.ac.uk>
   Rupert HIGHAM (UCL Institute of Education, University College London, United Kingdom) <rupert.higham@ucl.ac.uk>
   Mabeth CRAFFORD (Centre for the Study of Resilience, University of Pretoria, South Africa) <mabeth@keeper.co.za>
   Ralph HWENJERE (Centre for the Study of Resilience, University of Pretoria, South Africa) <ralph.hwenjere@up.ac.za>
   Qing GU (UCL Centre for Educational Leadership, University College London, United Kingdom) <q.gu@ucl.ac.uk>

Liesel EBERSÖHN (Centre for the Study of Resilience, University of Pretoria, South Africa) <liesel.ebersohn@up.ac.za>
2. Enabling Professional Capabilities Liesel EBERSÖHN (Centre for the Study of Resilience, University of Pretoria, South Africa) <liesel.ebersohn@up.ac.za> Qing GU (UCL Centre for Educational Leadership, University College London, United Kingdom) <q.gu@ucl.ac.uk> Liz-Marie BASSON (Centre for the Study of Resilience, University of Pretoria, South Africa) <liz.basson@up.ac.za> Amber EKSTEEN (Centre for the Study of Resilience, University of Pretoria, South Africa) <amber.eksteen@up.ac.za>
3. The Capability Approach in Economic Evaluations Gerard Abou JAOUDE (UCL Centre for Global Health Economics, University College London, United Kingdom) <gerard.jaoude.15@ucl.ac.uk> Jolene SKORDIS (UCL Centre for Global Health Economics, University College London, United Kingdom) <j.skordis@ucl.ac.uk> Qi
Discussant: P. Karen MURPHY (Department of Educational Psychology, Counseling, and Special Education, College of Education, Pennsylvania State University, United States of America) <pkm15@psu.edu>

WERA Association Member, Multidisciplinary Education Research Association / Asociación Multidisciplinar de Investigación Educativa (AMIE) Invited Symposium
10:15-11:45 **2.2.12**
Title and Paper ID: 1053 Unveiling myths in education and gender affecting the most vulnerable populations: overcoming inequalities and improving education worldwide
Organizer: García-Carrión, Rocío, (University of Deusto) <rocio.garcia@deusto.es>
Chair: Rocío GARCÍA-CARRIÓN (University of Deusto, Spain) <rocio.garcia@deusto.es>
1. Dialogic classrooms for the inclusion of culturally and linguistically diverse schools in Europe Rocío GARCÍA-CARRIÓN (University of Deusto) <rocio.garcia@deusto.es>
2. Improving education in Latin America through dialogic teacher training and Successful Educational Actions Alfonso RODRIGUEZ (University of Barcelona) <arodrior13@alumnes.ub.edu>
3. "The brave's club": overcoming hoaxes in girls' education. Roseli RODRIGUES DE MELLO (Federal University of São Carlos) <roseli@ufscar.br>
4. Scalability of INCLUD-ED social impact in Portugal. A methodological contribution. Maria VIEITES (University of Barcelona) <mariavc@seas4all.co.uk>
Discussant: TBC TBC (TBC) <rocio.garcia@deusto.es>

DAY 3: 9 July 2021 Invited Symposia

WERA Member Association, Spanish Pedagogical Society / Sociedad Española de Pedagogía (SEP) Invited Symposium	
17:30-19:00	**3.4.11**
Title and Paper ID: 878 Education, Democracy and Tradition	
Organizer: Jover, Gonzalo, (Universidad Complutense de Madrid) <gjover@ucm.es>	
Chair: Gonzalo JOVER (Spanish Pedagogical Society) <gjover@ucm.es>	
1.	**Religion, Democracy and Education: A Comparative Analysis of Educational Paradigms in Spain and France** Juan Luis FUENTES (Complutense University of Madrid) <jlfuente@ucm.es> Alicia GARCIA (Catholic University of Paris) <aligarfe07@gmail.com>
2.	**Religious Tradition and Educational Experience** Pádraig HOGAN (National University of Ireland Maynooth) <Padraig.Hogan@mu.ie>
3.	**The Influence of the Creative and Agonistic Principle of Tradition in Education** David LUQUE (Rey Juan Carlos University) <david.luque@urjc.es>
4.	**The embedded education in hypermodern times: the reception in Spain of the ideas developed by the Austrian pediatrician Emmi Pikler** Patricia QUIROGA (Complutense University of Madrid) <patquceda@gmail.com>
5.	**Education, Democracy and Tradition: The case of Israel** Moshe TATAR (Hebrew University of Jerusalem) <moshe.tatar@mail.huji.ac.il>
Discussant: Jon IGELMO (Complutense University of Madrid) <jigelmoz@ucm.es>	

DAY 1: 7 July 2021 Symposium Sessions

9:30-11:00	1.1.12
Submissions ID and Title: 561 Leveraging Teacher-Researcher Collaborations to Support Students' Critical-Analytic Thinking through Discussion	
Organizer and Chair: P. Karen MURPHY (The Pennsylvania State University, United States of America) <pkm15@psu.edu>	
1.	**Facilitating Small-Group Discussions: An In-Depth Analysis of Teachers' Use of Discourse Moves During Quality Talk** Rachel M. V. CRONINGER (The Pennsylvania State University, United States of America) <rmc301@psu.edu> P. Karen MURPHY (The Pennsylvania State University, United States of America) <pkm15@psu.edu> Sara E. BASZCZEWSKI (The Pennsylvania State University, United States of America) <seb5853@psu.edu>
2.	**Reflections on Teacher Coaching During a Discourse Intensive Intervention in Mainland China** Liwei WEI (TAL Education Group, China) <lw.wei2011@gmail.com> P. Karen MURPHY (The Pennsylvania State University, United States of America) <pkm15@psu.edu>
3.	**Examining Teachers' Critical-Analytic Thinking and Discussion Efficacy After Participating in Content Discussions: A Follow-up Study** Carla M. FIRETTO (Arizona State University, United States of America) <Carla.Firetto@asu.edu>
4.	**Collaborating with South African Teachers to Develop Critical Thinking Skills in their Students** Funke OMIDIRE (University of Pretoria, South Africa) <funke.omidire@up.ac.za>
Discussant: Liesel EBERSOHN (University of Pretoria, South Africa) <liesel.ebersohn@up.ac.za>	

11:30-13:00	1.2.11
Submissions ID and Title: 372 Global Perspectives on Emotions in Organizing	
Organizer and Chair: Susanne Maria DR. WEBER (Philipps-University of Marburg, Germany) <susanne.maria.weber@uni-marburg.de> **Maria Grazia RIVA (University of Milan-Bicocca – Italy) <mariagrazia.riva@unimib.it>**	
1.	**Emotions in Organizing – psychoanalytical perspectives in a global organizational education framework** Maria Grazia RIVA (University of Milan-Bicocca – Italy) <mariagrazia.riva@unimib.it>
2.	**The power of discoursive emotions in organizing: a global organizational education research perspective** Sarah WIENERS (Philipps-Universität Marburg) <Sarah.wieners@uni-marburg.de> Sepideh ABEDI (Philipps-Universität Marburg) <Sepideh.abedi@uni-marburg.de> Susanne Maria WEBER (Philipps-Universität Marburg) <Susanne.maria.weber@uni-marburg.de>
3.	**Schools and Emotions: Empathic Interpersonal Communication** Michal LEVI-KEREN (Kibbutzim College of Education) <Michal.Keren@smkb.ac.il> Gabriella LANDLER-PARDO (Kibbutzim College of Education) <Gabriella.Landler@smkb.ac.il> Yehudith WEINBERGER (Kibbutzim College of Education) <Judy.Weinberger@smkb.ac.il> Rinat ARVIV ELYASHIV (Kibbutzim College of Education) <Rinat.Arviv@smkb.ac.il>
Discussant: Catrin SIEDENBIEDEL (Universität Kassel) <siedenbiedel@uni-kassel.de>	

17:45-19:15	1.4.1
Submissions ID and Title: 138 An Exploration of Modeling 21st Century Skills in Teacher Preparation Programs	
Organizer and Chair: Shadi ROSHANDEL (California State University East Bay, United States of America) <shadi.roshandel@csueastbay.edu> **Elizabeth TRUESDELL (Dominican University of California) <elizabeth.truesdell@dominican.edu>** **Rebecca BIRCH (Dominican University of California) <rebecca.birch@dominican.edu>** **Jacquelyn URBANI (Mills College) <jurbani@mills.edu>**	
1.	**Integrating and Modeling 21st-Century Skills in Teacher Education** Elizabeth TRUESDELL (Dominican University of California) <elizabeth.truesdell@dominican.edu>

Jacquelyn URBANI (Mills College) <jurbani@mills.edu>
2. Classroom Applications of the 21st Century Skills Shadi ROSHANDEL (California State University East Bay) <shadi.roshandel@csueastbay.edu> Rebecca BIRCH (Dominican University of California) <rebecca.birch@dominican.edu>
3. Video Reflection: Application of 21st Century Skills in Teacher Education Elizabeth TRUESDELL (Dominican University of California) <elizabeth.truesdell@dominican.edu> Shadi ROSHANDEL (California State University East Bay) <shadi.roshandel@csueastbay.edu>
4. Using Instructional Rounds with Pre-Service Teachers to Model Innovative Instructional Technology in the Classroom: A Reciprocal Learning Approach Rebecca BIRCH (Dominican University of California) <rebecca.birch@dominican.edu> Elizabeth TRUESDELL (Dominican University of California) <elizabeth.truesdell@dominican.edu>
Discussant: Shadi ROSHANDEL (California State University East Bay) <shadi.roshandel@csueastbay.edu>

17:45-19:15	**1.4.2**
Submissions ID and Title: 142 Research and intervention for Unaccompanied Foreign Minors (UFM)	
Organizer and Chair: Eva María OLMEDO-MORENO (Universidad de Granada, Spain) <emolmedo@ugr.es> **María del Carmen OLMOS-GÓMEZ (Universidad de Granada) <mcolmos@ugr.es>**	
1.	**Enhancing skills for the future employment and Academic Self-efficacy: a systematic review.** Ramón CHACÓN-CUBEROS (Universidad de Granada) <jorgeel@ugr.es> Eva María OLMEDO-MORENO (Universidad de Granada) <emolmedo@ugr.es>
2.	**Mobile technologies as a vehicle for learning and social inclusion** José Javier ROMERO-DÍAZ DE LA GUARDIA (Universidad de Granada) <jjromero@ugr.es> Jorge EXPÓSITO-LÓPEZ (Universidad de Granada) <jorgeel@ugr.es>
3.	**Intervention program for the training of educators working with UFM** Alfonso CONDE-LACARCEL (Universidad de Granada) <alfconl8@ugr.es> Noelia PAREJO-JIMÉNEZ (Universidad de Granada) <noeliaparejo@ugr.es> Elena PARRA-GONZÁLEZ (Universidad de Granada) <elenaparra@ugr.es>
4.	**Research for social transformation: Life stories, a tool for change in Unaccompanied Foreign Minors (UFM)** Eva AGUADED-RAMÍREZ (Universidad de Granada) <eaguaded@ugr.es> Marciana PEGALAJAR-MORAL (Universidad de Granada) <marciana@ugr.es> María Dolores PISTÓN-RODRIGUEZ (Universidad de Granada) <lolapiston@ugr.es>
5.	**Acculturation process in UFM: the role of the PLE** María TOMÉ-FERNÁNDEZ (Universidad de Granada) <mariatf@ugr.es> Asunción MARTÍNEZ-MARTÍNEZ (Universidad de Granada) <asuncionmm@ugr.es> María de los Ángeles GARCÍA-GARNICA (Universidad de Granada) <mgarnica@ugr.es>
Discussant: Eva María OLMEDO-MORENO (Universidad de Granada) <emolmedo@ugr.es> **Jorge EXPÓSITO-LÓPEZ (Universidad de Granada) <jorgeel@ugr.es>**	

17:45-19:15	**1.4.3**
Submissions ID and Title: 174 Diversity institutionalization in higher education. Policy, curriculum, and community	
Organizer and Chair: José Luis ÁLVAREZ-CASTILLO (University of Cordoba, Spain) <jlalvarez@uco.es>	
1.	**Diversity, equality and teaching innovation: A new opportunity for inclusive education at university?** Mariana BUENESTADO-FERNÁNDEZ (University of Córdoba) <marbufe@hotmail.com> María GARCÍA-CANO (University of Córdoba) <maria.garciacano@uco.es> Eva HINOJOSA-PAREJA (University of Córdoba) <ehinojosa@uco.es> Azahara JIMÉNEZ-MILLÁN (University of Córdoba) <m32jimia@uco.es>
2.	**Teaching empathy and moral reasoning as cross-cutting skills in the framework of diversity institutionalization efforts in higher education. A quasi-experimental evaluation.** José Luis ÁLVAREZ-CASTILLO (University of Córdoba) <jlalvarez@uco.es>

Gemma FERNÁNDEZ-CAMINERO (University of Córdoba) <gemma.fernandez@uco.es> Hugo GONZÁLEZ-GONZÁLEZ (University of Córdoba) <hugo.gonzalez@uco.es> Luis ESPINO-DÍAZ (University of Córdoba) <luis.espino@uco.es> Carmen María HERNÁNDEZ-LLORET (University of Córdoba) <m32hellc@uco.es>
3. Stakeholder representations of university social responsibility (USR). Rosa M. RODRÍGUEZ-IZQUIERDO (Pablo de Olavide University) <rmrodizq@upo.es> Antonio IAÑEZ-DOMÍNGUEZ (Pablo de Olavide University) <aiadom@upo.es> Itahisa PÉREZ-PÉREZ (Pablo de Olavide University) <iperper@upo.es> Rosa DÍAZ (Pablo de Olavide University) <rdiajim@upo.es>
Discussant: María BELANDO-MONTORO (Complutense University) <mbelando@edu.ucm.es> María Jesús MARTÍNEZ-USARRALDE (University of Valencia) <M.Jesus.Martinez@uv.es>

17:45-19:15	**1.4.4**
Submissions ID and Title: 242 Practices of segregation in school and teaching - empirical findings, praxeological reflections and transcultural perspectives	
Organizer and Chair: Juliane ENGEL (University of Bamberg, Germany) <juliane.engel@uni-bamberg.de>	
1.	**International and Historical Perspectives on Assimilationist Education and Segregated Schooling** Arnd Michael NOHL (Helmut Schmidt Universität/Universität der Bundeswehr) <nohl@hsu-hh.de>
2.	**"Invisible", "behind the wall" and "somehow always dragged along" - empirical study on the location of 'others' in so called 'Turkish Classes'** Juliane ENGEL (Universität Bamberg) <juliane.engel@uni-bamberg.de>
3.	**Journeys that we make: Traveling, communicating and repositioning with Odysseus** Michalis KAKOS (Leeds Beckett University) <M.Kakos@leedsbeckett.ac.uk> Catherine HEINEMEYER (York St. John University) <c.heinemeyer@yorksj.ac.uk>
4.	**Segregation Within a School Organization as a Multifunctional and Multiplayer Affair** Nazli SOMEL (HHU Helmut Schmidt University) <nazlisomel@googlemail.com>
5.	**Coping with integration expectations in the context of pedagogical organizations – an empirical study on experiences of teachers in welcome classes in Berlin schools** Steffen AMLING (Helmut Schmidt Universität/Universität der Bundeswehr) <amlings@hsu-hh.de>
Discussant: Anna Maria FJELLMANN (Göteborgs universitet) <anna.maria.fjellman@gu.se>	

17:45-19:15	**1.4.5**
Submissions ID and Title: 255 International children's perspectives on school. Empirical research on Extented education in Spain, Switzerland, and Germany	
Organizer and Chair: Pia ROTHER (Johannes Gutenberg-University of Mainz, Germany, Germany) <prother@uni-mainz.de> Markus SAUERWEIN (Flieder University of applied Sciences of Düsseldorf, Germany) <sauerwein@dipf.de>	
1.	**School-related satisfaction of children in Spain: Is school one world or two worlds, from the perspective of children?** Mònica GONZÁLEZ-CARRASCO (University of Girona, Spain) <monica.gonzalez@udg.edu> Ferran CASAS (University of Girona, Spain) <ferran.casas@udg.edu>
2.	**Perspectives of children on extracurricular offers in German all-day primary schools** Iris NENTWIG-GESEMANN (Free University of Bozen, Italy) <Iris.NentwigGesemann@unibz.it> Bastian WALTHER (Institut for Democratic Development and Social Integration (DESI) Berlin, Germany) <b.walther@desi-sozialforschung-berlin.de>
3.	**Student's hidden curriculum in supervised homework. A secondary analysis of data from the German study on the development of all-day schools (StEG-Tandem) from children's perspective** Pia ROTHER (Johannes Gutenberg-University of Mainz, Germany) <prother@uni-mainz.de> Markus SAUERWEIN (Flieder University of applied Sciences Düsseldorf, Germany) <sauerwein@dipf.de>
4.	**More open space in the institutionalized spare time. Students perspectives on all-day schools in Switzerland** Emanuela CHIAPPARINI (University of Applied Sciences Bern, Switzerland) <emanuela.chiapparini@bfh.ch>

Discussant: Vicki TÄUBIG (University of Siegen, Germany) <vicki.taeubig@uni-siegen.de>

17:45-19:15	**1.4.6**
Submissions ID and Title: 285 The role of teacher preparation and teachers in the 21st century	
Organizer and Chair: Oon-Seng TAN (National Institute of Education, Nanyang Technological University, Singapore) <oonseng.tan@nie.edu.sg>	
1.	**Meeting the demands of multiple agendas: Embedding mathematical thinking across a teacher education programme** Beverley COOPER (University of Waikato) <beverley.cooper@waikato.ac.nz> Bronwen COWIE (University of Waikato) <bronwen.cowie@waikato.ac.nz>
2.	**Teacher education as a laboratory for developing teaching – policy, leadership and practice** Birgitte Lund NIELSEN (VIA University College, Aarhus) <bln@via.dk> Elsebeth JENSEN (VIA University College, Aarhus) <ej@via.dk>
3.	**Inquiry into practice – development of reflective teachers in Initial Teacher Preparation Programme** Bee Leng CHUA (National Institute of Education, Nanyang Technological University) <beeleng.chua@nie.edu.sg>
Discussant: Bee Leng CHUA (National Institute of Education, Nanyang Technological University, Singapore) <beeleng.chua@nie.edu.sg>	

17:45-19:15	**1.4.7**
Submissions ID and Title: 289 Character Education: A common component for Global Social Wellness	
Organizer and Chair: Ma del Carmen ESPER (The University of Texas at San Antonio, United States of America) <mesperj@gmail.com>	
1.	**Character Education: Perceptions of Self-Discipline Among 13 And 14-Year-Old Students in Mexico, Colombia and Argentina** Armando ALEMÁN JUÁREZ (Universidad Panamericana) <aalemanj@up.edu.mx> María del Carmen GARCÍA-HIGUERA (Universidad Panamericana) <mcgarcia@up.edu.mx> Angel SOBRINO (Universidad de Navarra) <asobrino@unav.es> Concepción NAVAL (Universidad de Navarra) <cnaval@unav.es> Aurora BERNAL (Universidad de Navarra) <abernal@unav.es> Apolinar G. VARELA (Universidad de Navarra) <agrana@unav.es> Juan Pablo DABDOUB (Universidad de Navarra) <jdabdoub@unav.es>
2.	**Ethics, Leadership and Innovation. New Challenges in the Formation of the Character of Professionals In Open and Plural Societies** María del Pilar ZELEDÓN (University of Costa Rica) <MARIA.ZELEDON@ucr.ac.cr>
3.	**Character Education of the Teachers Formation: The Contents and their Incidence in the Character.** Maria-Rosa BUXARRAIS (Universidad de Barcelona) <mrbuxarrais@ub.edu>
4.	**Relationship between the CAS Component of the International Baccalaureate Diploma Program and Civic and Character Education. A systematic Review** Álvaro BALAGUER (Universidad de Navarra) <abalaguer@unav.es> Mónica SEPÚLVEDA (Universidad de Navarra) <msepulvedas@unav.es> Concepción NAVAL (Universidad de Navarra) <cnaval@unav.es>
5.	**Leading Schools towards Human Flourishing Implementing Character Education** María del Carmen ESPER (The University of Texas at San Antonio) <mesperj@gmail.com>
Discussant: Concepción NAVAL (Universidad de Navarra) <cnaval@unav.es>	

17:45-19:15	**1.4.8**
Submissions ID and Title: 298 Maximizing the impact of educational research in practice: role of researchers - practitioners collaboration	
Organizer and Chair: Chris BROWN (Durham University) <chris.brown@durham.ac.uk>	

Georgeta ION (Universitat Autònoma de Barcelona, Spain) <georgeta.ion@uab.cat>
1. What can we learn about how School/University Partnerships can make research-use a reality: A Case Study from England Chris BROWN (Durham University) <chris.brown@durham.ac.uk>
2. Schools and commons Veronika TAŠNER (University of Ljubljana) <veronika.tasner@pef.uni-lj.si> Slavko GABER (University of Ljubljana) <slavko.gaber@guest.arnes.si> Živa KOS (University of Ljubljana) <ziva.kos@guest.arnes.si>
3. Researchers and teachers working together for school improvement: the case of collaborative workshops in Spain Georgeta ION (Universitat Autònoma de Barcelona) <georgeta.ion@uab.cat>
4. Tailoring research to enhance the uptake and utilisation of educational research in policy and practice Mihaela STINGU (University of Bucharest) <mihaela.stingu@fpse.unibuc.ro> Elena MARIN (University of Bucharest) <elena.marin@fpse.unibuc.ro> Simona IFTIMESCU (University of Bucharest) <simona.iftimescu@fpse.unibuc.ro> Romita IUCU (University of Bucharest) <romita.iucu@unibuc.ro> Carmen PROTEASA (University of Bucharest) <carmen.proteasa@gmail.com>
5. Using technology to connect all key-stakeholders of museum education Dimitrios VLACHOPOULOS (Amsterdam University of applied sciences, Digital society school) < d.v.vlachopoulos@hva.nl>
Discussant: Jonathan Andrew SUPOVITZ (Consortium for Policy Research in Education,University of Pennsylvania) <jons@upenn.edu>

17:45-19:15	**1.4.9**
Submissions ID and Title: 340 Global Perspectives on Professionalization in Organizational Education	
Organizer and Chair: Alberto CRESCENTINI (Scuola Universitaria Professionale della Svizzera Italiana) <alberto.crescentini@supsi.ch> **Susanne Maria WEBER (Philipps-University of Marburg, Germany) <susanne.maria.weber@uni-marburg.de>**	
1.	**Professionalization in teacher training via a research intervention based on psychological capital approach** Alberto CRESCENTINI (Scuola Universitaria Professionale della Svizzera Italiana) <alberto.crescentini@supsi.ch> Luca SCIARON (Scuola Universitaria Professionale della Svizzera Italiana) <luca.sciaroni@supsi.ch> Alessia D'AMATO (Univeristy of Southampton) <a.Damato@soton.ac.uk> Giancarlo GOLA (Scuola Universitaria Professionale della Svizzera Italiana) <giancarlo.gola@supsi.ch>
2.	**Organizing further professionalization of professionals in adult education? Obstacles and barreers in professionalization programs: An international comparison of Germany and Peru** Alex Oswaldo DR. SÁNCHEZ HUARCAYA (Pontificia Universidad Católica del Perú) <aosanchezh@pucp.edu.pe>
3.	**Professionalization as an intergenerational transdisciplinary design process: The development of a consultative attitude in the process of organizational educational professionalization** Marc-André HEIDELMANN (Philipps-Universität Marburg) <marc-andre.heidelmann@uni-marburg.de> Tobias KLOES (Philipps-Universität Marburg) <Tobias.kloes@uni-marburg.de>
Discussant: Inga TRUSCHKAT (Stiftung Universität Hildesheim) <truschka@uni-hildesheim.de>	

17:45-19:15	**1.4.10**
Submissions ID and Title: 341 Belonging, cultures, and schooling: Committing to nation-states in turbulent times?	
Organizer and Chair: Jan Christian C. GUBE (The Education University of Hong Kong, Hong Kong S.A.R. (China)) <cgube@eduhk.hk>	
1.	**"Let Hong Kong be Hong Kong": Belonging and (dis-)unity in times of unrest** Jan Christian C. GUBE (The Education University of Hong Kong) <cgube@eduhk.hk> Anita CHAN (The Education University of Hong Kong) <akwchan@eduhk.hk> Miron BHOWMIK (The Education University of Hong Kong) <mbhowmik@eduhk.hk>

	Fang GAO (The Education University of Hong Kong) <fgao@eduhk.hk> Melissa AU (The Education University of Hong Kong) <mytau@eduhk.hk> Aaron CHAN (The Education University of Hong Kong) <ahtchan@eduhk.hk> Christine HALSE (The Education University of Hong Kong) <chalse@eduhk.hk>
2.	**Revisiting "We Are Hong Kong Too": Re-examining belonging and resistance with Filipina Hong Kongers** Casey BURKHOLDER (University of New Brunswick) <casey.burkholder@unb.ca> Jianne SORIANO (Independent scholar) <jiannesoriano@gmail.com> Alecxis RAMOS-PAKIT (Independent scholar) <lexpaks@live.co.uk>
3.	**Christian Citizenship Education teachers' sense of belonging in Pakistan: Implications for missionary school students** Yaar MUHAMMAD (University of Management and Technology) <yaar.muhammad@umt.edu.pk>
4.	**Minority youths navigating diversity and belonging in Singapore schools** Mardiana ABU BAKAR (Nanyang Technological University) <mardiana.abubakar@nie.edu.sg>
Discussant: Ingrid GOGOLIN (University of Hamburg) <ingrid.gogolin@uni-hamburg.de>	

17:45-19:15	**1.4.11**
Submissions ID and Title: 377 Networking Education: Unraveling the Correlation between Students' Sense of Belonging, Mental Health & Academic Achievement	
Organizer and Chair: Terrell Lamont STRAYHORN (LeMoyne-Owen College, United States of America) <Terrell.strayhorn@icloud.com> Clarence MCFERREN (Shelby County Schools) <Clarencemcferren@yahoo.com>	
1.	**Measuring the Relationship between Students' Sense of Belonging, Subjective Well-Being and Academic Achievement: A Global Comparative Analysis** Terrell Lamont STRAYHORN (LeMoyne-Owen College) <Terrell.strayhorn@icloud.com>
2.	**Sense of Belonging as a Mental Health Buffer and Catalyst for Achievement: Insights and Innovations** Clarence MCFERREN (Shelby County Schools) <Clarencemcferren@yahoo.com>
3.	**Common Horizons, Connecting Facts: Integrating Findings Across Two Papers** Terrell Lamont STRAYHORN (LeMoyne-Owen College) <Terrell.strayhorn@icloud.com> Clarence MCFERREN (Shelby County Schools) <clarencemcferren@yahoo.com>
4.	**From Research to Practice: Key Insights from an e-Report** Terrell Lamont STRAYHORN (LeMoyne-Owen College) <Terrell.strayhorn@icloud.com> Clarence MCFERREN (Shelby County Schools) <clarencemcferren@yahoo.com>
5.	**Wrapping Things Up: Questions and Answers** Terrell Lamont STRAYHORN (LeMoyne-Owen College) <Terrell.strayhorn@icloud.com> Clarence MCFERREN (Shelby County Schools) <Clarencemcferren@yahoo.com>
Discussant: Terrell Lamont STRAYHORN (LeMoyne-Owen College) <Terrell.strayhorn@icloud.com> Clarence MCFERREN (Shelby County Schools) <Clarencemcferren@yahoo.com>	

1.4.12 is a Paper Session

DAY 2: 8 July 2021 Symposium Sessions

15:45-17:15	**2.4.1**
Submissions ID and Title: 425 Between Representation and Imagination – Visual Organizing – Organizing the Visual	
Organizer and Chair: Susanne Maria WEBER (Philipps-University of Marburg, Germany) <susanne.maria.weber@uni-marburg.de>	
1.	**Epistemic Organizing of the Visual in Global Settings: From the Lens of Chinese Graphocentrism and Phonocentrism** Ruyu HUNG (National Chiayi University, Taiwan) <ruyuhung@yahoo.co.uk>
2.	**A closer look: How visual accountability works** Elizabeth OCAMPO GÓMEZ (Universidad Veracruzana. Xalapa, Veracruz MX) <eocampo@uv.mx>
3.	**Developing Intercultural Communications through Visual Pedagogical Innovation** Carolina CAMBRE (Concordia University Montreal, Canada) <Carolina.cambre@concordia.ca>
4.	**Images for Imaginaries – Organizing the transitioning Self: Inquiring into HE students professionalization** Marc-André HEIDELMANN (Philipps-Universität Marburg, Germany) <Marc-andre.heidelmann@uni-marburg.de> Susanne Maria WEBER (Philipps-Universität Marburg, Germany) <Susanne.maria.weber@uni-marburg.de>
Discussant: Carolina CAMBRE (Concordia University Canada) <carolina.cambre@concordia.ca>	

17:45-19:15	**2.5.1**
Submissions ID and Title: 423 Learning Research Ethics and Research Integrity	
Organizer and Chair: Julia Claire PRIESS-BUCHHEIT (Coburg University, Germany) <julia.priess-buchheit@hs-coburg.de>	
1.	**Empowering students via education in responsible conduct of research** Mariëtte VAN DEN HOVEN (Utrecht University) <M.A.vandenHoven@uu.nl>
2.	**Role-models in teaching and promoting Research Integrity** Agnieszka DWOJAK-MATRAS (Educational Research Institute (IBE)) <a.dwojak-matras@ibe.edu.pl> Katarzyna KALINOWSKA (Educational Research Institute (IBE)) <k.sinkowska@ibe.edu.pl>
3.	**Maps for orientation in the RI landscape of learning and teaching** Linda ZOLLITSCH (Christian-Albrechts-Universität zu Kiel) <zollitsch@path2integrity.uni-kiel.de>
4.	**The European ethics and research integrity education cluster: a conceptual map** Tom LINDEMANN (European Network of Research Ethics Committees (EUREC)) <lindemann@eurecnet.eu>
Discussant: Katharina MILLER (3C Compliance) <miller@3ccompliance.com> **Erika LÖFSTRÖM (University of Helsinki) <erika.lofstrom@helsinki.fi>**	

17:45-19:15	**2.5.2**
Submissions ID and Title: 426 Intercultural Encounters in Global Contexts: Power Critical Epistemologies of Organizing Space(s)	
Organizer and Chair: Susanne Maria WEBER (Philipps-University of Marburg, Germany) <susanne.maria.weber@uni-marburg.de>	
1.	**Intercultural Communication around Global Campuses: How Internationals Integrate?** Gunay AHMADLI (Philipps-University of Marburg, Germany) <ehmedligunay.i@gmail.com>
2.	**Inclusion and the lack of it: Internationally mobile teacher-training students' appraisal of their mobility experience** Erzsébet CSEREKLYE (University of Graz, Austria) <erzsebet.csereklye@uni-graz.at> Agnieszka CZEJKOWSKA (University of Graz, Austria) <agnieszka.czeijkowska@uni-graz.at>
3.	**Migrant students' perspectives of ethnic and interethnic support in an educational context in Iceland.** Susan RAFIK HAMA (University of Iceland) <srh2@hi.is>

4.	**How subject specific material conditions shape Danish inclusion practices** Kathrin OTREL-CASS (University of Aalborg, Denmark) <cass@hum.aau.dk>
Discussant: Catrin Renate SIEDENBIEDEL (University of Kassel, Germany) <siedenbiedel@uni-kassel.de>	

17:45-19:15	**2.5.3**
Submissions ID and Title: 862 Generational Pathways	
Organizer and Chair: Sheryl Evans DAVIS (University of Southern California, United States of America) <sherylda@usc.edu>	
1.	**Generational Pathways: Enlisting Family Truth, Resisting Power, Enduring Impact** Sheryl Evans DAVIS (University of Southern California) <sherylda@usc.edu> Theodore MILLER (City and County of San Francisco) <Theodore.Miller@sfgov.org> Anjeannette COATS (Community Partner) <anjeanette.coats@sfgov.org>
2.	**A Case Studies of Two African American Boys, their Mother, and Grandmother** Sheryl Evans DAVIS (San Francisco Human Rights Commission) <sheryl.davis@sfgov.org>
3.	**Increasing the Amount of Time Families Spend Reading Together** Paolo NARDI (COMETA INTERNATIONAL AFFAIRS & RESEARCH) <Paolo.Nardi@puntocometa.org> Sheryl Evans DAVIS (University of Southern California) <sherylda@usc.edu> Amelia MARTINEZ-BANKHEAD (San Francisco Human Rights Commission) <amelia.martinez.bankhead@gmail.com>
4.	**Dream Variations: Juvenile Justice Reform in San Francisco** Brittni CHICUATA (San Francisco Human Rights Commission) <Brittni.Chicuata@sfgov.org> Sheryl DAVIS (San Francisco Human Rights Commission) <sheryl.davis@sfgov.org> Malik HENFIELD (Loyola University Chicago) <mhenfield@luc.edu>
5.	**Family Systems Working Group – Equity and Accountability for Impacted Families** Theodore MILLER (City and County of San Francisco) <Theodore.Miller@sfgov.org> Marquez GRAY (City and County of San Francisco) <Marquez.Gray@sfgov.org>
Discussant: Paolo NARDI (COMETA INTERNATIONAL AFFAIRS & RESEARCH) <Paolo.Nardi@puntocometa.org>	

17:45-19:15	**2.5.4**
Submissions ID and Title: 463 The Body in the School	
Organizer and Chair: Lucio MARTÍNEZ-ÁLVAREZ (Universidad de Valladolid) <lucio.martinez@uva.es> Alfonso GARCÍA-MONGE (Universidad de Valladolid, Spain) <agmonge2@gmail.com>	
1.	**The teacher's embodied experience** Lucio MARTÍNEZ-ÁLVAREZ (Universidad de Valladolid) <lucio.martinez@uva.es> Gustavo GONZÁLEZ-CALVO (Universidad de Valladolid) <gustavogonzalezcalvo@gmail.com>
2.	**School day and body resistances** Alfonso GARCÍA-MONGE (Universidad de Valladolid) <agmonge2@gmail.com> Carlos ASTRAIN GOÑI (Universidad de Navarra) <carlos.astraing@gmail.com>
3.	**Schools with body and movement** Nicolás BORES-CALLE (Universidad de Valladolid) <borescalle@gmail.com> Alberto MORENO DOÑA (Universidad de Valparaiso) <amorenodona@gmail.com>
4.	**Political Geography of the classroom** Jose Ignacio BARBERO GONZÁLEZ (Universidad de Valladolid) <joseignaciobarbero@yahoo.es> Hugo RODRÍGUEZ CAMPAZAS (Universidad de Valladolid) <hugo.rodriguez@uva.es>
Discussant: Jose Ignacio BARBERO GONZÁLEZ (Universidad de Valladolid) <joseignaciobarbero@yahoo.es> Hugo RODRÍGUEZ CAMPAZAS (Universidad de Valladolid) <hugo.rodriguez@uva.es>	

17:45-19:15	**2.5.5**
Submissions ID and Title: 478 Values of teacher education in a global context	

Organizer and Chair: Ian MENTER (University of Oxford, United Kingdom) <ian.menter@education.ox.ac.uk>
1. What really matters in teacher education and how are values represented? Maria FLORES (University of Minho, Portugal) <aflores@ie.uminho.pt> Ian MENTER (University of Oxford, UK) <ian.menter@education.ox.ac.uk> Roza VALEEVA (Kazan Federal University, Russia) <valleykin@yandex.ru>
2. Global and Local Values in Teacher Education: A Comparative Study Maria Teresa TATTO (Arizona State University, USA) <teresa.tatto@asu.edu>
3. Values in teacher education in Russia Roza VALEEVA (Kazan Federal University, Russia) <valeykin@yandex.ru> Aydar KALIMULLIN (Kazan Federal University, Russia) <kalimullin@yandex.ru>
4. Values in Initial Teacher Education: The Portuguese Case Maria Assunção FLORES (University of Minho, Portugal) <aflores@ie.uminho.pt>
5. Fundamental British Values in English teacher education? Ian MENTER (University of Oxford, UK) <ian.menter@education.ox.ac.uk>
Discussant: Margery MCMAHON (University of Glasgow, UK) <Margery.McMahon@glasgow.ac.uk> **Diane MAYER (University of Oxford, UK) <diane.mayer@education.ox.ac.uk>**

17:45-19:15	**2.5.6**
Submissions ID and Title: 482 Whole Child Education and Equity: The Global Implications of a 10-Country Study	
Organizer and Chair: David OSHER (American Institutes for Research) <dosher@air.org> **Rocío GARCÍA-CARRIÓN (University of Deusto, Spain) <rocio.garcia@deusto.es>**	
1. Mapping of Whole Child Education Supports in Western Europe and North America David OSHER (American Institutes for Research) <dosher@air.org> Elizabeth SPIER (American Institutes for Research) <espier@air.org> Scott PULIZZI (American Institutes for Research) <spullizi@air.org> Andrew WAYNE (American Institutes for Research) <awaynes@air.org>	
2. Holistic Education: Getting it Right, then Getting it Wrong (or Not Getting it at All) David OSHER (American Institutes for Research) <dosher@air.org> Elizabeth SPIER (American Institutes for Research) <espier@air.org>	
3. Putting whole child pedagogies into work: transforming schools into learning communities for WCD Rocío GARCÍA-CARRIÓN (University of Deusto) <rocio.garcia@deusto.es>	
Discussant: Felice J. LEVINE (AERA) <flevine@aera.net> **Pedro FLORES CRESPO (Universidad Autónoma de Querétaro) <pedro.florescrespo@uaq.mx>**	

17:45-19:15	**2.5.7**
Submissions ID and Title: 495 Learning about the World: International Study and Research Programs as Vehicles for Transformation	
Organizer and Chair: Mariella ESPINOZA-HEROLD (Northern Arizona University) <Mariella.Herold@nau.edu>	
1. (1) Study Circle: An Educational Peer Mentoring Program to develop students' life skills. Anna BUSSU (Edge Hill University) <Anna.Bussu@edgehill.ac.uk> Rina CONTINI (University of Chieti-Pescara, Italy) <rm.contini@unich.it>	
2. (2) Fostering Globally-Competent Educators: Study Abroad Programs in First Generation Pre-Service Teachers Mariella ESPINOZA-HEROLD (Northern Arizona University) <Mariella.Herold@nau.edu>	
3. (3) International Student Teaching: Enhancing Bilingual and Bicultural Competences in Teacher Education Ricardo GONZALEZ-CARRIEDO (University of North Texas) <Ricardo.Gonzalez@unt.edu> Kelley KING (University of North Texas) <Kelley.King@unt.edu>	
4. (4) Migration and Equity in Education: Testimonios of Transnational Students in Jalisco (Mexico) and Texas (United States) Dina CASTRO (University of North Texas) <Dina.Castro@unt.edu>	
Discussant: Dina CASTRO (University of North Texas) <Dina.Castro@unt.edu>	

17:45-19:15	2.5.8
Submissions ID and Title: 496 Students' experience of Higher Education in Chile: expectations and realities	
Organizer and Chair: Carlos GONZALEZ (Pontifical Catholic University of Chile) <cgonzalu@uc.cl> **Daniela VÉLIZ (Pontifical Catholic University of Chile) <dveliz@uc.cl>**	
1.	**Transition to Higher Education: What does the international literature says about first-generation students and what are the implications for Chilean Higher Education?** Daniela VELIZ (Pontifical Catholic University of Chile) <dveliz@uc.cl> Verónica SANTELICES (Pontifical Catholic University of Chile) <vsantel@uc.cl> María José LÓPEZ (Pontifical Catholic University of Chile) <mjlopez6@uc.cl>
2.	**The Institutional Quality Agenda in Chile and Focus on the Students' Experience** Gonzalo ZAPATA (Pontifical Catholic University of Chile) <gonzalozapata@uc.cl> José Miguel SALAZAR (University of Valparaiso) <jose.salazar@uv.cl>
3.	**Teaching for a More Diverse Student Population: Between Making Teaching More Responsible and Blaming the Students.** Carlos GONZÁLEZ (Pontificia Universidad Católica de Chile) <cgonzalu@uc.cl> Francisca PUYOL (Pontificia Universidad Católica de Chile) <mfpuyol@uc.cl>
4.	**Soclal oirigin and work satisfaction: university quality as a mediating and moderating factor** Francisca PUYOL (Pontificia Universidad Católica de Chile) <mfpuyol@uc.cl>
Discussant: Liliana PEDRAJA (University of Tarapacá) <lpedraja@uta.cl>	

17:45-19:15	2.5.9
Submissions ID and Title: 524 Transforming the Climate Crisis in Global Classrooms: Toxic Futures, Historical Consciousness, and Energy Literacy	
Organizer and Chair: Lynette SHULTZ (U of Alberta, Canada) <lshultz@ualberta.ca>	
1.	**Designing the International Deliberation on Energy Futures: The Global Classroom** Lynette SHULTZ (U of Alberta) <lshultz@ualberta.ca> Carrie KARSGAARD (U of Alberta) <karsgaar@ualberta.ca> Derek GLADWIN (U of British Columbia) <derek.gladwin@ubc.ca>
2.	**Student Learning from the International Deliberation on Energy Futures (Student Participant Presenters)** Student Participants (Student Participants present Names TBC) <lshultz@ualberta.ca>
3.	**Nurturing Historical Consciousness and Global Awareness in Climate Change Education** Lynette SHULTZ (U of Alberta) <lshultz@ualberta.ca>
4.	**Toxic Futures and Hope in Climate Education** Carrie KARSGAARD (U of Alberta) <karsgaar@ualberta.ca>
5.	**Why Energy Literacy, Why Now?** Derek GLADWIN (U of British Columbia) <erek.gladwin@ubc.ca>
Discussant: Karen PASHBY (MMU) <K.Pashby@mmu.ac.uk>	

17:45-19:15	2.5.10
Submissions ID and Title: 538 Muliteracies in multilingual societies: Approaching the concept of multiliteracies from multiliungual, digital, and health literacy perspectives	
Organizer and Chair: Irina USANOVA (University of Hamburg, Germany) <irina.usanova@uni-hamburg.de>	
1.	**Multiliteracies in multilingual adolescents in Germany** Irina USANOVA (University of Hamburg, Germany) <irina.usanova@uni-hamburg.de> Birger SCHNOOR (University of Hamburg, Germany) <birger.schnoor@uni-hamburg.de>
2.	**Is there such a thing as the didactic of multiliteracies? Fostering writing skills in multiple languages in primary school** Joana DUARTE (NHL Stenden University of Applied Sciences, University of Groningen) <j.duarte@rug.nl> Mirjam GÜNTHER-VAN DER MEIJ (NHL Stenden University of Applied Sciences) <mirjam.gunther@nhlstenden.com>

3.	**Digital Literacy** Eduardo GARCÍA-JIMÉNEZ (University of Seville) <egarji@us.es> Celia MORENO-MORILLA (University of Huelva) <cmoreno8@us.es> Fernando GUZMÁN-SIMÓN (University of Seville) <fernandoguzman@us.es>
4.	**Health Multiliteracies: "Bilingual Book Project "Children's Health. A German-Vietnamese Bilingual Guide and Phrasebook"** Trang SCHWENKE-LAM (University of Hamburg) <trang.lam@uni-hamburg.de>
Discussant: Surette VAN STADEN (University of Pretoria, South Africa) <surette.vanstaden@up.ac.za>	

17:45-19:15	**2.5.11**
Submissions ID and Title: 547 Rethinking the future of human rights education	
Organizer and Chair: Audrey OSLER (University of South Eastern Norway) <a.h.osler@leeds.ac.uk> **Hugh STARKEY (UCL London, United Kingdom) <h.starkey@ucl.ac.uk>**	
1.	**Early twentieth century antecedents to human rights education** Marta STACHURSKA-KOUNTA (University of South-Eastern Norway) <martanor@yahoo.no>
2.	**Revisiting the Past: Human Rights Education and Epistemic Justice** Rebecca ADAMI (Stockholm University, Sweden) <Rebecca.adami@edu.su.se>
3.	**Human rights education and the ethics of care in Japan** Yuka KITAYAMA (Osaka University, Japan) <kitayama@ciee.osaka-u.ac.jp> Yoriko HASHIZAKI (Nara University of Education, Japan) <hashizaki@nara-edu.ac.jp>
4.	**The future of human rights education and challenges posed by postcolonial and decolonial scholarship** Audrey OSLER (University of South-Eastern Norway) <a.h.osler@leeds.ac.uk>
5.	**Reimagining human rights education in the face of global challenges to democracy and human rights** Hugh STARKEY (UCL Institute of Education, UK) <h.starkey@ucl.ac.uk>
Discussant: Alicia MUÑOZ RAMÍREZ (University of Salamanca, Spain) <almura@usal.es>	

2.5.12 is a Paper Session

DAY 3: 9 July 2021 Symposium Sessions

14:30-16:00	**3.3.10**
Submissions ID and Title: 607 Organized Migration Discourse - Organizing Refugee Inclusion (Double Symposium Part I)	
Organizer and Chair: Susanne Maria WEBER (Philipps-University of Marburg, Germany) <susanne.maria.weber@uni-marburg.de>	
1.	**Agency in the Rohingya Crisis: Organising Survival and Sustainable Livelihood** Vathsala AITHAL (University of Applied Sciences Würzburg-Schweinfurt, Germany) <vathsala.aithal@fhws.de>
2.	**Displaced Local: The cosmopolitan problem of a region and its Language** Rajeev KUMARAMKANDATH (CHRIST (Deemed to be University), Bangalore, India) <rajeev.k@christuniversity.in>
3.	**Organizing Ethics against Nationalism** Wayne VECK (University of Winchester, UK) <Wayne.Veck@winchester.ac.uk>
4.	**Pedagogies of Hope in a City of Sanctuary** Cath GRISTY (University of Plymouth, UK) <Cath.gristy@plymouth.ac.uk>
Discussant: Vathsala AITHAL (University of Applied Sciences Würzburg-Schweinfurt, Germany) <vathsala.aithal@fhws.de>	

17:45-19:15	**2.5.12**
Submissions ID and Title: 554 Globalizing Diversity and Inclusion Research: Envisioning a Transnational Approach for Addressing Racial Equity in Education	
Organizer and Chair: Franklin TUITT (University of Denver, United States of America) <frank.tuitt@du.edu> Mary TUPAN (ECHO) <mary@echo-net.nl>	
1.	**Advancing Diversity and Inclusion Research & Praxis in a Race Aversive Context** Lionel HOWARD (George Washington University) <lchoward@gwu.edu>
2.	**Translating D&I Research Praxis to Transform Policy and Practice: Facilitating Equitable Outcomes for Racial and Ethnic Minorities in Education** Maria SALAZAR (University of Denver) <Maria.Salazar@du.edu>
3.	**Decolonizing D&I Research and Praxis: What we can learn from Contemporary Social Movements around the World.** Milagros CASTILLO-MONTOYA (University of Connecticut) <milagros.castillo-montoya@uconn.edu>
4.	**Moving from Theory to Praxis: Creating Antiracist and Inclusive Campus Environments** Sylk SOTO (Indiana University) <ssotto@iu.edu>
Discussant: Franklin TUITT (University of Denver) <frank.tuitt@du.edu>	

17:30-19:00	**2.5.13**
Submissions ID and Title: 704 Challenges of reaffirming humanistic approach in competency-based education in Japan: Proposed direction of dialog	
Organizer and Chair: Makito YURITA (National Institute for School Teachers and Staff Development, Japan) <makitoyurita@gmail.com>	
1.	**Curriculum Reform and Teachers' Well-being** Hisayoshi MORI (Osaka City University) <hmori@lit.osaka-cu.ac.jp>
2.	**Diversity and Inclusion in Curriculum Reform** Kaori KANAI (Musashi University, Japan) <kanaifk@aol.com>
3.	**Teacher Education for Competency-Based Education** Naomi KAGAWA (Shimane University, Japan) <naomikagawa@hotmail.com>
Discussant: Toshitaka FUKAMI (Shimane University, Japan) <t-fukami@edu.shimane-u.ac.jp>	

17:30-19:00	2.5.14
Submissions ID and Title: 705 Negotiating Differences, Navigating Diversities: Experiences of Youths in Singapore	
Organizer and Chair: Siao See TENG (National Institute of Education, Singapore) <siaosee.teng@nie.edu.sg>	
1.	**A Preliminary Analysis of The Lived Realities of Singapore Youths Negotiating Diversity** Sanam Naraindas KAURANI (National Institute of Education, Singapore) <sanam.k@nie.edu.sg> Mardiana Bte ABU BAKAR (National Institute of Education, Singapore) <mardiana.abubakar@nie.edu.sg>
2.	**In-Between Spaces: Migrant Students Negotiating Boundaries in Singapore** Siao See TENG (National Institute of Education, Singapore) <siaosee.teng@nie.edu.sg>
3.	**Developing Intercultural Mindedness Through An Experiential Learning Activity in Singapore** Heidi Johanna LAYNE (National Institute of Education, Singapore) <heidi.layne@nie.edu.sg>
Discussant: Dennis KWEK (National Institute of Education, Singapore) <dennis.kwek@nie.edu.sg>	

17:30-19:00	2.5.15
Submissions ID and Title: 785 Policy expectations towards school leaders: Country perspectives.	
Organizer and Chair: Stephan Gerhard HUBER (University of Teacher Education Zug, Switzerland) <stephan.huber@phzg.ch>	
1.	**World School Leadership Study WSLS design questions method and findings from the pre-studies** Stephan Gerhard HUBER (University of Teacher Education Zug, Switzerland) <stephan.huber@phzg.ch>
2.	**Current policy expectations on Spanish school leaders** Julian LOPEZ-YANEZ (Faculty of Education, Universidad de Sevilla) <lopezya@us.es> Marita SANCHEZ-MORENO (Faculty of Education, Universidad de Sevilla) <marita@us.es>
3.	**Current Policy Expectations on German School Leaders** Stephan Gerhard HUBER (University of Teacher Education Zug, Switzerland) <stephan.huber@phzg.ch> Guri SKEDSMO (University of Teacher Education Schwyz, Switzerland) <guri.skedsmo@phsz.ch>
4.	**Current policy expectations on Taiwan school leaders** Hui-Ling Wendy PAN (Tamkang University, Taiwan) <panhlw@gmail.com>
5.	**Comparative findings from the pre-studies and the country reports presented** Stephan Gerhard HUBER (University of Teacher Education Zug, Switzerland) <stepahn.huber@phzg.ch>
Discussant: Ellen B. GOLDRING (Peabody Coillege, Vanderbilt University) <ellen.b.goldring@vanderbilt.edu>	

17:30-19:00	2.5.16
Submissions ID and Title: 788 Performance Management and Enactment of Accountability in Education – Implications for School Actors	
Organizer and Chair: Guri SKEDSMO (Schwyz University of Teacher Education, Switzerland) <guri.skedsmo@phsz.ch> **Toni VERGER (Autonomous University of Barcelona) <tverger@gmail.com>**	
1.	**Making Sense of Evidence-based Governance Reforms: the Case of the Austrian Performance Standard Policy** Herbert ALTRICHTER (Johannes Kepler University of Linz) <Herbert.Altrichter@jku.at> Manuela GAMSJÄGER (University of Education Upper Austria) <manuela.gamsjaeger@jku.at> Christine PLAIMAUER (University of Education Upper Austria) <christine.plaimauer@ph-ooe.at> Eva PRAMMER-SEMMLER (University of Education Upper Austria) <eva.prammer@ph-ooe.at>

Katharina SOUKUP-ALTRICHTER (University of Education Upper Austria) <katharina.soukup-altrichter@ph-ooe.at> Regina STEINER (University of Education Upper Austria) <regina.steiner@ph-ooe.at> Julia ZUBER (Johannes Kepler University of Linz) <julia.zuber@jku.at> Lisa HANDSCHUH (Johannes Kepler University of Linz) <lisa.handschuh@jku.at>
2. Enacting Accountability through Local Practices of Data Use in Norwegian Municipalities and Schools Guri SKEDSMO (Schwyz University of Teacher Education) <guri.skedsmo@phsz.ch> Sølvi MAUSETHAGEN (Oslo Metropolitan University) <solvim@oslomet.no> Tine PRØITZ (University of Southeast Norway) <Tine.Proitz@usn.no>
3. Reconciling top-down policy intent with internal accountability in Chinese Schools Qian HAIYAN (The Education University of Hong Kong) <hqian@eduhk.hk>
4. Schools' responses to performance-based accountability: Evidence from the Chilean high-stakes regime Toni VERGER (Autonomous University of Barcelona) <tverger@gmail.com> Gerard FERRER (Autonomous University of Barcelona) <Gerard.ferrer@uab.cat> Lluís PARCERISA (Autonomous University of Barcelona) <lluis.parcerisa@uab.cat>
Discussant: James SPILLANE (Northwestern University) <j-spillane@northwestern.edu>

17:30-19:00	**2.5.17**
Submissions ID and Title: 792 Ecology of child and adolescent participation. Diverse geographies for a collective construction	
Organizer and Chair: Marta B. ESTEBAN-TORTAJADA (Universidad de Barcelona, Spain) <m.esteban@ub.edu>	
1. Learning to participate: social and community geographies in the lives of active citizens Inés GIL-JAURENA (Universidad Nacional de Educación a Distancia) <inesgj@edu.uned.es> Aitor LÓPEZ-GONZÁLEZ (Universidad Nacional de Educación a Distancia) <aitor.lpez@gmail.com>	
2. Research on Student's Participation in School: A Systematic Review of Scientific Publications (2000– 2020) Clara ROMERO-PÉREZ (Universidad de Sevilla) <clararomero@us.es> Encarnación SÁNCHEZ-LISSEN (Universidad de Sevilla) <eslissen@us.es>	
3. The neighbourhood as a privileged arena for the innovative youth civic participation Marta SABARIEGO-PUIG (Universidad de Barcelona) <msabariego@ub.edu> Ana CANO-HILA (Universidad de Barcelona) <anacanohila@gmail.com> Antoni RUIZ-BUENO (Universidad de Barcelona) <antonical58@gmail.com>	
4. Children's councils, an experience in democratizing democracy Ana NOVELLA-CÁMARA (Universidad de Barcelona) <anovella@ub.edu> Marta B. ESTEBAN-TORTAJADA (Universidad de Barcelona) <m.esteban@ub.edu> Elena NOGUERA-PIGEM (Universidad de Barcelona) <enoguera@ub.edu> Miquel MARTÍNEZ-MARTÍN (Universidad de Barcelona) <miquelmartinez@ub.edu> Maria Rosa BUXARRAIS-ESTRADA (Universidad de Barcelona) <mrbuxarrais@ub.edu>	
5. Hacker Education: dimensions, contexts and experiences Alex GARCIA-AGUADO (Instituto Federal de Sao Paolo, Universidad Autónoma de Barcelona) <aleaguado@educahacker.cc>	
Discussant: Ana CANO-HILA (Universidad de Barcelona) <anacanohila@gmail.com>	

17:30-19:00	**2.5.18**
Submissions ID and Title: 810 Closing the gap: communities and schools in partnership	
Organizer and Chair: Margery MCMAHON (University of Glasgow, United Kingdom) <margery.mcmahon@glasgow.ac.uk>	

Louise SHERIDAN (University of Glasgow) <Louise.Sheridan@glasgow.ac.uk>
1. Communities and their schools - reconceptualising school leadership Margery MCMAHON (University of Glasgow) <Margery.mcmahon@glasgow.ac.uk> Jackie PURDIE (University of Glasgow) <Jacqueline.purdie@glasgow.ac.uk>
2. Networking with Community Learning and Development: A school's perspective Alison MITCHELL (Rosshall Academy) <amitchell@rosshallacademy.glasgow.sch.uk>
3. The role of CLD Standards in Transformative Education – Within and Outside School Walls Marion ALISON (Scottish CLD Standards Council) <marion.allison@cldstandardscouncil.org.uk> Louise SHERIDAN (University of Glasgow) <louise.sheridan@glasgow.ac.uk>
Discussant: Ian MENTER (University of Oxford) <ian.menter@education.ox.ac.uk>

17:30-19:00	**2.5.19**
Submissions ID and Title: 987 Linking Ages	
Organizer and Chair: Anna WANKA (Goethe University Frankfurt, Germany) <wanka@em.uni-frankfurt.de> **Elisa THEVENOT (University of Tübingen, Germany) <elisa.thevenot@graduiertenkolleg.uni-tuebingen.de>**	
1. Linking Ages – A Practice-Theoretical Framework for the Material-Discursive Practices of Un/Doing Age across the Life Course Anna WANKA (Goethe University Frankfurt, Germany) <wanka@em.uni-frankfurt.de>	
2. 'Nontraditional' Students – Biographical perspectives on becoming a university graduate across the Life Course Flora PETRIK (University of Tübingen, Germany) <flora.petrik@univie.ac.at>	
3. Has Breadwinning.exe stopped working? Men opting out full time jobs through the lense of masculinity and age Lukas KAMMERLANDER (University of Tübingen, Germany) <lukas.kammerlander@uni-tuebingen.de>	
4. Linking Ages – Becoming patients with deep brain stimulation and the role of age Tamara SCHWERTEL (Goethe University Frankfurt, Germany) <tamara.schwertel@outlook.de>	
5. Linking Ages – Sustainable Development an inter-generational movement Elisa THEVENOT (University of Tübingen, Germany) <elisa.thevenot@graduiertenkolleg.uni-tuebingen.de>	
Discussant: Andreas WALTHER (Goethe University Frankfurt, Germany) <a.walther@em.uni-frankfurt.de> **Tabea FREUTEL FUNKE (University of Tübingen, Germany) <tabea.freutel@graduiertenkolleg.uni-tuebingen.de>**	

17:30-19:00	**2.5.20**
Submissions ID and Title: 427 Organized Migration Discourse - Organizing Refugee (Double Symposium Part II)	
Organizer and Chair: Vathsala AITHAL (University of Applied Sciences Würzburg-Schweinfurt, Germany) <vathsala.aithal@fhws.de>	
1. Improving teacher training through good practices in refugee education Seyda SUBASI SINGH (University of Vienna, Austria) <seyda.subasi@univie.ac.at> Michelle PROYER (University of Vienna, Austria) <michelle.proyer@univie.ac.at> Lisa Katharina MOEHLEN (University of Vienna, Austria) <Lisa-katharina.moehlen@univie.ac.at>	
2. Vocational education for refugees: the limitations and possibilities of education organisations in integrating refugees into the labour market Volker WEDEKIND (University of Nottingham, UK) <Volker.Wedekind@nottingham.ac.uk>	
3. "Not to be governed like that" … Empowerment Professionalization for female refugees - an organizational education research and intervention perspective Sepideh ABEDI FARIZANI (Philipps-Universität Marburg, Germany) <sepideh.abedi@staff.uni-marburg.de>	

Discussant: Susanne Maria WEBER (Philipps-Universität Marburg, Germany) <Susanne.maria.weber@uni-marburg.de>

17:30-19:00	**2.5.21**
Global Perspectives on Religion and Socio-Cultural Values in Education	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Youth Pathways and Transitions in Border Regions of Portugal: A Study with Young People, Schools and Municipalities to Understand Decisions to Stay or to Leave their Regions** Sofia MARQUES DA SILVA (University of Porto, Portugal; Faculty of Psychology and Sciences of Education; Educational Research and Intervention Centre) <sofiamsilva@fpce.up.pt>, Ana MILHEIRO SILVA (University of Porto, Portugal; Faculty of Psychology and Sciences of Education; Educational Research and Intervention Centre) <anamilheirosilva@fpce.up.pt>, Gil NATA (University of Porto, Portugal; Faculty of Psychology and Sciences of Education; Educational Research and Intervention Centre) <gil.nata@gmail.com>
2.	**On the possibility of faith-based inclusive educative spaces** Nuraan DAVIDS (Stellenbosch University, South Africa) <nur@sun.ac.za>, Janet ORCHARD (University of Bristol, United Kingdom) <janet.orchard@bristol.ac.uk>
3.	**Education in values of Paraguayan students as an integral core of character education** Yeni Alicia SERVIN MENDIETA (Universidad de Navarra, Spain) <yservin@alumni.unav.es>, Elena ARBUÉS (Universidad de Navarra, Spain) <earbues@unav.es>
4.	**The self-writing: practices of subjectivation of Distance Education Professors** Maria Amélia Assis NADER BARTHOLOMEU (Universidade São Francisco, Brazil) <amelia.nader@hotmail.com>, Márcia Aparecida AMADOR MASCIA (Universidade São Francisco, Brazil) <marciaaam@uol.com.br>

3.4.11 is an Invited Symposium

WERA 2021 Virtual Focal Meeting

DAY 1: 7 July 2021 Paper Sessions

11:30-13:00	1.2.1
Global Perspectives on Disability Research and Social Care	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Adjustment to higher education: A comparison of students with and without disabilities** Orly LIPKA (University of Haifa, Israel) <olipka@edu.haifa.ac.il> Miriam SARID (Western Galilee College, Israel) <miris@WGALIL.AC.IL>
2.	**Academic Achievements of College Graduates with Learning Disabilities vis-a-vis Admission Criteria and Academic Support** Miriam SARID (Western Galilee College, Acco, Israel, Israel) <miris@wgalil.ac.il> Yael MELTZER (Tel-Hai college, Israel) <yaelmeltzer1@gmail.com> Michal RAVEH (Western Galilee College, Acco, Israel, Israel) <michalr@wgalil.ac.il>
3.	**Evaluation of knowledge, attitudes and training on human sexuality in higher education related to health, education and social care** Laura ALONSO MARTÍNEZ (University of Burgos, Spain) <lamartinez@ubu.es> María FERNÁNDEZ HAWRYLAK (University of Burgos, Spain) <mfernandez@ubu.es> Davinia HERAS SEVILLA (University of Burgos, Spain) <dheras@ubu.es>
4.	**Critical Disability Studies Informed 'Inclusive' Education: A Participatory Action Research Project** Nicole EILERS (University of North Carolina at Chapel Hill, Switzerland) <nbieber@live.unc.edu>

11:30-13:00	1.2.2
Worldwide Inclusive and Empowering Movements in Education	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Deliberative Education for Decolonizing Schools** Taketo TABATA (Miyagi University of Education, Japan) <tabata-t@staff.miyakyo-u.ac.jp>
2.	**Feminine Figures' Constellation in Visual Arts and Education** Paola ZORDAN (Universidade Federal do Rio Grande do Sul, Brazil) <paola.zordan@gmail.com> Débora Balzan FLECK (Universidade Federal do Rio Grande do Sul, Brazil) <debalzan@gmail.com> Martha Giudice NARVAZ (Universidade Federal do Rio Grande do Sul, Brazil
3.	**Multilingual identities of refugee-background youth: Counter-stories from Poland** Aleksandra Ita OLSZEWSKA (University of Florida, United States of America) <aolszewska@ufl.edu>
4.	**Education and Empowerment: A case study of Garo migrant women in Dhaka city, Bangladesh** Jannatul MAWA (Monash University, Australia) <jmriya@gmail.com>

11:30-13:00	1.2.3
Art and Creativity in Education Research Worldwide	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Building Active Learning Environments: Play therapy to stimulate children's creativity and imagination** Bronwen WADE-LEEUWEN (Macquarie University, Australia) <bronwen.wadeleeuwen@mq.edu.au> Farah DEEBA (Macquarie University, Australia; University of Dhaka, Bangladesh) <farahdeeba@du.ac.bd>
2.	**when creatures build together: developing pedagogic strategies to engage children with architecture in Colombia and Australian contexts** Andreia PENALOZA CAICEDO (RMIT, Australia) <casiopeaestudio.arquitectura@gmail.com>
3.	**The removal of imagination within educational agenda and why it should be returned to educational policies and practices** Vasco D'AGNESE (University of Campania Luigi Vanvitelli, Italy) <vascodagnese@gmail.com>

4.	**The world of images. The importance of teaching students to deconstruct images in Art Education at Primary Education.** Paula MUÑOZ GOMEZ (UNIR, Spain) <pmmggg@gmail.com>

11:30-13:00	**1.2.4**
Global perspectives on music education	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Interrogating the Notion of the Music Knower in the International Baccalaureate Diploma Programme** Antia GONZALEZ BEN (University of Wisconsin-Madison, United States of America) <gonzalezben@wisc.edu>
2.	**Social Change through Arts and Music: a case study in a Higher Education context** Ramón MONTES-RODRÍGUEZ (Universidad de Granada, Spain) <ramontes@ugr.es>, Belén MASSÓ (Universidad de Granada, Spain) <belenmasso@ugr.es>
3.	**Creatividad, innovación y disrupción en la educación musical: una revisión sistemática** Javier OLVERA-FERNÁNDEZ (Universidad de Granada, Spain) <kdiar@correo.ugr.es>, Ramón MONTES-RODRÍGUEZ (Universidad de Granada, Spain) <ramontes@ugr.es>, Almudena OCAÑA-FERNÁNDEZ (Universidad de Granada, Spain) <aocafer@ugr.es>
4.	**OPERA AS VEHICLE FOR LEARNING DEMOCRATIC CITIZENSHIP: A CASE STUDY** Rosa Maria SOLIVERES BUIGUES (Facultad de Música-UNAM & Instituto Luis Vives, Mexico) <rosa@castillojoseluis.com>, José Luis PAREJO (Universidad de Valladolid, España) <joseluis.parejo@uva.es>, Andrea GIRÁLDEZ-HAYES (University of East London, UK) <a.giraldez-hayes@uel.ac.uk>

11:30-13:00	**1.2.5**
Global Education Research on Transformation to Ensure Inclusivity and Respect in Classrooms	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Managing Classrooms for Mutual Respect: Comparing Respect Across Montessori and International Baccalaureate Elementary Schools in Washington, D.C. and Toronto** Whitney Michelle HEGSETH (University of Michigan, United States of America) <whegseth@umich.edu>
2.	**Democracy Now in Education?: a PAR study in an Elementary Bilingual Classroom in Spain** Adriana GOENAGA RUIZ DE ZUAZU (Department of Education in Navarra, Spain) <agoenaga@educacion.navarra.es>
3.	**Transforming through Student Discussions: a Comparative Study in the Southwest of the United States and Spain** Adriana GOENAGA RUIZ DE ZUAZU (Department of Education in Navarra, Spain) <agoenaga@educacion.navarra.es>
4.	**Community, Identity and Difference. Inclusive Teaching Practices in Addis Ababa, Bangkok and Vienna** Simon REISENBAUER (University of Vienna, Austria) <simon.reisenbauer@univie.ac.at>

11:30-13:00	**1.2.6**
Actioning of School-Based Actors to Improve School Leadership and Management Worldwide	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Mitigating Risk in Internationalization of Higher Education: Establishing a Dialogue between Actors** Ekaterina MINAEVA (National Research University Higher School of Economics, Russian Federation) <eminaeva@hse.ru>
2.	**Through their Lens: Inclusion through Empathy for School Improvement** Elisabeth AVILA LUEVANOS (Texas A&M University, United States of America) <myluevanos2014@tamu.edu>, Jose Anthony LUEVANOS (Texas A&M University, United States of America) <aluevanos@tamu.edu>, Jean MADSEN (Texas A&M University, United States of America) <jamadsen@tamu.edu>
3.	**Teachers' Theories of Action in and about Lesson Studies: Development of A School as Learning Community in Japan**

	Yuta SUZUKI (Tokyo Institute of Technology, Japan) <yutasuzuki@ila.titech.ac.jp>
4.	**Blueprint for Equity Focused Leadership: Applying Intersectionality Based Frameworks** Jennifer SAMSON (Hunter College, Department of Special Education, United States of America) <jsams@hunter.cuny.edu>

11:30-13:00	**1.2.7**
International Lenses on Ethics and Morality in Teaching and Learning	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Creolizing Indigenous Philosophies of Education: A Hemispheric Perspective** Josue Ricardo LOPEZ (University of Connecticut Storrs, United States of America) <josue.lopez@uconn.edu> Juan Carlos MELETZ GUARCAS (Universidad Panamericana, Guatemala) <charly.meletz94@gmail.com>
2.	**Making "P.A.C.T.S." with African Immigrant and Refugee Families: An Emerging Culturally Responsive Family-School-Community Partnership Model** Jada PHELPS-MOULTRIE (Michigan State University, United States of America) <jada@msu.edu>
3.	**Pedagogical Implications of Vatican Statement on Gender Theory in Education** Kathleen Marie SELLERS (Miami University, United States of America) <sellerkm@muohio.edu>
4.	**University Regulations and Student Cheating: How Do They Coexist?** Oksana Viktorovna DREMOVA (Higher School of Economics, Russian Federation) <odremova@hse.ru>

11:30-13:00	**1.2.8**
World-Wide Research on Pre-service Teachers in Higher Education	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Expectations of pre-service teachers toward their internship: the role of school mentors and the social training of teachers** Jesús CONDE-JIMÉNEZ (Universidad Loyola Andalucía) <jconde@uloyola.es> Irene GARCÍA-LÁZARO (University of Seville (Spain); Universidad Loyola Andalucía) <igarcia@uloyola.es> Pilar COLÁS-BRAVO (University of Seville (Spain)) <pcolas@us.es>
2.	**Reflective diaries with friendly criticism as empowerment tools for pre-service teachers** Anat ABRAMOVICH (Gordon Academic College of Education, Israel) <anat.abramovitch@gmail.com> Hadas HUBER (Gordon Academic College of Education, Israel) <hadasndy@gordon.ac.il>
3.	**Perceptions of last year teacher-students about actions to foster pupils' behavioural self-regulation** Andrea JARDÍ (Universitat de Barcelona) <ajardi@ub.edu> Laura PONS-SEGUÍ (Universitat de Barcelona) <lponsseg8@ub.edu> Juan Pablo CALLE (Universitat de Barcelona) <jp_calle@hotmail.com> Ana Martina GRECO (Universitat de Barcelona) <anamgreco@ub.edu>
4.	**The Effects of Motivations and Learning Approaches on Academic Performance of Teacher Students** Ana-Inés RENTA-DAVIDS (Universitat Rovira i Virgili, Spain) <anaines.renta@urv.cat> Marta CAMARERO-FIGUEROLA (Universitat Rovira i Virgili, Spain) <marta.camarero@urv.cat> Sandra GILABERT-MEDINA (Universitat Rovira i Virgili, Spain) <sandra.gilabert@urv.c

11:30-12:15	**1.2.9**
Including Community, Rurality and Schools into the Centre of Education Research	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Language Policy Nexus Learning Abilities of Undergraduates in Rural Universities** Chinaza ULEANYA (University of Zululand, South Africa) <chinazamoses90@gmail.com> Bongani Thulani GAMEDE (University of Zululand, South Africa) <gamedeb@unizulu.ac.za>

2.	**The situation of Service Learning at the UCM: Analysis of barriers and facilitators available to teaching staff** María del Prado MARTÍN-ONDARZA SANTOS (Complutense University of Madrid, Spain) <mmartino@ucm.es> M. Aranzazu CARRASCO TEMIÑO (Complutense University of Madrid, Spain) <mcarrasco@ucm.es> Maria R. BELANDO MONTORO (Complutense University of Madrid, Spain) <
3.	**Inclusive or exclusive education? The challenge of the school system in Spain** María Teresa RASCÓN GÓMEZ (University of Málaga, Spain) <trascon@uma.es> Luz MOJTAR MENDIETA (University of Málaga, Spain) <luzmojtar@hotmail.com>
4.	**EUROFAMNET: setting an example of successful dissemination of research and knowledge on family in Europe** Branko BOŠKOVIĆ (University of Donja Gorica) <branko.boskovic@udg.edu.me>, Christopher CLOUDER (EUROFAMnet) <c-clouder@msn.com>, Sviatlana KARPAVA (University of Cyprus) <karpava.sviatlana@ucy.ac.cy>, Álvaro RODRÍGUEZ MARTÍN (University of Seville) <armartin@us.es>

11:30-13:00	**1.2.10**
Research on Students in New Learning Environments	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Two trajectories, one destination: Exploring Chinese urban-rural students' access to Chinese elite universities** Yanru XU (Durham University, United Kingdom) <yanru.xu@durham.ac.uk>
2.	**The silent immigrant group** Lisa M. WISNIEWSKI (Goodwin College, United States of America) <lwisniewski@goodwin.edu> John KANIA (Goodwin College, United States of America) <jkania@goodwin.edu>
3.	**Attention to foreign students at the University: A documentary review.** Elena TRABAJO JARILLO (Universidad de Sevilla, Spain) <etrabajo@us.es> Esther MÁRQUEZ LEPE (Universidad de Sevilla, Spain) <esthermarquez@us.es> Maria Luisa JIMÉNEZ RODRIGO (Universidad de Granada ,Spain) <mljimenez@ugr.es>
4.	**Exchange of Research Experiences in Engineering and Science between American and Mexican Universities** Hilda Cecilia CONTRERAS AGUIRRE (University of Houston, United States of America) <hcontre2@central.uh.edu> Elsa GONZALEZ (University of Houston, United States of America) <egonza77@central.uh.edu>

1.2.11 is a Submitted Symposium

11:30-13:00	**1.2.12**
Multiple Aspects of Measurement, Evaluation and Design Research Globally	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**A Comparison of Different DIF Detection Methods on an Assessment of Giftedness** Maisaa Taleb ALAHMADI (Education & Training Evaluation Commission (ETEC), The National Center for Assessment (NCA), Saudi Arabia) <m.ahmadi@etec.gov.sa>
2.	**Teacher's Classroom Leadership Skills: A Mixed Instrument Validation And Construct Validation Process** Dominik E. FROEHLICH (University of Vienna, Austria) <dominik.froehlich@univie.ac.at>
3.	**The European Family Support Network. A bottom-up, evidence-based and multi-disciplinary Action** Lucía JIMÉNEZ (University of Seville, Spain) <luciajimenez@us.es>, John CANAVAN (UNESCO Child and Family Research Centre NUI Galway, Ireland) <john.canavan@nuigalway.ie>, Angela ABELA (University of Malta, Malta) <angela.abela@um.edu.mt>, Branko BOSKOVIC (University of Donja Gorica, Montenegro) <brankoboskovic@gmail.com>, Sonia BYRNE (University of La Laguna, Spain) <sbyrne@ull.es>, Harriet CHURCHILL (University of Sheffield, UK) <h.churchill@sheffield.ac.uk>, Carmel DEVANEY (UNESCO Child and Family Research Centre NUI Galway, Ireland) <carmel.devaney@nuigalway.ie>, Theodora ENE (University of Bucharest, Romania) <theoed@gmail.com>, Vasiliki Maria ILIADOU (Aristotle University of Thessaloniki, Greece) <viliad@auth.gr>, Sviatlana KARPAVA (University of Cyprus, Cyprus) <karpava.sviatlana@ucy.ac.cy>, Ninoslava

	PECNIK (University of Zagreb, Croatia) <ninoslava.pecnik@gmail.com>, Nevenka ZEGARAC (University of Belgrade, Serbia) <nelazegarac@gmail.com>
4.	**How the Design Features Affect Student Learning Outcomes in MOOCs: Meta-analysis of Peer-Reviewed Empirical Studies from 2009-2020** Jing LEI (Syracuse University, United States of America) <jlei@syr.edu>, Qiu WANG (Syracuse University, United States of America) <wangqiu@syr.edu>, Jiaming CHENG (Syracuse University, United States of America) <jcheng06@syr.edu>, Tianxiao YANG (Syracuse University, United States of America) <tyang12@syr.edu>, Yang LIU (Syracuse University, United States of America) <yliu424@syr.edu>

13:45-15:15	**1.3.1**
Research on Transformation in Higher Education	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Supposed to be meritocratic. Educational Trajectories of High-Achieving Students in Russia** Tatiana CHIRKINA (HSE University, Russian Federation) <tchirkina@hse.ru> Tatiana KHAVENSON (HSE University, Russian Federation) <tkhavenson@hse.ru> Tommaso AGASISTI (Politecnico di Milano) <tommaso.agasisti@polimi.it>
2.	**Decolonising Higher Education: The Academic Turn** Saloshna VANDEYAR (University of Pretoria, South Africa) <saloshna.vandeyar@up.ac.za> Thirusellvan VANDEYAR (University of Pretoria, South Africa) <thiru.vandeyar@up.ac.za>
3.	**Understanding mobility patterns and professional experiences of foreign academics at a Korean university** Dongbin KIM (Michigan State University, United States of America) <dbkimmsu@gmail.com>
4.	**Educational Leadership frameworks developed through knowledge transnational and cross-cultural networks** Karenia Andrea ÁNGELES TORRES (INSTITUTO DIA, Mexico) <karenia@lavaca.edu.mx> Gabriela BLOISE ANCONA (INSTITUTO DIA, Mexico) <gabybloise@lavaca.edu.mx> Daniela VALVERDE POUS (INSTITUTO DIA, Mexico) <danielavp@lavaca.edu.mx> María del Socorro OCAMPO CASTIL

13:45-15:15	**1.3.2**
Educational Psychology Interventions to Promote Learning	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**The Effect of Mathematics Emotions and Attitudes on Mathematics Achievement in Western China** Changhong DU (Beijing Normal University, China, People's Republic of) <duch0427@yeah.net> Yehui WANG (Beijing Normal University, China, People's Republic of) <yehuiwang@bnu.edu.cn> Tao XIN (Beijing Normal University, China, People's Republic of) <xintao@b
2.	**The Effect of Mathematical Self-concept on Math Achievement: The Indirect Effect of School Engagement** Kexin QIN (Beijing Normal University, China, People's Republic of) <466184826@qq.com> Zhaoxi YANG (Beijing Normal University, China, People's Republic of) <15210903579@163.com> Yehui WANG (Beijing Normal University, China, People's Republic of) <yehuiwang
3.	**Effectiveness of a Holistic Approach to Improve Early Grade Numeracy Levels in Palabek Refugee Settlement in Uganda** Martin ARIAPA (Luigi Giussani Institute of Higher Education, Uganda) <m.ariapa@lgihe.org> Monica FONTANA (Luigi Giussani Institute of Higher Education, Uganda; Complutense University of Madrid) <m.fontana@lgihe.org> Godfrey RUKUNDO (Luigi Giussani Institu
4.	**The Emphasis on Co-curricular in Early Childhood Education Settings** Jagjit KAUR (Jawaharlal Nehru University, India) <jagz.smile@gmail.com>

13:45-15:15	1.3.3
Research on Linguistic Diversity and its Influence and Education	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**An ethnography of educators' and families' responses to racial and linguistic diversity in Northern Spain** María FERNÁNDEZ-HAWRYLAK (University of Burgos, Spain) <mfernandez@ubu.es> Beth Ann WASSELL (Rowan University, NJ, US) <wassell@rowan.edu>
2.	**Ideological constructions of English, Urdu and local languages: An analysis of government texts and print media coverage of language issues of Pakistan.** Muhammad ZEESHAN (University of New South Wales, Australia) <m.zeeshan@student.unsw.edu.au>
3.	**Transnationalism, Cultural Capital, and Parenting Strategies: Astronaut Chinese Immigrant Families' Investment in Second Language and Literacy Learning in Canada** Guofang LI (University of British Columbia, Canada) <guofang.li@ubc.ca>
4.	**Multilingual pedagogies and critical consciousness raising; Intersectional spaces for agency and social language construction among bilingual teachers' candidates in a mainstream Teacher Education Program (TEP)** Patricia E VENEGAS-WEBER (Seattle University, United States of America) <venegasp@seattleu.edu>

13:45-15:15	1.3.4
Worldwide Perspectives of STEM Education in Higher Education	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Student-centered Pedagogical Framework to Teach Diverse Learners in Higher Education Biology Courses** Ruth AHN (California State Polytechnic University, Pomona, United States of America) <ruthahn@cpp.edu>
2.	**Using Cross-classification Modeling to Explore Students' Intent to Pursue Science-related Careers** Shujin ZHONG (University of California - Los Angeles (UCLA), United States of America) <shujinzhong@ucla.edu>, Nicole MACCALLA (University of California - Los Angeles (UCLA), United States of America) <nicolemaccalla@gmail.com>
3.	**"Watch me, I'm going to do this!" - Experiences of undergraduate student-athletes from STEM fields with dual advising** Nikola GRAFNETTEROVA (Texas A&M University-Corpus Christi, United States of America) <nikola.grafnetterova@tamucc.edu>, Hilda Cecilia CONTRERAS AGUIRRE (Texas A&M University-Corpus Christi, United States of America) <HildaCecilia.ContrerasAguirre@tamucc.edu>, Rosa M BANDA (Texas A&M University-Corpus Christi, United States of America) <Rosie.Banda@tamucc.edu>
4.	**Together we go further: Exploring the outcomes of a STEM Education collaborative program** Salika A LAWRENCE (The College of New Jersey, United States of America) <lawrencs@tcnj.edu>, Tabora JOHNSON (Medgar Evers College, City University of New York) <tjohnson@mec.cuny.edu>, Chiyedza SMALL (Medgar Evers College, City University of New York) <csmall@mec.cuny.edu>

13:45-15:15	1.3.5
Worldwide Research on Educational Psychology	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Gender differences in academic motivation: evidence from a longitudinal study of university students** Kseniia VILKOVA (National Research University "Higher School of Economics", Russian Federation) <kvilkova@hse.ru> Nataliia LEBEDEVA (National Research University "Higher School of Economics", Russian Federation; Center for International Cooperation on Edu
2.	**Thinking the WEB on the WEB. A Philosophical Approach** Ignacio QUINTANILLA (UNIVERSIDAD COMPLUTENSE DE MADRID, Spain) <ignacioq@ucm.es> María Rosario GONZÁLEZ MARTÍN (UNIVERSIDAD COMPLUTENSE DE MADRID, Spain) <marrgonz@ucm.es> Gonzalo GÉNOVA (UNIVERSIDAD CARLOS III DE MADRID) <ggenova@inf.uc3m.es>

3.	**To be violent or not to be violent: Can counselling be a panacea?** Paul Kobina BEDU-ADDO (University of Education, Winneba, Ghana) <koby63@gmail.com> Charles ASHMOND (University of Education, Winneba, Ghana) <charlesashmond@gmail.com>
4.	**Evaluation of the implementation of Education White Paper 6 in Full-Service Schools in KwaZulu-Natal** Sumeshni GOVENDER (University of Zululand, South Africa) <govenders@unizulu.ac.za> Merise K. JACOBS (University of Zululand, South Africa) <merise@gmail.com>

13:45-15:15	**1.3.6**
Historical and Current Global Trends in Teacher Training	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Framework directives and curricula between school and teacher training. An empirical study at Italian kindergartens and schools.** Gernot HERZER (Free University of Bozen-Bolzano, Italy) <gernot.herzer@unibz.it> Doris KOFLER (Free University of Bozen-Bolzano, Italy) <doris.kofler@unibz.it>
2.	**Professional Standards: Engaging or Entangling Teachers?** Margery MCMAHON (University of Glasgow, UK) <mmm28b@gmail.com>, Maria ASSUNÇÃO FLORES (University of Minho, Portugal) <aflores@ie.uminho.pt>, Roza VALEEVA (Kazan(Volga region) federal university) <valeykin@yandex.ru>
3.	**Teachers' Behavior on Elearning Platform as Predictor for Effective Professional Development Strategy** Boris YARMAKHOV (Moscow City University, Russian Federation) <yarmakhov@gmail.com>, Ekaterina LAVRENOVA (Moscow City University, Russian Federation) <LavrenovaEV@mgpu.ru>
4.	**Aesthetic Experience and Social Pedagogy: An Introductory Study to the Philosophy of Education of Neva Leona Boyd** Laura CAMAS (Complutense University of Madrid, Spain) <laucamas@ucm.es>

13:45-15:15	**1.3.7**
Early Childhood and Motherhood Education Experiences Worldwide	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**A Neuroimaging Study of Phonological Processing and Word Reading Skills in Children** Ayan MITRA (University of South Carolina, United States of America) <mitraa@email.sc.edu>
2.	**Teenage Pregnancy and Education: An Ethnographic Study of the Perceptions of Former Teen Mothers Who Achieved Academic Success in Texas Public High Schools** Claudia MORALES (Concordia University, United States of America) <claudia.morales@ctx.edu>
3.	**NEW MOTHERS' INTROSPECTIONS REGARDING PSYCHOLOGICAL NEEDS DURING THE PREGNANCY PERIOD** Zeynep Hande SART (Boğaziçi University, Turkey) <hande.sart@boun.edu.tr>, Nagehan PAKDAMAR-TÜZGEN (Boğaziçi University, Turkey) <npakdamar@gmail.com>
4.	**Digital portrait of a child as a method of personalized learning of primary school children** Venera G. ZAKIROVA (Kazan Federal University, Russian Federation) <zakirovav-2011@mail.ru>, Leysan R. KAYUMOVA (Kazan Federal University, Russian Federation) <kaioum@mail.ru>, Mikhail M. ABRAMSKIY (Kazan Federal University, Russian Federation) <mikhail.abramskiy@kpfu.ru>, Enzhe I. GILIAZOVA (Kazan Federal University, Russian Federation) <gilyazovagilyazova@gmail.com>

13:45-15:15	**1.3.8**
Global Research on Holistic Support for Student Development	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Piano learning and children's psychological wellbeing: A study investigating how students' engagement influences wellbeing effects** Claudia FERNÁNDEZ DE CAÑETE GARCÍA (Royal College of Music, London, UK;

	Universidad Nacional de Educación a Distancia (UNED), Spain) <claudia.garcia@rcm.ac.uk>, Rosie PERKINS (Royal College of Music, London, UK) <rosie.perkins@rcm.ac.uk>, Pastora MARTÍNEZ-CASTILLA (Universidad Nacional de Educación a Distancia (UNED), Spain) <pastora.martinez@psi.uned.es>
2.	**Mental health and academic performance in a cohort of children of the first year of primary education in Chile.** Gabriela GOMEZ VERA (Universidad de O'Higgins, Chile) <gabriela.gomez@uoh.cl>, Marlene RIVAS MUENA (Universidad de O'Higgins, Chile) <marlene.rivas@uoh.cl>, Soledad BURRONE (Universidad de O'Higgins, Chile) <soledad.burrone@uoh.cl>, Valentina GIACONI (Universidad de O'Higgins, Chile) <valentina.giaconi@uoh.cl>
3.	**Visual Marginalia Observed by Researchers and Pupils as Co-Researchers** Nadia DARIO (IBEF, Italy) <nadia.dario@unive.it>, Luca TATEO (Department of Special Needs Education, University of Oslo (Norway)) <luca.tateo@isp.uio.no>
4.	**Development of children's extracurricular education in the post-Soviet countries** Ivan IVANOV (Institute of Education (Higher School of Economics, Moscow), Russian Federation) <iyivanov@hse.ru>

13:45-15:15	**1.3.9**
Global Challenges and Education Responses Worldwide	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Self-regulatory efficacy, self-regulation strategies and argumentative writing in high school students** Lesly Isabel OJEDA ENCISO (Pontificia Universidad Católica del Perú, Peru) <lesly.ojeda@pucp.pe>
2.	**Citizenship education policies: the case of immigration in Chile** Rodrigo VELÁSQUEZ (Pontificia Universidad Católica de Chile, Chile) <rodrigovelasquezb@gmail.com>
3.	**Factors and Variables that Shape Adolescents' Attitudes Towards Diversity: Results of a Systematic Review** Anna FRIZZARIN (Free University of Bozen, Italy) <Anna.Frizzarin@education.unibz.it>
4.	**Identifying barriers to parent involvement in schools located in stigmatized spaces** Cristina MORENO (Universidad de Zaragoza, Spain) <cristinamorenopin@gmail.com>

1.3.10 is an Invited Symposium
1.3.11 is an Invited Symposium Task Force

13:45-15:15	**1.3.12**
International View on Educational Reform and Policy across systems	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Structural factors affecting public and private school enrollment. The case of Chile.** Catalina CANALS (Center for Advanced Research in Education, Institute of Education, Universidad de Chile; Faculty of Engineering and Science, Universidad Adolfo Ibáñez) <catalina.canals@ciae.uchile.cl>, Enrique CANESSA (Faculty of Engineering and Science, Universidad Adolfo Ibáñez) <ecanessa@uai.cl>, Alejandra MIZALA (Center for Advanced Research in Education, Institute of Education, Universidad de Chile; Department of Industrial Engineering, Universidad de Chile) <amizala@uchile.cl>, Spiro MAROULIS (School of Public Affairs, Arizona State University) <Spiro.Maroulis@asu.edu>, Sergio CHAIGNEAU (School of Psychology, Universidad Adolfo Ibáñez) <sergio.chaigneau@uai.cl>
2.	**Evaluating choice: Florida tax credit scholarship program and student participation and achievement** Zahid KISA (Florida State University, Learning Systems Institute) <ZKisa@LSI.FSU.EDU>, Melissa DYEHOUSE (Florida State University, Learning Systems Institute) <MDyehouse@LSI.FSU.EDU>, Marisa BENZ (Florida State University, Learning Systems Institute) <MBenz@LSI.FSU.EDU>, Carolyn HERRINGTON (Florida State University) <CHerrington@FSU.EDU>
3.	**Government and educational quality in Colombia: 40 years of low teaching quality** Hernando BAYONA-RODRÍGUEZ (Universidad de los Andes, Colombia) <h.bayona28@uniandes.edu.co>, Luis Alejandro BAQUERO GARZÓN (IDEP - Instituto para la Investigación Educativa y el Desarrollo Pedagógico)

<labaquerog@idep.edu.co>, Olga Camila HERNÁNDEZ MORALES (Universidad ECCI) <oc.hernandez@uniandes.edu.co>

4. **Utopia of Pre-primary and Primary Initial Teacher Education Policies in France and in Romania from 1990 to 2005**
   Rodica MANOLACHE (university Picardie Jules Verne, France) <manolache.rodica@gmail.com>

17:45-19:15	1.4.12

Policy and Implementation: A Closer Look at How Classrooms are Changing around the Globe

Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;

1. **Pedagogical reform and the resurgence of large class sizes in the 21st century**
   Godsend tawanda CHIMBI (University of the Free State, South Africa, South Africa) <ChimbiGT@ufs.ac.za>, Loyiso C. JITA (University of the Free State, South Africa, South Africa) <jitalc@ufs.ac.za>
2. **Are International Branch Campuses Sustainable? : The Challenges and Opportunities of IBCs in South Korea**
   Ee-gyeong KIM (Chung-Ang University, Republic of Korea(South Korea)) <ekim@cau.ac.kr>, Soo-bin MIN (Chung-Ang University, Republic of Korea(South Korea)) <sbminn@gmail.com>, Ji-yoon AHN (Chung-Ang University, Republic of Korea(South Korea);
   Korean Council for University Education) <jiyoon_ahn@naver.com>, Gyung-hyun KIM (Chung-Ang University, Republic of Korea(South Korea)) <kim.gyunghyun@gmail.com>
3. **Mass schooling and capitalism: recovering the discussion around the educational field and social order**
   Noelia FERNÁNDEZ GONZÁLEZ (Universidad Autónoma de Madrid, Spain) <nfg.fernandeznoelia@gmail.com>, Ángel MÉNDEZ-NÚÑEZ (Universidad Autónoma de Madrid, Spain) <angel.mendezn@uam.es>, Héctor MONARCA (Universidad Autónoma de Madrid, Spain) <hector.monarca@uam.es>
4. **Expansion Politicy From the Federal Institutes of Education, Science and Technology in Brazil (2002-2016)**
   Leonardo Thompson SILVA (Instituto Federal de Educação, Ciência e Tecnologia da Bahia (IFBA) - Brasil, Brazil) <leonardothompson@gmail.com>

19:30-20:30	1.5.1

Multilingual Education Research from Different International Perspectives

Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;

1. **The Development of Bilingual Education in the U.S.**
   Jing TAN (Miami University, United States of America) <tanj11@miamioh.edu>
2. **A Dialogue About Bilingual Education Under the No Child Left Behind Act**
   Jing TAN (Miami University, United States of America) <tanj11@miamioh.edu>
3. **University students' translingual approach to conceptualising learning theories**
   Nkhensani MALULEKE (University of Zululand, South Africa) <nmaluleke@gmail.com>

19:30-20:30	1.5.2

Global Investment in Leadership

Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;

1. **A Quantitative Study of Job Satisfaction Among Community College Deans**
   Maya S THOMAS FERNANDEZ (Dallas College, United States of America) <drmayafernandez@gmail.com>
2. **Education Investments and Outcomes**
   Mark AGRANOVICH (Federal Institute for Education Development, Russian Federation) <markagran@gmail.com>
3. **High School Career Education and Local Human Resources Development in a Depopulating Society: A Case Study of High School Education Practice in a Local City in Japan**
   Satomi TERASAKI (HOSEI University, Japan) <terasaki@hosei.ac.jp>

19:30-20:30	1.5.3
Worldwide Research Examining Holistic Integration and Social Justice	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**From Charity to Solidarity: The Fight for Social Justice in Developing Countries** Stefania FORTE (Cabrini University, United States of America) <fortestef@gmail.com>
2.	**The Impacts of Urban Agriculture on Student Wellbeing: A case study of Black Earth Farms** Gadise S. REGASSA (UCLA, United States of America) <gregassa@g.ucla.edu>, Guutaa REGASSA (University of Chicago, United States of America) <guutaa@uchicago.edu>
3.	**Blending New Colors: Enriching the Canvases of Global Citizenship Education** Lauren Ila MISIASZEK (Beijing Normal University, China, People's Republic of) <limisiaszek@gmail.com>

19:30-20:30	1.5.4
Global Research on Ethics in Education	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Quality imperatives in education: an analysis of the consequences of the use of quality as a governing concept** Miriam PRIETO (Autonomous University of Madrid, Spain) <miriam.prieto@uam.es>
2.	**A Qualitative Investigation with Detroit Principals Confronting Inequitable Policy and Practice** Rema REYNOLDS (Eastern Michigan University, United States of America) <rreyno15@emich.edu>, Clyde BARNETT III (Eastern Michigan University, United States of America) <cbarnet5@emich.edu>, Donya ODOM (Eastern Michigan University, United States of America) <donya.odom@detroitk12.org>, Desheil ECHOLS (Eastern Michigan University, United States of America) <desheil.echols@pontiacschools.org>, Jillian CAREW (Eastern Michigan University, United States of America) <jcarew1@emich.edu>, Wendy LAWRENCE (Eastern Michigan University, United States of America) <wlawren7@emich.edu>, Jeffrey ROBINSON (Eastern Michigan University, United States of America) <jeffrey.robinson@detroitk12.org>, LeTanya DANDRIDGE (Eastern Michigan University, United States of America) <letanya.dandridge@detroitk12.org>, Georgina TAIT (Eastern Michigan University, United States of America) <georgina.tait@detroitk12.org>, LaToiya HARRIS (Eastern Michigan University, United States of America) <latoyia.webb-harris@detroitk12.org>
3.	**A Mixed-Methods Investigation: Ethical Leadership Perspectives of Superintendents in the State of California** Denver Jade FOWLER (Franklin University, United States of America) <denverfowler@gmail.com> Yuerong SWEETLAND (Franklin University, United States of America) <yuerong.sweetland@franklin.edu> Natalya KOEHLER (Franklin University, United States of America)

19:30-20:30	1.5.5
Global Perspectives on Language Ideology and Language Teaching	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Critical literature review on teaching Chinese as a world language in the context of globalization** Junling ZHU (University of Massachusetts Amherst, United States of America) <junlingzhu@umass.edu>
2.	**Language ideologies in the early English education policy in Korea: A sociohistorical perspective** Chee Hye LEE (Hannam University, Korea, Republic of (South Korea)) <chlee@hnu.kr>
3.	**Language support in ECEC institutions in Germany. Professionals' conceptualizations of (non-)involvement and (non-)belonging of parents** Karin KÄMPFE (Johannes Gutenberg-Universität Mainz, Germany) <kaempfe@uni-mainz.de>

19:30-20:30	1.5.6
Dimensions of Early Childhood Research across the Globe	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	

1.	**A Question of Culture: The Challenges of Native English Speaking Teachers Teaching Young Children in China** Liu XIAOHUA (University of North Carolina at Chapel Hill, USA; YungWing International Kindergarten, China) <kidsfeverliu@foxmail.com>
2.	**Moderating Effects of Shyness on the Relationship between Mother's Attachment Communication and Children's Well-being: Focused on the Differential Sensitivity Theory** Jeonggyu HAN (Pusan National University, Korea, Republic of (South Korea)) <hjg14141004@hanmail.net> Soyeong PARK (Pusan National University, Korea, Republic of (South Korea)) <park.sy@pusan.ac.kr>
3.	**The embedded education in hypermodern times: the reception in Spain of the ideas developed by the Hungarian paediatrician Emmi Pikler.** Patricia QUIROGA UCEDA (Universidad Complutense de Madrid/Facultad de Educación, Spain) <pquiroga@ucm.es>

19:30-20:30	**1.5.7**
Worldwide Research on School Assessment	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Big data, schools and universities: exposing the phenomenon associations through a systematic review** Fanny Cacilie Gauna de SIQUEIRA (State University of Santa Catarina, Brazil) <fcacilie@gmail.com> Giovana RASTELLI (Federal University of Santa Catarina, Brazil) <giorastelli@hotmail.com> Martha Kaschny BORGES (State University of Santa Catarina, Brazil)
2.	**Exploring the classroom assessment practices in secondary schools in Chile: disabling practices based on disabling theories** Xaviera GONZALEZ-WEGENER (UCL Institute of Education, United Kingdom) <xgonzalezwe@gmail.com>
3.	**Children hybrid integration in the education system. A survey in seven European countries** Claudio BARALDI (Università di Modena e Reggio Emilia, Italy) <claudio.baraldi@unimore.it> Maiju KINOSSALO (Seinäioki University of Applied Science, FInland) <maiju.kinossalo@seamk.fi> Paula KUUSIPALO (Seinäioki University of Applied Science, FInland) <pa

19:30-20:30	**1.5.8**
Global Perspectives on Language Ideology and Language Teaching	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Analysis of Climate Engagement Encouraged by the Use of Inquiry and Games** Chanutda MANOSORN (Chulalongkorn University, Thailand) <chanutdamanosorn@gmail.com>, Sara SAMOPHAK (Chulalongkorn University, Thailand) <ss3wz@virginia.edu>
2.	**How do Students perceive the Economic World around them? A Phenomenographic Study on Students' Conceptions** Julia SZONCSITZ (Vienna University of Economics and Business, Austria) <julia.szoncsitz@wu.ac.at>, Bettina GREIMEL-FUHRMANN (Vienna University of Economics and Business, Austria) <bettina.fuhrmann@wu.ac.at>
3.	**From Youtube to School: Controversies in story content approached by youtubers.** Tales Hiroshi MEDEIROS KAMIGOUCHI (Universidade do Estado de Santa Catarina, Brazil) <taleshmk@gmail.com>, Martha KASCHNY BORGES (Universidade do Estado de Santa Catarina, Brazil) <marthakaschny@hotmail.com>

19:30-20:30	**1.5.9**
Policy Reform Research Addressing Segregation Around the World	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Reurbanization, Segregation, and School Choice: Evidence from the United States** Kfir MORDECHAY (pepperdine university, United States of America) <kfir.mordechay@pepperdine.edu>
2.	**Profiles of School segregation by socioeconomic level in four prototypical countries in Latin America**

	F. Javier MURILLO (Universidad Autónoma de Madrid, Spain) <javier.murillo@uam.es>, Nina HIDALGO (Universidad Autónoma de Madrid, Spain) <nina.hidalgo@uam.es>, Raquel GRAÑA (Universidad Autónoma de Madrid, Spain) <raquel.granna@uam.es>
3.	**More Than Just a Name: Neighborhood School Stigma as a Site of Struggle in Education Markets** DeMarcus A JENKINS (University of Arizona, United States of America) <dajenkins@email.arizona.edu>

19:30-20:30	**1.5.10**
Development Towards Equality and Justice in Education Research	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Asset-Based Pedagogy Research-Practice Partnerships to Promote Whole-Student Outcomes** Francesca LOPEZ (University of Arizona, United States of America) <falopez@email.arizona.edu> Norma GONZALEZ (Tucson Unified School District, United States of America) <Norma.Gonzalez@tusd1.org> Lorenzo LOPEZ (Tucson Unified School District, United States
2.	**Transcultural Model of Learning: A New Horizon in Adult Education** Sinela JURKOVA (University of Calgary, Canada, Calgary Catholic Immigration Society) <ssjurkov@ucalgary.ca>
3.	**Experiences of formerly incarcerated students on correctional education** Ntombizanele Gloria VANDALA (Formal Education Directorate, Department of Correctional Services, Republic of South Africa.) <uzanele.mkosi@gmail.com>

19:30-20:30	**1.5.11**
Innovative Aspects to Improve Education Around the Globe	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Effectiveness of a Holistic Approach to Improve Early Grade Literacy Levels in Palabek Refugee Settlement in Uganda** Monica FONTANA (Luigi Giussani Institute of Higher Education, Uganda, Complutense University of Madrid) <mfontana@ucm.es> Martin ARIAPA (Luigi Giussani Institute of Higher Education, Uganda) <m.ariapa@lgihe.org> Gillian ATUHEIRE (Luigi Giussani Institute
2.	**Translanguaging in Pedagogy and Practice at a Community-Based Writing Center** Stephanie ABRAHAM (Rowan University, United States of America) <stephanielynnabraham@gmail.com>
3.	**Developmental aspects of reading motivation and reading achievement among second grade low achievers and typical readers** Vered VAKNIN-NUSBAUM (Western Galilee College, Israel. The Center for the Study of Society, University of Haifa, Haifa, Israel) <vered.vaknin@gmail.com> Einat NEVO (Western Galilee College, Israel) <nevoey@gmail.com> Sigalit BRANDE (Oranim Academic Colleg

19:30-20:30	**1.5.12**
Studies on the value of using specific languages in classrooms	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Understanding language inclusion and exclusion in mother tongue education** Patrick MWELI (University of KwaZulu-Natal, South Africa) <mwelip@ukzn.ac.za>
2.	**Language Policies and Practices in the US: Majoritarian Narratives and Local Realities for Multilingual Students** Maria COADY (University of Florida, United States of America) <mcoady@coe.ufl.edu>

DAY 2: 8 July 2021 Paper Sessions

8:30-10:00	**2.1.12**
Studies Mental Health and Resilience in Teaching Worldwide	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**The Development of Novice Teachers' Resilience: from the Perspective of Social Ecosystem Theory** Xiaoli WANG (School of Educational Science, China, People's Republic of) <wangxl777@foxmail.com>
2.	**Contesting the territory: the global implications of how English teachers in England and Australia are remaining resilient and creative in constraining times.** Andy GOODWYN (University of Bedfordshire, United Kingdom) <andy.goodwyn@beds.ac.uk>
3.	**The Applicability of Onion Model in Teachers' Career Development ——A Case Study of Proficient Mental Health Teachers in High School** Chaoyi WANG (Beijing Normal University, China) <fewcyedu2013@163.com>
4.	**The role of arts and creativity in the fostering of teacher wellbeing** Carmen URPI (University of Navarra, Spain) <curpi@unav.es>, Marisa MUSAIO (Università Cattolica del Sacro Cuore, Milano) <marisa.musaio@unicatt.it>, Carmen BASANTA (University of Navarra, Spain) <cbasanta@alumni.unav.es>

10:15-11:45	**2.2.1**
Innovation Reform in Education from a global perspective	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Civil Society Organizations in the German and Turkish Education System – (New) Potentials for an Inclusive Education in Times of Post-forced Migration?** Ellen Lucia KOLLENDER (Sabancı University Instanbul, Helmut-Schmidt-Universität Hamburg) <ellen.kollender@hsu-hh.de>
2.	**The schooling of refugees in France and Germany** Christine BAUR (Ostfalia Hochschule of Applied Sciences, Germany) <c.baur@ostfalia.de>
3.	**A comparative study of global citizenship education and international curricula in Singapore and Australia.** Suraiya HAMEED (University of Queensland, Australia) <suhameed@gmail.com>
4.	**Analysis of network and satisfaction results of Free-Semester Program on middle school in Korea** Shin CHOL KYUN (Kangwon National University in Korea, Korea, Republic of (South Korea)) <newiron9@gmail.com>

10:15-11:45	**2.2.2**
Research on Education Policy and Reform	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Factors of student resilience: evidence from TIMSS and PISA longitudinal study** Tatiana CHIRKINA (HSE University, Russian Federation) <tchirkina@hse.ru> Tatiana KHAVENSON (HSE University, Russian Federation) <tkhavenson@hse.ru> Marina PINSKAYA (HSE University, Russian Federation) <mpinskaya@hse.ru>
2.	**PISA (Programme for the International Student Assessment) as a new device of Governmentality: a discursive analysis of media – Brazil** Márcia Aparecida AMADOR MASCIA (Universidade São Francisco, Brazil) <marciaaam@uol.com.br>
3.	**Socioeconomic Inequality and Educational Outcomes: Twelve Years of TIMSS Trend Data** Yifan BAI (American Institutes for Research, United States of America) <ybai@air.org> Markus BROER (American Institutes for Research, United States of America) <mborer@air.org>

4.	**Use of the Delphi Method for an Agreed Methodological Design of Investigation in the Evaluation of a Coaching System Process for Early Career Development of Early Childhood Care and Education Instructors in Sierra Leone** Celia CAMILLI TRUJILLO (Complutense University of Madrid, Spain) <ccamilli@ucm.es> Mónica FONTANA ABAD (Complutense University of Madrid, Spain; Luigi Giussani Institute of Higher Education, Uganda) <mfontana@ucm.es>

10:15-11:45	**2.2.3**
Articulation of Justice Across the Globe	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Attracting urban pre-service teachers to rural schools: Is it a matter of distribution and/or recognition?** Hernan CUERVO (University of Melbourne, Australia) <hicuervo@unimelb.edu.au>
2.	**'I hope I'm suitable, I hope I'm selected': Applicants' perceptions of their suitability for selection into an Australian 'social justice' teachers education program** Jo LAMPERT (La Trobe University, Australia) <j.lampert@latrobe.edu.au>
3.	**Analysis of plans for the prevention of radicalisation in 7 European countries from an educational perspective** Arantxa AZQUETA (Internacional University of La Rioja, Spain) <arantxa.azqueta@unir.net> Ana VEGA (University of La Rioja, Spain) <ana.vega@unirioja.es> Dory MERINO (Internacional University of La Rioja, Spain) <dory.merino@unir.net>
4.	**Cuban Teachers of English: Motivation and Impact** Ali BORJIAN (San Francisco State University, United States of America) <borjian@sfsu.edu>

10:15-11:45	**2.2.4**
Global Social Context for Transformation	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Justice Against the Epistemicide. A Critique of Modern Western Reason** Joao M PARASKEVA (University of Massachusetts Dartmouth, United States of America) <jmparaskeva@gmail.com>
2.	**Restorative for Whom? Elementary Teachers' of Color Implementing Restorative Justice Practices for Students of Color with and without Dis/abilities** Saili KULKARNI (San Jose State University, United States of America) <saili.kulkarni@sjsu.edu> Melanie CHONG (Scientific Research International (SRI), United States of America) <melanie.chong@sjsu.edu>
3.	**A discourse analysis of racism denial in online newspaper comments in Hong Kong** Aaron Hin-tat CHAN (The Education University of Hong Kong) <ahtchan@eduhk.hk> Christine Margaret HALSE (The Education University of Hong Kong) <chalse@eduhk.hk> Miron Kumar BHOWMIK (The Education University of Hong Kong) <mbhowmik@eduhk.hk>
4.	**Lifelong learning for inclusive education** Mariana ALONSO BRIALES (Universidad de Málaga, Spain) <mariana@uma.es> José Manuel DE OÑA COTS (Universidad de Málaga, Spain) <josecots@uma.es> Cristina VEGA DÍAZ (Universidad de Málaga, Spain) <cristinavegadiaz@hotmail.com>

10:15-11:45	**2.2.5**
International views on social-emotional learning and well-being	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Intervention in family competences in parents-adolescents conflict reduction and boosting family resilience** Maria Antònia GOMILA (Universitat de les Illes Balears, Spain) <ma.gomila@uib.es> Victoria QUESADA (Universitat de les Illes Balears, Spain) <victoria.quesada@uib.eu> Lydia SÁNCHEZ (Universitat de les Illes Balears, Spain) <lydia.sanchez@uib.es>

2.	**The Relationship Between Social Emotional Learning and Students' Math Performance: the Intermediary Role of School Engagement and Class Performance** Zhiying ZHU (Beijing Normal University, Collaborative Innovation Center of Assessment for Basic Education Quality) <zhiyingzhu1997@foxmail.com> Zhaoxi YANG (Beijing Normal University, Collaborative Innovation Center of Assessment for Basic Education Quality
3.	**Students' Well-being in Russian Schools: Predictors and Connection with Achievements** Roman ZVYAGINTSEV (National Research University Higher School of Economics, Russian Federation) <rzvyagincev@hse.ru> Julia KERSHA (National Research University Higher School of Economics, Russian Federation) <ykersha@hse.ru> Sergey KOSARETSKY (National Re
4.	**The Social, Emotional, and Educational Experiences of Adolescent Organ Transplant Recipients: A Global Need for Support and Research** Elisabeth Morris KRIMBILL (Texas A&M- San Antonio, United States of America) <ekrimbill@att.net> Sharon BOLIN (Nueva Vida Behavioral Health Associates) <sharonjbolin@gmail.com> Diana KENDALL (Transplants for Children) <dkendall@tfcsatx.org> David DAVENPOR

10:15-11:45	**2.2.6**
Parenting and Education: Global Perspectives	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Homeschooling: changing the role of parents in children's education** Kristina LYUBITSKAYA (NRU HSE, Russian Federation) <klyubitskaya@hse.ru>, Katerina POLIVANOVA (NRU HSE, Russian Federation) <kpolivanova@hse.ru>
2.	**Parental Strategies in Different Types of Schools and Their Relationship to Children's Educational Performance** Mikhail GOSHIN (National Research University Higher School of Economics, Russian Federation) <m.goshin@mail.ru>
3.	**Validation of a parenting competencies scale to promote positive parenting** Lucía JIMÉNEZ (University of Seville, Spain) <luciajimenez@us.es>, Victoria HIDALGO (University of Seville, Spain) <victoria@us.es>, Bárbara LORENCE (University of Seville, Spain) <bll@us.es>, Milagrosa SÁNCHEZ (Loyola University, Spain) <msanchez@uloyola.es>
4.	**The post-war settlement of PTA(Parent-Teacher Association) in Japan** Hyoung Sun KIM (University of Tokyo, Japan) <hsunnykim1@gmail.com>

10:15-11:45	**2.2.7**
Global Perspectives on Teacher Experience	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**The increasingly global significance of the phenomenon of the expert teacher designation: a critical realist perspective and analysis** Andy GOODWYN (University of Bedfordshire, United Kingdom) <andy.goodwyn@beds.ac.uk>
2.	**Institutional changes in teacher education in the 21st Century in Russia and England** Ian MENTER (University of Oxford, United Kingdom) <ian.menter@education.ox.ac.uk>, Ilshat GAFUROV (Kazan Federal University, Russia) <ilshat.gafurov@tatar.ru>
3.	**Unpacking the Emotions of Primary School Teachers about Diversity in Indian Classrooms** Isha VERMA (The University of Hong Kong, Hong Kong S.A.R. (China)) <ishav@connect.hku.hk>
4.	**Special educational needs-teachers working at inclusive primary schools. Task profiles and professional role.** Torsten DIETZE (Humboldt-University Berlin (Germany), Germany) <torsten.dietze@hu-berlin.de>, Lisa Marie WOLF (Technische Universität Dortmund (Germany), Germany) <lisamarie.wolf@tu-dortmund.de>, Jan KUHL

(Technische Universität Dortmund (Germany), Germany) <jan.kuhl@tu-dortmund.de>, Vera MOSER (Humboldt-University Berlin (Germany), Germany) <vera.moser@hu-berlin.de>

10:15-11:45	2.2.8
Research on Education Research: An International Outlook	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Transdisciplinarity as Guiding Principle for Educational Research. Methodological Notes** Maria KONDRATJUK (TU Dresden, Germany) <maria.kondratjuk@tu-dresden.de>
2.	**Researching with Adolescents in Africa: Strategies and Methods that Work** Isang Ubong AWAH (University of Oxford, United Kingdom) <isang.awah@spi.ox.ac.uk>
3.	**Success by Design: A Case Study in Implementing Research in Schools from a Principal's Perspective** Kausalai WIJEKUMAR (Texas A&M University, United States of America) <K_Wijekumar@tamu.edu>, Javier GARZA (Texas A&M University, United States of America) <jgarza1071@aol.com>
4.	**The relationship between personality and research skills** Diego GAVILÁN-MARTÍN (University of Alicante, Spain) <diego.gavilan@ua.es>, Gladys MERMA-MOLINA (University of Alicante, Spain) <gladys.merma@ua.es>

10:15-11:45	2.2.9
Situating global encounters of heteronormativity and gender equity in education research	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**The Missing Goal? Analyzing the Situation of the LGTBIQ+ Community within the Spanish Educational System through a Sustainable Development Goals and Global Perspective.** Jose CAMAS (Carlos III University of Madrid, Spain) <pepecamasgarrido@gmail.com>, Daniel MARTINEZ (Carlos III University of Madrid, Spain) <damafer99@gmail.com>
2.	**"We Exist!": Sense of Belonging for Indian International LGBQ Students in U.S. Higher Education** Raja Gopal BHATTAR (Bhattar Educational Consulting, United States of America) <rghbattar@gmail.com>
3.	**Queer theory, Critical Pedagogy and Gender in initial teacher training. Two University Cases: Spain and Canada** Raúl A. BARBA-MARTÍN (University of Valladolid, Spain) <raulalberto.barba@uva.es>, Shirley R. STEINBERG (University of Calgary, Canada) <steinbes@ucalgary.ca>
4.	**"Father Favours My Non-existent Brother Over Me" — Gender Equity (and its Ambiguity) Within Context of China's One-child Policy** Yijie WANG (University of Glasgow, United Kingdom) <wyjbnu@163.com>

10:15-11:45	2.2.10
Participation, Perspective, and Perceptions: Research From Across the Globe	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**What is Participatory in Participatory Action Research? A Critical Examination of Language and Literacy Instruction in a Men's Prison** Luz A MURILLO (Texas State University, United States of America) <l_m456@txstate.edu>
2.	**Validation of non-formal and informal learning practices in Turkey from the perspective of employers** Özlem ÜNLÜHISARCIKLI (Boğaziçi University, Turkey) <unluhisa@boun.edu.tr>, Sinem ATAKUL (Istanbul Bilgi University) <radatakul5@gmail.com>
3.	**What is social participation? Rethinking the social role of the elderly in knowledge-based society from a perspective view of lifelong learning in Japan** Yingxue YANG (The University of Tokyo, Japan) <yuki123yang@hotmail.com>
4.	**A Journey Into the Lived Experiences of Latina Graduate Students: A Feminist Perspective** Lisa NORTON (Touro University California, United States of America) <Lisa.Norton@tu.edu>

2.2.11 is an Invited Symposium

10:15-11:45	2.2.12
Digitalisation and Changes in Education in Research on an International Scale	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Social media in higher education: The academic turn** Thirusellvan VANDEYAR (University of Pretoria, South Africa) <thiru.vandeyar@up.ac.za> Saloshna VANDEYAR (University of Pretoria, South Africa) <saloshna.vandeyar@up.ac.za>
2.	**DEVELOPING TEACHING DIGITAL SKILLS WITH DIGITAL STORYTELLING** Monalisa Pivetta DA SILVA (Universidade do Estado de Santa Catarina, Brazil) <monalisa.pivettadasilva@gmail.com> Martha Kaschny BORGES (Universidade do Estado de Santa Catarina, Brazil) <marthakaschny@hotmail.com>
3.	**Facilitation of classroom interaction using photographs: The SHARMED project** Claudio BARALDI (Università di Modena e Reggio Emilia, Italy) <claudio.baraldi@unimore.it> Federico FARINI (University of Northampton, UK) <federico.farini@northampton.ac.uk> Angela SCOLLAN (Middlesex University, UK) <a.scollan@mdx.ac.uk>
4.	**Exploring the design features of different digital technologies and their effect on children's engagement and learning: Comparing case experiences from Australia, UK and the US.** Karen MURCIA (Curtin University, Australia) <karen.murcia@curtin.edu.au>, Ilene BERSON (University of South Florida) <IBerson@usf.edu>, Michael BERSON (University of South Florida) <Berson@usf.edu>, Fiona SCOTT (Sheffield University) <f.scott@sheffield.ac.uk>

14:00-15:30	2.3.1
International Research on Bullying and Victimization in Education	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Different Understandings of One Cyber World: Swiss and Russian Adolescents' Experience of Cybervictimization** Elena SEMENOVA (Kazan Federal University, Russian Federation) <esem7enova@gmail.com> Daria KHANOLAINEN (University of Jyväskylä, Finland) <khanolainen@gmail.com>
2.	**Development of Qualitative Indicators To Analyze the Impact of Policies for Prevention Of School Violence.** Joyce Mary ADAM (São Paulo State University/UNESP, Brazil) <joyce.adam@unesp.br>
3.	**Reconceptualizing school violence in South Korean schools: analysis of legislations on school violence and Seoul Education Longitudinal Study** Soonjung KWON (Seoul Educational Policy Institute, Korea, Republic of (South Korea)) <sjkwon@sen.go.kr> Song JUNG (Seoul Educational Policy Institute, Korea, Republic of (South Korea)) <ssonginkor@sen.go.kr> Unkyung NO (Seoul Educational Policy Institute,
4.	**Teachers' Efforts to Prevent School Bullying and their Perceived Effectiveness of the Whole School Approach Anti-Bullying Programme in Lithuanian and Norwegian Schools** Dziuginta BARALDSNES (Western Norway University of Applied Sciences, Norway) <dba@hvl.no>

14:00-15:30	2.3.2
Vocational Education Studies Worldwide	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Technical Secondary Education in Argentina and Mexico. A South-South Comparison of Its Educational, Economic, Social, and Political Functions.** Maria DE IBARROLA (Centro de Investigación y de Estudios Avanzados, Mexico) <mdeibarrola@gmail.com>, Claudia JACINTO (Centro de Investigación y de Estudios Avanzados, Mexico) <claudiajacinto01@gmail.com>
2.	**RISK OF JOB AUTOMATION AND PARTICIPATION IN ADULT EDUCATION AND TRAINING: EXPLORING MATTHEW EFFECTS**

	Alexandra IOANNIDOU (DIE - Leibniz Centre for Lifelong Learning, Germany) <ioannidou@die-bonn.de>, Andrea PARMA (Department of Architecture and Urban Studies, Polytechnic of Milano, Italy) <andrea.parma@polimi.it>
3.	**EcoChestnut Learning Model: A Complex and Adaptive System and Process of Change** María CARPENA RODRÍGUEZ (Nutrition and Bromatology Group, Department of Analytical and Food Chemistry, Faculty of Food Science and Technology, University of Vigo, Ourense Campus, E32004 Ourense, Spain) <maria.carpena.rodriguez@uvigo.es>, María Isabel DOVAL RUIZ (Department of Didactics, School Organization and Research Methods, Faculty of Education Science, University of Vigo, Ourense, Spain) <maricampanas@gmail.com>, Miguel Ángel PRIETO LAGE (Nutrition and Bromatology Group, Department of Analytical and Food Chemistry, Faculty of Food Science and Technology, University of Vigo, Ourense Campus, E32004 Ourense, Spain) <mprieto@uvigo.es>, Jesús SIMAL GÁNDARA (Nutrition and Bromatology Group, Department of Analytical and Food Chemistry, Faculty of Food Science and Technology, University of Vigo, Ourense Campus, E32004 Ourense, Spain) <jsimal@uvigo.es>
4.	**Entrepreneurship for Sustainable Development of Higher Education** Hassan ASLAMI (University of Massachusetts Amherst, United States of America) <hassanaslami@gmail.com>

14:00-15:30	**2.3.3**
Pedagogy, Teacher Education and Professional Development	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Academic mentoring as an inexhaustible question in practical thinking development of nursery teachers through pedagogical documentation** Gonzalo MALDONADO-RUIZ (Universidad de Málaga, Spain) <gonzamaldo@uma.es> Encarnación SOTO GÓMEZ (Universidad de Málaga, Spain) <esoto@uma.es>
2.	**The Development of Pedagogic Content Knowledge of University English Teacher Educators in China** Xiaomei GUO (Shanghai International Studies University, China, People's Republic of) <guoxiaomei@shisu.edu.cn>
3.	**(Re)-examining teacher professionalism through a globalization lens: Integrating diverse realities to achieve a common goal** A. Lin GOODWIN (The University of Hong Kong, Hong Kong S.A.R. (China)) <alg25@hku.hk>
4.	**Teachers working together. Perspectives from three countries on three continents (Germany, Japan and Ethiopia)** Britta KLOPSCH (Heidelberg University, Germany) <klopsch@ibw.uni-heidelberg.de>

14:00-15:30	**2.3.4**
Worldwide Research on Improving Higher Education Spaces	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Collaborative learning: a model of strategies to apply in university teaching** Néstor Daniel ROSELLI (Universidad Católica Argentina, Argentine Republic) <nestorroselli@uca.edu.ar>
2.	**"Flipping" higher education - a new way to answer to a new way of questioning.** Paula FLORES (Escola Superior de Educação do Porto) <paulaqflores@gmail.com>, Ana Patrícia FERREIRA (Escola Superior de Educação do Porto) <pisque@gmail.com>, Edite ORANGE (Escola Superior de Educação do Porto) <editeorange@gmail.com>
3.	**Building a Foundation for Successful Doctoral Student Journey: Research Writing Instruction in a Community of Practice** Dannelle D STEVENS (Portland State University, Portland, Oregon, United States of America) <stevensd@pdx.edu>, Micki M CASKEY (Portland State University, Portland, Oregon, United States of America) <caskeym@pdx.edu>
4.	**APPLYING A PARTICIPATORY ACTION LEARNING AND ACTION RESEARCH APPROACH TO DEVELOP AND IMPLEMENT SCHOOL IMPROVEMENT PLANS IN COMMUNITY SCHOOLS**

Ms Noluvo RANGANA (Nelson Mandela University, South Africa) <rangana1006@gmail.com>, Dr Deidre GEDULD (Nelson Mandela University, South Africa) <deidre.geduld@mandela.ac.za>, Dr Heloise SATHORAR (Nelson Mandela University, South Africa) <heloise.sathorar@mandela.ac.za>

14:00-15:30	2.3.5
Different approaches to student assessment worldwide	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**An instrument to measure teachers' perceived skill in classroom assessment in the Chinese context** Jinxin ZHU (Hong Kong Examinations and Assessment Authority, Hong Kong S.A.R. (China)) <jzhu@hkeaa.edu.hk>
2.	**The impact of student assessment** Cynthia MARTÍNEZ-GARRIDO (Universidad Autónoma de Madrid, Spain) <cynthialme@gmail.com>
3.	**Educational Assessment Procedures as Global Phenomena – International Similarities and Culturally Related Differences** Michaela VOGT (Bielefeld University, Germany) <michaela.vogt@uni-bielefeld.de>, Till NEUHAUS (Bielefeld University, Germany) <till.neuhaus@uni-bielefeld.de>
4.	**Self-Efficacy Analytics and Metrics for Measurement in Games** Harold ONEIL (University of Southern California) <sitter@cresst.org>, Richard MAYER (University of California, Santa Barbara) <mayer@ucsb.edu>, Eva BAKER (University of California, Los Angeles) <eva@ucla.edu>

14:00-15:30	2.3.6
Global Trans- and Intercultural Studies: Policy and Ideology	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Preparing teachers to work with immigrant students effectively: the role of Social-Emotional Learning (SEL) and Culturally-Responsive Teaching (CRT) practices.** Eleonora VILLEGAS-REIMERS (Boston University, United States of America) <reimerse@bu.edu>
2.	**Immigrant Students in U.S. and Spanish Schools: A Comparative Analysis of Educational Policies, Practices, and Interventions** Rocío SÁNCHEZ ARES (Tufts University, United States of America) <rsanchezares@gmail.com>, Iria DOPAZO RUIBAL (University of Coruña, Spain) <iria.dopazo@gmail.com>
3.	**Diverse but yet so common perspectives? Horizons and realities of Teacher Education in Germany on the example of the acquisition and application of transcultural competences in (post-) digital classroom settings** Lara KARPOWITZ (Otto-Friedrich-University Bamberg, Germany) <lara.karpowitz@uni-bamberg.de>
4.	**Curriculum Ideologies and Conceptions of Diversity and Justice in Chilean Preservice Teachers** César PEÑA-SANDOVAL (Universidad Metropolitana de Ciencias de la Educación, Chile) <cesarpesan@gmail.com>

14:00-15:30	2.3.7
Violence and Bullying in Education Research Worldwide	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Teen Dating Violence in Spain: A systematic review between 2009–2019** Verónica C. CALA (Universidad de Almería) <vcc284@ual.es>, Encarnación SORIANO-AYALA (Universidad de Almería) <esoriano@ual.es>, José SÁNCHEZ-SANTAMARÍA (Universidad de Castilla la Mancha) <jose.ssantamaria@uclm.es>, Rachida DALOUH (Universidad de Almería) <rachidadalouh@ual.es>
2.	**University students' perception of gender in 'passion killing' menace in higher education in the global south: Botswana and Namibia** Ifeoma Roseann EZE (Botswana Open University, Gaborone, Botswana) <ieze@tutor.bou.ac.bw>

3.	**"If it is not educational, why do we bother?": Teachers' sense-making in the process of conducting national bullying survey** Heejin PARK (Korean Educational Development Institute, Korea, Republic of (South Korea)) <p.heejin@gmail.com>
4.	**Secondary High School's Principals regarding cyberbullying: perception about the situation and competence perceived for educational intervention** Lorena CASAL OTERO (University of Santiago de Compostela, Spain) <lorena.casal@usc.es>, Beatriz CEBREIRO (University of Santiago de Compostela, Spain) <beatriz.cebreiro@usc.es>, Carmen FERNÁNDEZ-MORANTE (University of Santiago de Compostela, Spain) <carmen.morante@usc.es>, J. Carmen FERNÁNDEZ DE LA IGLESIA (University of Santiago de Compostela, Spain) <c.delaiglesia@usc.es>, Alba-Elena MARTÍNEZ-SANTOS (University of Santiago de Compostela, Spain) <alba.martinez.santos@usc.es>

14:00-15:30	**2.3.8**
Situating Feminist and Non-Western Theory in Educational Research from Across the Globe	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Assessment of female university students' digital competence: Potential implications for higher education in Africa.** Ayodele Abosede OGEBGO (University of Johannesburg, South Africa.) <ayo3108@yahoo.com>, Fatimah Yetunde TIJANI (Department of computer science, Michael Otedola College of Primary Education, Lagos, Nigeria) <tijanifatima.tf@gmail.com>
2.	**Indigenizing Western Traditions in Chinese Universities: A Study on Residential Colleges** Yulei LI (The University of Hong Kong, Hong Kong S.A.R. (China)) <u3006246@hku.hk>, Ping LIU (Southern University of Science and Technology) <liup6@sustech.edu.cn>
3.	**Testimonios of Undocumented Students in Higher Education: A Critical Latina Feminist Phenomenology** Ana Maria BARRERA (San Francisco State University, United States of America) <abarrera@sfsu.edu>
4.	**Pedagogy "The Other Look" and Associationism among women from different social sectors in the period 1990-1997 in Extremadura (Spain). A social and political educational experience.** Encarnación GARRIDO MONTERO (U.C.M, Spain) <encgar01@ucm.es>

14:00-15:30	**2.3.9**
Educational Support through International Lenses	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Study on Innovative Trends, worldwide, in Digital Educational Resources (DER)** Tracey Noel TOKUHAMA (Conexiones Plataforma de Ciencias del Aprendizaje, Ecuador) <tokuhama@conexiones.com.ec>, Cynthia Nataly BORJA (Conexiones Plataforma de Ciencias del Aprendizaje, Ecuador) <cborja@conexiones.com.ec>, Mishel Zarina TIRIRA (Conexiones Plataforma de Ciencias del Aprendizaje, Ecuador) <mtirira@conexiones.com.ec>
2.	**Effects of a logical verbal training for primary school students: A pilot study** Valeria DI MARTINO (University of Catania) <valeria.dimartino@unict.it>, Marta PELLEGRINI (University of Florence) <marta.pellegrini@unifi.it>, Lucia NEPI (University of Florence) <lucia.nepi@unifi.it>, Andrea PERU (University of Florence) <andrea.peru@unifi.it>
3.	**Culturally Responsive Teaching Working Synchronously with Social Emotional Learning Curriculum** Sonia RODRIGUEZ (National University, United States of America) <srodriguez2@nu.edu>, Sladjana RAKICH (National University, United States of America) <srakch@nu.edu>, Ron MORGAN (National University, United States of America) <rmorgan2@nu.edu>
4.	**Socially responsible school reform movement in South Korea: Does "innovation school" contribute to reduce educational inequality in South Korea?** Minjong YOUN (Pusan National University, Korea, Republic of (South Korea)) <myoun129@pusan.ac.kr>, Sohyeon PARK (Pusan National University, Korea, Republic of (South Korea)) <thgus470@naver.com>, Soojeong AHN (Pusan National University, Korea, Republic of (South Korea)) <asj53224@naver.com>

14:00-15:30	1.5.12
Pre-service and Early Career Teaching Research	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Retention and Success in Early Career Teaching** Diane MAYER (University of Oxford, United Kingdom) <diane.mayer@education.ox.ac.uk>
2.	**COMPARATIVE ANALYSIS OF PROFESSIONAL INDUCTION AS SUPPORT TO BEGINNING TEACHER** Amanda Oliveira RABELO (UFF, Brazil) <amandaorabelo@hotmail.com>
3.	**Comparison between conceptions and attitudes toward inquiry based learning of pre-service science elementary school teachers in Israel and the United States** Fadeel JOUBRAN (The Academic Arab College of Education in Israel - Haifa) <fadeelj@gmail.com>, Alia SHEETY (Cabrini University) <alia.sheety@cabrini.edu>
4.	**Multicultural Experiences and Creative Teaching: Teachers' Cultural Intelligence as a Mediator** Ju-hui WEI (National Sun Yat-sen University, Taiwan) <juhuiwei@g-mail.nsysu.edu.tw>, Aurora V. LACASTE (National Sun Yat-sen University, Taiwan) <aurora.lacaste@upou.edu.ph>, Iis Nur RODLIYAH (National Sun Yat-sen University, Taiwan) <iis.rodliyah@ub.ac.id>, Hsueh-Hua CHUANG (National Sun Yat-sen University, Taiwan) <hsuehhua@g-mail.nsysu.edu.tw>

2.3.11 is an Invited Symposium Task Force

14:00-15:30	2.3.12
COVID-19 and Education: Global Experiences During the Current Pandemic	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Emotional Support to educators during Covid-19: the voices of Primary school Educators in South Africa** Glory Moroesi CHILOANE (Tshwane University of Technology, South Africa) <chiloanegm@tut.ac.za>
2.	**Real time experience of participants in higher education during the coronavirus: A case study** Randa KHAIR-ABBAS (The Academic Arab College for Education in Israel –Haifa, Israel) <randaabbas3@gmail.com>, Eman ABU HANNA-NAHHAS (The Academic Arab College for Education in Israel –Haifa, Israel) <enahhas@arabcol.ac.il>, Khawla ZOABI (The Academic Arab College for Education in Israel –Haifa, Israel) <khawla_zoabi2011@arabcol.ac.il>, Ibtisam MAREY-SARWAN (The Academic Arab College for Education in Israel –Haifa, Israel) <ibtisam.marey@arabcol.ac.il>, Hanadi ABU AHMAD (The Academic Arab College for Education in Israel –Haifa, Israel) <hanadi.abuahmad@gmail.com>
3.	**Higher Educational Policy and its role in OECD countries -Comparative Analysis of financial perspective as social capital in Covid-19 economic uncertainty-** Masaru FUJIKAWA (Kagawa University, Japan) <masaruv1@ja3.so-net.ne.jp>
4.	**Predictors of anxiety during the COVID-19 pandemic in Russia.** Anna KHAPERSKAYA (Moscow State University of Psychology and Education) <khaperskayaau@mgppu.ru>

15:45-17:15	2.4.2
Global Education Research and Big Data Studies	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Construct Validity and Measurement Invariance of Mathematics Self-Efficacy and Self-Concept in Swedish PISA 2003 and 2012** Yi DING (University of Gothenburg, Sweden) <yi.ding@gu.se>, Alli KLAPP (University of Gothenburg, Sweden) <alli.klapp@ped.gu.se>, Kajsa YANG HANSEN (University of Gothenburg, Sweden) <kajsa.yang-hansen@ped.gu.se>
2.	**Does school autonomy promote educational equity? An analysis of the moderating role of autonomy in the relationship between socioeconomic indicators and math performance with PISA 2015** Adriana GAMAZO (Universidad de Salamanca, Spain) <adrianagamazo@usal.es>, Fernando MARTÍNEZ-ABAD (Universidad de Salamanca, Spain) <fma@usal.es>, Jaime LEÓN (Universidad de Las Palmas de Gran Canaria,

	Spain) <jaime.leon@ulpgc.es>, María José RODRÍGUEZ-CONDE (Universidad de Salamanca, Spain) <mjrconde@usal.es>
3.	**Excellence with exclusion in Brazilian basic education: Evidence from students' trajectories with data from the School Census** José Francisco SOARES (UFMG- Federal University of Minas Gerais, Brazil) <francisco.soares.ufmg@gmail.com>, Maria Teresa GONZAGA ALVES (UFMG- Federal University of Minas Gerais, Brazil) <mtga00@gmail.com>, José Aguinaldo FONSECA (PUC-MINAS Catholic University of Minas Gerais, Brazil) <j_aguinaldo_f@yahoo.com.br>
4.	**Students' Competences in Computational Thinking in High and Low Performing Countries Against Students' Backgrounds and Their Learning of Respective Tasks at School – Diverse Realities in a Cross-national Perspective Based on IEA-ICILS 2018** Amelie LABUSCH (Paderborn University, Germany) <amelie.labusch@upb.de>, Birgit EICKELMANN (Paderborn University, Germany) <birgit.eickelmann@upb.de>, Kerstin DROSSEL (Paderborn University, Germany) <kdrossel@mail.upb.de>

15:45-17:15	**2.4.3**
Global Assessment of Education Assessments	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Scientific rigour in qualitative research: reflections and contributions from educational studies** Monia RODORIGO (University of Almería, Spain) <mr406@ual.es>, Susana FERNÁNDEZ-LARRAGUETA (University of Almería, Spain) <sfernan@ual.es>, Marie-Noëlle LÁZARO (University of Almería, Spain) <mnoelle@ual.es>
2.	**The Role of Case Deletion Diagnostics in the Data Quality Assessment** Fathima Mohrrag JAFFARI (Education & Training Evaluation Commission (ETEC), Saudi Arabia) <f.jaffari@etec.gov.org>
3.	**Following Evaluation of Schools Glocal Actors: The case of the Schools' External Evaluation in Portugal** Joana SOUSA (University of Minho, Portugal) <jsousa@ie.uminho.pt>, José Augusto PACHECO (University of Minho, Portugal) <jpacheco@ie.uminho.pt>
4.	**Institutional evaluation of higher education and non-higher education contexts. A global perspective from the Portuguese reality** José Augusto PACHECO (University of Minho, Portugal) <jpacheco@ie.uminho.pt>, Joana SOUSA (University of Minho, Portugal) <jsousa@ie.uminho.pt>, Ila Beatriz MAIA (University of Minho, Portugal) <ib.maia@hotmail.com>

15:45-17:15	**2.4.4**
Research on Collaboration and Transdisciplinary Education Worldwide	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**The Case for Collaboration in Turbulent Times** Paul CAMPBELL (ESF Sha Tin Junior School, Hong Kong S.A.R. (China)/ University of Glasgow, Scotland, U.K.) <pcampbell91@gmail.com>
2.	**The education policy making process of "public-private integrated school": A case study of a new collaboration between public elementary school and cram school in Japan** Shigesato SUZUKI (Graduate School of Education, The University of Tokyo, Japan) <suzukishigesato@gmail.com>
3.	**Network Association of Remote Schools: expanding students' horizons** Ekaterina POLOVINKINA (National Research University Higher School of Economics, Russian Federation) <eyupolovinkina@edu.hse.ru>, Pinskaya MARINA (National Research University Higher School of Economics, Russian Federation) <m-pinskaya@yandex.ru>
4.	**Educational Policy Borrowing and Lending of Vocational Education (KOSEN) in Thailand** Asami SHIMODA (National Institute of Technology, Hiroshima College, Japan) <ashimoda@hiroshima-cmt.ac.jp>

15:45-17:15	2.4.5
Worldwide Policy Reform Focused on Student Assessment	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Professional development opportunities for elementary science teachers in Brazil and Canada: the case of Large-Scale Assessment Policies** Paulo Sergio GARCIA (Universidade Municipal de São Caetano do Sul, Brazil) <paulo.garcia@prof.uscs.edu.br>, Xavier FAZIO (Brock University, Canada) <xfazio@brocku.ca>
2.	**Skill mismatch measurements in national and cross-national studies: (non)applicability to education policy-making** Vera MALTSEVA (National Research University Higher School of Economics, Russian Federation) <vamaltseva@hse.ru>
3.	**The trajectory of test-based accountability in the Chilean education system (2000-2018): exploring the adoption of new data-intensive policy instruments** Lluís PARCERISA (Universitat Autònoma de Barcelonna, Spain) <lluis.parcerisa.uab@gmail.com>, Alejandra FALABELLA (Universitat Autònoma de Barcelonna, Spain) <afalabell@uah.cl>
4.	**Policy-borrowing by introducing school-wide assessment and pedagogy behind the scene of Japanese lesson study -focusing on cross-cultural study of curiosity-** Masahiro ARIMOTO (Tohoku University, Japan) <m.a@tohoku.ac.jp>, Paula CASTRO (Cambridge University, UK) <paulateixeiracastro@gmail.com>, Yoshihisa NOMI (Akita Prefectural Board of Education) <nomi_yoshihisa@icloud.com>

15:45-17:15	2.4.6
Policy Research Focusing on Integration and Inclusivity Worldwide	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Overcoming Barriers: Enhancing Intercultural Understanding, Policy and Praxis** Carmen CARMONA RODRÍGUEZ (University of Valencia, Spain) <carmen.carmona@uv.es>, Tamar SHUALI (Universidad Católica de Valencia) <tamar.shuali@ucv.es>, Clara CENTENO (Joint Research Centre. European Commission) <clara.centeno@ec.europa.eu>, Marta SIMÓ SÁNCHEZ (University of Barcelona) <batllosimo@hotmail.com>, Barry VAN DRIEL (International Association for Intercultural Education) <barry@iaie.org>
2.	**Education policies in Japan to assure foreign children of their right to education** Kosuke KASAI (Aichi Prefectural University, Japan) <k-kasai@ews.aichi-pu.ac.jp>
3.	**A Comparison of Restorative Justice Practice Implementation in ten Schools in New York.** Andrew MARTINEZ (Center for Court Innovation, United States of America) <anmartinez@nycourts.gov>, Lama HASSOUN AYOUB (Center for Court Innovation, United States of America) <layoub@nycourts.gov>, Elise JENSEN (Center for Court Innovation, United States of America) <Ejensen@nycourts.gov>, Lina VILLEGAS (Center for Court Innovation, United States of America) <lvillegas@nycourts.gov>
4.	**Collaboration among Classroom and Special Support Teachers in Japan: Responding to the Needs of Pupils with Learning Disabilities** Mohammad Nabi NAZARI (University of Tsukuba, Japan) <mohammadnabinazari@gmail.com>

15:45-17:15	2.4.7
Emotion Management and Mediation: Socio-Educational Research	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**The reform of secondary education in Brazil: globalisation and educational governance** Eliza BARTOLOZZI FERREIRA (Universidade federal do Espírito Santo, Brazil) <eliza.bartolozzi@gmail.com>
2.	**Local higher education policy in global policy network: case of university mergers in Lithuania** Ruta BRUZIENE (Vilnius University, Lithuania) <ruta.bruziene@fsf.vu.lt>
3.	**American countries´ educational policy proposals in times of conservative political change** Angelo Ricardo DE SOUZA (Federal University of Parana, Brazil) <angelosou@gmail.com>

4.	**Long term impact for termination of UPE: Evidence from Kenya** Ayako WAKANO (Tokai University, Japan) <ayakowakano@gmail.com>, Hiroyuki YAMADA (Keio University, Japan) <hyamada@econ.keio.ac.jp>

15:45-17:15	**2.4.8**
Emotion Management and Mediation: Socio-Educational Research	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Shyness and Depressive Symptoms in Korean Adolescents: A Moderated Mediation Model of Reactive Aggression and Social Isolation** Jiyeon SHIN (Pusan National University, Korea, Republic of (South Korea)) <cciccol@naver.com>, Donghyung LEE (Pusan National University, Korea, Republic of (South Korea)) <leepsy@pusan.ac.kr>, Min-Kyung CHA (Pusan National University, Korea, Republic of (South Korea)) <zoey1022@naver.com>
2.	**Results of a socio-educational program with families for strengthening life skills and for drug prevention: the Family Competence Program** Lluís BALLESTER (Universitat Illes Balears, Spain) <lluis.ballester@uib.es>, Belén PASCUAL (Universitat Illes Balears, Spain) <belen.pascual@uib.es>, Joan AMER (Universitat Illes Balears, Spain) <joan.amer@uib.cat>
3.	**FEAR AS A FACTOR THAT AFFECTS STUDENT PERFORMANCE** Cynthia MARTÍNEZ-GARRIDO (Universidad Autónoma de Madrid, Spain) <cynthialme@gmail.com>
4.	**Emotion Management in Educational Leadership: The Case of Liberians and Palestinian Arabs in Israel** Alia SHEETY (Cabrini University and Walden University) <alia.sheety@cabrini.edu>, Stefania FORTE (Cabrini University) <sf552@cabrini.edu>

15:45-17:15	**2.4.9**
Global Views on Inclusive Education	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Developments of teacher training for an inclusive school system: Cross-European tendencies using the example of Austria** Seyda SUBASI SINGH (University of Vienna, Austria) <seyda.subasi@univie.ac.at>, Florentine PAUDEL (University College of Teacher Education in Vienna, Austria) <florentine.paudel@phwien.ac.at>
2.	**Assessing inclusive teaching material – an international-comparative inquiry through the participation of educational Stakeholders** Christoph BIERSCHWALE (Bielefeld University, Germany) <christoph.bierschwale@uni-bielefeld.de>, Prof. Dr. Michaela VOGT (Bielefeld University, Germany) <michaela.vogt@uni-bielefeld.de>
3.	**Analyzing Learning Mechanisms of a Student with Intellectual Disabilities in Lessons of Money Management: From the Critical Realist Perspective** Yusuke KUSUMI (Research Fellowship for Young Scientist, Japan Society for the Promotion of Science) <kusumi@p.u-tokyo.ac.jp>
4.	**Changing attitudes and building capacity for inclusive education in Nepal: Successes, challenges and unexpected outcomes** Denise Ann BEUTEL (Queensland University of Technology, Australia) <d.beutel@qut.edu.au>, Donna TANGEN (Queensland University of Technology, Australia) <d.tangen@qut.edu.au>

15:45-17:15	**2.4.10**
Global Knowledge on Teacher Education	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**From Student to Teacher: Transitioning from an Urban Teacher Residency Program to Induction** Kelsey DARITY (Teachers College, Columbia University, United States of America) <kkd2125@tc.columbia.edu>, A. Lin GOODWIN (University of Hong Kong, Hong Kong) <alg25@hku.hk>, Colleen HORN (Marino Institute of Education, Ireland) <colleen.horn@mie.ie>

2.	**TEACHER EDUCATION FROM PRACTICE EPISTEMOLOGY** María de Jesús DE LA RIVA LARA (UNIVERSIDAD PEDAGÓGICA NACIONAL, Mexico) <maridelariva@hotmail.com>
3.	**Examination-oriented or quality-oriented? A question for fellows in an alternative teacher preparation program in China** Yue YIN (Jiang Nan University, China, People's Republic of China) <yinyue@jiangnan.edu.cn>, Michael MU (Queensland University of Technology, Australia) <m.mu@qut.edu.au>
4.	**Turning Knowledge into Practice: How Participation in Networked Improvement Communities Deepened Educators' Understanding of their Conferring Practice** Tanushree RAWAT (University of Wisconsin-Madison) <trawat@wisc.edu>, Arlene STRIKWERDA (University of Wisconsin-Madison) <awstrikw@wisc.edu>, Richard HALVERSON (University of Wisconsin-Madison) <rich.halverson@wisc.edu>

15:45-17:15	**2.4.11**
Lived Spaces of Well-Being in Higher Education Research Across the Globe	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**"This hurricane has made me a lot stronger": Lived Experiences of Displaced Puerto Rican Students in the USA after Hurricane Maria** Tunde SZECSI (Florida Gulf Coast University, United States of America) <tszecsi@fgcu.edu> Hasan AYDIN (Florida Gulf Coast University, United States of America) <haydin@fgcu.edu> Debra GIAMBO (Florida Gulf Coast University, United States of America) <dgiam
2.	**A latent profile analysis of college mental health – First generation college students** Bengü BÖRKAN (Bogaziçi University, Turkey) <bengu.borkan@boun.edu.tr>
3.	**How teaching and learning approaches affect higher education graduates' learning outcomes?** Isidora NAVARRO-MILLA (UNIVERSITAT POLITECNICA DE VALENCIA, Spain) <isnamil@upvnet.upv.es>, Rosa ISUSI-FAGOAGA (Universitat de València) <rosa.isusi@uv.es>, Adela GARCÍA-ARACIL (INGENIO (CSIC-UPV), Universitat Politècnica de València.) <agarcia@ingenio.upv.es>
4.	**The Residential Colleges as spaces for the modernization of Spanish Higher Education since the 1960s: the case of the Casa do Brasil Residential College.** Tatiane de Freitas ERMEL (Universidad Complutense de Madrid, Spain) <tatiane.ermel@gmail.com> Jon IGELMO ZALDÍVAR (Universidad Complutense de Madrid, Spain) <jigelmoz@ucm.es>

2.4.11 is a Submitted Symposium

15:45-17:15	**2.4.12**
Studies from around the Globe on Student Retention and a Right to Education	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Enhancing retention, success and graduate employability among students from disadvantaged backgrounds** Dawn BENNETT (Curtin University, Australia) <d.bennett@curtin.edu.au>, Kenton BELL (University of Wollongong) <kenton@uow.edu.au>, Aysha DIVAN (Leeds University) <A.Divan@leeds.ac.uk>, Elizabeth KNIGHT (Victoria University) <elizabethbronwenknight@gmail.com>, Tim PITMAN (Curtin University, Australia) <tim.pitman@curtin.edu.au>, Sarah RICHARDSON (Australian Council for Educational Research) <Sarah.Richardson@acer.edu.au>
2.	**Processing dropouts within professional development processes – a professional biographical analysis** Dana BERGMANN (Otto-von-Guericke-Universität Magdeburg, Germany) <dana.bergmann@ovgu.de>
3.	**A new conjuncture for higher education in Brazil and its impacts on right to education** Claudia Regina BAUKAT SILVEIRA MOREIRA (Federal University of Paraná, Brazil) <claudiamoreira@ufpr.br>
4.	**The Impact of Mobility Programmes on Students After Returning to Their Home Universities** Julián BELL-SEBASTIÁN (University of Valencia, Spain) <jubellse@alumni.uv.es>, Carmen CARMONA-RODRÍGUEZ (University of Valencia, Spain) <carmen.carmona@uv.es>, Darllyn Ismey MUÑOZ-RODRÍGUEZ (University of

Valencia, Spain) <darllyn@alumni.uv.es>, Jose VIDAL-MOLLÓN (University of Valencia, Spain) <jose.vidal-mollon@uv.es>, Simran VAZIRANI-MANGNANI (University of Valencia, Spain) <simprem@uv.es>

17:45-19:15	2.5.12
Designing a Better Foundation Education Space	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Laying the foundations: the role of executive functioning in early learning** Celia BOOYSE (Umalusi, Council for Quality Assurance in General and Further Education and Training in South Africa, South Africa) <celia.booyse@umalusi.org.za>
2.	**Possibilities of Service-Learning as a teaching methodology to reduce negative phenomena derived from social perception: stereotyping and prejudices** María del Prado MARTÍN-ONDARZA SANTOS (Complutense University of Madrid, Spain) <mmartino@ucm.es>, Paloma REDONDO-CORCOBADO (Complutense University of Madrid, Spain) <paloredo@ucm.es>, Beatriz GÁLVEZ MARTÍN (Complutense University of Madrid, Spain) <begalvez@ucm.es>
3.	**Counselling in the introductory phase of studies** Malihe BRENSING (University of Applied Science RheinMain, Germany) <Malihe.Brensing@hs-rm.de>, Annika KANZINGER (University of Applied Science RheinMain, Germany) <Annika.Kanzinger@hs-rm.de>, Ulrike MAYER (University of Applied Science RheinMain, Germany) <ulrike.mayer@hs-rm.de>, Joerg ZENDER (University of Applied Science RheinMain, Germany) <joerg.zender@hs-rm.de>
4.	**Design Thinking and Empowerment in Education: Analysis from Design For Change Experience** David ALONSO GARCÍA (Universidad Complutense, Spain) <davalonso@ghis.ucm.es>, Esther JIMÉNEZ PABLO (Universidad Complutense, Spain) <ejimenezpablo@ucm.es>, Gemma MUÑOZ GARCÍA (Universidad Complutense, Spain) <gemunoz@ucm.es>

19:30-20:30	2.6.1
Health and Health Care Education Globally	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Augmented reality in Nursing education: a study proposal** Carlos RODRÍGUEZ-ABAD (Department of Psychiatry, Radiology, Public Health, Nursing and Medicine. Universidade de Santiago de Compostela) <carlosrodriguez.abad@usc.es>, Josefa del Carmen FERNÁNDEZ DE LA IGLESIA (Department of Pedagogy and Didactics. Universidade de Santiago de Compostela, Spain) <c.delaiglesia@usc.es>, Raquel RODRÍGUEZ GONZÁLEZ (Department of Psychiatry, Radiology, Public Health, Nursing and Medicine. Universidade de Santiago de Compostela) <raquel.rodriguez@usc.es>, Lorena CASAL OTERO (Department of Pedagogy and Didactics. Universidade de Santiago de Compostela, Spain) <lorena.casal@usc.es>, Alba-Elena MARTÍNEZ-SANTOS (Department of Pedagogy and Didactics. Universidade de Santiago de Compostela, Spain) <alba.martinez.santos@usc.es>
2.	**Theory to practice in health sciences education: a systematic review of translational models** Flora Beatriz HERNANDEZ CARRILLO (UNAM, Mexico) <florahc@unam.mx>
3.	**Investigation into the Teaching of Health Education as a School Subject in the Coastal Region of Nigeria** Joy-Telu HAMILTON-EKEKE (Niger Delta University, Wilberforce Island, Bayelsa State, Nigeria, Nigeria) <joytelu@yahoo.com>, Mercy TELU (Federal Polytechnic Ekowe, Bayelsa State, Nigeria) <mercytelu82@gmail.com>

19:30-20:30	2.6.2
Worldwide Special Education Research	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**School and classroom factors related to dropout of students with Special Education Needs** Natalia CHAMORRO (Pontificia Universidad Católica de Chile) <nfchamor@uc.cl> Ernesto TREVIÑO (Pontificia Universidad Católica de Chile) <ernesto.trevino@uc.cl>

	Diego CARRASCO (Pontificia Universidad Católica de Chile; Centro de Medición MIDE UC) <decarras
2.	**Understanding Chinese Special Education Resource Teachers' (SERT) Perceptions and Self-Efficacy towards Inclusive Education** Yuan DU (Beijing Academy of Education Science, China, People's Republic of) <duyuan2006@qq.com>
3.	**Teaching assistants' role and responsibilities in managing behaviour within inclusive schools** Andrea JARDÍ (Universitat de Barcelona, Spain) <ajardi@ub.edu> Ignasi PUIGDELLÍVOL (Universitat de Barcelona, Spain) <ipuigdellivol@ub.edu> Cristina PETREÑAS (Universitat de Lleida) <cristinapetrenas@pip.udl.cat> Dorys S. SABANDO (Universitat de Barcelona

19:30-20:30	**2.6.3**
International Research on Higher Education	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Social Innovation in Spanish Higher Education Institutions** Rosa ISUSI-FAGOAGA (Universitat de València, Spain) <Rosa.Isusi@uv.es> Adela GARCÍA-ARACIL (INGENIO (CSIC-UPV), Universitat Politècnica de València) <agarcia@ingenio.upv.es> Isabel NEIRA (Universidade de Santiago de Compostela) <Isabel.Neira@usc.es>
2.	**How teaching and learning approaches affect higher education graduates' learning outcomes?** Rosa ISUSI-FAGOAGA (IUCIE, Universitat de València, Spain) <Rosa.Isusi@uv.es> Isidora NAVARRO MILLA (ITACA, Universitat Politècnica de València.) <isidora@itaca.upv.es> Adela GARCÍA-ARACIL (INGENIO (CSIC-UPV), Universitat Politècnica de València) <agarcia
3.	**Competency-based Global Citizenship Education - a Cosmopolitan learning in response to World Risk Society's challenges** Thanh Van NGUYEN (Sophia University, Japan; Vietnam Program for Internet & Society (School of Social Sciences and Humanities, Vietnam National University, Hanoi)) <nguyenthanhvan161@gmail.com>

19:30-20:30	**2.6.4**
Worldwide Perspectives on Skills and Abilities in Education	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**High School Students` Question Asking Ability Resulting from Reading a Scientific Article: A Comparison between Two Cultures for Arab Nationality** Riam ABU MUCH (The Academic Arab College for Education in Haifa, Israel, Israel) <riama@arabcol.ac.il>
2.	**Learning models for initial reading skills in Spanish: A proposal for bilingual population with Spanish as a mother tongue.** Ana Mª DE LA CALLE CABRERA (Universidad Loyola Andalucía, Spain) <amcalle@uloyola.es> Elisa PÉREZ GRACIA (Universidad Loyola Andalucía, Spain) <eperez@uloyola.es>
3.	**Design-based research on the student-facing learning analytics to enhancing the trans-boundary self-regulation in the flipped classroom** DAI YUN (Chinese University of Hong Kong, Hong Kong S.A.R. (China)) <yundai@cuhk.edu.hk> Ang LIU (University of New South Wales) <ang.liu@unsw.edu.au>

19:30-20:30	**2.6.5**
School Principals as the First Level of Leadership in Schools Worldwide	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	

5.	**Successful Principalship: moral purpose and a belief in community-based student agency** Jeanne HO (National Institute of Education, Nanyang Technological University, Singapore) <jeanne.ho@nie.edu.sg>
6.	**School Principals as Instructional Leaders in Small and Large Russian Cities** Anna KOBTSEVA (National Research University Higher School of Economics, Russian Federation) <akobtseva@hse.ru>, Natalia ISAEVA (National Research University Higher School of Economics, Russian Federation) <nisaeva@hse.ru>, Marina TSATRYAN (National Research University Higher School of Economics, Russian Federation) <mtsatryan@hse.ru>, Anatolij KASPRZHAK (National Research University Higher School of Economics, Russian Federation) <agkasprzhak@hse.ru>
7.	**Professional identity of School Principals in Spain. Preliminary findings of a study in Granada province** Paola RITACCO (Granada University, Spain) <paolaritacco@ugr.es>

19:30-20:30	**2.6.6**
Global Perspectives on Pedagogical Knowledge	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Contributions of literature about mentoring to enlighten teachers' professional development in Brazil and Russia** Roza VALEEVA (Kazan(Volga region) federal university, Russian Federation) <valeykin@yandex.ru>, Aydar KALIMULLIN (Kazan(Volga region) federal university, Russian Federation) <kalimullin@yandex.ru>, Martha PRATA-LINHARES (Federal University of Triangulo Mineiro, Brazil) <martha.prata@gmail.com>, Helena AMARAL DA FONTOURA (State University of Rio de Janeiro, Brazil) <helenafontoura@gmail.com>, Maria ALZIRA PIMENTA (Maria Alzira Pimenta – University of Sorocaba, Brazil) <alzira.pimenta@gmail.com>
2.	**The Edu21st Scale: Measuring and Assessing the 21st Century Reflective Practice and Effectiveness of Teachers in Implementing a Cross-Curricular Approach to Teaching in Higher Education** Kazuko KASHIWAGI (Osaka Kyoiku University, Japan) <kashiwag@cc.osaka-kyoiku.ac.jp>, Takayuki SHISHIDO (Osaka Kyoiku University, Japan) <shishido@cc.osaka-kyoiku.ac.jp>
3.	**Research and inquiry in teacher education - a review** Elaine MUNTHE (University of Stavanger, Norway) <elaine.munthe@uis.no>

19:30-20:30	**2.6.7**
International Perspectives on Integration and Socially Relevant Teaching	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Adapting Current Events into a Socially Relevant Curriculum** Sarah Yvonne MAESTRALES (Michigan State University, United States of America) <maestral@msu.edu>, Emily MILLER (University of Wisconsin-Madison, United States of America) <emilycatherine329@gmail.com>
2.	**Levels of pedagogical knowledge production** Xavier ÚCAR (Universidad Autónoma de Barcelona, Spain) <xavier.ucar@uab.cat>
3.	**Intergenerational educational mobility and social integration – Evidence from Hungary** Ágnes GYŐRI (Centre for Social Sciences, Hungarian Academy of Sciences Centre of Excellence, Hungary) <gyori.agnes@tk.mta.hu>

19:30-20:30	**2.6.8**
International Studies on the Effect of Teachers on Students	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Teacher Perception of Value, Self-Efficacy and Collaboration in TALIS 2018** S. Marshall PERRY (Saint Mary's College of California, United States of America) <smp21@stmarys-ca.edu>
2.	**The Relationship of Teacher Job Satisfaction and Well-Being to Opportunity to Learn for Disadvantaged Students** S. Marshall PERRY (Saint Mary's College of California, United States of America) <smp21@stmarys-ca.edu>

3.	**Recruiting Teachers of Color: Policy initiatives in urban U.S. and international contexts** Amber Jean-Marie PABON (Kutztown University, United States of America) <pabon@kutztown.edu>

19:30-20:30	**2.6.9**
Studies that Challenge Gender in Higher Education in Different Countries	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**HIGHER EDUCATION AND EMPOWERMENT OF SAUDI WOMEN: THE ROLE OF THE KING ABDULLAH SCHOLARSHIP PROGRAM (KASP)** Lama Husain AL ASSAF (Howard University, United States of America) <lamaalassaf000@gmail.com>
2.	**Challenging gendered practices in higher education: A study of music composition** Dawn BENNETT (Curtin University) <d.bennett@curtin.edu.au>, Sally MACARTHUR (Western Sydney University) <S.Macarthur@westernsydney.edu.au>, Cat HOPE (Monash University) <cat.hope@monash.edu>, Goh TALISHA (Edith Cowan University) <talishag@our.ecu.edu.au>, Hennekam SOPHIE (Audencia Business School) <shennekam@audencia.com>
3.	**Take Charge and Inspire: Women Empowering Women of Color in Academia** Sonia RODRIGUEZ (National University, United States of America) <srodriguez2@nu.edu>

19:30-20:30	**2.6.10**
Education Research Worldwide Focussing on Linguistics and Language	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Supporting Linguistically Responsive Teaching in Finnish Schools: A Study of the DivEd Program** Eric Michael DICKENS (Knox College, United States of America) <emdickens@knox.edu>, Sakura KAMIOKA (Knox College, United States of America) <snkamioka@knox.edu>
2.	**Developing Holistic Portraits: Exploring Language Orientations in Pre-Service Teacher Education** Laura Diane TURNER (The University of Texas at Austin) <laura.turner@utexas.edu>
3.	**Examining Mathematical Writing across Two Countries: South Africa and the United States of America** Byung-In SEO (Chicago State University, United States of America) <dr.bseo@gmail.com>, Edward MATABANE (Sol Plaatje University, South Africa) <edward.matabane2016@gmail.com>

19:30-20:30	**2.6.11**
Global Perspectives on Pedagogical Leadership	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Educational Leadership in the U.S. and Vietnam: A Comparative Study** Bich Thi Ngoc TRAN (University of Arkansas, United States of America) <btt009@uark.edu>
2.	**Leading change collectively in Singapore Schools: Sharing, Improving, and Spreading** Dong Thanh NGUYEN (University of Glasgow, United Kingdom) <Dong.Nguyen@glasgow.ac.uk>
3.	**Investigating the factor structure and measurement invariance of the Pedagogical Leadership Scale in Spanish context** Raúl GONZÁLEZ-FERNÁNDEZ (UNED, Spain) <raulgonzalez@edu.uned.es>, Ernesto LOPEZ-GOMEZ (UNED, Spain) <elopez@edu.uned.es>, Buratin KHAMPIRAT (Suranaree University of Technology, Thailand) <buratink@sut.ac.th>, Samuel GENTO (Universidad Camilo José Cela, Spain) <sgento@edu.uned.es>

DAY 3: 9 July 2021 Paper Sessions

09:00-10:30	**3.1.1**
History and Philosophy of Education Research Globally	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Democratic governmentality and educational policies in Brazil and other South American countries** Silvio GALLO (University of Campinas, Brazil) <silvio.gallo@gmail.com>
2.	**Liberal education at the University: recent evolution, debate and the near future.** Mónica ARGEMI (Universidad de Navarra, Spain) <margemi@alumni.unav.es> Concepción NAVAL (Universidad de Navarra, Spain) <cnaval@unav.es>
3.	**Development and Diversification of Academic Subfields of Education Research in Japan and Germany after the Occupation after World War II: A comparative Analysis of Collective Biography of Staff Members for Education Research in Both Countries** Atsushi SUZUKI (Oita University, Japan) <atsuzuki@oita-u.ac.jp>
4.	**Educational Technology from a Post-Critical Standpoint: A Theoretical Approach** Alberto SÁNCHEZ ROJO (Complutense University of Madrid, Spain) <asanchezrojo@ucm.es> Judith MARTÍN LUCAS (University of Salamanca, Spain) <judithmartin@usal.es>

09:00-10:30	**3.1.2**
Accommodating Context and Roles for Quality Education Worldwide	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Equitable Access to Future STEM Careers: A Mixed Methods Examination of STEM Camps in Rural and Underserved Communities** Elisabeth Morris KRIMBILL (Texas A&M- San Antonio, United States of America) <ekrimbill@att.net> Bonnie BASKIN (The Science Mill) <Bonnie.baskin@sciencemill.org> Mahek SHAIKH (The Science Mill) <mahek.shaikh@science.mill.org> Amber MIDDLEBROOK (The Science Mill)
2.	**School STEM experiences and future STEM aspirations** Winnie Wing Mui SO (The Education University of Hong Kong, Hong Kong S.A.R. (China)) <wiso@eduhk.hk> Yu CHEN (The Education University of Hong Kong, Hong Kong S.A.R. (China)) <chenyu@eduhk.hk>
3.	**Creating Collaboration in Rural-Area Education: An Outline of an Educational Coordinator's Key Roles** Yui OKI (Aoyama Gakuin University, Japan) <okiyui@ephs.aoyama.ac.jp>
4.	**Observing teachers' teaching quality in Spain. Implications for students' engagement** Carmen-María FERNÁNDEZ- GARCÍA (University of Oviedo, Spain) <fernandezcarmen@uniovi.es> María- Paulina VIÑUELA-HERNÁNDEZ (University of Oviedo, Spain) <paulina@uniovi.es> Marcos RODRÍGUEZ- ÁLVAREZ (University of Oviedo, Spain) <rodriguezamarcos@uniovi.es

09:00-10:30	**3.1.3**
International Research on Minority and Marginilaised Groups in Education	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**The Silent Voice to School Improvement: Amplifying the Voice of Minority Students on Racial and Socio-Economic Inequities in their Schools** Elisabeth AVILA LUEVANOS (Texas A&M University, United States of America) <myluevanos2014@tamu.edu>, Jean MADSEN (Texas A&M University, United States of America) <jamadsen@tamu.edu>, Jose Anthony LUEVANOS (Texas A&M University, United States of America) <aluevanos@tamu.edu>
2.	**A study on the phenomena and issues of education in borderland: A Case Study of the Mexico-U.S. Border.** Kaeko SUZUKI (Teikyo University, Japan) <suzukika@main.teikyo-u.ac.jp>, Katsura ICHIKAWA (Tsuru University, Japan) <ichikawa@tsuru.ac.jp>

3.	**"Discrimination against minorities" in student guidance about hair on the head in Japanese schools: based on the anthropological voluntaristic action choice model** Akio OGAWA (Kobe University, Japan) <atitotem@yahoo.co.jp>
4.	**Opportunities and tensions in connecting dominant and minority cultures through global education** Jan Christian C. GUBE (The Education University of Hong Kong, Hong Kong S.A.R. (China)) <cgube@eduhk.hk>, Darren A. BRYANT (The Education University of Hong Kong, Hong Kong S.A.R. (China)) <dabryant@eduhk.hk>

09:00-10:30	**3.1.4**
Worldwide Studies on Migration and its Aftereffects	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Integration of foreigners with the host society (the example of Poland)** Ewa Agata SOWA-BEHTANE (Jesuit University Ignatianum in Krakow, Poland) <ewasowa@tlen.pl>
2.	**Refugee Resettlement in Canada: Educational Considerations for School Leaders and Community Stakeholders** Jan STEWART (University of Winnipeg, Canada) <ja.stewart@uwinnipeg.ca>
3.	**An Investigation on the Influence of Social Media on Filipino Youths' Civic Engagement in Hong Kong** Jianne Morny Sarmiento SORIANO (Individual submission, Japan) <jiannesoriano@gmail.com>
4.	**Mapping of the literature on unaccompanied migrant children in Europe** Mario LEÓN SÁNCHEZ MARIO (University of Seville, Spain) <mleons@us.es>, Pepe GONZÁLEZ MONTEAGUDO (University of Seville, Spain) <monteagu@us.es>, Verónica SEVILLANO MONJE (University of Seville, Spain) <vsevillano@us.es>

09:00-10:30	**3.1.5**
Global Research on Leadership and Policy focused on Culture, Context, and Education	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**POLICIES AND DISCOURSES ON THE ATTENTION TO CULTURAL DIVERSITY IN PRIMARY EDUCATION. A REVIEW IN THE SPANISH EDUCATIONAL SYSTEM** Belén DIESTE (Universidad de Zaragoza) <bdieste@unizar.es>, Begoña VIGO (Universidad de Zaragoza) <mbvigo@unizar.es>, Ana Cristina BLASCO (Universidad de Zaragoza) <anablas@unizar.es>
2.	**How can an inclusive social mentoring program help to offer a better socio-educational response to school disengagement?** Manuel COTRINA GARCÍA (Universidad de Cádiz, Spain) <manuel.cotrina@uca.es>, Mayka GARCÍA GARCÍA (Universidad de Cádiz, Spain) <mayka.garcia@uca.es>
3.	**Power of Immigration Stories to Transform Curriculum and Innovative School Leadership** Patty BODE (University of Massachusetts Amherst, United States of America) <patty.bode@gmail.com>
4.	**The place of culturally responsive Leadership in Schools - A comparative analysis of four countries** Martin BROWN (EQI The Centre for Evaluation Quality and Inspection, Ireland) <martin.brown@dcu.ie>, Herbert ALTRICHTER (University of Linz) <Herbert.Altrichter@jku.at>, María José RODRÍGUEZ CONDE (University of Slamanca) <mjrconde@usal.es>, Igor BOGDANOVICH SHIYAN (Moscow City University) <igor.bogdanovich@gmail.com>, Sarah GARDEZI (EQI The Centre for Evaluation Quality and Inspection, Ireland) <sarah.gardezi@dcu.ie>, Barbara HERZOG-PUNZENBERGER (University of Linz) <Barbara.Herzog-Punzenberger@uibk.ac.at>, Valentina ZANGRANDO (University of Slamanca) <vzangra@usal.es>, Irina VOROBYOVA (Moscow City University) <dubinina.irina@gmail.com>, Gerry MCNAMARA (EQI The Centre for Evaluation Quality and Inspection, Ireland) <gerry.mcnamara@dcu.ie>, Joe O'HARA (EQI The Centre for Evaluation Quality and Inspection, Ireland) <joe.ohara@dcu.ie>, Alexandra POSTLBAUER (University of Linz) <alexandra.postlbauer@jku.at>, Миляева Дарья АЛЕКСАНДРОВНА (Moscow City University) <MilyaevaD@mgpu.ru>

09:00-10:30	3.1.6
Global Racial Discourses in Education Research	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Propelling African Americans' Education For Sustainable Success in a context of 'Everyone can make it'.** Alison Sheila TAYSUM (Taysum's OEIT, United Kingdom) <alisontaysum@yahoo.com>, Carole Renee COLLINS AYANLAJA (Eastern Illinois University) <ccollinsayanlaja@eiu.edu>
2.	**Choosing College as a Life or Death Decision: The Experiences of Black Males at 2-Year Institutions in the U.S** Royel M. JOHNSON (Pennsylvania State University, United States of America) <rmj19@psu.edu>, Laura MANYWEATHER (Tetra Core Consulting) <aura@tetracoreconsulting.com>
3.	**International Racial Capitalism and the Case Study of One California Urban School System** Kathryn EPSTEIN (Fielding Graduate University, United States of America) <kkepstein@gmail.com>
4.	**Shades and Origins of High-Achieving African-American and Black Immigrant Students: The Nexus of Race, Class, Place, and Identity in the U.S. South** Jerome Ellis MORRIS (University of Missouri-St. Louis, United States of America) <morrisjer@umsl.edu>

09:00-10:30	3.1.7
Global Research on Barriers and Enablers in Educational Systems	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Early school leavers and school dropout in the compulsory secondary schools: a comparative view from Spain and Chile** María Jesús MÁRQUEZ GARCÍA (University of Malaga, Spain) <mariajesusmarquez@uma.es>, Iulia MANCILA (University of Malaga, Spain) <imancil@uma.es>, Silvia REDÓN PANTOJA (Pontificia Universidad Católica de Valparaíso, Chile) <silvia.redon@pucv.cl>
2.	**Positive behavior support systems in the US and Australia: A comparative case study of structure, implementation, and outcomes in two secondary schools** Tonya KNEFF-CHANG (University of Michigan, Ann Arbor, United States of America) <tkneff@umich.edu>, Benjamin RAVEN (University of Michigan, Ann Arbor, United States of America) <braven22@gmail.com>
3.	**The Relative Age Effect across different educational systems** Alejandro PÉREZ PITA (Complutense University of Madrid, Spain) <aleper16@ucm.es>
4.	**The Role of Different Parental Strategies for Their Children's Extracurricular Activities** Mikhail GOSHIN (National Research University Higher School of Economics, Russian Federation) <m.goshin@mail.ru>

09:00-10:30	3.1.8
Worldwide perspectives on multilingual classrooms and teaching	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Shifting the Linguistic Landscape in Schools: Monoglossia to Heteroglossia** Mandy STEWART (Texas Woman's University, United States of America) <mstewart7@twu.edu>, Phyliciá ANDERSON (Texas Woman's University, United States of America) <panderson1@twu.edu>, Jorge FIGUEROA (Texas Woman's University, United States of America) <jfigueroa2@twu.edu>, Liliana GROSSO RICHINS (Texas Woman's University, United States of America) <lgrosso@twu.edu>, Holly HANSEN-THOMAS (Texas Woman's University, United States of America) <hhansenthomas@twu.edu>, Victor LOZADA (Texas Woman's University, United States of America) <vlozada@twu.edu>
2.	**Teachers training teachers in bilingual classrooms: a CLIL qualifying program for students and working teachers in Extremadura** Cristina MANCHADO-NIETO (Universidad de Extremadura, Spain) <cmanchado@unex.es>, Laura ALONSO DÍAZ (Universidad de Extremadura, Spain) <laulonso@unex.es>, Gemma DELICADO PUERTO (Universidad de Extremadura, Spain) <gdelpue@unex.es>

3.	**Diglossia and Second Language Education in Morocco and Hong Kong: A Comparative Study** Tsz Ching KONG (The University of Hong Kong, Hong Kong S.A.R. (China)) <tckong@connect.hku.hk>
4.	**Morphology and reading development among monolingual and bilingual speakers: The case of two Semitic languages** Abeer ASLI-BADAENEH (The Arab Academic College of Education-Haifa, Israel) <abeer.asli@arabcol.ac.il>

09:00-10:30	**3.1.9**
Global research on heritage and culture in education	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Heritage Language Teachers' Qualifications and Role for General Education: Multiple Case Studies in Italy** Barbara GROSS (Free University of Bozen-Bolzano, Italy) <barbara.gross2@unibz.it>
2.	**"We support it, but we do not have time for it": Views of teachers and Spanish-speaking adolescents on bilingualism and the heritage language in the United States** Debra A. GIAMBO (Florida Gulf Coast University, United States of America) <dgiambo@fgcu.edu>, Tunde SZECSI (Florida Gulf Coast University, United States of America) <tszecsi@fgcu.edu>, Hasan AYDIN (Florida Gulf Coast University, United States of America) <haydin@fgcu.edu>
3.	**Collective heritage preservation: Culturally specific Uyghur creativity in China** Alysha MELOCHE (Drexel University, United States of America) <alysha.meloche@drexel.edu>, Clothey REBECCA (Drexel University, United States of America) <rac52@drexel.edu>
4.	**Mending Mind/Body/Spirit through K-12 Professional Development in Rural Costa Rica: Three Multinational Latina Scholar-Educators' Testimonio of Racialized Healing Through Honoring Land as Creatrix, Mother, and Curandera (Healer)** Mia Angelica SOSA-PROVENCIO (University of New Mexico, United States of America) <msosaprovencio@unm.edu>, Melisa GARCIA (University of New Mexico, United States of America) <mgarcia28@unm.edu>, Mallory GARCIA (University of New Mexico, United States of America) <mgarcia11@unm.edu>

09:00-10:30	**3.1.10**
Scientific inquiry, concepts and construction worldwide relating to STEM	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Educational performance and territorial differences in Portugal: Dynamics over time** Patrícia COSTA (European Commission, Joint Research Centre, Italy) <patriciamotacosta@gmail.com>, Alcino P. COUTO (Universidade da Beira Interior) <nycouto@gmail.com>, Maria Eugénia FERRÃO (Universidade da Beira Interior & Cemapre) <meferrao@ubi.pt>
2.	**Using Machine Learning to Score Multi-dimensional Assessments of Chemistry and Physics** Sarah Yvonne MAESTRALES (Michigan State University, United States of America) <maestral@msu.edu>, Xiaoming ZHAI (University of Georgia, United States of America) <Xiaoming.Zhai@uga.edu>, Israel TOUITOU (Michigan State University, United States of America) <touitou@msu.edu>, Quinton BAKER (Michigan State University, United States of America) <BakerQu1@msu.edu>, Barbara SCHNEIDER (Michigan State University, United States of America) <bschneid@msu.edu>, Joseph KRAJCIK (Michigan State University, United States of America) <krajcik@msu.edu>
3.	**The impact of technology on learning: reflections and challenges** Kevin NORLEY (Bedford College Group, United Kingdom) <knorley@bedford.ac.uk>
4.	**The Common Trends and Differences of Students' Opportunity to Learn, Cognitive Activation and Their Effects on the Mathematics Literacy: Evidence from Six Countries/Districts** Xuran WANG (Michigan State University, United States of America) <wangxur1@msu.edu>

09:00-10:30	3.1.11
A Worldwide Socio-Cultural Approach to STEM	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**An Examination of Students' STEM Identity in Rural Thai High Schools** Sara SAMIPHAK (Chulalongkorn University, Thailand) <ss3wz@virginia.edu>, Rattapong WONGKUERNKAEW (Chulalongkorn University, Thailand) <champ_ng@hotmail.com>
2.	**Using an Strength-Based Approach to Study Low SES Peruvian Mothers' Engagement in their Children's Math Learning** Claudia GALINDO (University of Maryland, United States of America) <galindo@umd.edu>
3.	**Preservice teachers' experiences of developing a caring pedagogy through school mentoring relationships for Science teaching with the use of ICTs** Thuthukile JITA (University of the Free State, South Africa) <jitat@ufs.ac.za>
4.	**Reimagining Education: Afterschool Youth STEM Programs** Carmen CRUZ (1ST-Gen Scholars, United States of America) <cruzcarmen654@gmail.com>, Geetu RAJPAL (St. Mary's University, United State of America) <geeturajpal@gmail.com>, Pauline SAMPSON (Stephen F. Austin State University, United States of America) <sampsonp@sfasu.edu>

12:15-13:45	3.2.1
Studies from around the Globe on Bilingual Teachers and their Experiences	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Experiences Latinx Bilingual Education Teachers** Burcu ATES (Sam Houston State University) <ates@shsu.edu>, Helen BERG (Sam Houston State University) <hberg@shsu.edu>
2.	**Experiences and perceptions of Chinese immigrant teachers in Finland** Haiqin LIU (University of Helsinki, Finland) <liu.haiqin@helsinki.fi>
3.	**Examining the Raciolinguistic Ideologies of Bilingual Teachers and Latinx Immigrant Parents in the U.S.** Kiyomi Sanchez-Suzuki COLEGROVE (Texas State University, United States of America) <kiyomi@txstate.edu>, Christian ZUNIGA (The University of Texas- Rio Grande Valley) <christian.zuniga@utrgv.edu>
4.	**A Revolucionista Ethic of Care: Four Mexicana Educators' Subterraneous Social Justice Revolution and its Elusive Mechanisms of Humor, Mind/Body/Spirit Proximity, and Reincarnation for Dominant Notions of Success** Mia Angelica SOSA-PROVENCIO (University of New Mexico, United States of America) <msosaprovencio@unm.edu>

12:15-13:45	3.2.2
Global Perspectives Addressing Margins in Education Research	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**The contribution of Jane Addams to the playground movement: the case of Hull-House** Laura CAMAS (Complutense University of Madrid, Spain) <laucamas@ucm.es>
2.	**The intercultural competences of Galician history students: are new problems appearing?** Montserrat DOPICO GONZÁLEZ (Universidade de Santiago de Compostela, Spain) <montse.dopico@gmail.com>, Ramón LÓPEZ FACAL (Universidade de Santiago de Compostela, Spain) <ramon.facal@usc.es>
3.	**Common Realities, diverse Horizons? Social-emotional robotics as actants in care and sexlife** Inga TRUSCHKAT (University of Hildesheim, Germany) <truschka@uni-hildesheim.de>, Carolin OPPERMANN (University of Hildesheim, Germany) <opper002@uni-hildesheim.de>, Sabrina VOLK (University of Hildesheim, Germany) <volksab@uni-hildesheim.de>
4.	**"What I have learned from you has changed the whole current of my thinking upon education." – Crossing boarders in the rethinking of education: Wilhelm Rein's correspondence legacy as an access to research on historic international educational corresponde**

Katja GRUNDIG DE VAZQUEZ (Universität Duisburg-Essen, Germany) <katja.grundig-de-vazquez@uni-due.de>

12:15-13:45	3.2.3
Global Citizen Education, Religion and Informed Education	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Navigating the Maze of Free Speech and Religious Entanglement for Aspiring School Administrators** Elisabeth M. KRIMBILL (Texas A&M- San Antonio, United States of America) <ekrimbill@att.net> Nathan C. WALKER (Teachers College Columbia University) <nw163@tc.columbia.edu>
2.	**Do our pre-service teachers know about global citizenship education in the Social Studies Curriculum? A qualitative inquiry** Hasan AYDIN (Florida Gulf Coast University, United States of America) <haydin@fgcu.edu> Kristina ANDREWS (Florida Gulf Coast University, United States of America) <kmandrews7173@eagle.fgcu.edu> Tunde SZECSI (Florida Gulf Coast University, United States of
3.	**Teacher Knowledge on Religion and the Use of Multicultural Children's Literature on Religious Diversity: A Comparative Analysis of Teachers in the U.S. and Indonesia** Tati Lathipatud DURRIYAH (Universitas Islam Negeri (UIN) Jakarta / Islamic State University (UIN) Jakarta, Indonesia) <tati.wardi@uinjkt.ac.id> Yukari AMOS (Central Washington University, USA) <yukari.amos@cwu.edu>
4.	**Modelling Community-Informed Teacher Education in Australia: An Urban Case Study Collaboration** Jo LAMPERT (La Trobe University, Australia) <j.lampert@latrobe.edu.au> Eric DOMMERS (Banksia Gardens Community Services) <EDommers@bsl.org.au> Jaime DE LOMA-OSARIO RICON (Banksia Gardens Community Services) <jaime.d@banksiagardens.org.au>

12:15-13:45	3.2.4
Studies on Principles and Programme Leaders Worldwide	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Principals as instructional leaders: case studies of 12 Russian schools** Marina TSATRIAN (National Research University Higher School of Economics, Russian Federation) <mtsatryan@hse.ru>, Anna KOBTSEVA (National Research University Higher School of Economics, Russian Federation) <akobtseva@hse.ru>, Natalia ISAEVA (National Research University Higher School of Economics, Russian Federation) <nisaeva@hse.ru>, Anatoly KASPRZHAK (National Research University Higher School of Economics, Russian Federation) <agkasprzhak@hse.ru>
2.	**Principal Practices, Job Satisfaction, and Disadvantaged Students in TALIS 2018** S. Marshall PERRY (Saint Mary's College of California, United States of America) <smp21@stmarys-ca.edu>
3.	**Using Critical Leadership Theories to Confront Inequity in K-12 Schools: A Transformative Partnership and Qualitative Investigation with Detroit Principals** Wendy L LAWRENCE (Eastern Michigan University, United States of America) <wlawren7@emich.edu>, Rema REYNOLDS (Eastern Michigan University, United States of America) <rreyno15@emich.edu>, Donya ODOM (Detroit Public Schools Community District) <donya.odom@detroitk12.org>, DeSheil ECHOLS (School District of the City of Pontiac) <desheil.echols@pontiacschools.org>, Clyde BARNETT III (Eastern Michigan University, United States of America) <cbarnet5@emich.edu>, Jillian CAREW (Eastern Michigan University, United States of America) <jcarew1@emich.edu>, Jeffrey ROBINSON (Detroit Public Schools Community District) <donya.odom@detroitk12.org>, LaTanya DANDRIDGE (Detroit Public Schools Community District) <letanya.dandridge@detroitk12.org>, Georgina TAIT (Detroit Public Schools Community District) <georgina.tait@detroitk12.org>, LaToiya WEBB-HARRIS (Detroit Public Schools Community District) <latoyia.webb-harris@detroitk12.org>
4.	**Leadership in Context: A Cross-national Case Study about the Role of After-School Program Leaders** Michelle JUTZI (University of Teacher Education, Research Program Governance in Education, Bern, Switzerland) <michelle.jutzi@phbern.ch>, Thomas WICKI (University of Teacher Education, Research Program Governance in

Education, Bern, Switzerland) <thomas.wicki@phbern.ch>, Ueli HOSTETTLER (University of Teacher Education, Research Program Governance in Education, Bern, Switzerland) <ueli.hostettler@phbern.ch>, Rebecca WOODLAND (University of Massachusetts Amherst, College of Education, Department of Educational Policy, Research, and Administration) <woodland@umass.edu>

12:15-13:45	3.2.5
Competency, Capacity and Cultural Understanding: Different Factors to Improve School Leadership and Management Globally	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Building up Capacity for School Development in Schools Facing Challenging Circumstances – Results of a Design-Based Improvement Program** Heinz Günter HOLTAPPELS (TU Dortmund University, Germany) <heinz-guenter.holtappels@tu-dortmund.de>
2.	**Organizational development in early education – a comparing study** Daniela ULBER (HAW Hamburg, Germany) <daniela.ulber@haw-hamburg.de>, Dagmar BERGS-WINKELS (ASH Berlin, Germany) <bergs-winkels@ash-berlin.eu>
3.	**Fostering school leader's engagement with ethnic diversity: The experiences of new immigrant families in Saskatchewan, Canada** Janet Mola OKOKO (University of Saskatchewan, Canada) <janet.okoko@usask.ca>
4.	**COMPREHENSIVE MULTICULTURAL UNDERSTANDINGS: SYNTHESIZING CURRENT COMPETENCY FRAMEWORKS** Maysaa Y. BARAKAT (Florida Atlantic University, United States of America) <barakatm@fau.edu>, Daniel REYES-GUERA (Florida Atlantic University, United States of America) <dreyes@fau.edu>

12:15-13:45	3.2.6
Worldwide research on Integration and Harmonization Leading to Improvement in Schools	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**The Process of Improving Schools in the Perspective of Cultural Transition** Betty TOUSSIA-COHEN (Achva Academic College, Israel) <tcbetty@gmail.com>
2.	**Harmonize space, harmonize education. The new challenges of an active education** Ana MÁRQUEZ ROMÁN (Universidad de Málaga, Spain) <marquezr@uma.es> Encarnación SOTO GÓMEZ (Universidad de Málaga, Spain) <esoto@uma.es>
3.	**Different worlds, one venture: Independent State School Partnerships in England** Margaret HUNNABALL (King's College London, United Kingdom) <margaret.hunnaball@kcl.ac.uk>
4.	**Participation opportunities among young people from Border Regions of Portugal: contribution to discuss cultures of participation** Nicolas Martins da SILVA (FPCEUP / CIIE, Portugal) <nicolasmartinsds@gmail.com> Sara PINHEIRO (FPCEUP / CIIE, Portugal) <sarapinheiro@fpce.up.pt> Raquel MAGANO (FPCEUP / CIIE, Portugal) <raquelmagano@gmail.com> Sofia Marques da SILVA (FPCEUP / CIIE, Portu

12:15-13:45	3.2.7
A Global Perspective on the Intersectionality between Autonomy and Experience in School Leadership and Management	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Caring for campus: effects of resource dependency and autonomy on campus infrastructure** Susan HARRIS-HUEMMERT (German University of Administrative Sciences Speyer, Germany) <harrishummert@yahoo.co.uk>
2.	**Educational Decentralization and Students' Academic Achievement: A Cross-cultural Analysis** Yuan TENG (The University of Hong Kong, Hong Kong S.A.R. (China)) <yuanteng2009@126.com>, Kwok Kuen TSANG (Beijing Normal University) <kktsang@bnu.edu.cn>

3.	**How to measure institutional impact of teachers' foreign experience?** Michał Stanislaw PACHOCKI (Foundation for the Development of the Education System; Polish Academy of Sciences (GSSR), Poland) <mpachocki@frse.org.pl>
4.	**Exploring the impact of administrative authority transitions on teachers' entrepreneurial behavior** Maxwell Chun Sing HO (The Education University of Hong Kong, Hong Kong S.A.R. (China)) <hocs@eduhk.hk>

12:15-13:45	**3.2.8**
Politics, Socio-Economics and Post-Coloniality in Worldwide Education Research	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**The Argonauts of Postcolonial Modernity: A Multi-Sited Global Ethnography of Schools in Barbados Author** Cameron MCCARTHY (University of Illinois, United States of America) <cameron.cmccart1@gmail.com>
2.	**Internationalization of Higher Education in the Context of Soft Power Politics: Evolution of Discourse, International Experience and Prospects** Anton VOROCHKOV (Universidad Autónoma de Madrid, Spain) <anton.vorochkov@estudiante.uam.es>
3.	**Rocking the Boat: The Great Recession and Postsecondary Experiences of Young Adults** Bronwyn NICHOLS LODATO (Department of Comparative Human Development, University of Chicago, United States of America) <bronwyn@uchicago.edu>
4.	**Building the Rhetoric of Education in Japan: Initial Analysis of How Humanism is Understood** Naomi KAGAWA (Shimane University, Japan) <naomikagawa@hotmail.com>, Kaori KANAI (Musashi University, Japan) <kanaifk@aol.com>

12:15-13:45	**3.2.9**
Worldwide studies on how Integration ties in with Inclusion and Identity	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Institutional identity of teacher education: problems and development trends** Tatiana SERGEEVA (Minin Nizhny Novgorod State Pedagogical University, Russian Federation) <serge199@yandex.ru>, Elena ILALTDINOVA (Minin Nizhny Novgorod State Pedagogical University, Russian Federation) <ilaltdin@mail.ru>
2.	**Key experiences as a tool for understanding student teachers' professional identity development** Gregor STEINBEIß (University of Education Upper Austria, Austria) <gregor.steinbeiss@ph-ooe.at>, Jan BÖHM (University of Education Upper Austria, Austria) <jan.boehm@ph-ooe.at>, Eeva Kaisa HYRY BEIHAMMER (University of Education Upper Austria, Austria) <eeva.hyry@ph-ooe.at>
3.	**The 3 Is: Transition to Higher Education. The influence of institutional variables on Integration and Identification** Ane QVORTRUP (University of Southern Denmark, Denmark) <anq@sdu.dk>
4.	**Contextualised understandings of Inclusion and Diversity: A comparison of Flemish and South African teachers' perspectives.** Dries VANSTEENKISTE (University of Antwerp, Belgium; Stellenbosch University, South Africa) <dries.vansteenkiste@uantwerpen.be>, Estelle SWART (Stellenbosch University, South Africa) <estelle@sun.ac.za>, Elke STRUYF (University of Antwerp, Belgium) <elke.struyf@uantwerpen.be>, Piet VAN AVERMAET (Ghent University, Belgium) <Piet.VanAvermaet@ugent.be>

12:15-13:45	**3.2.10**
Worldwide Education of Educators, and Factors that Influence Outcomes	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Academic career governance and the development of research capacities: a comparative case study in four private universities in Colombia, Chile and Peru**

	Monica BONIFAZ (Pontificia Universidad Católica del Perú, Peru) <mbonifaz@pucp.edu.pe>
2.	**The Increase in Research Capabilities in Five Universities in Chile** Daniela VELIZ CALDERON (Pontificia Universidad Católica, Chile) <dvelizc@uc.cl>, Monserratt MELLA ESTEFO (Pontificia Universidad Católica, Chile) <mcmella@uc.cl>
3.	**Faculty Motivation to Engage in Quality Improvement in Higher Education: A Case Study** Sayed Ahmad Javid MUSSAWY (University of Massachusetts Amherst, United States of America) <smussawy@umass.edu>, Sayed Hussain Aqa KAZIMI (University of Massachusetts Amherst, United States of America) <s.hussain.ka@gmail.com>
4.	**Recognition and educational capabilities within the context of decolonsing higher education in the global South** Talita M.L. CALITZ (University of Pretoria, South Africa) <talita.calitz@up.ac.za>

12:15-13:45	**3.2.11**
Global Studies about Universities Serving as Spaces for Educational Interaction	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**An Empirical Study of Peer Effects on Academic Achievement Based on a Random Roommates Assignment in a Top Research College** Yifan HUANG (Peking University, China, People's Republic of) <yifanhuang@pku.edu.cn>, Liping MA (Peking University, China, People's Republic of) <lpma@pku.edu.cn>
2.	**Global citizen development through interaction with diverse others: Campus diversity as a catalyst for transformative learning** Lauren Noelani NAKASATO (Waseda University, Japan) <lauren.nakasato@fuji.waseda.jp>
3.	**EDUCATIONAL NETWORKING THROUGH UNIVERSITY COMMUNITY PARTNERSHIPS: REFLECTING ON THE DIVERSE REALITIES** Heloise Helena SATHORAR (Nelson Mandela University, South Africa) <Heloise.Sathorar@mandela.ac.za>, Deidre Chante GEDULD (Nelson Mandela University, South Africa) <Deidre.Geduld@mandela.ac.za>
4.	**A reflexive narrative of (re)adjustment experiences of an international Chinese doctoral graduate in Chinese higher education field: 'Settle down' or 'return overseas'?** Kun DAI (Peking University, China, People's Republic of) <kdai@pku.edu.cn>

14:30-16:00	**3.3.1**
Economics and Regional Education: Global Perspectives	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Strategic significance of UK's membership in the European Higher Education Area for the UK post-2020: the perspectives of key UK HE actors** Iryna KUSHNIR (Nottingham Trent University, United Kingdom) <iryna.kushnir@ntu.ac.uk>
2.	**Regional Higher Education Institutions: A Comparative Analysis of Approaches Toward Regional Development** Leyla RADJAI (Graduate School of Asia-Pacific Studies, Waseda University, Japan) <ly.radjai@toki.waseda.jp>
3.	**Differences in conceptions of the common good and the environment between university students of education and economics** Juan-Carlos TÓJAR-HURTADO (Universidad de Málaga, Spain) <jctojar@uma.es>, Ligia-Isabel ESTRADA-VIDAL (Universidad de Granada, Spain) <ligia@ugr.es>, Leticia-Concepción VELASCO-MARTINEZ (Universidad Complutense de Madrid, Spain) <leticiav@uma.es>
4.	**What makes Entrepreneurship Education in university successful? Empirical analysis of Russian universities in the context of international experience through the lenses of new institutionalism** Pavel SOROKIN (Institute of Education, National Research University Higher School of Economics, Russian Federation) <psorokin@hse.ru>

14:30-16:00	3.3.2
International Research on Socio-Cultural Factors Affecting Career Choices	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**A Mixed-Method Analysis of the Impact of Experiential Service Learning Abroad on Student Cultural Self-Efficacy** Elisabeth Morris KRIMBILL (Texas A&M- San Antonio, United States of America) <ekrimbill@att.net> Lawrence L. SCOTT (Texas A&M- San Antonio, United States of America) <Lawrence.Scott@tamusa.edu>
2.	**Analyzing Learning Journey through Research Practice Records: What do international teachers learn from Japan?** Pauline AnneTherese MANGULABNAN (University of Fukui, Japan) <patrese.mangulabnan@delasalle.ph>, Naing WIN SOE (Yangon University of Education) <kaingnotada@gmail.com>, Lucia Ana ARRECIS (Bilingüe Vista Hermosa School) <luchyarr8@gmail.com>
3.	**A Narrative Inquiry Study on Feedback Loops Affecting Immigrant Boys' Identities and Self-Advocacy in Connection to Career Preparation** Elena SADA (Eastern Connecticut State University, United States of America) <SadaE@Easternct.edu>
4.	**What determines employees' educational choices, careers and labour market outcomes in Germany?** Silvia ANNEN (Federal Institute for Vocational Education and Training, Germany) <annen@bibb.de>, Michael TIEMANN (Federal Institute for Vocational Education and Training, Germany) <tiemann@bibb.de>

14:30-16:00	3.3.3
Global Research on Local, Indigenous, and Foreign Students in Higher Education	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Exploring online and offline civic participation among university students: Comparison between local and international students in Hong Kong** Mona WONG (The University of Hong Kong, Hong Kong) <wpsmona@hku.hk>, Frank REICHERT (The University of Hong Kong, Hong Kong) <reichert@hku.hk>
2.	**Locally International: Exploring the Contextual Aspects of How Mobile and Immobile Transnational Students Experience Higher Education** Christopher William KOHLER (University at Buffalo, State University of New York) <cwkohler@buffalo.edu>
3.	**Attention to foreign students at the University: A documentary review.** Elena TRABAJO JARILLO (Universidad de Sevilla, Spain) <elenatj_@hotmail.com>, Esther MÁRQUEZ LEPE (Universidad de Sevilla, Spain) <esthermarquez@us.es>, María Luisa JIMÉNEZ RODRIGO (Universidad de Granada, Spain) <mluisajimenez@ugr.es>
4.	**Indigenous students in higher education: Alternatives to improve access in Latin America** Patricia AMES (PUCP, SIEP, Peru) <pames@iep.org.pe>

14:30-16:00	3.3.4
Global Perspectives on Socia-Cultural, Economic, and Physical Access to Higher Education	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Higher Education equity in Portugal: On the relationship between student performance and student financial aid** Maria Eugénia FERRÃO (Universidade da Beira Interior, Portugal; CEMAPRE, Portugal) <meferrao@ubi.pt>, Leandro S. ALMEIDA (Universidade do Minho, Portugal) <leandro@ie.uminho.pt>, Joaquim A. G. FERREIRA (Universidade de Coimbra, Portugal) <jferreira@fpce.uc.pt>
2.	**The meaning of going to university for people staying in a rural area** Yuri NAKAJIMA (Nagasaki University, Japan) <nakajimayuri@nagasaki-u.ac.jp>
3.	**Regional differences in access to educational resources, students' trajectories and academic outcomes in upper secondary school in Russia in 2014-2016**

	Kseniia ADAMOVICH (Higher School of Economics, Russian Federation) <kadamovich@hse.ru>, Andrey ZAKHAROV (Higher School of Economics, Russian Federation) <ab.zakharov@gmail.com>
4.	**Evaluating the effectiveness of a free-tuition policy on university enrollment in Chile: A Social Network Analysis approach** María Paz FERNÁNDEZ (Graduate School of Education & Information Studies, UCLA, United States of America) <mpfernandez@g.ucla.edu>, Shujin ZHONG (Graduate School of Education & Information Studies, UCLA, United States of America) <shujinzhong@g.ucla.edu>

14:30-16:00	**3.3.5**
Global Perspectives focusing on Improving Educational Settings	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**A pedagogical model for youth empowerment** Pere SOLER-MASÓ (Department of Pedagogy – University of Girona - Spain) <pere.soler@udg.edu>, Xavier ÚCAR MARTÍNEZ (Department of Theories of Education and Social Pedagogy – Autonomus University of Barcelona - Spain) <xavier.ucar@uab.cat>, M. Pilar RODRIGO-MORICHE (Department of Pedagogy. Autonomus University of Madrid - Spain) <pilar.rodrigo@uam.es>
2.	**Dialogical encounters at home and conflict resolution: The case of the rural school "El Mortiño" in Cogua (Colombia)** Hernando BAYONA-RODRÍGUEZ (Universidad de los Andes, Colombia) <h.bayona28@uniandes.edu.co>, Leonardo AREVALO ROJAS (Universidad de los Andes, Colombia) <leonardoarevalorojas@gmail.com>
3.	**Good-Practices Framework for Positive Behavior Approach (PBS) implementation** Mónica SILVEIRA-MAIA (School of Education - Porto Polytechnic, Portugal) <msmaia@ese.ipp.pt>, Manuela SANCHES-FERREIRA (School of Education - Porto Polytechnic, Portugal) <manuelaferreira@ese.ipp.pt>, Sílvia ALVES (School of Education - Porto Polytechnic, Portugal) <silviaalves@ese.ipp.pt>, Miguel SANTOS (School of Education - Porto Polytechnic, Portugal) <migsantos@ese.ipp.pt>, Giuseppe CHIAZZESE (Consiglio Nazionale delle Ricerche, Istituto per le Tecnologie Didattiche, Italy) <giuseppe.chiazzese@itd.cnr.it>, Gianluca MERLO (Consiglio Nazionale delle Ricerche, Istituto per le Tecnologie Didattiche, Italy) <gianluca.merlo@itd.cnr.it>, Antonella CHIFARI (Consiglio Nazionale delle Ricerche, Istituto per le Tecnologie Didattiche, Italy) <antonella.chifari@itd.cnr.it>
4.	**Cultivating Democratic Climates in Primary School Classrooms in Colombia: Pastors, Radical Democrats, Semi-Democrats, and Tyrants** Sanjay NANWANI (Universidad Externado de Colombia, Colombia) <snanwani@uniandes.edu.co>

14:30-16:00	**3.3.6**
World-wide Teaching in the Modern Age: Using Technology and Digital Extensions	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Connecting worlds: using videoconferences to improve Pre-service Teacher training.** Piedad TOLMOS (Rey Juan Carlos University, Spain) <piedad.tolmos@urjc.es>, Blanca Paz ARTEAGA-MARTÍNEZ (Rey Juan Carlos University, Spain) <blanca.arteaga@urjc.es>, Pablo MELÓN (Rey Juan Carlos University, Spain) <pablo.melon@urjc.es>, Ana Isabel CID (Rey Juan Carlos University, Spain) <ana.cid@urjc.es>
2.	**RuralSchoolCloud. Using a cloud environment for rural schools. Lessons learnt from participant teachers** Maria-Jose RODRÍGUEZ MALMIERCA (Galicia Supercomputing Centre, Spain) <mjrm@cesga.es>, Beatriz CEBREIRO LÓPEZ (University of Santiago de Compostela) <beatriz.cebreiro@usc.es>, Carmen FERNÁNDEZ MORANTE (University of Santiago de Compostela) <carmen.morante@usc.es>
3.	**Strengthening the Intercultural Competence of Pre-service Teachers via Digital Problem-based Learning** Christoph DÄHLING (Universität Bonn, Germany) <christoph.daehling@gmail.com>, Alfred WEINBERGER (Private Pädagogische Hochschule der Diözese Linz) <alfred.weinberger@ph-linz.at>, Jutta STANDOP (Universität Bonn, Germany) <jstandop@uni-bonn.de>, Etti GINZBURG (Gordon College of Education) <yeginz@gmail.com>

4.	**Digital Leadership Communication and Decision-making Styles as Determinants of Elementary School Teachers' Job Performance in Oyo State, Nigeria** Afolakemi & Olasumbo OREDEIN (Lead City University, Ibadan, Oyo State, Nigeria) <opefolake1@yahoo.com>, Chinenye & Christiana OBADIMEJI (Lead City University, Ibadan, Oyo State, Nigeria) <cobadimeji@yahoo.com>

14:30-16:00	**3.3.7**
Worldwide Education Research Focused on Teachers and Teacher Practice	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**The contribution of teacher-learner relationships to learner well-being in South Sudan and Uganda** Daniel D SHEPHARD (Teachers College, Columbia University, France) <daniel.shephard@columbia.edu>, Danielle FALK (Teachers College, Columbia University, France) <dlf2136@tc.columbia.edu>, Mary MENDENHALL (Teachers College, Columbia University, France) <mendenhall@tc.edu>
2.	**Identifying inspiring practices for preventing early school leaving in multicultural and diverse Europe: Narratives from teachers** Rosa Maria RODRIGUEZ-IZQUIERDO (Universidad Pablo de Olavide, Spain) <rmrodizq@upo.es>
3.	**Challenges of case work in practical phases in teacher education** Benjamin KRASEMANN (University Kassel, Germany) <krasemann@uni-kassel.de>
4.	**A portraiture of primary school student teachers: Implications for teacher education** Sarita RAMSAROOP (University of Johannesburg, South Africa) <saritaram@uj.ac.za>, Nadine PETERSEN (University of Johannesburg, South Africa) <nadinep@uj.ac.za>

14:30-16:00	**3.3.8**
Global Perspectives on Early Childhood Educators and their training	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Preschool teachers' beliefs about child participation and conditions for child's participation in preschool** Anna IAKSHINA (Moscow city university, Russian Federation) <anna.iakshina@gmail.com>, Tatiana LE-VAN (Moscow city university, Russian Federation) <levantn@mgpu.ru>
2.	**The interconnections between the quality of preschool educational environment and the development of children's executive functions** Anastasia BELOLUTSKAYA (Moscow City University, Russian Federation) <anabel@eurekanet.ru>, Irina VOROBIEVA (Moscow City University, Russian Federation) <dubinina.irina@gmail.com>
3.	**The beliefs of early childhood teacher students about children's learning and participation: An empirical study in Estonia, Germany, and Russia.** Anastasia BELOLUTSKAYA (Moscow City University, Russian Federation) <anabel@eurekanet.ru>, Irina VOROBIEVA (Moscow City University, Russian Federation) <dubinina.irina@gmail.com>
4.	**A Study on the Professional Development of Trainee- Teachers in kindergarten Science Teaching** Nai LIU (University of Macau, Faculty of Education) <nhliu@umac.mo>, Sao-Leng IEONG (University of Macau, Faculty of Education) <slieong@um.edu.mo>, Ching-Fa SHEN (City University of Macau) <cfshen@cityu.mo>

14:30-16:00	**3.3.9**
Holistic research on factors that influence Early Childhood pupils	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Research Ethics in Early Childhood Research: Comparative perspectives on international standards and field's requirements** Beatrice RUPPRECHT (Universität Leipzig, Germany) <Beatrice.Rupprecht@uni-leipzig.de>, Katrin LATTNER (Universität Leipzig, Germany) <Katrin.Lattner@uni-leipzig.de>
2.	**Child's Rights Perspective in Education a Worldwide Challenge with Local Implications**

	Sylvia Catharina VAN DIJK KOCHERTHALER (Universidad de Guanajuato, Mexico) <sylviavd@ugto.mx>, Hortensia ALDANA AYALA (Universidad de Guanajuato, Mexico) <aldanahortensia2@gmail.com>, Anel GONZÁLEZ ONTIVEROS (Universidad de Guanajuato, Mexico) <ontiverosanel@gmail.com>
3.	**When it Rains it Pours: The impact of natural disasters on education in Madagascar and Nepal; A comparative study.** Porsha Yasmin CHILDS (The World Bank, United States of America) <porshachilds@gmail.com>, Anna OLEFIR (The World Bank, United States of America) <aolefir@worldbank.org>, Rary Adria RAKOTOARIVONY (The World Bank, United States of America) <rrakotoarivony@worldbank.org>
4.	**Decolonizing Environmental Education: Learning from Intergenerational Pedagogies at a San Marcos Summer Camp** Fikile NXUMALO (University of Toronto, Canada) <f.nxumalo@utoronto.ca>, Tia MADKINS (University of Texas at Austin, United States) <tmadkins@austin.utexas.edu>

3.3.10 is a Submitted Symposium

14:30-16:00	**3.3.11**
Studies on Social Justice and School Leadership from all over the Globe	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**School leadership and student learning. A hypothesis test in challenging urban schools.** Corina Silvia LUSQUIÑOS (Universidad Autónoma de Madrid) <clusquinos@estrategiaseducativas.org>
2.	**Whole Child Development Leadership in disadvantaged contexts: an alternative leadership model for the improvement of the education quality** Arturo GALÁN GONZÁLEZ (Universidad Nacional de Educación a Distancia) <agalan@edu.uned.es>, Inmaculada EGIDO GÁLVEZ (Universidad Complutense de Madrid, Spain) <miegido@ucm.es>, David REYERO GARCÍA (Universidad Complutense de Madrid, Spain) <reyero@edu.ucm.es>, Mireia TINTORÉ ESPUNY (Universidad Internacional de Cataluña) <mireiatintore@gmail.com>, Diego ARDURA MARTÍNEZ (Universidad Nacional de Educación a Distancia) <dardura@edu.uned.es>, Elvira CONGOSTO LUNA (Universidad Complutense de Madrid, Spain) <econgosto@edu.ucm.es>
3.	**SOCIAL JUSTICE LEADERSHIP: A SYSTEMATIC REVIEW OF INTERNATIONAL LITERATURE** Carmen LUCENA (Universidad de Granada, Spain) <clucenar@ugr.es>, Cristina CRUZ-GONZÁLEZ (Universidad de Granada, Spain) <cristinacg@ugr.es>
4.	**School Leadership and School Development in Context: Understanding Conditions and Prerequisites for Quality Development in Schools in Challenging Circumstances** Stephan Gerhard HUBER (University of Teacher Education Zug, Switzerland) <stephan.huber@phzg.ch>, Julia SCHNEIDER (University of Teacher Education Zug, Switzerland) <julia.schneider@phzg.ch>, Jane PRUITT (University of Teacher Education Zug, Switzerland) <jane.pruitt@phzg.ch>, Marius SCHWANDER (University of Teacher Education Zug, Switzerland) <marius.schwander@phzg.ch>, Christoph HELM (University of Teacher Education Zug, Switzerland) <christoph.helm@jku.at>

14:30-16:00	**3.1.12**
Global Perspectives on STEM and STEM Related Subjects	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Opportunities-to-learn and motivation in science: Examining multilevel factors that predict science achievement among grade 8 students** Fa ZHANG (Virginia Commonwealth University, United States of America) <zhangf22@mymail.vcu.edu>
2.	**Ubiquitous computing in STEM education: comparative study featuring Finland, Norway, Ireland, Italy and Greece**

	Aleksi MARKKANEN (University of Helsinki, Finland) <aleksi.markkanen@helsinki.fi>, Ari MYLLYVIITA (University of Helsinki, Finland) <ari.myllyviita@helsinki.fi>, Jarkko LAMPISELKÄ (University of Helsinki, Finland) <jarkko.lampiselka@helsinki.fi>
3.	**Chilean students situational and emotional engagement during ninth-grade physics lessons using an experimental curriculum module.** Beatrice AVALOS (University of Chile, Chile) <bavalos254@gmail.com>
4.	**Raising Mathematics Expectations through Teacher Professional Development** Carmen CRUZ (1ST-Gen Scholars, United States of America) <cruzcarmen654@gmail.com>

19:15-20:15	**3.5.1**
Collaborative Leadership in Education Research	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**The role of leadership in networked systems** Stephan Gerhard HUBER (University of Teacher Education Zug, Switzerland) <stephan.huber@phzg.ch>, Anja KOSZUTA (University of Teacher Education Zug, Switzerland) <anja.koszuta@phzg.ch>, Ricarda WERNER (University of Teacher Education Zug, Switzerland) <ricarda.werner@phzg.ch>, Marius SCHWANDER (University of Teacher Education Zug, Switzerland) <marius.schwander@phzg.ch>
2.	**Networking educators: Multiple leaders, multiple levels, a common horizon** Jeanne HO (National Institute of Education, Nanyang Technological University, Singapore) <jeanne.ho@nie.edu.sg> Hayati MUNIR (National Institute of Education, Nanyang Technological University, Singapore) <norhayati.munir@nie.edu.sg> Puay Huat CHUA (Nation
3.	**Scaling up resilient approaches and networking between school and municipalities to enhance youth development in border regions of Portugal** Sofia MARQUES DA SILVA (CIIE/FPCE-University of Porto, Portugal) <sofiamsilva@fpce.up.pt> Helena ARAÚJO (CIIE/FPCE-University of Porto, Portugal) <haraujo@fpce.up.pt> Ana MILHEIRO SILVA (CIIE/FPCE-University of Porto, Portugal) <anamilheirosilva@fpce.up.p

19:15-20:15	**3.5.2**
Self-efficacy and self-regulation vs collaborative work from international perspectives	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**The use of self-regulated learning strategies among Gypsy students from Primary School** Ángela ANTÚNEZ (University of Oviedo (Spain)) <antunezangela@uniovi.es>, José Carlos NÚÑEZ (University of Oviedo (Spain)) <jcarlosn@uniovi.es>, María del Henar PÉREZ-HERRERO (University of Oviedo (Spain)) <henar@uniovi.es>, Pedro ROSÁRIO (University of Minho (Portugal)) <prosario@psi.uminho.pt>
2.	**Student learning, wellbeing and school conditions: The mediation effects of cognitive, behavioural and emotional engagement.** Kathryn BEKAVAC (University of Queensland, Australia) <kbekavac@scaes.com.au>, Annemaree CARROLL (University of Queensland, Australia) <a.carroll@uq.edu.au>, Julie BOWER (University of Queensland, Australia) <juliem.bower@gmail.com>
3.	**The Research-Practice Collaborative: An Original, Research-Based Framework for Effective Pipeline Collaboration** Nazanin ZARGARPOUR (Claremont Graduate University, United States of America) <nazanin.zargarpour@cgu.edu>, Jaclyn M. GAFFANEY (Claremont Graduate University, United States of America) <jaclyn.gaffaney@cgu.edu>, Louis ALLORO (Claremont Graduate University, United States of America) <louis@louisalloro.com>

19:15-20:15	**3.5.3**

Developing Teacher Education by using global perspectives	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Development of teacher educators' expertise – a research-based model** Agnieszka SZPLIT (The Jan Kochanowski University of Kielce, Poland) <agnieszka.szplit@gmail.com>
2.	**A Community of Learners: Teacher Development in Community** Suzanne PRATT (Teachers College, Columbia University, United States of America) <sp2801@tc.columbia.edu>
3.	**Networking and Collaborative Education in Distance Learning for Educational Leaderships: Enabling and Mindful Leaders and Emotional Capital for Human Resource Sustainability and Bienvivance** Benedicte GENDRON (Lirdef- Université paul-valéry Montpellier 3, France) <bene.gendron@gmail.com>

19:15-20:15	3.5.4
International Perspectives on the Sustainable Development Goals	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Self-protective education in the UN SDGs to prevent child sexual abuse** Paola Bellucci ORTOLAN (Soka University, Japan) <pah.bellucci@gmail.com>
2.	**Global Perspectives, Diverse Realities & Common Horizons in Educating for 2030 Sustainable Development Goals.** Beate WINKLER-NGUYEN (Loyola Marymount University, United States of America; Archdiocese of Los Angeles, USA) <Beate.WinklerNguyen@lmu.edu>
3.	**Higher Education Students Perception in Global Learning Environment: Brazil and Japan Analysis From Ikeda's SDGs Achievement Model Perspective** Alesse de Freitas NUNES (Soka University, Japan) <alesse@gmail.com>

19:15-20:15	3.5.5
Research on Educational Psychology focusing on Teachers in Classrooms across the Globe	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Mediation of Achievement on Teacher Autonomy Support and Student Engagement in Whole-class Discussions** Mei Jia SHI (University of Hong Kong, Hong Kong S.A.R. (China)) <melindashi2016@gmail.com>, Cheng Yong TAN (University of Hong Kong, Hong Kong S.A.R. (China)) <cytan@hku.hk>
2.	**Validation of Academic Resilience Scale: Structure and place in nomothetic net** Roman ZVYAGINTSEV (National Research University Higher School of Economics, Russian Federation) <rzvyagincev@hse.ru>, Julia KERSHA (National Research University Higher School of Economics, Russian Federation) <ykersha@hse.ru>
3.	**Emotions in Educational Trajectories: Formation, Effects and Interdependencies** Matthias HUBER (University of Vienna, Austria) <matthias.huber@univie.ac.at>

19:15-20:15	3.5.6
Global Research on Teacher Education	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Professional development through workplace experiences in dual higher education** Juergen SEIFRIED (University of Mannheim, Germany) <seifried@bwl.uni-mannheim.de> Alexander BRODSKY (University of Mannheim, Germany) <brodsky@bwl.uni-mannheim.de>
2.	**ENGAGEMENT OF STUDENT TEACHERS IN THEIR ASSESSMENT OF WORK-INTEGRATED LEARNING** Dlamini MOEKETSI (UNIVERSITY OF THE FREE STATE, South Africa) <dlaminime@ufs.ac.za>

3.	**The specifics of the higher and secondary educational institutions' network interaction for the future teachers' preparation for professional research activities.** Nadezhda SAVINA (Elabuga Institute of Kazan Federal University, Russian Federation) <nanikosavina@mail.ru>

19:15-20:15	**3.5.7**
World-Wide Research of Leadership on Different Scales	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Features of organizational culture that impede or accelerate the change implementation processes in a school modelling ICT Integration in Israel** Betty TOUSSIA-COHEN (Achva Academic College, Israel) <tcbetty@gmail.com>
2.	**A Mixed-Method Examination of Teacher-Teacher Leader Relational Quality and Instructional Improvement** Jonathan SUPOVITZ (University of Pennsylvania, United States of America) <jons@upenn.edu>
3.	**Synergistic interplay within the education ecosystem: role of leaders in innovation diffusion** Hayati MUNIR (National Institute of Education, Nanyang Technological University, Singapore) <norhayati.munir@nie.edu.sg>, Jeanne HO (National Institute of Education, Nanyang Technological University, Singapore) <jeanne.ho@nie.edu.sg>, Puay Huat CHUA (National Institute of Education, Nanyang Technological University, Singapore) <puayhuat.chua@nie.edu.sg>

19:15-20:15	**3.5.8**
Democracy and Justice in Global Education Research	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Education for democratic citizenship: Addressing challenges of Extremism and Radicalisation in South Africa** Saloshna VANDEYAR (University of Pretoria, South Africa) <saloshna.vandeyar@up.ac.za> Thirusellvan VANDEYAR (University of Pretoria, South Africa) <thiru.vandeyar@up.ac.za>
2.	**A collaborative self-study: Advocating for democratic principles and culturally responsive pedagogy in teacher education** Saili KULKARNI (San Jose State University, United States of America) <saili.kulkarni@sjsu.edu> Jen STACY (California State University Dominguez Hills) <jstacy@csudh.edu> Heather KERTYZIA (University of Peace Costa Rica) <Heather.kertyzia@gmail.com>
3.	**Democratization process in Poland and Argentina in national primary school curricula: towards a rule of law and citizenship education** Violeta VAINER (FLACSO ARG, Argentine Republic) <jacaranda@infovia.com.ar> Joanna LEEK (Lodz University, Poland) <joanna.leek@uni.lodz.pl>

19:15-20:15	**3.5.9**
Worldwide voices on social justice in education spaces	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Diversity our strength? Problematizing the underrepresentation of BIPOC Teachers in Ontario** Zuhra ABAWI (Niagara University) <zuhra.abawi@mail.utoronto.ca>
2.	**Can neoliberal practices in education improve equality and civil status of minorities?** Irit KEYNAN (College of Management Academic Studies, Israel) <iritke@colman.ac.il>, Irit HARBOUN (College of Management Academic Studies, Israel) <iritha@colman.ac.il>
3.	**Social justice as participatory parity: reflecting on education from Fraser's approach** Guillermina BELAVI (Universidad Autónoma de Madrid, Spain) <guillermina.belavi@uam.es>, F. Javier MURILLO (Universidad Autónoma de Madrid, Spain) <javier.murillo@uam.es>

19:15-20:15	**3.5.10**

Social Justice Research in Education Worldwide	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Critical human rights education: the right to participate in knowledge generation** Dirk POSTMA (University of South Africa, South Africa) <postmdj@unisa.ac.za>
2.	**Green space as a buffer against offences at school sites** Jin LEE (University of Louisiana at Lafayette, United States of America) <jinlee@louisiana.edu>
3.	**Deliberative democracy and teachers' decision-making** Guillermina BELAVI (Universidad Autónoma de Madrid, Spain) <guillermina.belavi@uam.es>, F. Javier MURILLO (Universidad Autónoma de Madrid, Spain) <javier.murillo@uam.es>

19:15-20:15	3.5.11
Global Approaches to Social Justice in Education	
Chair: NAME, UNIVERSITY, COUNTRY, EMAIL;	
1.	**Contextualizing academic freedom within international higher education discourses: Comparing WB's and UNESCO's approaches.** Israa Medhat ESMAT (Marburg university, Germany) <israamedhat@feps.edu.eg>
2.	**Education, power and segregation. Psychoeducational evaluation as an obstacle to Inclusive Education** Ignacio CALDERÓN-ALMENDROS (University of Malaga, Spain) <ica@uma.es>, Jesús J. MORENO-PARRA (University of Malaga, Spain) <jesusjamopa@uma.es>, Eduardo S. VILA-MERINO (University of Malaga, Spain) <eduardo@uma.es>
3.	**Efficiency and effectiveness analysis in the context of educational equity and fairness for EU countries** Dovile STUMBRIENE (Institute of Data Science and Digital Technologies, Vilnius University, Lithuania) <dovile.stumbriene@mif.vu.lt> Rimantas ZELVYS (Institute of Data Science and Digital Technologies, Vilnius University, Lithuania) <rimantas.zelvys@fsf.vu

DAY 1: 7 July 2021 Poster Sessions

paperID	authors	title
125	Drew J VAN DAM (United States Military Academy, United States of America) <Drew.vandam@westpoint.edu>	Experiences of Undergraduate Peer Tutors at Military Service Academies
157	Alex SHUM (University of Hong Kong, Hong Kong S.A.R. (China)) <alexshum@hku.hk> Peter LAU (University of Hong Kong, Hong Kong S.A.R. (China)) <pfmlau@hku.hk> Luke FRYER (University of Hong Kong, Hong Kong S.A.R. (China)) <fryer@hku.hk>	Catering to the diverse needs of graduate teaching assistants in higher education: a person-centred approach
161	Zuhra ABAWI (University of Toronto, Canada) <zuhra.abawi@mail.utoronto.ca>	Equity as Practice in School Leadership: the Equity Hiring Toolkit
201	Birgit HERZ (Leibniz Universität Hannover, Germany) <birgit.herz@ifs.uni-hannover.de> Jan HOYER (Leibniz Universität Hannover, Germany) <jan.hoyer@ifs.uni-hannover.de> Kristin BALBACH (Leibniz Universität Hannover, Germany) <kristin.balbach@ifs.uni-hannover.de>	Institutional Processes of Social and Emotional Disintegration of Children and Young People with Social, Emotional and Behavioural Difficulties (SEBD)
214	Emmer DEMOREL (Otto-Friedrich-Universität Bamberg, Germany) <demorel@uni-bamberg.de> Caroline RAU (Otto-Friedrich-Universität Bamberg, Germany) <caroline.rau@uni-bamberg.de> Annette SCHEUNPFLUG (Otto-Friedrich-Universität Bamberg, Germany) <annette.scheunpflug@uni-bamberg.de> Martin NUGEL (Otto-Friedrich-Universität Bamberg, Germany) <martin.nugel@uni-bamberg.de>	Democracy-centered global societal orientations of German-Turks
215	Peter LAU (The University of Hong Kong, Hong Kong S.A.R. (China)) <pfmlau@hku.hk>	Enhancing GTAs' questioning techniques in a mandatory training course
221	Daniela STEENKAMP (Duale Hochschule Baden-Würrtemberg Villingen-Schwenningen, Germany) <steenkamp@dhbw-vs.de> Margit STEIN (University of Vechta) <margit.stein@uni-vechta.de>	Corporal punishment in Sub-Saharan Africa – Relations to physical harm and academic results

	Felista TANGI (Saint Augustine University, Mwanza, Tanzania) <felistatangi@yahoo.co.uk>	
222	Bernardo GARGALLO LÓPEZ (University of Valencia, Spain) <bernardo.gargallo@uv.es> Inmaculada LÓPEZ FRANCÉS (University of Valencia, Spain) <Inmaculada.Lopez-Frances@uv.es> Fran J. GARCIA-GARCIA (University of Valencia, Spain) <Francisco.Javier.Garcia-Garcia@uv.es> Miguel Ángel JIMÉNEZ RODRÍGUEZ (Catholic University of Valencia, Spain) <mangel.jimenez@ucv.es> Vicenta Eloïna GARCÍA FÉLIX (Polytechnic University of Valencia) <eloina.garcia@ice.upv.es>	The employers' viewpoint about the 'learning to learn' competence
224	Fran J. GARCIA-GARCIA (University of Valencia, Spain) <garfran9@uv.es> Evelyn MOCTEZUMA (University of Valencia, Spain) <emocra@alumni.uv.es> Cruz PÉREZ-PÉREZ (University of Valencia, Spain) <cruz.perez@uv.es>	Learning to learn: implications for teaching and assessing a meta-competence
233	Mark AGRANOVICH (FIEd, Russian Federation) <agranovich-ml@ranepa.ru>	Education Investments and Outcomes
272	Lina HIGUERAS-RODRÍGUEZ (UNIVERSITY OF ALMERÍA, Spain) <mlinahr@ual.es> Marta MEDINA-GARCÍA (UNIVERSITY OF ALMERÍA, Spain) <mmedina@ual.es>	Reflections of innovative experiences on the use of active methodologies
286	Ying YAO (Ontario Institute for Studies in Education / University of Toronto, Canada) <yingy.yao@mail.utoronto.ca> Earl WOODRUFF (Ontario Institute for Studies in Education / University of Toronto, Canada) <earl.woodruff@utoronto.ca> Kang LEE (Ontario Institute for Studies in Education / University of Toronto, Canada) <kang.lee@utoronto.ca>	Understand the Link between Children's Perceived Academic Stress and Their Physiological Stress Using Transdermal Optical Imaging Technology
301	Niklas GAUSMANN (Leibniz Universität Hannover, Germany) <n.gausmann@hs-osnabrueck.de>	Differentiation of childhood studies for the further scientific coherence of a socio-educational understanding of childhood
333	Sarah ALBRECHT (University of Arizona College of Education, United States of America) <skalbrec@email.arizona.edu>	Translation Pedagogy and Intercultural Awareness
339	Susan LEDGER (Murdoch University, Australia) <s.ledger@murdoch.edu.au> Michael THIER (International Baccalaureate Organisation) <michael.thier@ibo.org>	OECD Global Competencies - is it for everyone?

	Lucy BAILEY (Nottingham University) <lucybaileyamkp@gmail.com> Christine PITTS (NWEA, Oregon) <christinemtpitts@gmail.com>	
349	Christiane SCHURIAN-BREMECKER (CVJM Hochschule Kassel, Universität Kassel Germany) <schurian@cvjm-hochschule.de>	(Net-)working in Online-Education: How to get online-students together as a learning group
350	Thomas LEHMANN (University of Bremen, Germany) <tlehmann@uni-bremen.de> Florian SCHMIDT-BORCHERDING (University of Bremen, Germany) <fsb@uni-bremen.de>	Research-knowledge acquisition and competence development in an inquiry-based learning course: Evaluating what matters
383	Franziska PROSKAWETZ (NRW-Zentrum für Talentförderung / Westfälische Hochschule, Germany) <franziska.proskawetz@online.de>	Teachers on a treasure hunt – a qualitative-reconstructive analysis of their orientation frameworks when selecting socially disadvantaged students for scholarship programs
388	Hideki ITO (Tokyo Gakugei University, Japan) <hideito@u-gakugei.ac.jp>	Praising of Students and Construction of Inclusive Class Groups in Japanese Elementary Schools: a Comparison with School-wide Positive Behavior Support
393	Maya S THOMAS FERNANDEZ (Dallas County Community College District, United States of America; Concordia University Texas) <drmayafernandez@gmail.com>	Job Satisfaction: What Does it Mean to You
394	Tetsuo ISOZAKI (Hiroshima University, Japan) <isozaki@hiroshima-u.ac.jp> Takako ISOZAKI (The University of Toyama) <isozaki@edu.u-toyama.ac.jp>	The benefits of lesson plans for teaching and professional development: A teacher knowledge perspective
399	Loredana ADDIMANDO (University of Applied Science and Arts of Southern Switzerland) <loredana.addimando@supsi.ch> Alessandro PEPE (University of Milano-Bicocca) <alessandro.pepe1@unimib.it>	Supportive working environment to promote a more heterogeneous array of teaching practices with students: a large survey in Canton Ticino (Switzerland).
439	Julia KAZAKOVA (Kazan Federal University, Russian Federation) <kazakova696@gmail.com>	The Impact of Socio-Cultural Diversity on Students' Motivation: Evidence from Russian Universities.
442	Abha GUPTA (Old Dominion University, United States of America) <agupta@odu.edu> Lea LEE (Old Dominion University, United States of America) <lxlee@odu.edu>	The Effects of a Site-based Professional Development Teacher Training Program on Students' Learning

DAY 2: 8 July 2021 Poster Sessions

paperID	authors	title
444	Petra AUER (Free University of Bozen-Bolzano, Italy) <petra.auer@education.unibz.it>	Values in a trilingual border region. An investigation on value-pluralism in primary school children, their parents and teachers.
451	Guang Lea LEE (OLD DOMINION UNIVERSITY) <lxlee@odu.edu> Abha GUPTA (OLD DOMINION UNIVERSITY) <agupta@odu.edu>	Developing Teachers' Self-Efficacy as Writers and Writing Instructors
452	Elizabete Cristina COSTA-RENDERS (Universidade Municipal de São Caetano do Sul, Brazil) <elizabetecostarenders@gmail.com> Ana Silvia Moço APARÍCIO (Universidade Municipal de São Caetano do Sul, Brazil) <anaparicio@uol.com.br> Sean BRACKEN (University Worcester, UK) <seanbracken@gmail.com>	'A Escola para Todos': special inclusive education in interface with universal design for learning
464	Quan QIAN (Chinese University of HongKong, Hong Kong S.A.R. (China)) <422843209@qq.com>	A study on Influencing Factors of Chinese Fourth Grade Students' Reading Comprehension : From the Perspective of Reading Engagement and Teachers' Reading Instruction
490	Javiera ORTEGA (Universidad de Concepción, Chile) <jortegabastidas@gmail.com>	The meaning of the educational institution from a phenomenological-hermeneutic approach
492	Shalinie SARJU (Molloy College, United States of America) <ssarju@lions.molloy.edu>	Toward an understanding of student agency within institutional dis/ableism: A critical phenomenological study.
502	Fatima Maurika BRUNSON (UNIVERSITY OF ILLINOIS-CHICAGO, United States of America) <FBRUNSON@UIC.EDU>	Understanding teacher preparation in service to CLD learners: A comparative literature review of US and New Zealand school research
523	Ana Paula DE FREITAS (Universidade São Francisco, Brazil) <freitas.apde@gmail.com>	Meanings of school experiences narrated by children with disabilities: inclusive education in focus
549	Richard Ezra HALL (Vanderbilt University, United States of America) <richard.hall.1@vanderbilt.edu>	Institutional Complexity Among School Counselors: A French-American Comparative Study
572	Justyna PILARSKA (University of Wroclaw, Poland) <justyna.pilarska@uwr.edu.pl>	Locus Educandi: places that teach. Sarajevo case study.
573	Ernest LOPEZ SIRVENT (Universitat Autònoma de Barcelona, Spain) <ernest.lopez@uab.cat>	Educational Practice Based in Evidence (PBE): Tipology of schools using PBE

	Georgeta ION (Universitat Autònoma de Barcelona, Spain) <georgeta.ion@uab.cat>	
577	P. Karen MURPHY (The Pennsylvania State University, United States of America) <pkm15@psu.edu> Gwendolyn M. LLOYD (The Pennsylvania State University, United States of America) <gml14@psu.edu> Sara E. BASZCZEWSKI (The Pennsylvania State University, United States of America) <sara.basz@gmail.com> Rachel M. V. CRONINGER (The Pennsylvania State University, United States of America) <rmc301@psu.edu>	Promoting Mathematical Argumentation with Quality Talk: Small-Group Discussions with Preservice Teachers and Primary-Grade Students
584	Teruki SANADA (Tohoku University, Japan) <teeeeruki@outlook.jp>	The Relationship Between School Bullying and Socioeconomic Status in Japan
600	Francisca Javiera TORRES-CORTÉS (The London School of Economics and Political Science, United Kingdom) <f.j.torres@lse.ac.uk>	Students' applications to prestigious universities after free tuition in Chile
620	Kaori NAKAO (Seinan Gakuin University, Japan) <k-nakao@seinan-gu.ac.jp>	Buildings English Reading Skills at Japanese Elementary Schools: Assessing and Supporting Phonemic Awareness
623	Kayoko WATANABE (Aichi-Shukutoku University, Japan) <watako@asu.aasa.ac.jp>	The Formation of the Idea of Cultivation in Modern Japan
624	Hiroko MUTOH (Waseda University, Japan) <hirokomutoh@fuji.waseda.jp>	Growth mindset: Does It Effect on College Students' Engagement?
627	Vicent GOZÁLVEZ (University of Valencia, Spain) <vicent.gozalvez@uv.es> Fran J. GARCIA-GARCIA (University of Valencia, Spain) <Francisco.Javier.Garcia-Garcia@uv.es> Eva BISQUERT (IES Ramon Llull, Spain) <evallunes17@gmail.com>	Learning critical thinking in the digital era
648	Yasuhito TAMMA (Teikyo University, Japan) <y_tamma@chiba-u.jp>	How Are Communities Affected by School Consolidation? Focus on Non-formal Education in Rural Areas of Japan Where the Rapidly Aging Society
651	Mi Ho KIM (Pusan National University, Korea, Republic of (South Korea)) <goodmiho@gmail.com> Suhong PARK (Pusan National University, Korea, Republic of (South Korea)) <goodmiho@gmail.com>	Identify concepts and factors of communication competency as future key competencies
661	Leonie Magdalena VAN DER WESTHUIZEN (Centurion Academy, South Africa) <leonie@ca2000.co.za>	Teachers' use of digital methods in early childhood language lessons - a South African case study

663	Birute VITYTE (Vytautas Magnus University, Lithuania) <birute.vityte@vdu.lt>	Aiming to Be at the Same Level: a Grounded Theory of Visual Arts Education Through Digital Games
692	A-Young LYU (Pusan National University, Korea, Republic of (South Korea)) <lyuah0116@gmail.com> Jeong-Im CHOI (Pusan National University, Korea, Republic of (South Korea)) <basachoi@hanmail.net> Soon-Hwa YOO (Pusan National University, Korea, Republic of (South Korea)) <shyoo@pusan.ac.kr>	A Meta-Analysis on Effects of Group-Counseling Program for Korean Teachers -Focusing on Psychological Counseling Approach
694	Reiko SUDA (Waseda University Graduate School Education Doctoral Program, Japan) <reiko-0578@akane.waseda.jp>	Sustainable global future society can be created through education
710	Patricia María IGLESIAS SOUTO (University of Santiago de Compostela, Spain) <patriciamaria.iglesias@usc.es> María Emma MAYO PAIS (University of Santiago de Compostela, Spain) <emma.mayo@usc.es> Eva María TABOADA ARES (University of Santiago de Compostela, Spain) <evamaria.taboada@usc.es>	Knowledge of Attention-Deficit/Hyperactivity Disorder in Primary Education university students

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711	Patricia María IGLESIAS SOUTO (University of Santiago de Compostela, Spain) <patriciamaria.iglesias@usc.es> María Emma MAYO PAIS (University of Santiago de Compostela, Spain) <emma.mayo@usc.es> Santiago LÓPEZ GÓMEZ (University of Santiago de Compostela, Spain) <santiago.lopez.gomez@usc.es>	Attitudes of university students of Primary Education towards attention to diversity
717	Kim DONG-SUN (Pusan National University, Korea, Republic of (South Korea)) <sunny90316@hanmail.net> Hong CHANG-NAM (Pusan National University, Korea, Republic of (South Korea)) <cnhong@pusan.ac.kr>	School Responsibility: How to reduce teachers' burnout in Innovative School
731	M. Carmen BELLVER-MORENO (University of Valencia (Spain), Spain) <m.carmen.bellver@uv.es> M. Pilar MARTÍNEZ-AGUT (University of Valencia (Spain), Spain) <mdelpi@uv.es> Isabel-María GALLARDO-FERNÁNDEZ (University of Valencia (Spain), Spain) <isabel.gallardo@uv.es> Anna MONZÓ-MARTÍNEZ (University of Valencia (Spain), Spain) <anna.m.monzo@uv.es> Encarna TABERNER PERALES (CEFIRE de Torrent) <taberner_enc@gva.es> Concepción BARCELÓ LÓPEZ (CEFIRE Específi Educació Inclusiva) <barcelo_con@gva.es> Anne Caroline DE FREITAS (Universidad de Sao Paulo (Brasil)) <anne.freitas@usp.br>	DESIGNING A CREATIVITY PROGRAM TO BOOST INCLUSION IN PRESCHOOL AND PRIMARY EDUCATION
742	Shun ITO (Hiroshima Bunka Gakuen University, Japan; Osaka University, Japan) <ito@hbg.ac.jp>	They Need Support: The Logic of Identification of SEN in Japanese Schools
744	Marlene FERMÍN GONZÁLEZ (Universidad Finis Terrae, Chile) <mfermin@uft.cl> Ada ECHENIQUE ARGINZONES (Universidad Pedagógica Experimental Libertador, Venezuela) <adatiby@gmail.com>	Education for Sustainable Development in Early Childhood: Assessment of the ERS-SDEC Scale (OMEP) in a comparative study Chile-Venezuela

752	Arleta SUWALSKA (University of Lodz, Faculty of Educational Sciences, Poland) <arletasuwalska@o2.pl>	Health and Physical Education in National Core Curriculum for General Upper Secondary Schools 2015 in Finland
762	Keiko ARAMAKI (Teikyo University, Japan; Tokyo Gakugei University, Japan) <aramaki@main.teikyo-u.ac.jp> Kota MOCHIZUKI (Kanagawa University, Japan; Tokyo Gakugei University, Japan) <okmochi@kanagawa-u.ac.jp> Makoto SHIMODA (Tokyo Gakugei University, Japan) <shimoda@u-gakugei.ac.jp> Hatsuo MITSUISHI (Tokyo Gakugei University, Japan) <yptyb624@yahoo.co.jp> Keiji MATSUDA (Tokyo Gakugei University, Japan) <keiji@u-gakugei.ac.jp>	Professional Development among Universities of Education in Japan: Restructuring the Teacher Competence Framework
778	Fumika KIMURA (Tokyo Kasei Gakuin University, Japan) <fumicak.cocolo@gmail.com>	Adaptation to the university life before and after participating in freshman programs.
780	Yoshifumi MIZUKAWA (Hokusei Gakuen University, Japan) <ymizukawa@hokusei.ac.jp> Motoko IGARASHI (Hokkai Gakuen University, Japan) <igarashi@hgu.jp> Kazuo NAKAMURA (Aomori University, Japan) <tomford777@nifty.com>	Ordinary knowledge as interactional resources for scientific reasoning in elementary school scientific experiments
809	Manami YAMAGUCHI (Osaka University, Japan) <k926006@gmail.com>	The Role of “Zidou-Shien” teacher in Elementary School in Japan :Teachers supporting children with difficulties
813	Paulo Sergio GARCIA (Universidade Municipal de São Caetano do Sul, Brazil) <paulo.garcia@prof.uscs.edu.br>	Teachers’ work on the conservation of the amazon: the need to approach the biodiversity theme to the classroom
825	Maria do Carmo ROMEIRO (Universidade Municipal de São Caetano do Sul - USCS, Brazil) <maria.romeiro@prof.uscs.edu.br> Leandro Campi PREARO (Universidade Municipal de São Caetano do Sul - USCS, Brazil) <leandro.prearo@prof.uscs.edu.br> Liliane Lima DA SILVA (Universidade Municipal de São Caetano do Sul - USCS, Brazil) <lillylima@hotmail.com>	The Profile of the School Principal in addition to Leadership: a customized look at the Social Capital Profile in relation to school performance
828	Douglas Keith HARTMAN (Michigan State University, United States of America) <dhartman@msu.edu>	An Integrative Review of the Literature on Reading for Information Online: Designing a Transnational Instructional Model
831	Consortium {ERASMUS+ Project} FRIENDSHIP (School of Education - Porto Polytechnic, Portugal; University of Vienna, Austria;	FRI E N D - S H I P Improving Students' Social Participation in Primary and Secondary Schools across Europe

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834	Anna MONZÓ-MARTÍNEZ (Universitat de València, Spain) <anna.m.monzo@uv.es> Concepción BARCELÓ-LÓPEZ (CEFIRE Específic Educació Inclusiva) <barcelo_con@gva.es> M. Auxiliadora SÁNCHEZ-GÓMEZ (Equipo Orientación DEA Málaga) <auxisanchez77@gmail.com> M. Pilar MARTÍNEZ-AGUT (Universitat de València, Spain) <pmagut@hotmail.es> Isabel M. GALLARDO-FERNÁNDEZ (Universitat de València, Spain) <Isabel.Gallardo@uv.es> M. Carmen BELLVER-MORENO (Universitat de València, Spain) <m.carmen.bellver@uv.es>	From oral language to written language: Leeduca Project (UMA) in the Valencian Community.
837	Maria do Carmo ROMEIRIO (Universidade Municipal de são Caetano do Sul - USCS, Brazil) <maria.romeiro@prof.uscs.edu.br> Nonato Miranda DE ASSIS (Universidade Municipal de são Caetano do Sul - USCS, Brazil) <nonato.miranda@prof.uscs.edu.br> Marco Antonio SPADA (Universidade Municipal de são Caetano do Sul - USCS, Brazil) <marco.spada@fasb.com.br>	Professional Development: the socialization of Tacit Knowledge as an alternative
894	Catherine R. GASPAR (Teachers College, Columbia University, United States of America) <crg2170@tc.columbia.edu>	Early Childhood Special Education Transition: A Meta-Synthesis on How Parent Perspectives are Related to Involvement
904	Zuhra ABAWI (Niagara University) <zuhra.abawi@mail.utoronto.ca>	Contesting Belonging: Refugee Students and Ontario Schools
911	Dina K. MALALA (University of Denver, United States of America) <dina.malala@du.edu> Ahlam ALZAEDI (University of Denver, United States of America) <ahlam.alzaedi@du.edu>	Addressing Racial Disparities Through K-12 School-Based Culturally Relevant Interventions
914	Aya FUJISAWA (Kamakura Women's University, Japan) <jtxbb306@yahoo.co.jp>	Development of Communication Skills and Morality among Japanese Junior High and High School Students and their Relationships
915	Florentine PAUDEL (University College of Teacher Education Vienna, Austria) <florentine.paudel@phwien.ac.at>	A Constructivist Perspective on Dyslexia – A Constructionist Educational Research of the Framework of Action of Teachers

920	Jiachu YE (The University of Hong Kong, Hong Kong S.A.R. (China)) <jy1579@hku.hk> Xiaoyan LAI (The University of Hong Kong, Hong Kong S.A.R. (China)) <laixy@hku.hk> Gary K.W. WONG (The University of Hong Kong, Hong Kong S.A.R. (China)) <wongkwg@hku.hk>	A systematic review on students' perception of computational thinking
946	Xiaoyu WEI (East China Normal University, China, People's Republic of) <xiaoyuwei12@126.com> Na SU (Shanghai Academy of Educational Sciences) <saranasu@163.com>	Can school education balance equity and quality?Empirical evidence from China
948	Caroline GRÖSCHNER (TU Braunschweig, Germany) <c.groeschner@tu-bs.de> Kerstin JERGUS (TU Braunschweig, Germany) <k.jergus@tu-bs.de>	Political education for children and youth in digitized environments
992	Florian H. MÜLLER (University of Klagenfurt, Austria) <florian.mueller@aau.at> Almut E. THOMAS (University College Carinthia, Austria) <almut.thomas@ph-kaernten.ac.at> Matteo CARMIGNOLA (University of Salzburg, Austria) <matteo.carmignola@sbg.ac.at> Ann-Kathrin DITTRICH (University of Innsbruck, Austria) <ann-kathrin.dittrich@uibk.ac.at> Alexander ECKES (University of Osnabrück, Gemany) <Alexander.Eckes@Biologie.Uni-Osnabrueck.de> Nadine GROßMANN (University of Bielefeld, Germany) <nadine.grossmann@uni-bielefeld.de> Daniela MARTINEK (University of Salzburg, Austria) <daniela.martinaek@sbg.at> Matthias WILDE (University of Bielefeld, Germany) <matthias.wilde@uni-bielefeld.de> Sonja BIEG (University College Weingarten, Germany) <sonja.bieg@ph-weingarten.de>	Study motivation before and after the switch to distance learning - a self-determination theory approach