

HIGHLIGHTS



WERA Focal Meeting, Hong Kong, Nov 2017



WERA Council Meeting, San Antonio, May 2017



WERA Symposia at AERA, San Antonio, May 2017



WERA Presidents in the News

WERA Welcomes New Member Associations

The World Education Research Association (WERA) has recently admitted three new associations to full Association Membership with WERA. The WERA officers and Council formally considered and voted on requests for membership during the official WERA Council meeting in San Antonio, Texas on May 2, 2017.

The Swedish Educational Research Association (SWERA) and Ghana Education Research Association (GERA) are welcomed as new members, along with the Cyprus Education Research Association (CERA) and Cyprus Educational Sciences Association (CESA), for whom joint membership was approved.

As is the case for existing Association Members, the work of these associations will benefit from their presence in WERA. WERA looks forward to their participation in the forthcoming Council meeting in Hong Kong on the 3rd December 2017, as well as the focal meeting with HKERA (30 Nov – 2 Dec 2017)

Ghana Education Research Association (GERA)



GERA offers the education research community in Ghana a platform to share knowledge and skills in education research, engage in collaborative research locally and internationally, and promote high quality education research to inform policy and practice of education in Ghana. The Association promotes the value of education research for national development, provides a code of ethics for research in education sensitive to the Ghanaian context, and ensures that education research is used to address the educational needs of all in Ghanaian society. GERA also encourages education research that deepens knowledge and understanding of education that promotes the total well-being of children, youth and adults in Ghana. It encourages the community of education researchers in Ghana to engage in research that can illuminate education policy and practice for national development. Through GERA, education researchers in Ghana will contribute to the mission of WERA. We are delighted to be part of the world body and look forward to working with members of WERA.

- *President: Jonathan Fletcher*

Swedish Education Research Association (SWERA)

SWERA was founded in 2013. It is aiming to improve the intellectual and social organization of educational research. It is an independent organization based on collegial and professional charitable work. In June 2013 SWERA has 240 individual members. SWERA has also contact persons appointed by the Higher Education Institutes in Sweden.



SWERA is organizing yearly meetings with about 100 participants in seminars, symposia and councils plus members meetings. At the annual meeting there is the yearly moot of professors in education research in Sweden. Criteria for evaluating professor competences have been formulated decided and published on our website. SWERA has recently created a pool of reviewers for doing committee work at the HEIs.

Four SWERA councils are organizing the intellectual activities: the research education council, the research policy council, the research publication council, and the doctoral student council. The councils work by means of seminars and moots. Protocols from councils are published at our website. This year the councils are working with the joint theme on how we in research define current state of knowledge in relation to ambitions to acquire knowledge contributions.

SWERA is publishing a scientific journal Pedagogisk Forskning i Sverige (Educational Research in Sweden) with 600 subscribers (<http://pedagogiskforskning.se/>). The editors are selected for a five-year period by SWERA after reviewing responses to public invitations. SWERA is also organizing a Forum for Swedish scientific journals in education (at present 26 journals) where discussions of scientific quality and review procedures are main topics. To get in touch with SWERA, please go to our website and Facebook groups. See below.

Looking forwards to cooperate with WERA!

Website: <http://www.pedag.umu.se/swera/>
Facebook: <https://www.facebook.com/SwedishEducationalResearch/>

- *President: Sverker Lindblad*

Cyprus Educational Research Association (CERA)

Cyprus Education Research Association was established in August 07, 2009 in North



Cyprus. The name of the association is Cyprus Turkish Educational Research Union Association. In short, the Association uses the name 'Cyprus Educational Research Association' and the abbreviation 'CERA' (KEAB in Turkish).

The Goal of the CERA is to carry out researches in education at the national and international level, organize workshops, panel discussions, seminars, symposiums, congresses etc., organizing scientific activities. To set the quality standards of educational researches in different fields and disciplines of educational science, indexing national and international educational research journals, providing the necessary technical equipment to carry out essential studies towards the aim of establishing the effect factor of such journals. To set up a center of perfectionism by using database, web sites and indexing programs, carrying out academic activities in the field of education. Establishing the ethical standards of educational research, joining national and international unions, associations, and similar organizations and/or cooperating with them.

- *President: Kemal Akkan Batman*

Cyprus Educational Sciences Association (CESA)



Cyprus Educational Sciences Society is an educational civil society organization. Cyprus Educational Sciences is legally active with 1st of March 2003 dated and 0144 registration numbered decision of Nicosia

District Office. The center of Cyprus Educational Sciences Society is Nicosia. The main aim of Cyprus Educational Sciences Society is to contribute educational studies on the base of educational sciences in Cyprus and in other countries. Cyprus Educational Sciences Society is a non-governmental professional organization with educational science and theoretical and implementation dimensions.

- *President: Huseyin Uzunboylu*

WERA at AERA Annual Meeting in San Antonio, May 2017

WERA Council Meeting, 2 May 2017

The Fifteenth WERA Council Meeting took place in San Antonio, Texas on May 2, 2017. Member associations in attendance were American Education Research Association (AERA), Associação Nacional de Pesquisa e Pós-Graduação em Educação (ANPED), Consejo Mexicano de Investigación Educativa (COMIE), Education Association of South Africa (EASA), Educational Research Association of Singapore (ERAS), European Educational Research Association (EERA), German Educational Research Association (GERA), Hong Kong Education Research Association (HKERA), Japanese Educational Research Association (JERA), Korean Educational Research Association (KERA), Asociación Multidisciplinar de Investigación Educativa (AMIE), Polish Education Research Association (PERA), Sociedad Española de Pedagogía (SEP), Sociedad de Investigación Educativa Peruana (SIEP), Taiwan Education Research Association (TERA-Taiwan) and Turkish Educational Research Association (TERA-Turkey). The meeting was followed by a dinner attended by council members to celebrate education research worldwide.



WERA Executive Committee and Council Representatives, 2 May 2017



Breakaway group discussions, Council Meeting, 2 May 2017

WERA Symposia in San Antonio, Texas

WERA co-sponsored three symposia sessions on the 29th and 30th May 2017 during the AERA Annual Meeting.

'Education Research Indicators Worldwide'



The following participants formed part of the symposium: Stéphan Vincent-Lancrin, Joanna Madalinska-Michalak, Pedro Flores-Crespo, Ingrid Gogolin and Felice Levine.

This session, took stock of our current state of knowledge about the quantity, scope and quality of education research worldwide. While the United States continues to play a predominant role in the production of journal articles in education, other countries and regions have gained ground over the past decades, with increasing numbers of countries having an educational research association, an increasing share of the production of articles and of cited articles coming from other regions. The place of language and quality was discussed as educational research should not only serve an international community of scholars but also contribute to the improvement of local education processes. In that respect, traditional citation impact should just be seen as one possible measure of quality, that needs to be complemented to other ways of accessing educational research in a multiplicity of languages. Chaired by Felice Levine (AERA), participants in this session included Stéphan Vincent-Lancrin (OECD), Joanna Madalinska-Michalak (University of Warsaw), Pedro Flores-Crespo (Universidad Autonoma de Querétaro) and Ingrid Gogolin (University of Hamburg).

'Longitudinal Administrative Data Systems— Developing Guidelines for Producers and Users'

This session discussed in a roundtable format draft guidelines providers and users of longitudinal administrative data for educational research.

Jointly developed by OECD and AERA, the final guidelines aim to propose internationally valid suggestions to facilitate the access and responsible use of administrative data within countries, while limiting possible risks of privacy violation. After a brief presentation of the draft guidelines by Felice Levine (AERA) and Stéphan Vincent-Lancrin (OECD), the guidelines were discussed by Adam Gamoran (WT Grant Foundation), Barbara Schneider (Michigan State University) and Jack Buckley (AIR) before a lively participation of the audience. The discussion emphasises the importance of such guidelines to strengthen research and educational process not only from a national but also from an international comparative perspective. They noted the tensions between several principles, and highlighted that data access should be governed by transparent and equal principles, including for restricted data sets. It was also noted that such guidelines would have to be concrete to be useful to researchers, and should consider distinguishing access to data collected by statistical agencies (for statistical purposes) and data collected by programmatic agencies (for the purpose of managing an operation rather than for statistical purposes). The challenges of access may indeed be greater for the latter than the former. The next iteration of the guidelines will be presented and discussed at some other WERA sessions in 2017 with the objective of finalising them in 2018.

'A Global South perspective on education research'

Prof Liesel Ebersöhn (WERA Secretary General) chaired the symposium titled: "A Global South perspective on education research" on Saturday, 29 April 2017. The purpose of the symposium was to create a discursive space around education research issues common to Global South contexts. A premise of the symposium was that these Global South spaces share characteristics because of similar postcolonial histories. The contextual and geopolitical similarities encompass both risk factors that serve as barriers that constrain education (with inequality foremost amongst these), as well as protective resources that provide opportunities to enable education (socio-cultural capital, multilingualism, agricultural activities and mineral wealth). A main emphasis that directed the conversation during the symposium was to share evidence of innovative solutions where education intervention has contributed to positive learning, wellbeing and development outcomes for students, teachers, and/or school-communities. The format of the symposium was that of questions posed by the chair to a panel of presenters to address and then discuss together with attendees.

Questions included issues of: challenging contexts and access to schools; quality education for performance and throughput given challenging contexts; a contextually responsive curriculum regarding (i) socio-cultural diversity, (ii) multilingualism, as well as (iii) limited resources to support teaching and learning; school-climate that enables socio-emotional care, support, hope and aspiration within students and teachers; teacher training and professional development; school-community partnerships; school leadership given resource constraints.

Presenters included:

- Beatrice Avalo, Centro de Investigación Avanzada en Educación (CIAE)
- Daniela Veliz Calderon, Pontificia Universidad Católica de Chile
- Pedro Flores Crespo, Universidad Autónoma de Querétaro, México
- Loyiso Jita, University of the Free State, South Africa
- Ruth Mampane, University of Pretoria, South Africa
- Geovana Mendonça Lunardi Mendes, University of the State of Santa Catarina, Brazil
- Labby Ramrathan, University of Kwazulu-Natal, South Africa
- Chris Reddy, University of Stellenbosch, South Africa
- Paulino Cardosoe Silva, Universidade do Estado de Santa Catarina, Brazil
- Brigitte Smit, University of South Africa, South Africa
- Veronica Villaran, Group for the Analysis of Development (GRADE), Peru
- Raj Mestery, University of Johannesburg, South Africa
- Santiago Cueto, GRADE, Peru



Front row from left: Ruth Mampane; Loyiso Jita; Daniela Veliz Calderon and Labby Ramrathan.

Back row from left: Liesel Ebersöhn; Raj Mestery;; Santiago Cueto; Beatrice Avalo; Brigitte Smit; Pedro Flores Crespo and Chris Reddy.

WERA Roundtable in San Antonio, Texas

'Towards a Research group: 'A Global South perspective on education research'

Prof Liesel Ebersöhn hosted a roundtable session, "Towards a research group: A Global South perspective on education research", on 30 April 2017 with the aim to deliberate the establishment of a South-To-South Education Research Group. The vision of such a group is to generate knowledge on evidence-based solutions for Global South education in similar geopolitical contexts where inequality is high. Such a research group will function as a research network to drive a research agenda and activities by considering comparative research trends and activities to explore collaboratively as South-To-South Education Research Group. Objectives for roundtable discussions included: (i) organisational decisions to establish a South-To-South Resilience Research Group; (ii) identifying implementation strategies (roles, responsibilities, time-lines) to attain objectives; (iii); identifying activities and process on which to collaborate; and identifying potential South-To-South Education Research Group deliverables.

Outcomes include:

A. Contemplating 'Global South Education Research':

- In upcoming regional meetings: organise sessions (symposia, roundtables, plenaries) with a specific topic on 'global south education research';
- International conferences: similar thematic sessions;
- Regional journals: invite manuscripts for special issues on the topic of 'global south education research'

B. Connecting a community: 'Global South Education Research':

- Develop a databank of global south education researchers (name, contact details, affiliation, education research focus, recent education research publications).
- Share content with Global South Research Group (papers written in this regard, PowerPoint slides, video-recordings).



Some of the participants at the WERA Roundtable included Yunus Mustafa Eryaman, Barbara Schneider, Ingrid Gogolin, Raj Mestery and Brigitte Smit.

The organic Global South Network has grown to include over a 100 members within less than a month (with contact details and publications shared on Dropbox). Please feel free to contact the WERA Secretariat if you would like to take part in this Global South research initiative.

Doctoral and Early Career Network Meeting @ San Antonio



Early career scholars from various countries attended the DEC Meeting at the AERA Annual Meeting in San Antonio in April 2017.

The latest [Doctoral and Early Career Network \(DEC\)](#) meeting, chaired by Prof Mustafa Yunus Eryaman (WERA Vice-president) took place at the AERA Annual Meeting in San Antonio on the 29th April 2017. The meeting was well attended with early career scholars from Spain, Germany, Turkey, Korea, United States, Hong Kong and The Netherlands. Excitement regarding DEC is continuing to grow with numerous future ideas from representatives, such as possibilities for creating a space for early career scholars to interact without needing to travel or obtain funding e.g. live webinars. Prof Eryaman congratulated the newly appointed association DEC representatives. We would like to encourage all associations who haven't provided us with a DEC representative, to please send the details of the representative to wera@aera.net. The structure of each association will guide an association to select or appoint a DEC representative.

The next DEC meeting is scheduled to take place during the ECER Meeting in Copenhagen, 22-25 August 2017. Further details will be communicated to Council Members and DEC Representatives closer to the conference. A DEC Meeting will be sure to take place at the WERA Focal Meeting in Hong Kong, 2017.

Upcoming WERA Invited Keynote and Symposia Presentations

The WERA Keynote and Symposia Planning Committee organizes keynote and symposia presentations at conferences of member associations. Invited Symposia and Keynotes in 2017 include the following:

WERA Keynote Address by Dr Motlalepule Ruth Mampane, 29-30 June 2017



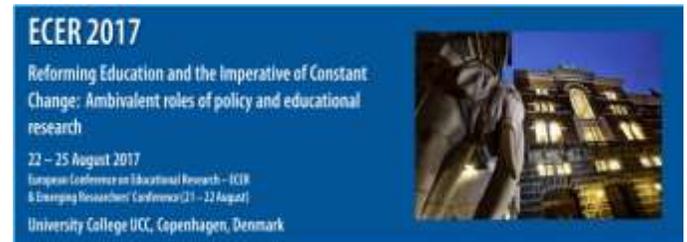
Dr Motlalepule Ruth Mampane (Senior Lecturer: Department of Educational Psychology) Faculty of Education, University of Pretoria, South Africa) will present a WERA Keynote Address "Education Psychology Research in challenging post-colonial contexts of Africa" at the annual conference of Asociación Multidisciplinar de Investigación Educativa. The theme of the 2017 conference is 'Responsible Research and Innovation' and will be held 29-30 June 2017 at the Bilbao, Spain.

Abstract

The scope of Educational Psychology focuses on the social context of learning and human development. Special attention is focused on counselling, development in the areas of career, cognitive, socio-emotional, behavior and overall assessment. Over the year, the practice and focus of research and assessment in Educational Psychology in South Africa has centered on adaptation and application of Western Epistemologies, ontologies and theories to local context while marginalizing and ignoring indigenous Psychology practices and beliefs. Research on indigenous Psychology (IP) and Indigenous Knowledge System (IKS) has gained momentum especially with publications by African academics. However, much need to done with the uptake, recognition and adoption IP and IKS to the curriculum and education system, especially as prescribed learning content mirrors and enforce only western epistemologies, ontologies and theories even in 2017 at the expense of IP and IKS. In South Africa alone, academic research on Educational Psychology abounds, however, these resources are not prescribed for academic use by students even though they are addresses contextual and IKS. Not much is known regarding why local educational psychology research is not used to inform learning, build on existing knowledge, and influence change and curriculum towards IP and IKS.

In this instance research is not used for transformation (from Western knowledge only focus) towards inclusive and reformative epistemologies, but rather it helps maintain and institutionalize existing Western ideologies. Again, not much is known about the relevance of IP and IKS to curriculum and context of learning and development because there is low uptake and application of these epistemologies in the education system.

WERA Invited Symposium at ECER 2017, 22-25 August 2017



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

Contributors include: Dr Ingrid Gogolin (Chair, Universität Hamburg), Dr George Head (University of Glasgow), Dr Mylene Leroux (Université du Québec Outaouais), Prof Ronél Ferreira (University of Pretoria), and Dr Rocío García-Carrión (University of Deusto).

In her paper, *Ingrid Gogolin* presents a study on language use in multilingual classrooms. The study focused on the questions, under which conditions, how and why migrant students make use of their heritage languages during lessons. The paper presents the theoretical framework of the study and the video-audio-tape-method which was applied. Advantages and constraints of the method will be discussed. Furthermore, the main results of the study will be presented, and an outlook on desirable future research will be given.

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

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

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

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

WERA-IRN News

WERA Announces the Launch of Six New International Research Networks (IRN)

Sixteen IRN proposal, from various institutions and countries, were submitted to the IRN Committee in October 2016. Proposals had to adhere to set criteria and standards. The World Education Research Association (WERA) has announced the launch of six new [International Research Networks \(IRNs\)](#). WERA's IRN initiative brings together global teams of researchers through virtual communication and other channels to collaborate in specific areas of international importance. WERA strongly encourages the participation of scholars worldwide in ongoing IRNs and welcomes the establishment of IRNs on new research topics. IRNs are expected to produce substantive reports that integrate the state of the knowledge worldwide and set forth promising research directions. The six new IRNs will prove to be valuable additions to WERA's growing body of international research networks. The IRNs enrich the field of education research and lead to worthwhile collaborations among scholars with shared research interests all over the world.

The six new IRNs (IRN Start Date: April 1, 2017) are as follow:

LIFE SKILLS AND FINANCIAL EDUCATION:

<https://wera.site-ym.com/page/LIFESKILLSANDFINA>

Organizer:

Aukje te Kaat
Research Manager
Aflatoun International
aukje@aflatoun.org

TEACHING, LEARNING & LITERACY FOR HEALTH, SAFETY, LIFE SKILLS, INCLUSION, SOCIAL & SUSTAINABLE DEVELOPMENT:

<http://www.weraonline.org/?page=TEACH,LEAR&LITHEALTH>

Organizers:

Daniel Laitsch
Centre for the Study of Educational Leadership and Policy
Simon Fraser University
Vancouver, British Columbia
dlaitsch@sfu.ca

Douglas McCall
Executive Director
International School Health Network
Surrey, British Columbia
dmccall@internationalschoolhealth.org

EDUCATION AND EXTREMISM:

<https://wera.site-ym.com/page/EDUCATIONANDEXTREM>

Organizer:

Hazel Bryan
University of Gloucestershire
Cheltenham, England
hbryan@glos.ac.uk

AFRICAN DIASPORA INTERNATIONAL RESEARCH NETWORK (IRN): THE COMPELLING CASE FOR ENHANCING GLOBAL RESEARCH EXCHANGE ACROSS THE AFRICAN DIASPORA:

<https://wera.site-ym.com/page/AFRICANDIASPORA>

Organizers:

Kassie Freeman
African Diaspora Consortium (ADC)
kfreeman@adcexchange.org

Ernest Morrell
Teachers College
Columbia University
morrell@tc.columbia.edu

VOCATIONAL EDUCATION AND TRAINING (IRNVET)

<https://wera.site-ym.com/page/VOCATIONALEUCATION>

Organizers:

Convenor:

Michael Gessler (Convenor)
Institut Technik und Bildung
Universität Bremen
Germany
mgessler@uni-bremen.de

Co-Convenors:

Lazaro Moreno Herrera (Co-Convenor)
Department of Education
Stockholm University
Sweden
lazaro.moreno@edu.su.se

Muchlas Samani (Co-Convenor)
The State University of Surabaya-Indonesia,
Department of Mechanical Engineering
Indonesia
msamani@unesa.ac.id

EXTENDED EDUCATION IRN:

<http://www.weraonline.org/?page=ExtendedEducation>

Organizers:

Marianne Schüpbach
Professorship of Primary Education
Otto-Friedrich-Universität Bamberg, Markusstraße 8a,
96047 Bamberg
marianne.schuepbach@uni-bamberg.de

Ludwig Stecher
Professor for Educational Empirical Research
Justus-Liebig-Universität Gießen, Karl-Glöckner-Straße
21B, D-35394 Gießen
Ludwig.Stecher@erziehung.uni-giessen.de

For further details on the six new IRNs visit the WERA website at <http://www.weraonline.org/?IRNsThematic>

Overview of Current WERA-IRN Activities

The purpose of WERA-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:

Cognition, Emotion and Learning: Facilitating students' learning cognitively and affectively to prepare them for the rapid changing 21st century

- Oon Seng Tan (oonseng.tan@nie.edu.sg) & Chua Bee Leng (beeleng.chua@nie.edu.sg)

The IRN is currently at its second year of implementation where the focus has been on creating an international platform for educators, practitioners, and researchers to share and learn about technology, cognitive functioning, neuroscience, and quality mediated learning experience (MLE) that would enhance students' cognitive and affective development. During this process, conversations were facilitated through networking, and collaborations have been initiated to seek a deeper understanding on key components of mediated interventions that will promote students' learning cognitively and affectively. As such, a WERA symposium on mediated interventions and its impact on students' learning affectively and cognitively were organized on 11 and 12 July 2016 at the International Association for Cognitive Education and Psychology North American Regional Conference, Vancouver, BC Canada.



Professor David Tzurriel presenting the significance of MLE strategies and discourse qualities between mothers and teachers, and the effects on Children's Cognitive Modifiability at the IACEP North American Regional Conference, Vancouver, BC Canada, 11-12 July 2016.

An edited book is also underway to provide a compilation of works that synthesize the most up-to-date knowledge, research and practice of MLE and its interventions that would guide the application of MLE with diverse learners of different stages of human development and special needs. The chapter call attracted a number of international and esteemed researchers who contributed book chapters to the edited book. These contributors included several IRN members such as Dr Seng Seok Hoon and Associate Professor Wong Yuen Fun from Singapore, Professor David Tzurriel from Israel, Professor Carol Robinson-Zanartu and Professor Katherine

Greenberg from United States of America. The edited book, which is currently undergoing anonymous peer reviewing, will be expanded to include high quality research works from local and overseas contributors. With an increase to 19 chapters, it is targeted to be published by 2018.



Mediated Learning Experience APPLICATIONS IN VARIOUS CONTEXTS

Edited by Chua Bee Leng and Isabella Wong Yuen Fun

Chua, B.L., & Wong, I.Y.F. (Eds.). (2016). *Mediated learning experience: Applications in various contexts*. Singapore: Mediated Learning Laboratory, National Institute of Education.

A stronger web presence of Feuerstein's body of theoretical work now resides inside the National Institute of Education (NIE) website. This website aims to serve as a link for educators, practitioners and researchers in the world to connect and facilitate further conversations for research collaboration. During the launch of the Mediated Learning laboratory (MLL) in NIE on 1 September 2016, a series of seminars and a round-table discussion with academics and practitioners of MLE also took place. The MLE Handbook, published in conjunction with the MLL launch, translated research findings into practical applications across various contexts of Mediated Learning Experience. It is written as an introductory guide for classroom interventions locally as well as internationally.



A roundtable discussion on conclusions for academic interventions regarding the use of MLE strategies to develop cognitive functions and enhance cognitive modifiability, 1 September 2016.

Effective Teachers' Communicative Strategies When Working with Linguistically Diverse Learners

- Dorothy Feola (FeolaD@wpunj.edu)

Research into, Effective Teachers' Communicative Strategies When Working with Linguistically Diverse Learners, officially began its work as a WERA International Research Network (IRN) in 2015 with researchers from the United States and Israel. The network has expanded to include researchers from South Korea and Costa Rica. A major focus of the IRN's work is on primary grade second language learners' academic success and the communicative strategies employed by their teachers to ensure their success. To date, literature reviews have been completed for each country and case studies of individual teachers' communicative strategies when working with linguistically diverse students are being documented.

Going forward, this review of relevant literature will be synthesized and used to conduct an empirical cross-cultural comparative study between and across each country to examine communicative strategies used by effective teachers when working with linguistically diverse students. The newest members of our IRN, Dr. Carrie Euyoung Hong, of William Paterson University (US) and Dr. Jinsook Won, of Seoul National University, are currently working together in Korea to replicate the studies conducted in the Israeli and US elementary classrooms. Thus far, our collaborative research has been presented at WERA Focal Group meetings at ECER in Budapest, 2015 and at AERA, Washington, D.C, 2016. Currently we have a joint proposal in submission for HKERA, 2017 and we have submitted a paper for publication to the 2017 WERA Annual Volume.

Teacher Education for the 21st Century: Developing teachers who are thoughtful, reflecting and inquiring

- Oon Seng Tan (oonseng.tan@nie.edu.sg); Jane Conoley (jane-conoley@education.ucsb.edu) and Woon Chia Liu (woonchia.liu@nie.edu.sg)

The IRN was established from 1st December 2012. Professor Oon Seng Tan and Professor Jane Conoley were the Conveners with Associate Professor Woon-Chia Liu the co-convenor of the IRN. The aim was to create an international platform for teacher educators to share and learn about practices of teacher education programs. It is important to establish a network of researchers who focus on inquiry based approach in teacher education. Three symposiums were initiated by IRN to support the conversations among the participant countries.

These symposiums were held across three countries, i.e., in Singapore in 2013, in Copenhagen, Denmark in 2015 and in Santa Barbara, U.S in 2016. The focus of the symposiums was on critical components of teacher education programme that prepare teachers to be inquiring thinkers and researchers. WERA-IRN Teacher Education Symposium 2013 hosted 9 prominent teacher educators from Singapore, Denmark, New Zealand, Japan, Switzerland, Taiwan and U.S who shared their views on what it means to be thoughtful, reflective and an inquiring teacher and what it takes to develop these teachers. WERA-IRN Teacher Education symposium 2015 was hosted in Denmark by VIA University College, University College Capital (UCC) and Department of Education at Aarhus University.

The papers presented focused on developing autonomous thinking teachers and teacher's social and relational competencies as well as investigating the motivational orientations for taking teaching as a second career. WERA-IRN Teacher Education symposium 2016 was held in University of California, Santa Barbara and focused on student teachers' international experiences. Various other aspects related to teaching and teacher education were discussed and they helped to set the directions for future plans of the IRN. These plans included a book proposal on teacher education programmes and a research project to examine the experiences of student teachers participating in international practicums. These plans will be discussed in more details in the upcoming annual IRN meeting in New Zealand around November 2017.



Professor Jen Rasmussen presenting about Teacher educator competency-based teacher education-a survey study at second WERA Symposium 2015 at Denmark on 27th January 2015



Associate Professor Dr. Woon Chia Liu presenting about Preparing thinking teachers: The Singapore Perspective at second WERA Symposium 2015 in Denmark held on 27th January 2015



Professor Dr. Esther Kamm presenting about the Swiss second career teachers' motivation to change to the field of teaching at second WERA Symposium in Denmark held on 27th January 2015



WERA Focal Meeting- Symposium 2016 held on 4-6 April 2017 at University of California, Santa Barbara

Didactics – Learning and Teaching

- Brian Hudson (b.g.hudson@sussex.ac.uk)

The network has been actively involved in both WERA Focal Meetings firstly at ECER 2015 at the Corvinus University Budapest in September 2015 and also at AERA 2016 in Washington in April 2016. A symposium was held at each conference and also an open meeting of the IRN was held in Budapest.

The following symposium was held at ECER 2016, *Transnational Research Perspectives on Didactics - Learning and Teaching*, Symposium at WERA Focal Meeting 2015/European Conference on Educational Research, Corvinus University Budapest, 8-11th September 2015. In turn, the following symposium was held as part of the WERA Focal Meeting at AERA 2016: *Beyond Fragmentation: Global Perspectives on Didactics, Learning and Teaching*, The Symposium in Washington involved participation from the UK, France, Germany, Ghana, Mexico and South Africa.

The following invited contribution was also made to the WERA Symposium at ECER 2016: Hudson, B. (2016) On the relation between epistemic quality and equitable learning in the mathematics classroom. Invited paper to the WERA Symposium *Global challenges for international research in didactics – learning and teaching: epistemological, pedagogical and methodological issues and questions*, European Conference on Educational Research (ECER 2016), University College Dublin, 23-26 August 2016.

This dimension of activity has also overlapped and created synergies with the ICERDA initiative (International Conference on Education Research for Development in Africa). The second ICERDA conference (ICERDA 2016) was held in Accra in October 2016 on the theme: [Towards a Vision of Education for Sustainable Development in Africa](#). The conference arose from the academic partnership between the University of Ghana and the University of Sussex and in particular from collaboration between the recently established College of Education at UoG with the Department of Education at Sussex. The partnership [has been praised by former UN Secretary General and University of Ghana Chancellor Kofi Annan](#) as a model for building regional centres of excellence that improve both the quality of research and education. WERA General Secretary, Liesel Ebersöhn was an invited keynote speaker at ICERDA 2016. The conference also marked the launch of the [Ghana Education Research Association \(GERA\)](#) and initiated the process for GERA to become a member association of the WERA.

In addition, the [Journal of Education and Development \(JEDA\)](#) was launched at the conference as a new journal of ICERDA and full paper submissions for review were invited by its international editorial board for publication in 2017/18.

A second dimension of the impact of the WERA IRN has been on the activities of the EERA Network on Didactics – Learning and Teaching. The EERA network formed the basis from which the WERA IRN developed and in turn this has led to a creative and constructive feedback loop into the activities of the JADE group in particular (Joint Action in Didactics in Europe). The activities of the group have been influenced significantly by the involvement of its members in the WERA IRN and our most recent work is framed by the challenge of the United Nations Sustainable Development Goal Number 4 (United Nations, 2015) to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. This is founded on the recognition that inequality is a core challenge that needs to be at the foreground of our thinking about didactics – learning and teaching (UNICEF/UNESCO, 2013) not only at the global level but also at the national level for all contemporary societies and educational systems in an age of mass migration and increasing austerity in many countries of the world.

Families, Educators, and Communities as Educational Advocates: Cross National Perspectives

- Lauri Johnson (Lauri.johnson@nottingham.ac.uk)

The WERA International Research Network on Engaging Families, Educators, and Communities as Educational Advocates: Cross National Perspectives was convened in Fall, 2015 and currently involves 60+ researchers across 15 countries (USA, Canada, England, Ireland, Scotland, Australia, Turkey, Israel, Netherlands, Sweden, New Zealand, Romania, Spain, Portugal, and Switzerland). Our three research strands include teacher activism, community engagement, and parent empowerment.

Network members have presented symposiums at ECER in Dublin in August, 2016, the WERA focal group meeting in Washington D.C. in April, 2016, and CSSE in Toronto in May, 2017. We convene each year for one day working sessions of the network before major international conferences. Publications to date include a special issue of the journal *Leadership and Policy in Schools* published in January 2016 and a proposed special issue of *The Journal of Educational Change*. Two recent IRN working sessions included:

Advocacy and the Activist Professional: Public Education in Tough Times

A working conference co-sponsored with the Irish National Teachers Organization was held on August 22, 2016 at the INTO headquarters in Dublin. Thirty members of the network attended, including teacher union officials as well as researchers who study teacher union activism in Scotland, Ireland, England, and the USA. Sample papers presented were entitled “Equity Is Not Enough: Seeking Persuasive Arguments for Policy Change,” “Teacher Unionism in Scotland: Union Renewal as Co-construction,” “Getting Actively Involved in a Trade Union: The Experiences of Young Teacher Activists,” and “Why, if it’s kicking off everywhere, is it not kicking off where I am? Making Sense of ‘Resistance’ in the Neoliberal School System.”

Community Advocacy In/For Education

Thirty researchers and educational advocates from Canadian and American universities, school districts, and community organizations met in Toronto, Ontario, Canada, on May 27, 2017 to share and discuss their on-going work. The range of topics addressed by participants was broad. For example, one community-based researcher spoke about his organization’s efforts to broaden definitions of school success while another reported on her study of youth pushed out of school. Advocates working within school districts talked about how they advocate for marginalized students by drawing on district-wide data, by challenging classism in schools, and by providing workshops for Canadian educators about their treaty partner identities. Some university-based researchers presented findings from studies designed to change school practices; these studies include investigations of how to support indigenous children in foster care, how school leaders promote social justice in diverse settings in diverse settings, and how schools personnel can engage better with their communities.

Other researchers shared findings from their studies of educational advocacy itself, including investigations into how context impacts advocacy and an international review of the literature on parent empowerment. This one-day meeting of the *WERA IRN on Families, Educators and Communities as Educational Advocates* was held in advance of the annual meeting of the Canadian Society for Studies in Education in which four members of the Network presented papers in a symposium called “*International Perspectives on Advocacy in Education: Who? Why? How?*”



Conference participants during the Community Advocacy In/For Education conference in Toronto, Canada.



WERA IRN Meeting (Families, Educators, and Communities as Educational Advocates: Cross National Perspectives) at the AERA Annual Meeting in San Antonio on the 28th April, 2017. The meeting was attended by (left-to-right) Sue Winton, Lauri Johnson and Charles L. Slater.

For further details on IRNs, including contact information for network organizers, visit the WERA website at <http://www.weraonline.org/?IRNsThematic>

WERA Presidents in the News

Senate of the National and Kapodistrian University of Athens awards an honorary degree to Professor Ingrid Gogolin (WERA President-Elect: July 2016 – June 2018)



In February 2017 Ingrid was awarded an honorary doctor's degree by the Senate of the National and Kapodistrian University of Athens to assert the significance and impact of Ingrid's work in the community of scholars. Aforementioned is the highest honorary title awarded by the institution to revere distinguished scholars for outstanding work.

Ingrid Gogolin is professor of comparative and intercultural education research at the University of Hamburg, research group "Diversity in Education Research".

Appointment as Vice-Rector of Helsinki University: Professor Sari Lindblom-Ylänne (WERA Immediate Past President)

In 2017 Sari was appointed as the Vice-Rector of Helsinki University. She will serve as part-time vice-rector from 1 February 2017 and will assume the position full time on 1 September 2017 until 31 July 2018. As vice-rector, one of Sari's key duties will be to support the education reform



underway at the University. Another significant focus of her future position arising from the University's strategy is the promotion of the digitalisation of teaching and learning.

Sari Lindblom-Ylänne is Full Professor of Higher Education and Director of the Helsinki University Centre for Research and Development in Higher Education, Finland, since 2004. As Vice Head of the Institute of Behavioural Sciences since 2007, she was responsible for research issues and doctoral education in her Institute.

WERA Association Representatives in the News

Appointment as President of National Sun Yat-sen University, Kaohsiung, Taiwan: Professor Ying-Yao Cheng (WERA Representative of the Taiwan Education Research Association (TERA-Taiwan))

Professor Ying-Yao Cheng was appointed as the President of National Sun Yat-sen University, Kaohsiung, Taiwan on the 1st of August 2016. His term as president is from 1st August to 31st July 2019.



Professor Cheng completed his Ph.D. at the Department of Education, National Chengchi University (June 1992) and is currently a Professor at the Institute of Education, National Sun Yat-sen University. His professional interests include Educational Psychology, Creative Thinking and Teaching, Educational Administration and organizational Management, Educational Measurement and Assessment.

The University of Helsinki awards an honorary degree to Professor Barbara Schneider (WERA Representative of the American Educational Research Association (AERA))

Professor Barbara Schneider, John A. Hannah Chair and University Distinguished Professor in the College of Education and Department of Sociology at Michigan State University was honored with an Honorary Doctor of Philosophy Degree from the Faculty of Philosophy at the University of Helsinki.



The insignia of the Doctor's degree was presented to Professor Schneider at a solemn conferment ceremony on the 26th of May 2017. This is the highest honor the University can grant. Her research on student engagement has focused on the transition from adolescence to adulthood and the promotion of learning and teaching in science, technology, mathematics and engineering. She has played a significant role in the development of research methods for the real-time measurement of learning experiences. Schneider has collaborated extensively with researchers at the University of Helsinki's Faculty of Educational Sciences. The Faculty of Philosophy at the University of Helsinki includes the Faculties of Arts, Science, Biological and Environmental Sciences, Educational Science, and Pharmacy. Barbara was extremely honored and excited to be one of 13 candidates to receive this award.

WERA symposia and paper sessions intend to complement and extend those presented at the HKERA conference under the HKERA Call for Submissions. 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.

We encourage you to participate in the WERA Focal Meeting in Hong Kong. Register now at <https://www.ied.edu.hk/werahkera2017/>. Included in the registration fee is complementary registration as a WERA Individual Member for 2018. Early-bird registration closes on the 31st July 2017. A pre-conference workshop with a focus on capacity development is scheduled to take place on the 29th November 2017.

We look forward to seeing you at the WERA Focal Meeting in Hong Kong.

WERA Focal Meeting & HKERA International Conference 2017



The World Education Research Association (WERA) invited submissions for papers and symposia for the WERA Focal Meeting to be held at The Education University of Hong Kong (EdUHK) on 30 November to 2 December, 2017. Due to the vast interest in scholars wanting to submit, a second and third call for submissions were launched. WERA would like to thank all participants who made use of the opportunity. A total of 209 papers and 21 symposia were submitted.

Reviews are in process and WERA would like to thank all our colleagues who acted as reviewers for the WERA Focal Meeting in Hong Kong – your expertise and collaboration really are instrumental in advancing a WERA objective for visibility of rigorous education research around the world.

The WERA 2017 Focal Meeting will be an integral part of the Hong Kong Educational Research Association (HKERA) International Conference 2017 and will consist of a program of paper as well as symposia sessions on topics of world-wide scope that are embedded in the conference of a WERA member association.

Connect with the World Education Research Association (WERA):



Website:

www.weraonline.org



Email:

wera@aera.net



Facebook:

www.facebook.com/WorldEducationResearchAssociationWera/



Twitter:

https://twitter.com/WERA_EdResearch
