

# WERA

A biannual newsletter brought to you by the World Education Research Association (WERA)

Issue 2/2 2018

## HIGHLIGHTS



[Call for WERA Focal Meeting, Tokyo, Japan, August 2019](#)



[WERA World Congress, Cape Town, South Africa, August 2018](#)



[Call for Application: International Webinar on Multilingualism and Education](#)



[WERA President Receives Honorary Reward](#)

## Call for Submissions: WERA Focal Meeting, Tokyo, August 2019

[\(See p. 13 for details\)](#)

**A Tenth Year Anniversary**  
5-8 August 2019  
The University of Tokyo, Japan

Deadline for Submission:  
**January 31, 2019; 23:59 Tokyo Time (GMT +9)**



## WERA World Congress in Cape Town, South Africa, August 2018

From the 3rd to the 5th of August 2018, the first alone-standing [WERA World Congress](#) took place in Cape Town, South Africa. Delegates at the congress came from all over the world, with delegates from 47 different countries. The main sponsors of the congress were the National Sun Yat-sen University, the American Education Research Association (AERA), and the International Association for the Evaluation of Educational Achievement (IEA).



Researching education, improving learning

## WERA World Congress 2018 Regional Partners

The regional partners of the congress were the University of Limpopo, University of Northern Cape, University of the Witwatersrand, University of Johannesburg, Nelson Mandela University, University of the Free State, University of KwaZulu Natal, University of Venda, University of Pretoria, National University of Lesotho, University of Swaziland, University of Fort Hare, UNISA (University of South Africa), Cape Peninsula University of Technology, and UMALUSI (Council for Quality Assurance in General and Further Education and Training).

## WERA Opening Plenary

On the 3<sup>rd</sup> of August, the WERA World Congress in Cape Town kicked off by a special performance from the Ilingomso Lethu Cultural Group.



*The Ilingomso Lethu Cultural Group during their performance*



*From left to right: Prof Liesel Ebersöhn, Prof Therese Tchombe, Dr David Osher, Dr Ying-Yao Cheng, Dr Felice J. Levine, and Dr Rocio Garcia-Carrion*

The opening plenary was chaired by Dr Felice J. Levine (American Educational Research Association and WERA Past President), and Prof Liesel Ebersöhn (University of Pretoria and WERA Secretary General). Ying-Yao Cheng (Institute of Education of National Sun Yat-sen University, Taiwan), Rocio Garcia-Carrion (University of Deusto, Donostia, Spain), Therese Tchombe (Centre for Research in Child and Family Development & Education), and David Osher (American Institutes for Research) were the presenters.

The title of the opening plenary was “**Children Living in Distress Worldwide - an Enduring Challenge for Education research**”

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

## WERA Workshops in Cape Town

The program was preceded by three WERA workshops, which were held on 2 August 2018. The first workshop, **Using SMARTPHONE Technology to Advance International Education Research**, was presented by Barbara Schneider (Michigan State University, USA) and Katariina Salmela-Aro (University of Helsinki, Finland).



*Prof Barbara Schneider and Prof Katariina Salmela-Aro (back) who presented the first workshop*

Patricia Alexander (University of Maryland, USA) and Karen P. Murphy (Penn State University) presented the second workshop, **Successful Academic Publishing: A Global Perspective**.



*Dr Patricia Alexander (middle front) and attendees of her workshop*

And the final workshop, titled **Doing Education Research on Immigrant Families and their Children**, was presented by Ingrid Gogolin (University of Hamburg, Germany).



*Prof Ingrid Gogolin (left) during her workshop*

## Keynote sessions at 2018 WERA World Congress

The congress included four keynote sessions, which took place throughout the program:

### **The Politics of Learning: Working with Old and New Challenges and Opportunities in our Schools**

by Professor Crain Soudien

The purpose of the keynote was to bring together what we now know about the multiple and different kinds of 'politics' involved in the process of learning in the modern school and to examine the implications of this 'knowing' for realising the promise of education. Why education has not yielded on its promise of making available to young people everywhere the opportunity for better lives and livelihoods is explained, regularly, in relation to what are understood to be the determinative factors present in particular contexts such as poorly prepared teachers, inadequate infrastructure, social poverty, cultural alienation and so on.



*From left to right: Prof Ingrid Gogolin (WERA President) and Prof Crain Soudien (CEO Human Sciences Research Council, South Africa)*

The argument was made in this talk that these are not incorrect. They are, however, often insufficient. The talk sought to put the complexity of the learning process into its multi-dimensional and multi-political context. It sought to draw from what we now know about learning from psychology and social biology, on the one hand, to the insights that we have about the social factors involved in learning - 'race', class, gender, place, sexuality, culture, language and disability, amongst others - to make an argument for a wide understanding of how power works, *about how it is activated and distributed, in what happens in the experience of learning.*

A wider understanding of power, it was argued, makes possible teaching and learning responses which understand better both the individual learning subject and the larger social, economic and cultural ecology in which his or her learning efforts are made. The contribution used the South African context to illustrate how this complex politics works and how it produces complex outcomes of complex inequalities.

## **Teaching Quality: Theoretical foundations, effectiveness studies, and cross-national Comparison**

by Professor Eckhard Klieme

Understanding the nature of teaching and its effects on student learning has been a key topic in the history of educational science. The challenge of educational research is to replace normative notions of “good teaching” by evidence-based theories of “successful teaching” (Berliner, 2005), developing concepts and measures of teaching quality that can inform teacher training, professional development, and evaluation, while also taking into account cultural traditions in pedagogy. Given the complexity of classroom teaching and learning, this task can only be accomplished when theories and methods from various strands of educational research are combined. As a minimum, we need a combination of:

- Learning theories that explain students’ information processing while attending lessons, the cognitive mechanisms of learning, understanding and skill formation, and the socio-cognitive processes of knowledge construction.
- Conceptualizations of teaching from various traditions, including “constructivist” as well as “direct instruction” approaches, covering “Western” and “Eastern” cultures alike.
- Comprehensive models of teaching (e.g., “Mastery Learning” or “Inquiry-Based Science Education”) as well as “discrete teaching practices” (Gage, 1985) such as scaffolding, peer tutoring, or formative assessment.
- Educational Effectiveness Research (EER), a global community of researchers identifying teaching practices or dimensions of teaching that are positively related to cognitive and non-cognitive student outcomes.

This keynote attempted to reimage our knowledge of “successful teaching”, taking into account these multiple strands of international educational research. Teaching quality was defined as a combination of (a) depth of the subject matter taught, (b) use of evidence-based instructional methods, and (c) high quality enactment in the course of classroom interaction. Quality of enactment in turn comprises three generic dimensions of teaching quality: Classroom Management, Supportive Climate, and Cognitive Activation. These dimensions were first identified in a national enhancement to the TIMSS-Video study 1995, and since have been replicated and shown to predict student learning in 20 studies, mostly done in German speaking countries (Praetorius, Klieme, Herbert, & Pinger, 2018). However, the conceptual model has also been implemented in international Large Scale Surveys such as PISA 2012 and 2015. Thus, the approach may be interpreted as an example of a national research paradigm scaled up to the global level, allowing for a comparison of teaching cultures worldwide in search of both universal and culture-specific patterns of successful teaching.



*From left to right: Prof Eckhard Klieme (German Institute for International Educational Research), shaking hands with Prof Motlalepule Mampane, (Education Association of South Africa representative to WERA)*

## Education's Limitations and Its Radical Potential in a Global Society

by Professor Prudence Carter

Sociologist and education researcher Prudence Carter's keynote address focused on the vexing problems of educational inequality and its existence within a wider ecology of economic, political and sociocultural relations in society. Drawing on her research in schools in the United States and South Africa, Carter took an interdisciplinary approach to discuss the reproduction of educational, economic, and social disparities.

In addition, she will offer research-informed insights into new policy and practice directions for the realization of education's radically inclusive potential.



*From left to right: Prof Prudence Carter (Dean of the Graduate School of Education at Berkeley) and Prof Joanna Madalińska-Michalak (WERA Vice President).*

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

by Professor Ee Ling Low

The term personalized learning has been defined in several ways by education scholars. Leadbeater (2008) defines it as 'putting the learner at the heart of the education system'. The DfES (2004) defines it as 'the drive to tailor education to individual need, interest and aptitude so as to fulfil every young person's potential' (DfES, 2004).

How have educational institutions around the world adopted personalized learning in their academic programs? What is the role of education research in advancing personalized learning? And how can education inquiry contribute in ensuring that student teachers develop the values, skills and knowledge required to competently meet the demands and challenges of teaching in the 21<sup>st</sup> century classrooms? This keynote offered a comparative view of how personalized learning has been implemented in different systems and how research has contributed to its implementation. The concept of personalized teacher learning will be highlighted through a case study of the premier Teaching Scholars Program (TSP) at the National Institute of Education (NIE) in Singapore, which was launched in 2014. Examples of personalized teacher learning practice are exhibited in the TSP program through its one-to-one academic expert mentoring in faculty's disciplinary expertise, the Professional Practice and Inquiry (PPI) e-portfolio incorporating the Singapore Teaching Practice, the academic and educational research projects, and multiple global exposures provided.



*From left to right: Prof Liesel Ebersöhn (WERA Secretary General) with Prof Ee Ling Low (Nanyang Technological University).*

## Invited Symposia at the WERA World Congress

A list of invited symposia included contributions from [WERA Member Associations](#), [International Research Networks](#), and [Regional Partners](#).

### The WERA Member Associations symposia included:

#### Hong Kong Education Research Association (HKERA) Invited Symposium

**Title:**

*Connectedness and community engagement of culturally diverse youth, families, and senior population in international contexts*

**Chair:** Alan Cheung, The Chinese University of Hong Kong, Hong Kong

1. **Prediction of school engagement for civic engagement: A mediation study of Hong Kong mainstream youth**  
Alan Cheung, The Chinese University of Hong Kong
2. **“False” inclusion in university service-learning? A case study of a Hong Kong-Kenya university service-learning trip**  
Gordon Tsui, The University of Hong Kong
3. **Promoting positive engagement of European youth through intergenerational learning and ICT**  
Joanna Leek, University of Lodz

**Discussant:** Winnie So, The Education University of Hong Kong

#### Education Association of South Africa (EASA) Invited Symposium

**Title:**

*Introducing the vision, activities and focus of the Education Association of South Africa (EASA)*

**Organizer and Chair:** Ronél Ferreira, University of Pretoria

1. **Acknowledging a strong past, working towards a bright future**  
Eric Eberlein, University of Pretoria; Johnnie Hay, North West University; Ruth Mampane, University of Pretoria
2. **Mobilisation of higher education’s resources for social development**  
Eugene Machimana, University of Pretoria; Liesel Ebersöhn, University of Pretoria; Maximus Monaheng Sefotho, University of Pretoria
3. **The South African Journal of Education (SAJE) as publishing platform for research in education**  
Ronél Ferreira, University of Pretoria

4. **Introducing a 2018 SAJE special issue: The nature and extent of bullying in a developing country context**

Vanessa Scherman, University of South Africa;  
Rachel Annuziati, Fordham University

**Discussant:** Ruth Mampane, University of Pretoria

#### German Education Research Association (GERA) Invited Symposium

**Title:**

*Re-imagining Organizational Education: Organizing Societal Innovation into Sustainability*

**Organizer and Chair:** Susanne Maria Weber, Phillips University of Marburg, Germany

1. **Community-based Social and Solidarity Economy and societal Innovation**  
Susanne Elsen, University of Bolzano
2. **Ecosocial innovations – models for inclusive and sustainable societies?**  
Ingo Stamm, University of Jyväskylä; Tuuli Hirvilammi, Kokkola University Consortium; Aila-Leena Matthies, University of Jyväskylä; Kati Nähri, Kokkola University Consortium
3. **Sustainability Innovation-Labs: Walking the path towards regional system innovations**  
Susanne Maria Weber, Phillips University of Marburg

**Discussant:** Elsen, University of Bolzano

#### Japan Education Research Association (JERA) Invited Symposium

**Title:**

*Reflection on the Japanese Education Model (J-model) from Global Perspectives*

**Organizer:**

Manabu Sato, Gakushuin University

**Chair:** Ying-Yao Cheng, National Sun Yat-sen University

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

Taiwan Education Research Association (TERA) Invited Symposium

**Title:**

*Innovations and Talents Nurturing in Higher Education in the 21st Century*

**Organizer and Chair:** Ying-Yao Cheng, National Sun Yat-sen University

1. **International Collaborations and Exchanges Between Taiwan and Southeast Asia: Higher Education Perspectives**  
Chih-Wen Kuo, National Sun Yat-sen University; Hsueh-Hua Chuang, National Sun Yat-sen University,
2. **Imagine the future inventors: Development of creative teaching model for engineering students in Taiwan**  
Hsiao-Chi Ho, Providence University
3. **The Role and Responsibility of Universities Today — National Sun Yat-sen University, Taiwan and the World**  
Ying-Yao Cheng, TERA President/ National Sun Yat-sen University, Taiwan; Chih-Wen Kuo, National Sun Yat-sen University, Taiwan

**Discussants:** Chih-Wen Kuo, National Sun Yat-sen University; Hsueh-Hua Chuang, National Sun Yat-sen University; Hsiao-Chi Ho, Providence University

American Education Research Association (AERA) Invited Symposium

**Title:**

*Innovations in Education*

**Organizer and Chair:** Barbara Schneider, Michigan State University, USA

1. **Developing Capacity for Stronger Innovation in Education: Building an International Community of Practice**  
Stephan Vincent Lancrin, Organization for Economic Co-operation and Development
2. **Venturing into the Unknown with a Teacher Education Practicum at a South African University**  
Elizabeth Henning, University of Johannesburg
3. **Improving Finnish Teacher Education through a National Teacher Education Forum**  
Jari Lavonen, University of Helsinki
4. **Engagement in Science in Chile**  
Beatrice Avalos-Bevan, University of Chile
5. **OECD 2030 Learning Framework**  
Katariina Salmela-Aro, University of Helsinki

**Discussant:** Barbara Schneider, Michigan State University, USA

German Education Research Association (GERA) Invited Symposium

**Title:**

*Designing and Creating Societal Innovation*

**Organizer and Chair:** Susanne Maria Weber, Phillips University of Marburg, Germany

**Quo Vadis Organizational Education?** (A Bar camp format: an innovative participatory approach)

Susanne Maria Weber, Phillips University of Marburg; Susanne Elsen, University of Bolzano; Aila-Leena Matthies, University of Jyväskylä; Ingo Stamm, University of Jyväskylä

**Discussants:** Susanne Elsen, University of Bolzano; Ingo Stamm, University of Jyväskylä

Asociación Multidisciplinar de Investigación Educativa (AMIE) Invited Symposium

**Title:**

*Undertaking Second Order of Sexual Harassment (SOSH) to eradicate gender-based violence*

**Organizer and Chair:** Rocio García Carrion, University of Deusto, Spain

1. **Promoting prevention of SOSH in compulsory education to eradicate gender violence from early ages**  
Rocio García Carrion, University of Deusto
2. **Implications of SOSH beyond the feminist struggle against gender violence on the Roma community.**  
Fernando Macías Aranda, University of Barcelona
3. **Language and communication as a means to prevent SOSH in the university community**  
Tinka Schubert, University Rovira/ Virgili

**Discussant:** Felice Levine, AERA

**The participating International Research (IRN) Networks were represented by the following symposia:**

**Title:**

*Preventing Violent Extremism (PVE) - Immediate and Long-Term Responses from Schools*

**Organizers and Co-Chairs:** Dan Laitsch, Simon Fraser University, CA; Doug McCall, International School Health Network, CA

1. **Immediate National responses to PVE: Are We Headed Down the Wrong Path?**  
Hazel Bryan, University of Gloucestershire
2. **What We Know about Inclusive Schools, Reconnecting Youth, Preventing Violence**  
Dan Laitsch, Simon Fraser University, CA
3. **Development of a Multi-Component Approach to Prevent Violent Extremism**  
Doug McCall, International School Health Network, CA

**Discussant:** Amy Semerjian, Boston College, USA

**Title:**

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

**Organizer and Chair:** Lauri Johnson, Boston College, USA/University of Nottingham, UK

1. **Decolonizing Westernized Notions of Epistemology and Care to Promote Equity and Inclusion in Culturally Diverse School Communities**  
Camille M. Wilson, University of Michigan; Muhammad Khalifa, University of Minnesota; Ann M. Ishimaru, University of Washington
2. **Reimagining Community-Engaged Research: From Critical Policy Analysis to Political Action**  
Katherine Cumings Mansfield, Virginia Commonwealth University; Anjalé D. Welton, University of Illinois
3. **Towards Culturally Sustaining/Revitalizing Family-School-Community Partnership Policies and Practices in Indigenous Contexts Around the World**  
Shanee Wangia, Boston College
4. **Parent Advocacy and Pupil Participation in School Life: A Polish Perspective**  
Joanna Leek, University of Lodz

**Discussant:** Question and answer session

**Title:**

*Extended Education – an Emerging Global Research Field*

**Organizer and Chair:** Ludwig Stecher, University of Giessen, Germany

1. **Effective Extended Education from an International Point of View**  
Ludwig Stecher, University of Giessen, Germany; Marianne Schüpbach, University of Bamberg, Germany
2. **Sexualized Violence Peer to Peer – Consequences for Designing Safe Extended Education Programs**  
Sabine Maschke, University of Marburg, Germany
3. **Students' composition in extracurricular courses on reading and natural sciences in German all-day schools: Another segregation effect in the German school system?**  
Karin Lossen, University of Dortmund, Germany; Wolfram Rollett, University of Education Freiburg, Germany; Heinz-Günter Holtappels, University of Dortmund, Germany

**Discussant:** Ludwig Stecher, University of Giessen, Germany

**Title:**

*Research on Didactics – Learning and Teaching: Global South Perspectives*

**Organizers:** Ernest Kofi Davis, University of Cape Coast, Ghana; Brian Hudson, University of Sussex, United Kingdom

**Chair:** Masako Nakamura, J.F. Oberlin University

1. **An Investigation into Junior High School Students' Unit Coordination Ability: The case of selected schools in two districts in the Central Region of Ghana**  
Ebo Amuah, University of Cape Coast, Ghana
2. **Exploring Senior High School Students' Alternative Conceptions on Change of State of Matter**  
Godwin Kwame Aboagye, University of Cape Coast, Ghana
3. **The Role of Motivation on Performance in Mathematics of Senior High School Students in The Cape Coast Metropolis**  
Florence Christianah Awoniyi, University of Cape Coast, Ghana
4. **Pre-Service Teachers' Conception of an Effective Science Teacher: The Case of Initial Teaching Training**  
Kenneth Adu-Gyamfi, University of Cape Coast, Ghana
5. **The Didactical Phenomenology in Learning the Circle Equation: The Case of the Ghanaian High School Student**  
Clement Ayarebilla Ali, University of Cape Coast; Ernest Kofi Davis, University of Cape Coast, Ghana

**Title:**

*Effective Teachers' Communicative Strategies When Working with Linguistically Diverse Learners*

**Organizer and Chair:** Karen Murphy, Penn State University, US

1. **Primary Teachers' Use of Communicative Strategies for Linguistically Diverse Learners: A Cross-Cultural Case Study**

Geraldine Mongillo, William Patterson University of New Jersey; Dorothy Feola, William Patterson University of New Jersey; Rochelle Goldberg Kaplan, William Paterson University; Vered Vaknin-Nusbaum, Western Galilee College; Randa Abbas, Western Galilee College; Ari Neuman, College of Western Galilee

2. **Teachers' Communicative Strategies for Non-Native Language Learners in Science Lessons: A Cross-Cultural Case Study**

Carrie Eunyong Hong, William Paterson University; Jinsook Won, Seoul National University of Education

3. **Effective Communicative Strategies for Linguistically Diverse Learners: A review of the literature in Israel, South Korea, and the United States**

Carrie Eunyong Hong, William Paterson University; Geraldine Mongillo, William Patterson University of New Jersey; Dorothy Feola, William Patterson University of New Jersey; Wayne, New Jersey, Vered Vaknin-Nusbaum, Western Galilee College; Randa Abbas, Western Galilee College

**Discussant:**

Funke Omidire, University of Pretoria

**Title:**

*Reading Literacy and Associated Reading Interventions for High-Risk Children*

**Organizer and Chair:** Surette Van Staden, University of Pretoria, South Africa

1. **Back to basics: Teaching pre-reading skills in multilingual classrooms**

Funke Omidire, University of Pretoria

2. **A literacy project in Sri Lanka: moving from memory recall to critical thinking teaching**

Janet Condy, Cape Peninsula University of Technology

3. **Implementing Success for All in South Africa: Implications for intervention research theory and practice.**

Surette Van Staden, University of Pretoria

**Discussant:** Anouk Ticheloven, University of Hamburg, Germany

**Title:**

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

**Organizer and Chair:** Lauri Johnson, Boston College, USA/University of Nottingham, UK

1. **"Making a Way Out of No Way": Historical Portraits of Black Women Leaders in the UK**

Lauri Johnson, Boston College, USA/University of Nottingham, UK; Terry Watson, City College, CUNY

2. **Valuing the Racial and Linguistic Motherwork of African American and Latinx Families in U.S. School Communities**

Camille M. Wilson, University of Michigan; Lucila D. Ek, University of Texas at San Antonio

3. **Designing Better: A Case Study of Partnerships, Design-based Research and Cultural Historical Activity Theory for Educational Design**

Renata Love Jones, Boston College; Meredith Moore, Boston College; Patrick Proctor, Boston College

**Discussant:** Kobus Mentz, North West University, South Africa

**Title:**

*Starting with Capacity: A Revolutionary Idea in Planning & Monitoring Student Learning in Health, Personal & Social Development*

**Organizers and Co-Chairs:**

Dan Laitsch, Simon Fraser University, CA; Doug McCall, International School Health Network, CA

1. **Finding space in the crowded landscape of health, personal and social development**

Dan Laitsch, Simon Fraser University, CA

2. **A Data-based Understanding of the Current Capacities in Education Systems**

Doug McCall, International School Health Network, CA

3. **Current & Potential Teacher Education in One Context**

Olawale Akanbi Moronkola, University of Ibadan

4. **Example of a Working Hypothesis on Minimum Student Learning in a selected Educational Paradigm**

Doug McCall, International School Health Network, CA

**Discussant:** Luke Duesbery, San Diego State University

**The following symposia were delivered by the WERA Congress Regional Committee:**

**Title:**

*Schools as enabling spaces: International debates within a South African context*

**Organizers and Co-Chairs:** David Osher, American Institutes for Research; Mahlapahlapana Themane, University of Limpopo

1. **Schools as Enabling Places**  
David Osher, American Institutes for Research
2. **Enhancing schools as enabling spaces through relational and responsible leadership**  
Brigitte Smit, UNISA
3. **Understand factors related to achievement as a mechanism towards enabled learning environments: The role of opportunities to learn as well as safe and orderly environments**  
Vanessa Scherman, UNISA; Surette van Staden, University of Pretoria
4. **Social contexts and processes as precursors for effective learning: reflections on schools as enabling environments**  
Mahlapahlapana Themane, University of Limpopo

**Discussant:** Linda Liebenberg, Dalhousie University

**Title:**

*Creating a Doctoral Network for Teacher Education in Africa (DNTEA)*

**Organizer:**

Irma Eloff, University of Pretoria, South Africa

Chair: Ronel De Villiers, University of Pretoria, South Africa

1. **Context for Doctoral Education in Teacher Education in Africa**  
Irma Eloff, University of Pretoria, South Africa; Antonio Cipriano Gonçalves, Mozambique; Alois Chiromo, Zimbabwe; Therese Tchombe, Cameroon; Amani Ibrahim Abed Elgafar, Sudan; Hyleen Mariaye, Mauritius
2. **Literature Review**  
Irma Eloff, University of Pretoria, South Africa; Antonio Cipriano Gonçalves, Mozambique; Alois Chiromo, Zimbabwe; Therese Tchombe, Cameroon; Amani Ibrahim Abed Elgafar, Sudan; Hyleen Mariaye, Mauritius
3. **The Challenges of creating a DNTEA**  
Irma Eloff, University of Pretoria, South Africa; Antonio Cipriano Gonçalves, Mozambique; Alois Chiromo, Zimbabwe; Therese Tchombe, Cameroon; Amani Ibrahim Abed Elgafar, Sudan; Hyleen Mariaye, Mauritius

4. **The Opportunities of creating a DNTEA**  
Irma Eloff, University of Pretoria, South Africa; Antonio Cipriano Gonçalves, Mozambique; Alois Chiromo, Zimbabwe; Therese Tchombe, Cameroon; Amani Ibrahim Abed Elgafar, Sudan; Hyleen Mariaye, Mauritius
5. **The Framework for a Doctoral Network in Teacher Education in Africa (DNTEA)**  
Irma Eloff, University of Pretoria, South Africa; Antonio Cipriano Gonçalves, Mozambique; Alois Chiromo, Zimbabwe; Therese Tchombe, Cameroon; Amani Ibrahim Abed Elgafar, Sudan; Hyleen Mariaye, Mauritius

**Discussant:**

Prof Christian Kraler, University of Innsbruck, Austria

**Title:**

*Teacher decisions about curriculum and instruction in South Africa and Lesotho*

**Organizer and Chair:**

Loyiso Currell Jita, University of the Free State, South Africa

1. **Pre-service teachers' decisions on the use of ICTs to teach science**  
Thuthukile Jita, University of the Free State
2. **Using the Concerns Based Adoption Model to examine Lesotho teachers concerns with the new curriculum**  
Mapapali Tafai, University of the Free State
3. **Teachers' implementation of the new integrated curriculum in Lesotho**  
Lerato Ralebese, University of the Free State
4. **South African teacher's decision-making about content and instruction in science and mathematics classrooms**  
Loyiso Currell Jita, University of the Free State, South Africa

**Discussants:**

Simon Mokakatlela Mosia, Sol Plaatje University; Nomalanga Grootboom, University of South Africa.

## Key Events at the WERA World Congress

Other key events at the WERA World Congress included the Welcoming reception, The Taste of Africa, hosted by Taiwan Education Research Association (TERA), Doctoral and Early Career (DEC) events as well as the International Research Network (IRN) Chair meeting that was sponsored by Bloomsbury.

### Welcoming Reception

The 2018 WERA World Congress Welcoming Reception provided delegates with an excellent opportunity to network, meet old friends and colleagues, as well as meet new people while enjoying the evening's entertainment.



*Delegates conversing during the welcoming reception*

### Taste of Africa

The Taste of Africa Reception (TERA), hosted by Taiwan Education Research Association, took place on Saturday 4 August to promote the TERA-GACC 2018 (Taiwan Education Research Association, Global Association of Chinese Creativity) conference in November 2018 in Taiwan.



*From left to right: Prof Liesel Ebersöhn (WERA Secretary General) and Dr. Ying-yao Cheng (TERA President)*

### Doctoral and Early Career Network (DEC) meeting at the WERA World Congress

During the congress, the [Doctoral and Early Career Network \(DEC\)](#) had their annual meeting, where they discussed important factors concerning the role which the DEC needs to fulfil in the development of new researchers. This encompassed discussions from social media usage to broadening international ties. The DEC meeting was sponsored by the International Association for the Evaluation of Educational Achievement (IEA).



*Attendees of the Doctoral and Early Career Network Meeting.*

## Doctoral and Early Researchers Network (DEC) event with Trina Osher

Part of the congress proceedings included an event focussed on WERA capacity development. Trina Osher, from Huff Osher Consulting, was the presenter of this event.

### Making Partnerships with Families Work



*Trina Osher during her presentation*

**Abstract:** There are significant benefits to partnering with families and specifically to including family members who have no formal research qualifications on a research team. Data quantity, validity, & quality can be improved when family members collaborate in designing the study questions and instruments, collecting the data, interpreting the meaning of the results, and disseminating the findings to policy makers and practitioners who can make use of them in their work. Engaging, collaborating, and partnering with families, however, does require some careful planning. A model framework for organizing strategies to successfully engage families in social and emotional learning will be presented as an illustration of how this can be accomplished. The practicalities of applying the model to partnering with families on research participants are doing or planning to do will be the primary focus of this session. A family member herself, Trina Osher has led successful qualitative research projects where family and youth had a significant impact on the final product. She has partnered with education and mental health researchers; co-chaired the National Outcomes Roundtable for Children's Mental Health; served on the advisory board of Research and Training Center for Children's Mental Health at the University of South Florida; and been a peer reviewer for many research articles.

## International Research Network (IRN) Chair Meeting at WERA World Congress 2018

A productive International Research Network (IRN) Chair meeting took place on with Conveners of current IRN's as well as members of the WERA Executive Committee.



*The International Research Network Chair Meeting sponsored by Bloomsbury*

### WERA Closing Plenary

On 5 August the congress was concluded with a closing plenary, chaired by Dr Felice J. Levine (American Educational Research Association and WERA Past President) and Professor Ingrid Gogolin (University of Hamburg and WERA President). During this event the WERA Presidency transition, from Dr Levine to Professor Gogolin, took place.

This event allowed for a space where reflections and insights about the congress could be shared and discussed. The panel who led this discussion about the congress, consisted out of Professor Loyiso Jita (University of the Free State, South Africa), Professor Geovana Mendonça Lunardi Mendes (Universidade do Minho, Portugal), Mr Clive Ka-lun Lee (Yidan Prize Foundation), Associate Professor Sergey Kosaretsky (National Research University Higher School of Economics, Russian Federation), and Dr Lori Diane Hill (American Educational Research Association, United States, and WERA Book Series Co-Editor). This was followed by an award ceremony for the best posters presented at the congress.

WERA President, Professor Ingrid Gogolin, and Manabu Sato as well as Masako Nakamura, both from the Japanese Educational Research Association, talked about the next focal meeting, which will be held in Tokyo in 2019. And then, the final remarks and official congress adjournment was made by Professor Ingrid Gogolin.



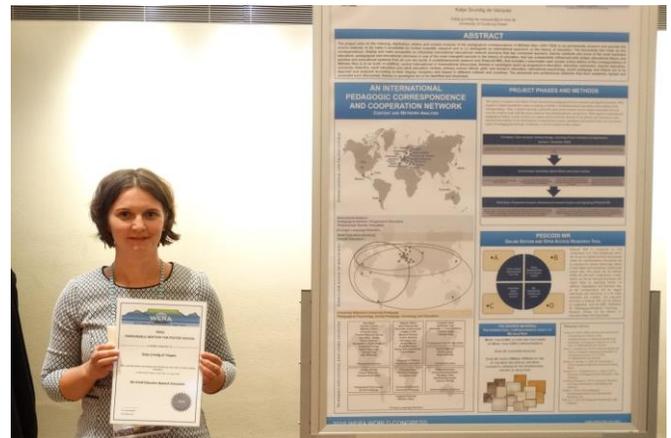
*From left to right: Dr Felice J. Levine, Prof Ingrid Gogolin, and Prof Liesel Ebersöhn, during the closing plenary.*



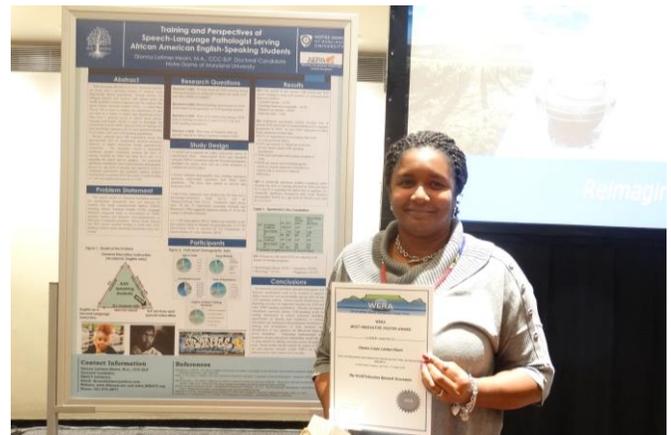
*The panellists during the closing plenary. From left to right: Dr Lori Diane Hill, Prof Sergey Kosaretsky, Mr Clive Ka-lun Lee, Prof Geovana Mendonça Lunardi Mendes, Prof Loyiso Jita, and Dr Felice J. Levine.*

## Best Poster Awards at WERA Congress in Cape Town 3-5 August 2018

During the WERA World Congress in Cape Town, 3-5 August 2018, a committee was established to select the best Poster submissions for this Congress. The committee members comprised of professor Ingrid Gogolin (WERA President), professor Winnie Wing Mui So (Hong Kong Education Research Association), professor Pedro Flores Crespo (Consejo Mexicano de Investigacion Educativa), professor Geovana Mendonça Mendes (National Association of Research and Graduate Studies on Education) and professor Barbara Schneider (American Educational Research Association).



*An Honourable Mention Certificate was awarded to Dr Katja Grundig de Vazquez for her poster titled "An international educational correspondent network – The correspondence of Wilhelm Rein (1847-1929) as an access to an international history of education"*



*Dionna Louise Latimer-Hearn received the Most Innovative Poster Award for her poster titled "Training and perspectives of Speech-Language pathologists Serving African American English-Speaking Students".*

## Call for Submissions: WERA Focal Meeting, Tokyo, August 2019

World Education Research Association

# WERA

## 2019 Focal Meeting in TOKYO

### 10<sup>th</sup> Anniversary

**Future of Democracy  
and Education:  
Realizing Equity and  
Social Justice Worldwide**

August 5-8, 2019 in Tokyo, Japan at  
The University of Tokyo (August 5) and  
Gakushuin University (August 6-8)

World Education Research Association:  
<https://wera.site-ym.com/>  
Submission and Program Website: [wera-tokyo.com](http://wera-tokyo.com)  
Organizing Committee of 2018 WERA in Tokyo:  
Japanese Educational Research Association

The World Education Research Association (WERA) invites submissions for papers, symposia, and posters for the WERA Focal Meeting to be held in Tokyo, Japan from 5 to 8 August 2019. WERA is an association of major national, regional, and specialty education research associations dedicated to sharing scholarship, developing networks, and mutually supporting capacity building. The WERA 2019 Focal Meeting is an integral part of the annual conference of the Japanese Educational

Research Association (JERA) and consists of a program of paper, symposia, and poster sessions on topics of world-wide emphases and significance. WERA Focal Meetings are embedded in the conference of a WERA Member Association.

In general, the WERA Focal Meeting seeks to feature research that includes more than one country or is comparative, cross-cultural, international, or transnational in conceptualization, scope, or design. Paper and poster submissions need to meet these criteria; symposia submissions can include papers from single sites or countries as long as the presentations combined are from different countries and the aims of the symposium are anchored in worldwide or global issues. Duplicate submission through the JERA and WERA online submission systems is not allowed.

Founded in 2009, WERA is celebrating its tenth anniversary at the Focal Meeting in Tokyo. Papers and session submissions are encouraged that aim to synthesize knowledge worldwide over the last decade and anticipate future research trends and directions. Scholarly papers and symposia with that goal in mind will be featured at the 2019 meeting.

### Who Should Submit?

Scholars and advanced graduate students worldwide whose research extends beyond a single-country site are encouraged to submit to the WERA Focal Meeting. Papers may be submitted to be presented at paper sessions or poster sessions. Scholars wishing to organize symposia that feature research paper presentations from multiple countries or parts of the world are also encouraged to submit.

### Scope of the Focal Meeting

The scope of the Focal Meeting is wide in its reach to include studies across the life span from early learning to workforce and adult education and that take place in formal and informal contexts of education and learning.

The emphasis of the Focal Meeting is on papers, posters, and symposia *with a lens that is worldwide in perspective*. Otherwise there is no restriction on the education research topics appropriate for consideration, although priority will be given to submissions that focus on research and findings addressed to significant trends, issues, and challenges worldwide.

## Guidelines for Submission to WERA Focal Meeting

Paper, poster, and symposia submissions must be submitted through the online portal on the WERA-JERA 2019 conference website at <http://wera-tokyo.com>.

The deadline to submit is January 31, 2019; 23:59 Tokyo Time (GMT +9).

## Registration

Registration is available online on the WERA-JERA 2019 conference website at <http://wera-tokyo.com>.

Combined WERA and JERA Conference registration will open for Early Bird registrants on October 1, 2018 and end on April 30, 2019. Discounted rates will apply. Regular registration at full conference rates will start on May 1, 2019 and end on July 31, 2019 (<http://wera-tokyo.com>).

## Important Dates

<b>1 Oct 2018</b>	Submission starts
<b>31 Jan 2019</b>	Submission ends
<b>31 Mar 2019</b>	Decisions announced
<b>1 Oct 2018 – 30 Apr 2019</b>	Early bird registration
<b>1 May 2019 – 31 Jul 2019</b>	Registration
<b>1 Jul 2019</b>	Submission of final papers to WERA
<b>5-8 Aug 2019</b>	WERA-JERA conference

## Co-Chairs

Ingrid Gogolin, WERA President  
Liesel Ebersöhn, WERA Secretary General

## WERA Symposia at the European Conference on Educational Research (ECER) 2018

ECER 2018, 3-5 September, Bolzano, Italy.

The European Conference on Educational Research this year, took place in Bolzano, Italy. WERA hosted two of the invited symposia. WERA members presented two symposia at ECER 2018. The first symposium was organised by Professor Ingrid Gogolin (WERA President).

## Multilingual Classrooms – Global Challenges, Local Solutions.

The participants of this discussion were Professor Dr Ingrid Gogolin (Universität Hamburg, Germany), Professor Dr Rita Franceschini (Free University of Bozen-Bolzano, Italy), Dr Surette van Staden (University of Pretoria, South Africa), and Assistant Professor Dr Joana Duarte (University of Groningen, The Netherlands).

The symposium was conceptualized from an interdisciplinary and transnational perspective. From both, the perspective of educational science and a linguistic point of view, the symposium related to general developmental theories which focus on the conditions of successful learning in general.

The contributions to the symposium focus on examples of teaching and learning in multilingual classrooms from four countries: Italy (South Tyrol), South Africa, Germany, and The Netherlands. Common key questions are: What characteristics of the presented cases are suitable to support the successful development of multilingualism among learners? In which aspects are these characteristics transferable to the context of other education systems and their schools?



*From left to right: Prof Ingrid Gogolin (WERA President) and symposium leader, Prof Yunus Mustafa Eryaman (WERA President-Elect)*

## **Inclusion and exclusion at the heart of global perspectives on teacher resilience.**

The second symposium was chaired by Theo Wubbels, from the University of Utrecht. Caroline Mansfield, from the Murdoch University, Qing Gu, from the University of Nottingham, and, Susan Beltman, from Curtin University, all presented the following papers.

### PAPER 1:

Dr. Carmela Aprea, University of Mannheim, Germany  
Dr. Viviana Sappa, Swiss Federal Institute for Vocational Education and Training, Switzerland

Dr. Elena Boldrini, Swiss Federal Institute for Vocational Education and Training, Switzerland

Aprea, Sappa and Boldrini deliberate: **'Heterogeneity as resource and challenge for resilience of teachers in vocational education and training'**. An extensive body of literature has shown a multitude of risk and protective factors that influence teachers' resilience. Heterogeneity is one of those factors, an issue which is especially prevalent for teachers in vocational and training, mainly because of the following reasons: First, teachers in this area are usually trained as professionals in a specific vocational field. Thus, they very often combine teaching with another job, and consequently experience heterogeneity between differing workplaces, i.e. school and company. Secondly, vocational school students are a quite heterogeneous target group, e.g. with regard to their educational, motivational, cultural and linguistic background. Based on the conceptualization of teacher resilience as multifaceted construct (e.g., Mansfield et al., 2016) and on data from survey and interview studies in Switzerland and Germany, our presentation is focused on the question of how perceived heterogeneity impacts different resilience outcomes (e.g., job satisfaction, work engagement, self-efficacy) of teachers in vocational education and training.

### PAPER 2:

A/Professor Caroline Mansfield, School of Education, Murdoch University

A/Professor Susan Beltman, School of Education, Curtin University

Mansfield and Beltman contemplated: **'Building teacher resilience: Inclusion through online, personalised and self-directed learning'**. Teacher resilience has become an increasingly prominent issue, especially when teachers are working in contexts where there are multiple and complex risk factors and communities experiencing disadvantage. However, teacher professional learning about resilience has typically involved face to face, formal workshop style events or in-services, and talks by experts within a set and fixed time frame.

Furthermore, availability and access to such experiences is dependent on school and sector resources and priorities. This presentation described a freely available, online, personalised and self-directed resource that aims to increase users' awareness of the skills and strategies for enhancing resilience in the teaching profession. Using data gathered via website analytics, user behaviour of over 5,000 users in the online environment will be explored. Findings and implications for provision of online teacher professional learning especially regarding resilience were discussed.



*From left to right: Prof Qing Gu, Assoc. Prof Susan Beltman, and Dr Caroline Mansfield after their symposium at European Conference on Educational Research 2018.*

### PAPER 3:

Professor Qiong Li; Faculty of Education, Beijing Normal University, China

Professor Qing Gu; School of Education, The University of Nottingham, UK

Professor Li and professor Gu considered that **"Difficulties make you stronger": Understanding the challenges to teacher resilience in remote rural schools in China.** This study investigated how Chinese teachers working in socio-economically disadvantaged rural schools draw upon their capacities for resilience to maintain a sense of professional identity, motivation and commitment. Drawing upon Bronfenbrenner's ecological system theory and in-depth interviews with eight teachers with different years of experience, the study identified a range of personal, relational, organisational and policy influences which are specific to the rural contexts and which challenge teachers' capacity to be resilient. Ten personal and contextual resources were perceived to be essential in enabling them to sustain their everyday resilience over time. Personal resources, which acted as inner drives or buffers against burnout, included occupational commitment, strong intrinsic motivation, and academic optimism.

Trusting relationships in school and various internal and external professional networks were also found to be important contextual resources for rural teachers working in remote areas to overcome challenges and sustain their capacity to committed and resilient.

### **Honorary Medal Awarded to WERA President at European Conference on Educational Research**

At ECER 2018, Professor Ingrid Gogolin (WERA President) was awarded an Honorary Medal on behalf of the Polish Educational Research Association (PERA).



*From left to right: Prof Ingrid Gogolin accepting the award from Prof Mustafa Yunus Eryaman on behalf of Polish Education Research Association*

### **WERA Keynote Address at The Multidisciplinary International Conference in Educational Research (CIMIE)**

CIMIE 2018, 4-5 July, Zaragoza, Spain



Felix Maringe is a Professor of Higher Education, Head of the WITS School of Education and Assistant Dean for Internationalisation and Partnerships in the faculty of Humanities at the University of the Witwatersrand in

Johannesburg South Africa. He researches in areas of globalisation and internationalisation in Higher education.

Dr Maringe has published 90 outputs, which include six books, 51 refereed journal articles, 20 book chapters and 13-commissioned research reports. He began his career at the University of Zimbabwe and then at the University of Southampton UK before moving back South Africa in 2012.

#### **Topic:**

Partnerships and knowledge production in universities: priorities, opportunities, and challenges in Education

#### **Abstract:**

Partnerships have long been acknowledged as important vehicles for knowledge production in our universities. As the rate of knowledge production is set to increase to previously unimaginable levels, new partnerships are set to be established at an equally alarming pace in the global academies. They however tend to trace the asymmetries of power across the globe and can be said to contribute to the reproduction of inequalities in institutions in the global north and south. Using the acknowledged roles of partnerships as hubs, as generators, as temples and as incubators, the paper will raise concerns about the inappropriateness and continued use and application of old knowledge hierarchies to determine what is and what is not worthwhile knowledge.

The paper also decries the dominance of the discourse of donors and aid in the financing of partnerships; the perpetuation of a dependency relationship through which institutions in the south can only generate knowledge that is wanted by the north; and the dominance of western epistemic influences which effectively marginalises local indigenous knowledge systems in the south. It will be argued that new partnership formations will need to address big questions of equity, knowledge ownership, and leadership in ways, which speak to the true assumptions about working across boundaries to generate locally and globally relevant knowledge.

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## Obituary for Professor Dr Klaus Breuer, University of Mainz (Germany)

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by Ingrid Gogolin (WERA president)



Our colleague Klaus Breuer passed away unexpectedly on 9 June 2018. With him, we are losing a committed, productive, creative and dedicated colleague with whom we were personally connected during many years of his work. He has promoted

the interdisciplinary and international dialogue in vocational education research and made it visible in a large number of cooperation projects.

And he has been a member of WERA since its inception. His particular concern was research on the topic of financial literacy. Here he succeeded in establishing an innovative international research network at WERA: "International Research Network on Financial Literacy as a 21st century Skill - Cross Cultural Approaches to Research".



*Prof Klaus Breuer (back row, third from the left) at the Seventh WERA Council Meeting in Sydney, December 7, 2012*

At the same time, Klaus was particularly interested in promoting emergent researchers. Also, in this area he gave important impulses for the developments in WERA. He has understood how to inspire emergent researchers for international cooperation in an intelligent, friendly and professional way.

Klaus was not only a regular participant in the scientific meetings of WERA, he also assumed responsibility and accompanied the development of WERA as a member of the board of the German Educational Research Association (DGfE/ GERA). He was closely involved in international and interdisciplinary educational research, far beyond the interest in his own field. Klaus was a knowledgeable, warm-hearted and humorous colleague who was instrumental in shaping the fortunes of WERA. And it is precisely in this spirit that we will keep him in living memory.

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## Obituary for Professor Dr Geoff Whitty (University of Newcastle (Australia))

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by Ian Menter (BERA President 2013-15)



Geoff Whitty died in July after battling illness for a number of years. He was President of the British Educational Research Association (BERA) from 2005-2007. It was during his presidency that the BERA office developed into the fully fledged professional outfit that

we see today. For this alone, BERA has a great debt to Geoff. But also, during his presidency he commenced discussions with officers of the sister organisation in the USA - AERA. In conversation with AERA President, Eva Baker and General Secretary Felice Levine, the proposal to form WERA emerged. Thus, WERA too owes a debt to Geoff.

Overall, Geoff's contribution to our educational research community was massive. He was a passionate advocate for the pursuit of the betterment of educational policy through research. Those of us fortunate enough to attend the celebration of his life and work held just weeks before his death, at the UCL Institute of Education, were given a forceful reminder of the breadth and depth of his contribution to the field. However, the wonderful tributes from a number of his colleagues were preceded by his own highly amusing and self-deprecating account of how his association with the Institute of Education began (see: <https://mediacentral.ucl.ac.uk/Play/13068> ).

Geoff was truly what Gramsci would have called an organic intellectual. He was deeply committed to social justice in and through education and wrangled throughout his career with ideas, policies and interventions that could further these aims. He collaborated extensively with others committed to social justice but also took his commitments into the corridors of power. He sat on the Board of Ofsted for example and served as Specialist Adviser to the successive Parliamentary Select Committees on Education.

Although his deepest institutional affiliation was with the Institute of Education, where he served initially as the Karl Mannheim Professor of Sociology of Education before being appointed Director in 2000 (see: <https://ioelondonblog.wordpress.com/2018/07/29/geoff-whitty-an-appreciation/>), he also had a major impact at many other institutions, both in the UK and overseas. His central scholarship was in the sociology of the curriculum, but he was widely published also in the fields of education policy and teacher education. After his 'retirement' and appointment as the first Emeritus Director of the IoE, he initially returned to the University of Bath, but also started significant associations with the Newcastle University, Australia and with Teachers' College in New York. More recently, he took up a part-time post at Bath Spa University as Research Professor, where his impact was felt most clearly through the development of the Diversity in Teacher Education (DiTE) programme of research.

He bore his illness over recent years with incredible courage and kept being productive until the very end. He is irreplaceable and will be sorely missed by all those who knew him and worked with him.

A comprehensive list of his publications is available at, <https://newcastle-au.academia.edu/GeoffWhitty>, and two of his lecture videos can be found at Universities and Teacher Education in a New Era: <https://www.youtube.com/watch?v=BWUHB6IC0Zw> Fifty Years of Making Sense of Education Policy: <https://www.youtube.com/watch?v=VXThXT4nP7Y>

**Kate Reynolds, one of Geoff Whitty's associates also said the following:**

Geoff's impact on education research and education policy is immeasurable. His breadth of knowledge and his expertise covered many countries - he was indeed a global intellectual. But more than that Geoff remained to his last days a coach, mentor, and above all friend of the education community. We will miss him heaps.

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## Call for Applications: International Webinar for Emergent Researchers of Multilingualism and Education

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### Implications of Societal Multilingualism for Language Education



The WERA is pleased to announce an international webinar for emerging scholars on *Implications of Societal Multilingualism for Language Education*. This webinar is being undertaken in cooperation with the Coordination Office for Research on Multilingualism and Language Education (aka KoMBi) at the University of Hamburg and Dr. Gregory Poarch at the University of Münster.

In cooperation with WERA, the Coordination Office for Research on Multilingualism & Language Education (aka KoMBi, University of Hamburg) and Dr. Gregory Poarch (University of Münster) invite emerging researchers to take part in an international online event entitled: *Implications of societal multilingualism for language education*.

## **The aims of the webinar are to:**

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- Provide substantive exposure to education research on societal multilingualism and explore research directions in a worldwide context;
- - Create a wider basis for research in language and education by incorporating more diverse (cultural, linguistic etc.) backgrounds;
  - Reach, support and include emerging researchers from a range of countries who have different approaches to the research topic;
  - facilitate international networking among emerging researchers through the use of new media;
  - Offer mentoring and feedback to the participants in the acquisition and development of research and presentation skills.

To meet these aims, we plan a three-part, interactive webinar that will provide participants with state-of-the-art input as well as opportunities to network and gain research and presentation skills.

## **Schedule (January-March 2019):**

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Participants 'attend' introductory Webinar 1 where they will be advised on the progression of the series, recommended readings, and the tasks they will need to complete. Specific reading will be expected to be examined prior to Webinar 2.

Webinar 2 comprises the main input, a lecture by Dr. Poarch based on his recent publication with Dr. Ellen Bialystok (York University) on language use and cognitive abilities. Participants 'attend' this webinar and formulate questions on the topic of multilingualism and education.

Participants then have 4 weeks to research and prepare a short presentation (approx. 10 minutes) on an issue pertaining to multilingualism and education in their own research contexts. The webinar facilitators will be on hand to advise the participants on content and presentation preparation. The objective is to prepare for an international conference at which they wish to present their research idea/work.

In Webinars 3 and 4, participants present the work they developed. The facilitators will comment on the presentations as a whole and they connect to the research arena.

In a final phase, the facilitators will compile and provide overall and individual feedback according to set evaluation criteria.

Participants receive a certificate issued by WERA upon successful completion of the four-part webinar.

## **Participants and requirements:**

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**Status:** Participants must be doctoral students, registered at a recognised higher education institution, with a research interest in multilingualism and education.

**English proficiency:** The webinar series will be conducted in English – therefore, sufficient academic English skills are required. Applicants should indicate that they have the language skills required to successfully comprehend and complete assigned tasks at doctoral level.

**Equipment:** A PC or laptop with internet connection, speaker, integrated microphone and – ideally – camera is also required. For the webinars, free-to-download software will be used (such as Adobe Connect or Slack). This will be decided together with webinar participants.

**Countries & time:** It is anticipated that participants will come from a range of different countries, and emergent researchers from around the world are encouraged to apply. As the webinars will be conducted from Germany, participants from time zones UTC 0 – UTC +4 will be able to take part during regular hours. There is, however, no restriction on participants from other time zones applying to take part so long as they are prepared to do so outside of their regular working hours.

Webinars will take place at 12:00 CET on the following days:

Monday, January 7th

Monday, January 14th

Monday, February 11th

Wednesday, February 13th

Participants should budget around 90 minutes for each webinar.

## **Application Process:**

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If you are a doctoral researcher focussed on multilingualism and education and you would like to receive expert input on relevant topics, network with international emerging researchers, develop your presentation skills AND you meet the requirements outlined above then please apply to join this online series by 31st October 2018 to [wera@aera.net](mailto:wera@aera.net).

The application must consist of (1) a statement of interest, (2) relevant background on the topic (in terms of research and formal course experience); (3) how you hope to benefit from the webinar. Each of these topics should be addressed in no more than 300 words. Please also provide a one-page vita that included full name and contact information, education (degrees and where received), current academic affiliation, and any presentations or publications.

Applicants must be available for all four parts of the webinar series.

Notification of acceptance/rejection will be given 22nd November 2018.

\*Please note that participation numbers are limited.

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## **German Academic Exchange Service and Alexander von Humboldt Exchange opportunity for guest researchers**

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There are two different scholarships available from German Academic Exchange Service (DAAD) and the Alexander von Humboldt-Stiftung, [the Humboldt Research Fellowship for post-doctoral researchers](#), and the [George Forster Research Fellowship for experienced researchers](#).

The duration for the post-doctoral research fellowship is 6 to 24 months. The period of application is until 4 years after graduation and the scholarship value is 2,650 EUR per month. The subvention of hosting is 500 EUR per month.

The duration of support for the experienced research fellowship is 6 to 18 months and the period of application is until 12 years after graduation. The monthly fellowship amount is 3,150 EUR, along with 500 EUR as subvention for hosting.

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# Photos from the WERA World Congress 2018 in Cape Town

(For more photos follow this link, <http://wera2018.co.za/>, to website for all the photos from the congress)



## Connect with the World Education Research Association (WERA):

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**Website:**

[www.weraonline.org](http://www.weraonline.org)



**Email:**

[wera@aera.net](mailto:wera@aera.net)



**Facebook:**

[www.facebook.com/WorldEducationResearchAssociationWera/](http://www.facebook.com/WorldEducationResearchAssociationWera/)



**Twitter:**

[https://twitter.com/WERA\\_EdResearch](https://twitter.com/WERA_EdResearch)

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