

## HIGHLIGHTS



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



[WERA Council Meeting, Hong Kong, 3 December 2017](#)



[Doctoral and Early Career Network Meeting at WERA-HKERA, Hong Kong, 2017](#)



[WERA IRN Launches International Project on Education and Immigration](#)

## Call for submissions: WERA World Congress, Cape Town, August 2018

*'Reimagining Worldwide Education Research'*



The World Education Research Association (WERA) invites submissions for papers, symposia, and posters for the [2018 WERA World Congress to be held in Cape Town, South Africa on 3 August to 5 August, 2018.](#)

Around the world, education research across contexts of learning addresses strikingly similar issues and aims to be relevant to policy and practice. Whatever the topic—access and equity, language diversities, STEM learning, teaching effectiveness, policy impacts, or workforce

preparation, to name but a few—common questions and concerns drive inquiry. Over the past decade, scholars and students alike have been increasingly drawn to connecting their work to research in other countries, cultures, and contexts. There is also growing interest in building cumulative knowledge and critiquing the strengths of findings and inferences through the lens of multiple perspectives enriched by studies in the global North and South. Yet, despite these transformations, single-site or within-country studies continue to dominate even when research is situated within a broader literature or when comparisons are drawn.

The 2018 WERA World Congress invites papers, symposia, and posters from submitters drawn to the opportunity to advance knowledge and foster a reimagining of education research with a worldwide perspective at its core. This first-ever WERA Congress in particular seeks to attract significant international, transnational, and comparative scholarship and to encourage presentations that critically examine methodologies, measures, and modes of inquiry to support such work. Submissions that explore and explain commonalities and differences across countries and regions are sought.

Also, welcomed are submissions that address worldwide opportunities or constraints in advancing education research and fostering innovations in communication, collaboration, and networking.

The scope of the Congress is wide in its reach to include studies under this overarching theme 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 Congress 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.

Scholars and advanced graduate students engaged in education research and related fields and disciplines are encouraged to submit papers, posters, and symposia to the 2018 WERA World Congress. The Congress seeks to feature research that includes more than one country or is comparative, cross-cultural, international, or transnational in conceptualisation, scope, or design. Paper and poster submissions need to extend beyond a single-country; 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.

Paper, symposia, and poster submissions must be submitted through the online portal on the WERA Conference website at [www.wera2018.co.za](http://www.wera2018.co.za). The deadline to submit is **10 January, 2018; 23:59 South African Time (GMT +2)**.

#### Co-Chairs

Liesel Ebersöhn, WERA Secretary General  
Felice J. Levine, WERA President

For further information on the WERA World Conference, including information on lodging, workshops, special tours and events, and so forth, visit the conference website at [www.wera2018.co.za](http://www.wera2018.co.za).



## Approval of Institutional Membership as a Member Category of WERA

On May 2 2017, at the WERA Council Meeting in San Antonio, Texas, the WERA Council voted to advance an amendment to the WERA Constitution regarding membership. This action was taken by Council members, including alternate representatives attending for member associations.



*WERA Council Members at the Council Meeting in San Antonio, 2 May 2017*

The WERA Constitution stipulates that WERA membership consists of two types of memberships: (1) Governing Association Membership, and (2) Affiliate Membership. The latter includes Association-in-Formation Membership, Institutional Membership, and Individual Membership. Institutional Membership includes non-profit research centers and institutions, higher education institutions, and other research organizations that foster and support education research or are committed to the production or utilization of sound knowledge related to education are eligible for institutional affiliate membership status.

The fee structure for WERA Member Institutions, based on the World Bank Classification of National Economies, was approved by Council at the Council Meeting in Hong Kong on 3<sup>rd</sup> December 2017.

For more information on institutional membership application, please contact WERA at [wera@aera.net](mailto:wera@aera.net)

## WERA Focal Meeting and HKERA International Conference, Hong Kong, 30 Nov - 2 Dec 2017

The [2017 WERA Focal Meeting and HKERA \(Hong Kong Education Research Association\) International Conference](#) took place from 30 November – 2 December 2017 at The Education University of Hong Kong (EdUHK), Hong Kong, followed by the WERA Council meeting took place on the 3<sup>rd</sup> of December 2017.



*WERA Executive Committee members on the stage at the opening ceremony of the 2017 WERA Focal Meeting and HKERA International Conference.*

### WERA Council Meeting, 3 December 2017



The Sixteenth WERA Council Meeting took at the Education University of Hong Kong on December 3, 2017. Member association's in attendance were American Education Research Association (AERA), Associação Nacional de Pesquisa e Pós-Graduação em Educação (ANPED), Education Association of South Africa (EASA), Educational Research Association of Singapore (ERAS), European Educational Research Association (EERA), Ghana Education Research Association (GERA-Ghana), Hong Kong Education Research Association (HKERA),

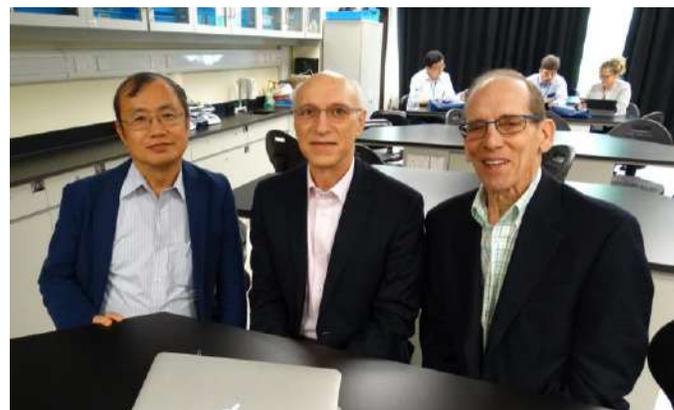
Japanese Educational Research Association (JERA), Asociación Multidisciplinar de Investigación Educativa (AMIE), Pakistan Association for Research in Education (PARE), Polish Education Research Association (PERA), Scottish Educational Research Association (SERA), South African Education Research Association (SAERA), Taiwan Education Research Association (TERA-Taiwan), and Turkish Educational Research Association (TERA-Turkey).

The meeting was followed by a banquet attended by council members and HKERA board members to celebrate education research worldwide.

### WERA Workshops and Invited Symposia at Hong Kong, 30 Nov - 2 Dec 2017

The WERA program formed an integral part of the 2017 WERA-HKERA Conference. WERA held paper sessions, symposia, and workshops that addressed issues that are global, comparative, and international in reach. A total of two workshops, 19 symposiums and 101 papers were presented as part of the WERA program. WERA also convened the Doctoral and Early Career Network (DEC) meeting and encouraged newcomers at early career stages to attend.

### 'The Role of Opportunity to Learn in Cross-National Studies'



*From left to right: Dr Frederick Leung (University of Hong Kong, Hong Kong), Dr Leland Cogan (Michigan State University, USA) and Dr William Schmidt (Michigan State University, USA)*

Cross-national statistical analyses in education often lack measures of Opportunity to Learn (OTL) and as a result produce biased estimates of the effects they are studying. This is a serious problem whether done at the cross-country level or within country. This WERA Workshop took place on the 1<sup>st</sup> December, 2017.

This workshop, which took place on the 1<sup>st</sup> December, looked at the history of OTL and how it is currently being measured in TIMSS and PISA. Analyses showing the potential biasing effect related to the absence of OTL was presented.

This three-hour workshop was organized in three parts. Part I was an overview of the history of OTL in international studies. Part II was a presentation by three international scholars known for their accomplishments in international research both related to TIMSS and PISA, namely Dr Frederick Leung (University of Hong Kong, Hong Kong), Dr Leland Cogan (Michigan State University, USA) and Dr William Schmidt (Michigan State University, USA). Each of the scholars presented results related to OTL in PISA and TIMSS as well as discussed the relationship of OTL to performance in 16 countries who participated in both TIMSS and PISA. Finally, Part III was an extended discussion of the two roles that OTL plays in international research—as predictor and control variables.

### **‘Successful Academic Publishing: A global perspective’**



*From left to right: Dr Patricia Alexander (University of Maryland, USA), Prof Liesel Ebersöhn (University of Pretoria, South Africa), Prof Sari Lindblom-Ylänne (University of Helsinki, Finland) and Dr Pak-Tee NG (Academic Group at National Institute of Education, Singapore)*

Approximately 100 students and faculty attended this three-hour WERA workshop on the 30th November, which was organized in three parts, each followed by discussion. Part I, provided by Patricia Alexander, was an overview of the publishing process, covering a range of topics from establishing research and writing habits and collaborating with others to learning how to maintain momentum.

Part II consisted of presentations by three international scholars, Liesel Ebersöhn, Sari Lindblom, and Pak-Tee NG, known for their accomplishments in academic publishing and for their mentoring of others in this area. Each of the scholars offered guidance on a specific aspect of publishing including “How to Achieve Quality in Qualitative and Quantitative Research;” “Finding the Right Publication Outlet;” and “How to Achieve and Sustain Productivity.” Finally, Part III was an extended question and answer period where all presenters addressed attendees’ issues and concerns. Presenters and their topics included: Patricia A. Alexander, “The Nuts and Bolts of Academic Publishing”; Liesel Ebersöhn, “How to Achieve and Sustain Productivity”; Sari A. Lindblom, “Achieving Quality in Qualitative and Quantitative Research”; and Pak Tee NG, “Finding the Right Publication Outlet”

### **WERA Invited South-to-South Symposium**

This interactive session focused on a Global South perspective on education research. Contributors included: Liesel Ebersöhn (chair), Brian Hudson (discussant), Carolina Guzmán (Participant: Chile), Ernest Kofi Davis (Participant: Ghana), Geovana Mendonça Lunardi Mendes (Participant: Brazil), Jo Lampert (Participant: Australia), Ruth Aluko (Participant: South Africa), and Siphwe Mthiyane (Participant: South Africa)



*From left to right: Jo Lampert (Queensland University of Technology, Australia), Geovana Mendonça Lunardi Mendes (Santa Catarina State University, Brazil), Carolina Guzmán Valenzuela (University of Chile, Chile), Brian Hudson (University of Sussex, UK), Ruth Aluko (University of Pretoria, South Africa), Siphwe Mthiyane (University of Witwatersrand, South Africa), Liesel Ebersöhn (University of Pretoria, South Africa), and Ernest Kofi Davis (University of Cape Coast, Ghana).*

## Doctoral and Early Career Network Meeting

The [Doctoral and Early Career Network \(DEC\)](#) Meeting was held on the 2<sup>nd</sup> December at the WERA-HKERA Conference 2017. Early career scholars representing 10 different countries attended this meeting, as well as the WERA Executive Committee and various WERA Council Members.

The aim of the meeting was to provide doctoral and early career scholars with a platform to network with and meet each other, to build relationships with expert researchers in the field of education and to discuss future DEC networking opportunities and initiatives.



*Attendees of the Doctoral and Early Career Network (DEC) Meeting in Hong Kong on the 2<sup>nd</sup> December 2017*

## Meeting of the Americas



*From left to right: Geovana Mendonça Lunardi Mendes (Representative: Associação Nacional de Pesquisa e Pós-Graduação em Educação), Ana Luisa Muñoz (Universidad Andres Bello, Chile), Carolina Guzmán Valenzuela (University of Chile, Chile), Felice Levine (President: WERA) and Andrea Gouveia (President: Associação Nacional de Pesquisa e Pós-Graduação em Educação)*

Participants of the Americas Network convened a fruitful meeting in Hong Kong during the WERA Focal Meeting and HKERA International Conference (30 Nov - 2 Dec 2017). The aim of the meeting was to discuss future meetings as well as symposiums at the AERA Annual Conference (New York, 2018), following 11 highly successful symposiums at the AERA Conference in San Antonio, Texas (April 2017). The first meeting of the Education Research Associations in the Americas was held in September 2016 in Washington, D.C.

## WERA Invited Keynote and Symposia Presentations

The [WERA Keynote and Symposia Planning Committee](#) organizes keynote and symposia presentations at conferences of member associations. The following WERA Invited Symposium recently took place:

### WERA Keynote Address at CIMIE 2017, 29 - 30 June, Bilbao, Spain



*Prof Motlalepule Ruth Mampane (Chair: Education Association of South Africa) delivering a keynote speech at The Multidisciplinary International Conference on Educational Research (CIMIE).*

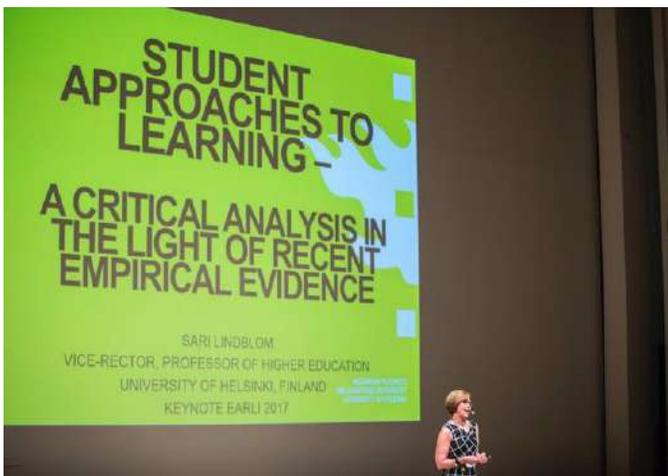
The Multidisciplinary International Conference on Educational Research, CIMIE 2017 was held on 29th and 30th June at the University of Deusto, Bilbao, Spain.

In this annual conference of AMIE (Asociación Multidisciplinar de Investigación Educativa, Spain) the WERA Keynote Address took place on the 30th June. Prof Motlalepule Ruth Mampane, Senior Lecturer of Educational Psychology at the University of Pretoria, South Africa, presented "Education Psychology Research in challenging post-colonial contexts of Africa".

Dr Mampane provided theoretical frameworks and research evidence informing the contributions of Indigenous Psychology and Indigenous Knowledge Systems to curriculum and context of learning and development.

The session was of much interest and received very positive feedback from the audience. Scholars from 114 universities and 20 different countries attended the conference to advance the debate on the impact of excellent research in education. CIMIE started with the main goal to bring together researchers from different disciplines and stages in their careers to engage in scientific-based dialogues for the improvement of education. WERA events at CIMIE have been a remarkable contribution and will be encouraged in the future meetings.

### **Keynote Address by WERA Past President at EARLI 2017, 29 August - 2 September, Finland**



*Prof Sari Lindblom-Ylänne (WERA Past President and Vice-Rector at the University of Helsinki, Finland) delivering a keynote speech at the European Association for Research on Learning and Instruction (EARLI) 2017*

The 17th Biennial EARLI (European Association for Research on Learning and Instruction) Conference for Research on Learning and Instruction was hosted by the University of Tampere, Finland on "Education in the crossroads of economy and politics – Role of research in the advancement of public good". Prof Sari Lindblom-Ylänne had the honour of delivering a keynote address titled "A critical analysis of student approaches to learning in the light of recent empirical evidence" A video of the Lindblom's keynote is available on YouTube at: <https://www.youtube.com/watch?v=P9NclXaFpts&feature=youtu.be>

## **WERA - International Research Networks News**

The purpose of [WERA-International Research Networks \(IRNs\)](#) is to advance education research worldwide on specific scholarly topics. IRNs are temporary collaborative groups of scholars working on a specific research topic primarily through virtual communications. IRNs synthesize knowledge, examine the state of research, and stimulate collaborations or otherwise identify promising directions in research areas of worldwide significance. Priority products for IRNs include substantive reports that integrate the state of the knowledge worldwide and set forth promising research directions. Updates on some of the established WERA IRN's include:

### **WERA IRN Launches International Project on Education and Immigration**

By using the WERA IRN An International Knowledge Base for Educational Effectiveness as a starting point, members of this IRN initiated in 2017 an international research project in the field of education and immigration. The research project entitled Education and Immigration: Policy, Leadership and Praxis is being conducted with participation of researchers from the Florida Atlantic University (USA) and from TU Dortmund University (Germany) – with critical friends from Western University (Canada), The Center for Academic Studies in Or Yehuda (Israel), and Monash University (Australia).

The purpose of this project is to investigate Canadian and German policies, programs, didactical approaches and educators' attitudes regarding the education and integration of immigrant/refugee students. Therefore, the researchers collected data in Fall 2017 at schools in two large school boards in southwestern Ontario (Canada) and in the State of North-Rhine Westphalia (Germany), supplemented with public documents and statistics generated by governmental authorities and NGOs. Project partners Ira Bogotch, Michael Pfeifer and Sarah Wieckert tell that the data collection that they just finished was interesting: "The interviews and classroom observations were very insightful, there seem to be differences but also similarities in how Canada and Germany are educating and integrating immigrant/refugee students. Now we are eager to conduct in-depth analyses of our data."

The researchers plan to present their findings at international and national conferences: “It is our aim to capture by this research what Canada and Germany are doing successfully to support immigrant/refugee students in schools and to share our findings with educational policy, school authorities, school leaders, teachers and other researchers”.

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*Project partners (from left to right): Sarah Wieckert (TU Dortmund University, Germany), Ira Bogotch (Florida Atlantic University, USA) and Michael Pfeifer (TU Dortmund University, Germany) during a visit to the Ministry of Schools and Education of the State of North Rhine-Westphalia in Germany.*

## **Education Policies and The Restructuring of The Educational Profession Facing the Challenges of Globalisation**

The WERA IRN “Education policies and the restructuring of the educational profession facing the challenges of globalisation” has been created in 2015 by Dalila Andrade Oliveira, professor at the University of Belo Horizonte, Brazil, and Romuald Normand, professor at the University of Strasbourg, France.

The network aims to gather researchers and advanced students to develop comparative research projects on the impact of globalization on professions in education and to create a bridge between South American and European research communities.

The network is linked with several research associations: the RESTRADO (research network on teacher work in South America), the European Network of European

Sociologists in Education, the South Latino Conference in Social Sciences, the French-speaking Association of Comparative Education. Network members have published on the topic in several journals and books: *Educação&Sociedade*, *Education & Sociétés*, *Revue Française d’Education Comparée*, *British Journal of Sociology of Education*, *Journal of Educational Policy*, *European Educational Research Journal*, *Routledge Series “Interdisciplinary Studies in European Education”*. Since its creation, the international research network has developed its activities in organizing several seminars and conferences in Brazil, Chili, France, Portugal and China.

The convenors have also published special issues in journals and books with a number of colleagues. Following the scientific events and publications, a book in on preparation and will be edited in 4 languages (English (Springer), Chinese (Educational Sciences Publishing House), Portuguese (Vozes), French (Presses de l’Université de Laval) with 27 contributors from America, Europe and China (publication scheduled in 2018). Title: ‘Education policies and the restructuring of the educational profession: Global and comparative perspectives’. Editors include Miguel Luis Carvalho, Liu Min, Romuald Normand, and Dalila Andrade Oliveira.



*Dalila Andrade Oliveira*



*Romuald Normand*

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## Nominations: WERA Election of Officers

The nominations process for WERA election of officers was opened on the 16<sup>th</sup> October 2017. This year, the Nominating Committee is responsible for slating candidates for three WERA positions: President-Elect, Vice President, and Secretary General. The President Elect and Vice President Elect assume their responsibilities on July 1, 2018 and serve for two years; the Secretary General also assumes office on July 1, 2018 and serves for four years. Past Presidents are not eligible to be nominated to serve a second term as President-elect. The Vice President and Secretary General may be nominated to serve a second term.

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## WERA Volume: Global Perspectives on Education Research



***New from the World Education Research Association and Routledge!***

Edited by Lori Diane Hill, American Educational Research Association (AERA), USA and Felice J. Levine, American Educational Research Association (AERA), USA.

Co-published with WERA, 'Global Perspectives on Education Research' echoes the breadth and scope of education research worldwide. The book's ten chapters are organized around four themes: Education Policy, Teaching and Learning, School Context and Student Outcomes, and Assessment and Measurement. Each chapter offers cross-cultural, transnational, or comparative insights on some of the most pressing challenges and promising opportunities for improving education around the world. Across thematic areas, these perspectives shape new ways of understanding context as an influence on, and a framework for, conceptual insights into education policy and practice at the international, national, and local levels.

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

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