# NOCIES/GlobalCIE

# Programme Guide

# (Stockholm 2019)

**NOCIES/GlobalCIE FORUM OVERVIEW**

|  |  |  |  |
| --- | --- | --- | --- |
| **Thursday, 10 October 2019** | | | |
| **Time** | **Event** | | **Location** |
| 8:00-9:30am | **Conference registration** | | Aula Magna, Hörsal Höger |
| 9:30-10am | **Welcome Ceremony**  Stockholm University's President, Professor Astrid Söderbergh Widding  NOCIES President, Professor Heidi Biseth | |  |
| 10-10:30am | **Inauguration of GlobalCIE**  David Turner, Beijing Normal University (China) | |  |
| 10:30-10:45am | Break | | |
| 10:45-11:45am | **Keynote Address** | **Academic Tribes, Territories and Units of Analysis in Comparative Education Research: Strengths and limitations in qualitative approaches**  Mark Bray, East China Normal University | Aula Magna, Hörsal Höger |
| 11:45am-1pm | LUNCH | | Fazer Restaurant |
| 1-2:30pm  1-2:30pm  1-2:30pm | SESSION (S1-1) **Symposium** | **Physical Education, Movement Activities, Wellness and Sports**  Saiki Lucy Cheah, Teachers College (USA)  Florian Kiuppis, University of Freiburg (Germany)  Kabanda Mwansa, Inland Norway University of Applied Sciences (Norway) | Spelbomskan |
| SESSION (S1-2) **Democracy, Citizenship and Human Rights Education through Comparative Lenses**  SESSION (S1-2) **Democracy, Citizenship and Human Rights Education through Comparative Lenses** | **Future Teachers Conceptualizing Democracy Teaching in Ukraine, Palestine, and Norway**  Ingrid Christensen, University of South-Eastern Norway (Norway)  Larysa Kolesnyk, National Pedagogical Dragomanov University (Ukraine) | Mimer  Mimer |
| **Home-Grown Social Movements as Sites of Informal Citizenship Education of Transnational Young People**  Alla Korzh, School for International Training (USA) |
| **How Global Citizenship Education can be Defined in the Context of Language Learning**  Chika Hosoda, Tokyo University |
| **An Embedded Human Rights Logic? A comparative study of International Baccalaureate schools in Norway and Poland**  Karen Parish, Inland Norway University of Applied Sciences (Norway) |
| SESSION (S1-3) **Comparative Education - past, present, future** | **Critical Challenges in Approaches and Experience in Comparative Education Research**  Brian Denman, University of New England (Australia) | Bergsmannen |
| **The Strengths and Limitations of Comparative and International Research - 'Regulative Ideas' as the basis for methodological reflection?**  Marcelo Parreira do Amaral, University of Muenster (Germany) |
| **Doing Educational Research Comparatively in East Asia**  Rui Yang, University of Hong Kong (SAR China) |
| SESSION (S1-4) **Comparative Studies on Internationalization of Higher Education** | **Asian Higher Education: Rise or Renaissance?** Anthony Welch, University of Sydney (Australia) | Polstjärnan |
| **Bologna Gone Global: Policy diffusion and transfer of the Bologna Process in Africa's national, sub-regional and regional contexts**  Elizabeth Agbor Eta, University of Turku (Finland) |
| **Effects of Anti-Internationalist Policies on Higher Education**  Kirsten Jaeger, Aalborg University (Denmark) |
| **To be or Not to Be? International accreditation and quality assurance of business schools in global competitions**  Hongmei Sziegat, University of Tuebingen |
| SESSION (S1-5) **From Theory to Practice: Teaching and researching comparative and international education**  SESSION (S1-5) **From Theory to Practice: Teaching and researching comparative and international education** | **Teaching Comparative and International Education at the University: What and how?**  Barbara Schulte, Lund University (Sweden)  Wieland Wermke, Stockholm University (Sweden) | Kungstenen  Kungstenen |
| **Using Comparative and International Education to Create an Equity, Diversity, and Inclusivity Policy Aimed at College-wide Culture Change**  Rashed Al-Haque, Camosun College (Canada) |
| **"We started at 10 and now we are at 0" - An evaluation of a further education programme for teachers with refugee background under participatory approach**  Camilla Pellech, University of Vienna (Austria) |
| **Developing a STEM Business/Industry Partnership Model**  Christina Hang Truong, University of New England (Australia) |
| 2:30-3pm | Afternoon Tea | |  |
| 3-4:30pm  3-4:30pm  3-4:30pm | SESSION (S2-1) **Postcolonial and Decolonial Perspectives in Comparative Education** | **Knowledge Production and Knowledge Transfer in Postcolonial Comparative Studies**  Jae Park, Education University of Hong Kong (SAR China) | Mimer |
| **Roles of Regional Intergovernmental Organizations in Education Development in the Global South**  Teklu Abate Bekele, American University of Cairo (Egypt) |
| **The Role of Dual Qualification in Finnish Education and Policy since the 1980s**  Outi Lietzén, University of Turku (Finland) |
| SESSION (S2-2) **Cultural-Comparative Studies on Issues of Diversity in Education**  SESSION (S2-2) **Cultural-Comparative Studies on Issues of Diversity in Education** | **How to Support Teachers in Coping with Cross-Cultural Language Diversity in German Schools?**  Annika Braun, Ludwig-Maximilians-Universität München (Germany)  Sabine Weiss, Ludwig-Maximilians-Universität München (Germany)  Jonas Scharfenberg, Ludwig-Maximilians-Universität München (Germany)  Ewald Kiel, Ludwig-Maximilians-Universität München (Germany) | Polstjärnan  Polstjärnan |
| **The Relations between Bullying and Student Achievement: A mitigating role of the disciplinary school climate. A Comparative Study of Sweden, Finland, Norway, and Denmark**  Anna Toropova, University of Gothenburg (Sweden) |
| **The Politicized Critical Discourse on Muslim Profiled Primary Schools in Sweden**  Åsa Brattlund, Stockholm University (Sweden) |
| SESSION (S2-3) **Challenges to Achieving Quality Education for All** | **Second Generation Gender Challenges to Achieving Quality Education in an Era of Global Education**  Halla B. Holmarsdottir, Oslo Metropolitan University (Norway)  Supriya Baily, George Mason University (USA) | Bergsmannen |
| **Gender Equity in Education: Strengthening accountability for the SDGs**  Helen Longlands, UCL (UK)  Catherine Jere, University of East Anglia (UK)  Elaine Unterhalter, UCL (UK) |
| **What to Prepare? Insiders' perspectives on the transition from Kindergarten to elementary school from Norway and China**  Aihua Hu, Western Norway University of Applied Sciences (Norway)  Magli Sofie Økla, Western Norway University of Applied Sciences (Norway)  Elin Eriksen Ødegaard, Western Norway University of Applied Sciences (Norway) |
| SYMPOSIUM (S2-4) **International Civic and Citizenship Education Study (ICCS) 2016 - Nordic Comparative Perspectives**  Discussant: Larry Suter | Jens Bruun, Danish School of Education (Denmark)  Lihong Huang, Oslo Metropolitan University (Norway)  Cecilia Arensmeier, Örebro University (Sweden)  Jan M. Löfström, University of Helsinki (Finland)  Ingrid Christensen, University of South-Eastern Norway (Norway)  Heidi Biseth, University of South-Eastern Norway (Norway) | Spelbomskan |
| SESSION (S2-5) **Lessons to Learn from Empirical Studies in Comparative and International Education** | **Culture as the Context of Educational Policy and Practice: International and comparative perspectives from India and England**  Janbee Shaik Mopidevi, Best of Humanity Foundation (India) | Kungstenen |
| **State-Managed Comparisons of American and Canadian Higher Education Student Financial Aid from the Grameen Bank (GB) in Bangladesh**  Kazi Abdur Rouf, York Center for Asian Research (Canada) |
| 4:30pm | Vacate Conference venue | | |
| 6pm | Dinner (self-organised) | | |
| **Friday, 11 October 2019** | | | |
| **Time** | **Event** | | **Location** |
| 9-10:30am  9-10:30am  9-10:30am | SESSION (S3-1) **Internationalization and Professional Choices**  SESSION (S3-1) **Internationalization and Professional Choices** | **From Teaching Practices to Theory Building? Synthesizing university lecturers' experiences with international education**  Hanne Tange, University of Aalborg (Denmark) | Spelbomskan  Spelbomskan |
| **Internationalization at Home in Brazil: Some case studies and reflexions using ATIAH**  Sue Robson, Newcastle University (UK)  Adriana J. Cerveira Kampff, Pontificia Universidade Catolica do Rio Grande do Sul (Brazil)  Marilia Costa Morosini, Pontificia Universidade Catolica do Rio Grande do Sul (Brazil)  Alexandre Guilherme, Pontificia Universidade Catolica do Rio Grande do Sul (Brazil) |
| **What Motivates Swedish Teacher Students to Choose the Teaching Profession? Systemic influences on the career choice motives of teacher students from Sweden, Germany, Romania, and the USA**  Jonas Scharfenberg, Ludwig-Maximilians-Universität München (Germany)  Ewald Kiel, Ludwig-Maximilians-Universität München (Germany) |
| **What if they stay? International students and returns in the labour market**  Hannu Karhunen, Labour Institute for Economic Research (Finland)  Charles Mathies, Finnish Institute for Educational Research (Finland) |
| SESSION (S3-2) **Inclusive Education in the Field of Comparative and International Education**  SESSION (S3-2) **Inclusive Education in the Field of Comparative and International Education** | **Recognition as Tertium Comparationis in Comparative Inclusive and Migration Education**  Adina Küchler, Ludwig-Maximilians-Universität München (Germany)  Ewald Kiel, Ludwig-Maximilians-Universität München (Germany) | Mimer  Mimer |
| **Teachers’ perceptions of intercultural learning: Perspectives from two educational settings**  Sissil Lea Heggernes, Oslo Metropolitan University (Norway)  April Ege, George Mason University (USA) |
| **Comparing the Incomparable? Students with Disabilities in Higher Education in Ethiopia and Austria. Experiences from an International Project (INEDIS)**  Margarita Bilgeri, University of Koblenz-Landau (Austria)  Yekoyealem Desie Kebede, Addis Ababa University (Ethiopia) |
| **The Importance of Metanarratives in International and Comparative Education**  Khaleda Gani Dutt, Stockholm University (Sweden) |
| 9-10:30am  9-10:30am | SESSION (S3-3) **Multiple Perspectives on Teacher Education** | **Nordic Models of Teacher Education: A comparative research study**  Eyvind Elstad, University of Oslo (Norway)  Knut-Andreas Christophersen, University of Oslo (Norway) | Polstjärnan |
| **The Conceptualization of the Third Space in Pre-service Teachers’ Professional Practice**  Viviana Daza Ramos, University of Oslo (Norway)  Greta Gudmundsdottir, University of Oslo (Norway)  Andreas Lund, University of Oslo (Norway) |
| **Pedagogy and Cultures in Nordic Teacher Education: Varieties of professionalism beyond the theory/practice distinction**  Jesper Eckhardt Larsen, University of Oslo (Norway)  Beatrice Cucco, University of Torino (Italy) |
| **When Education Reform hits Ukraine: A case study of professional development in teacher education through international collaboration and comparative lenses**  Larysa Kolesnyk, National Pedagogical Dragomanov University (Ukraine)  Heidi Biseth, University of South-Eastern Norway (Norway) |
| SYMPOSIUM (S3-4) **Migration and Education: Comparing space and place in the academic landscape of the North** | **Newly-arrived teacher entering the teaching profession in a new country – the case of Sweden, Germany and Austria**  Anki Bengtsson, Stockholm University (Sweden)  Larissa Mickwitz, Stockholm Univeristy (Sweden)  Michelle Proyer, University of Vienna (Austria)  Henrike Terhart, University of Cologne (Germany)  **Autonomy and the conditions for recognition of non-dominant attitudes towards educational choosing in Swedish career guidance counselling practice**  Fredrik Hertzberg, Stockholm University (Sweden)  **International mobility pathways to migration? Mobility flows and settlements through Nordic Higher Education**  Meeri Hellstén, Stockholm University (Sweden)  **The institutional practice for integration of immigrants in Sweden: Towards an alternative framing**  Ali Osman, Stockholm University (Sweden) | Bergsmannen |
| SESSION (S3-5) **Comparative Studies on Technology in Education** | **Programming in Schools and the Global Factor: The case of Sweden**  Anastasia-Thomai Raptopoulou, Stockholm University (Sweden) | Kungstenen |
| **Cybernetics and ‘Systems Thought’ as a ’Salvation’ for Educational Problems**  Tatiana Mikhaylova, Högskolan i Gävle/Uppsala University (Sweden)  Daniel Pettersson, Högskolan i Gävle/Uppsala University (Sweden) |
| **Using Digital Devices for Learning Vocational Expertise in High- and Low-Technology Contexts - Case of Finland and Cuba**  Teräs Marianne, Stockholm University (Sweden)  Moreno Herrera Lázaro, Stockholm University (Sweden) |
| 10:30-11am | Morning Tea | | |
| 11am-12:30pm  11am-12:30pm | SESSION (S4-1) **Transdisciplinary Responses to Global Challenges in Diverse Schools and Classrooms** | **Assessment in multilingual education. Understanding teachers’ perceptions of the role of language**  Helena Reierstam, Stockholm University (Sweden) | Kungstenen |
| **Exploring Variability in Translation Pedagogies**  Adrian Rexgren, Stockholm University (Sweden) |
| **Functional Foreign Language Literacy: Is it crucial for the career development of researchers at the global level?**  Oksana Chigisheva, Southern Federal University (Russia)  Elena Soltovets, Southern Federal University (Russia) |
| **Conceptualizing New Literacies in Cuban Primary Schools**  Kate Williams, University of Maryland (USA) |
| SESSION (S4-2) **Lessons from Large Scale Comparative Studies** | **International large-scale assessments at a globalizing welfare state education agora: On the dynamic interplay between educational research and society**  Sverker Lindblad, University of Gothenburg (Sweden)  Daniel Pettersson, Högskolan i Gävle/Uppsala University (Sweden) | Bergsmannen |
| **Accountability, standardized testing and minority students’ perspectives in urban schools in Canada and Australia**  Goli Rezai-Rashti, Western University (Canada) |
| **What is the criticism about PISA about?**  Ulf Fredriksson, Stockholm University (Sweden) |
| **PISA and politics in Argentina: understanding different uses of international standardized assessments**  Helena Hinke Dobrochinski Candido, University of Helsinki (Finland)  Felicitas Acosta, Universidad Nacional de General Sarmiento (Argentina) |
| SESSION (S4-3) **Global and Local Dynamics Influencing Cultural Heritage, Sustainability, and Social Justice** | **Global and Local Dynamics of Policy Discourses for Girls’ Education: The Case of Pakistan**  Norin Taj, University of Toronto (Canada) | Polstjärnan (30)  3154  Polstjärnan |
| **Poya Songbook Heritage Protection in China: Sustainable revival of folk art through the school system?**  Wu Mei, Yunnan University (China)  Hong Zhou, Yunnan University (China) |
| **Challenges for Secondary School Teachers in Implementing Sustainability Education in South Africa**  Lars Leer, Western Norway University of Applied Sciences (Norway) |
| **Gender Based Violence against Female Students with Disability in Higher Education institutions in Ethiopia**  Hawa Alemu Ebrahim, University of Gondar (Ethiopia)  Kassahun Anteneh Amare, University of Gondar (Ethiopia)  Michelle Proyer, University of Vienna (Austria) |
| **Blame, Shame and Stigma: Gendered and Conflicting Understandings of Youth Sexualities in Zambia**  Agness Mumba-Wilkins, University of Sussex (UK) |
| **Increasing Gender Diversity in the Engineering Professoriate: Are new policies needed?**  Romina B. da Costa, University of Maryland (USA) |
| SESSION (S4-4) **Global Demands, Local Practices in Education** | **Global Demands – Local Practices? Working towards Gender Equality in Teacher Education in Finland and Sweden**  Susanne Kreitz-Sandberg, Stockholm University (Sweden)  Elina Lahelma, Helsinki University (Finland) | Spelbomskan |
| **Gross National Happiness: An emerging paradigm for lifelong learning**  Brian Denman, University of New England (Australia) |
| **New Trends or an Old Problem? A Systematic Literature Review of Recent Publications on School Non-Attendance (futōkō) in Japan.** Vincent B. Lesch, Hamburg University (Germany) |
| **Promoting Education Equity and Quality in Teacher Training Curriculum in Cameroon**  Cresantus Biamba, University of Gävle (Sweden) |
| 12:30-1:45pm | Lunch | | Fazer Restaurant |
| 2-3pm | **Keynote Address** | **Why Large-Scale Studies of Education are Necessary but Not Sufficient for Cross-National Research: Observations from a reformed empiricist**  Larry Suter, University of Michigan (USA) | Aula Magna, Hörsal Höger |
| 3-3:45pm | Panel Discussion | **Experiences and Future of CIE/ICE**  Hanne Tange, Aalborg University (Denmark)  Charles Mathies, University of Jyväskylä (Finland)  Karen Parish, Inland Norway University of Applied Sciences (Norway)  Jonas Scharfenberg, Ludwig-Maximilians-Universität München (Germany)  Khaleda Gani Dutt Stockholm University, (Sweden) | Aula Magna, Hörsal Höger |
| 3:45-4pm | Break | |  |
| 4-4:45pm | **NOCIES/GlobalCIE Annual General Meetings**  Closing ceremony | | Aula Magna, Hörsal Höger |
| 5pm | Vacate venue | |  |
| 6:30pm | Dinner (self-organised) | |  |

WiFi Access and Presentation Protocols

NOCIES/GlobalCIE participants have several options to access the Internet via WiFi while at Stockholm University.

* If you are an academic from another university or educational institution, please connect via eduroam using your institutional username and password;
* If you are a visitor and not a member of eduroam, please ask the registration desk if guest accounts could be made available for you to use. You may be required to provide proof of ID in order to obtain an account.
* If neither of the above applies to use, you can still use public access Internet via the library.

All presenters are required to have their PowerPoint presentations and/or other distributed material ready via memory stick or personal computer. Please be mindful that if presenters are wanting to use their own computer that he/she bring their own chords to ensure that they can be projected onto screens. All session rooms will be equipped with PC laptops (not Apples). Other audio/visual equipment will need to be supplied by the presenter.

Acknowledgements

As part of the first GlobalCIE Forum in conjunction with NOCIES, we would like to pay tribute and sincere appreciation to our volunteers and organising committee of Stockholm University, the University of Tokyo, our keynote speakers, and presenters. All have played a vital role in the success of this academic event.

**DIRECTORY OF PRESENTERS AND SESSION CHAIRS**

|  |  |  |
| --- | --- | --- |
| Presenter Name | Date of Presentation | SESSION Number(s) |
| **Al-Haque, Rashed** | 10 Oct 2019 | S1-5 |
| **Alexiadou, Nafiska** |  |  |
| **Allah, Noura Dkhil** |  |  |
| **Amare, Kassahun Anteneh** | 11 Oct 2019 | S4-3 |
| **Arensmeier, Cecilia** | 10 Oct 2019 | S2-4 |
| **B. da Costa, Romina** | 11 Oct 2019 | S3-1 |
| **Baily, Supriya** | 10 Oct 2019 | S2-3 |
| **Bekele, Teklu Abate** | 10 Oct 2019 | S2-1 |
| **Bengtsson, Anki** | 11 Oct 2019 | S3-4 |
| **Biamba, Crestantus** | 11 Oct 2019 | S4-4 |
| **Bilgeri, Margarita** | 11 Oct 2019 | S3-2 |
| **Biseth, Heidi** | 10 Oct 2019 | Welcome; S2-4; S3-3 |
| **Brattlund, Åsa** | 10 Oct 2019 | S2-2 |
| **Braun, Annika** | 10 Oct 2019 | S2-2 |
| **Bray, Mark** | 10 Oct 2019 | Keynote |
| **Bruun, Jens** | 10 Oct 2019 | S2-4 |
| **Candido, Helena Hinke Dobrochinski** | 11 Oct 2019 | S4-2 |
| **Cheah, Saiki Lucy** | 10 Oct 2019 | S1-1 |
| **Chigisheva, Oksana** | 11 Oct 2019 | S4-1 |
| **Christensen, Ingrid** | 10 Oct 2019 | S1-2; S2-4 |
| **Christophersen, Knut-Andreas** | 10 Oct 2019 | S3-3 |
| **Cucco, Beatrice** | 11 Oct 2019 | S3-3 |
| Presenter Name | Date of Presentation | SESSION Number(s) |
| Presenter Name | Date of Presentation | SESSION Number(s) |
| **Denman, Brian** | 10 Oct; 11 Oct 2019 | S1-3; S4-4 |
| **Dickson, Rachel** |  |  |
| **Dutt, Khaleda Gani** | 11 Oct 2019 | S3-2 |
| **Ebrahim, Hawa Alemu** | 11 Oct 2019 | S4-3 |
| **Ege, April** | 11 Oct 2019 | S3-2 |
| **Elstad, Eyvind** | 11 Oct 2019 | S3-3 |
| **Eriksen, Kristin Gregers** |  |  |
| **Eta, Elizabeth Agbor** | 10 Oct 2019 | S1-4 |
| **Farazouli, Alexandra** |  |  |
| **Fredriksson, Ulf** | 11 Oct 2019 | S4-2 |
| **Gudmundsdottir, Greta B.** | 11 Oct 2019 | S3-3 |
| **Guilherme, Alexandre** | 11 Oct 2019 | S3-1 |
| **Heggernes, Sissil Lea** | 11 Oct 2019 | S3-2 |
| **Hellstén, Meeri** | 11 Oct 2019 | S3-1; S3-4 |
| **Hertzberg, Fredrik** | 11 Oct 2019 | S3-4 |
| **Holmarsdottir, Halla B.** | 10 Oct 2019 | S2-3 |
| **Hosoda, Chika** | 10 Oct 2019 | S1-2 |
| **Hu, Aihua** | 10 Oct 2019 | S2-3 |
| **Huang, Lihong** | 10 Oct 2019 | S2-4 |
| **Jere, Catherine** | 10 Oct 2019 | S2-3 |
| **Jæger, Kirsten** | 10 Oct 2019 | S1-4 |
| **Kaka** |  |  |
| **Kampff, Adriana J. Cerveira** | 11 Oct 2019 | S3-1 |
| **Karhunen, Hannu** | 11 Oct 2019 | S3-1 |
| **Kebede, Yekoyealem Desie** |  | S3-2 |
| Presenter Name | Date of Presentation | SESSION Number(s) |
| **Kiel, Ewald** | 10 Oct; 11 Oct 2019 | S2-2; S3-1; S3-2 |
| **Kiuppis, Florian** | 10 Oct 2019 | S1-1 |
| **Kolesnyk, Larysa** | 10 Oct; 11 Oct 2019 | S1-2; S3-3 |
| **Korzh, Alla** | 10 Oct 2019 | S1-2 |
| **Kreitz-Sandberg, Susanne** | 11 Oct 2019 | S4-4 |
| **Küchler, Adina** | 11 Oct 2019 | S3-2 |
| **Lahelma, Elina** | 11 Oct 2019 | S4-4 |
| **Larsen, Jesper Eckhardt** | 11 Oct 2019 | S4-3 |
| **Leer, Lars** | 11 Oct 2019 | S4-3 |
| **Lesch, Vincent B.** | 11 Oct 2019 | S4-4 |
| **Lietzén, Outi** | 10 Oct 2019 | S2-1 |
| **Lindblad, Sverker** | 11 Oct 2019 | S4-2 |
| **Longlands, Helen** | 10 Oct 2019 | S2-3 |
| **Lund, Andreas** | 11 Oct 2019 | S3-3 |
| **Löfström, Jan M.** | 10 Oct 2019 | S2-4 |
| **Majlesi, Ali Reza** |  |  |
| **Mathies, Charles** | 11 Oct 2019 | S3-1; panel |
| **McAllister, Helen** |  |  |
| **Mickwitz, Larissa** | 11 Oct 2019 | S3-4 |
| **Mikhaylova, Tatiana** | 11 Oct 2019 | S3-5 |
| **Mojabi, Mahassa** |  |  |
| **Mopidevi, Janbee Shaik** | 10 Oct 2019 | S2-5 |
| **Morosini, Marilia Costa** | 11 Oct 2019 | S3-1 |
| **Mumba-Wilkins, Agness** | 11 Oct 2019 | S4-3 |
| **Mwansa, Kabanda T.** | 10 Oct 2019 | S1-1 |
| **Nagae, Yuki** |  |  |
| **Ogunleye, James** |  |  |
| **Ødegaard, Elin Eriksen** | 10 Oct 2019 | S2-3 |
| Presenter Name | Date of Presentation | SESSION Number(s) |
| **Økland, Magli Sofie** | 10 Oct 2019 | S2-3 |
| **Osman, Ali** | 11 Oct 2019 | S3-4 |
| **Parish, Karen** | 10 Oct; 11 Oct 2019 | S1-2; panel |
| **Park, Jae** | 10 Oct 2019 | S2-1 |
| **Parreira do Amaral, Marcelo** | 10 Oct 2019 | S1-3 |
| **Pellech, Camilla** | 10 Oct 2019 | S1-5 |
| **Pettersson, Daniel** | 11 Oct 2019 | S3-5; S4-2 |
| **Proyer, Michelle** | 11 Oct 2019 | S3-4; S4-3 |
| **Ramos, Viviana Daza** | 11 Oct 2019 | S3-3 |
| **Raptopoulou, Anastasia-Thomai** | 11 Oct 2019 | S3-5 |
| **Reierstam, Helena** | 11 Oct 2019 | S4-1 |
| **Rexgren, Adrian** | 11 Oct 2019 | S4-1 |
| **Rezai-Rashti, Goli** | 11 Oct 2019 | S4-2 |
| **Rizk, Nadya** |  |  |
| **Robson, Sue** | 11 Oct 2019 | S3-1 |
| **Rouf, Kazi Abdur** | 10 Oct 2019 | S2-5 |
| **Runesdotter, Caroline** |  |  |
| **Scharfenberg, Jonas** | 10 Oct; 11 Oct 2019 | S2-2; S3-2; panel |
| **Schulte, Barbara** | 10 Oct 2019 | S1-5 |
| **Shotte, Gertrude** |  |  |
| **Soltovets, Elena** | 10 Oct 2019 | S4-1 |
| **Suter, Larry** | 10 Oct; 11 Oct 2019 | S2-4; keynote |
| **Sziegat, Hongmei** | 10 Oct 2019 | S1-4 |
| **Taj, Norin** | 11 Oct 2019 | S4-3 |
| **Tange, Hanne** | 11 Oct 2019 | S3-1; panel |
| **Terhart, Henrike** | 11 Oct 2019 | S3-4 |
| Presenter Name | Date of Presentation | SESSION Number(s) |
| **Toropova, Anna** | 10 Oct 2019 | S2-2 |
| **Truong, Christina** | 10 Oct 2019 | S1-5 |
| **Unterhalter, Elaine** | 10 Oct 2019 | S2-3 |
| **Weiss, Sabine** | 10 Oct 2019 | S2-2 |
| **Welch, Anthony** | 10 Oct 2019 | S1-4 |
| **Wermke, Wieland** | 10 Oct 2019 | S1-5 |
| **West, Tore** |  |  |
| **Wikander, Lennart** |  |  |
| **Williams, Kate** | 11 Oct 2019 | S4-1 |
| **Wu, Mei** | 11 Oct 2019 | S4-3 |
| **Wärvik, Gun-Britt** |  |  |
| **Yang, Rui** | 10 Oct 2019 | S1-3 |
| **Zhou, Hong** | 11 Oct 2019 | S4-3 |

**Keynote SpeakersKEYNOTE SPEAKERS**



**Mark Bray**

**Professor, East China Normal University**

**PRESENTATION TITLE:**

***Academic tribes, territories and units of analysis in comparative education research: Strengths and limitations in qualitative approaches***

**KEYNOTE SPEAKERS**



Larry Suter

University of Michigan

**PRESENTATION TITLE:**

***Why large-scale studies of education are necessary but not sufficient for cross-national research: Observations from a reformed empiricist***

# Abstracts of Presentations

|  |  |  |
| --- | --- | --- |
| Rashed Al-Haque | Teklu Abate Bekele | Nig Margarita Bilgeri & Yekoyealem Desie |
| **From Theory to Practice: Using Comparative and International Education to Create an Equity, Diversity, and Inclusion (EDI) Policy Aimed at College-Wide Culture Change** | **Roles of Regional Intergovernmental Organizations in Education Development in the Global South: Potential Modalities of Mediations between the Global and the Local** | **Comparing the Incomparable? Students with Disabilities in Higher Education in Ethiopia and Austria. Experiences from an International Project (INEDIS)** |
| The purpose of this paper is highlight how the field of comparative and international education can be used to support the creation of educational policy aimed at college-wide culture change. Using qualitative research methodologies along with comparative policy analysis of other institutions’ policies, the instrumental action research led to the creation of a college-wide equity, diversity, and inclusion (EDI) policy.   Colleges and institutes are committed to equity, diversity, and inclusion of all students (Michalski, 2017; Castro, 2015). The growing influx of international students (Ryder, 2011), the rising numbers of students in post-secondary education with diverse learning needs (Rodrigues, 2014; Ryder, 2011), the experiences of minority faculty and employees (Levin, 2018), and the lack of diversity within higher education administration and faculty (Stout, 2018) have highlighted the significance of having equity, diversity, and inclusion policies and practices on campus.   The site of the study is Camosun College - a large community college in Victoria, British Columbia, Canada. In late 2017, the College committed to creating a college-wide equity, diversity, and inclusion policy in order to support the learning experiences of its student and working experiences of its employees.   Fundamental to the study was the exploration of other colleges’ and universities’ policies and practices on EDI. Comparing policies and practices at other institutions provided the policymakers with an understanding best-practices across the post-secondary landscape, the resource implications of enacting the EDI policy, and identify areas of development within the institution. However, policymakers were also aware that borrowing policy from another institution was not ideal (Steiner-Khamsi, 2016). Emphasis was placed on using a policy development process that focused heavily on up-front and sustained engagement with college stakeholders (both employees and students). Using this approach allowed policymakers to craft a policy that was responsive to the lived-realities of individuals connected to the College and also ensured that the final approved policy would be implemented with respect to the college’s operational and financial capacities.   Thus to compliment comparative policy analysis, College policymakers used a phenomenological approach to how students and employees at Camosun College understand the terms “equity,” “diversity,” and “inclusion.” Moreover, the study asked students and employees to share examples when/where they experienced equity, diversity, and inclusion at the College, when/where the values of equity, diversity, and inclusion are not reflected at the college (Roksa et al., 2017) and asked both groups to identify what the College can do to advance the values of equity, diversity, and inclusion.   The paper will detail the policy development process and the role of comparative education and policy analysis in supporting administrators make decisions on how to enact the policy. Furthermore, the paper will highlight both opportunities and challenges of using a participatory policymaking process and identify opportunities and challenges in enacting policy aimed at institutional culture change. | Regional Intergovernmental Organizations (RIGOs) are “increasingly recognised as significant sites of the contested social politics of the governance of globalization and international integration” (Yeates & Riggirozzi, 2017, p.3). In education, RIGOs are portrayed as important actors in the shaping of policies besides nation states (the local) and the global (Erturk, 2015; Olds & Robertson, 2011; Jones, 2010; Yeates & Riggirozzi, 2017).   However, the actual roles RIGOs play in education development seems unclear. Much Comparative and International Education (CIE) scholarship seems to focus on exploring education-society dynamics, taking the global-local as its prime comparison levels (Bekele, 2018; Crossley, 2009, 2012; Sobe & Kowalczyk, 2014; Wiseman & Anderson, 2013). This seems to overlook the regional dimension, thereby failing to produce contextualized knowledge (Bekele, 2018).    Within the context of the Education 2030 Agenda, this proposed study aspires to deepen our understanding of the roles RIGOs play in education development in Africa, Asia, the Middle East, and South America. It explores the modalities of engagements of these RIGOs by way of critically examining their post-2015 strategic plans. As strategic plans “provide a window onto organizational priorities, and illuminate areas where institutions are looking to enhance their capacities or address perceived deficiencies” (Addie, 2018, p. 6-7), this study will also identify potential modalities of mediations between the regional, and the global and the local. The study will identify important implications as to what and how future CIE scholarship on education regionalism should look like. This purpose ‘speaks’ to the first “sponsored stream” outlined in the NOCIES/GlobalCIE call for papers.   Study Questions  The overarching study question is: How does strategic planning analysis deepen our understanding of the roles RIGOs play in education development in the Global South? The specific questions include the following.   1.How do intergovernmental organizations justify the development of their post-2015 strategic plans?  2.How do the organizations reconceive education (learning, teaching, and research) in relation to emerging societal needs (linked to knowledge, skills, attitudes and values)?  3.How do regional needs and challenges and global challenges (e.g. terrorism, the environment, climate change, sustainability) are constituted in the strategic plans?  4.What strategic priorities are the intergovernmental organizations pursuing to meet their goals?   Analytical Frameworks  Analytical frameworks that 1) delineate the interdependence among nation states and regions, and 2) explain education policy making and planning are needed. Conceptions from world systems theory (Meyer et al., 1997), neo-institutional theory (Wiseman, Astiz & Baker, 2014), and policy making and planning (Dale, 1999; Steiner-Khamsy, 2014) will be used. Conceptions of cultural convergence, divergence, and emergence (Kastenhofer, 2007) will also be used to unravel potential similarities and/or differences among the RIGOs. The analytical frameworks provide conceptual tools for analyzing and discussing the strategic plans.   Methods Qualitative content analyses of the recent strategic plans of the following organizations will be conducted.  ● The African Union (AU)  ● The Association of Southeast Asian Nations (ASEAN)  ● The League of Arab States (LAS)  ● The Union of South American Nations (UNASUR).   Themes, which reflect substantive, methodological and theoretical significance, will be identified for categorization and concept formation. Constant comparison method (Maykut & Morehouse 1994) will be employed to form themes/concepts and then to compare and contrast each RIGO along policy rationales, emerging conceptions of education, and strategic priorities. | This paper uses the data of a study that looked into practices, challenges and opportunities for students with disabilities at Addis Ababa University, Ethiopia. The research is part of the project INEDIS (Inclusion in Education for Students with Disabilities) which involves the University of Vienna (Austria), Dilla University (Ethiopia), University of Gondar (Ethiopia) and Addis Ababa University (Ethiopia). Additionally, we use interview data from the University of Vienna for a comparative perspective.  The number of students with disabilities has shown significant increment in higher education institutions (HEIs) in Ethiopia. Addis Ababa University (AAU), the premier higher education institution in the country, took the loins share in the admission and enrolment of students with disabilities. Currently there are more than four hundred students with various types of disabilities attending their education in different colleges and departments in the University. Tough there is promising increment in the participation of students with disabilities in higher education institutions in Ethiopia, it seems that this opportunity has not been translated into greater achievement for students with disabilities. Attrition and dropout rates and poor academic performance of students with disabilities is still much higher compared to students without disabilities. Inclusion of students with disabilities in different affairs of HEIs is a critical way to foster the academic as well as overall developmental success of students with disabilities. However, there aren’t many studies about this in higher education contexts of Ethiopia. This study, therefore, investigated the practices, barriers and opportunities of inclusion of students with disabilities in AAU. Both quantitative and qualitative data were collected from 160 students with disabilities drawn from eight colleges, ten faculties taken from five colleges, and ten student service providers in university libraries and registrar offices. The results indicated that the practice of inclusion of students with disabilities in AAU (accommodation of students needs in the teaching learning process, provision of disability sensitive and specific services in departments, administration offices, libraries, registrar offices) was far behind the expected standard. The major barriers for inclusion were institutional, awareness related and attitudinal (lack of knowledge about disability and unfavourable attitudes towards students with disabilities by faculty and support staff), and environmental. The study also indicated that there are some promising beginnings for inclusion of students with disabilities in AAU (e.g., establishment of a university disability center, assignment of sign language interpreters, and commitment of the university management towards inclusion).  During this project and other projects before (RESPOND-HER, CLASDISA) it became clear that the challenges for students with disabilities are somehow approached differently in Ethiopia and Austria. For the Austrian partners it was impressing to see what they could learn from their partners of the global south regarding this issue. In this paper we want to present the results of the already mentioned study and connect the findings to experiences from the University of Vienna. A final point of discussion will be the exchange of knowledge and how to transfer good practice from the South to the North. |

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| Åsa Brattlund |
| **The politicized critical discourse on Muslim profiled primary schools in Sweden** |
| This paper is about a politicized debate on Muslim profiled primary schools in Sweden by using a critical discourse analysis approach (Jörgensen & Phillips, 2017). The debate extends far beyond Sweden via social media.  The critical and occasionally aggressive politicized debate against schools with a confessional profile, especially schools with a Muslim profile started in 1992 when it is possible for people to apply for starting independent primary schools with a confessional profile.  Prior to the parliamentary elections in 2018, several parties agreed that they wanted to stop the possibility of starting and running schools with confessional profile. After the election, the Social Democrats, the Liberals and the Center Party agreed to stop the new establishment of schools with a confessional profile. If an agreement among the parties will be made no new establishments of schools with a confessional profile will be allowed to run in Sweden from January 2020.  The study by using the perspective of the politicized critical discourse shows that there is a consensus on how to name the primary schools with a confessional profile. For example, the schools are in the debate named confessional schools, religious schools, Muslim schools and Islamic schools. Although in Sweden no religious or confessional schools are allowed to run according to the law, the wrong way of naming these schools as religious, confessional, Muslim or Islamic by the politicians, the decision makers has a bearing on how civil society perceives these schools.  A comparative study of several primary schools with a Muslim Profile in England and Sweden also shows that these schools with a Muslim profile in England were seen as confessional schools, while the Swedish primary schools with a Muslim profile were seen as completely secular schools (Brattlund, 2009). |
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| Annika Braun, Magdalena Muckenthaler, Sabine Weiss, Jonas Scharfenberg & Ewald Kiel | Helena Hinke Dobrochinski Candido & Felicitas Acosta | Oksana Chigisheva & Elena Soltovets |
| **How to support teachers in coping with cross-cultural language diversity in German schools?** | **PISA and politics in Argentina: understanding different uses of international standardized assessments** | **Functional foreign language literacy: is it crucial for the career development of researchers at the global level?** |
| Our paper aims to investigate Argentina’s participation in PISA. Argentina has been participating in PISA since its first edition, in 2000, and has consistently occupying bottom positions in the PISA rankings in Science, Math and Reading, along most of the countries in Latin America. PISA 2012 innovated in presenting its results in national and regional levels. Argentina’s capital, Buenos Aires (referred as Ciudad Autónoma de Buenos Aires, or CABA, in PISA reports), has out-performed not only the country, but all Latin American participants, in the 2012 measurement. In 2015, Argentina participated again in PISA, but due to a sample issue, the results haven’t been published in the country level. CABA’s results, on the contrary, have been published.  This episode generated some fuzz in Argentina, fed by the media. Some say that the Organisation for Economic Co-operation and Development (OECD) excluded Argentina from the PISA 2015 ranking (Bio 2016; Infobae 2016). There are also claims that Argentina showed improvement in 2015 compared to 2012’s results, but this happened because ‘Argentina had left out schools that had historically been part of the test’, meaning that the previous administration lacked ‘commitment with statistics’ (Bio 2016). In fact, there is no need to select the same schools for the PISA samples every time, but the sample should be representative of the Argentinian students’ population. Other media sources argue that students have been trained for the PISA test, and that the students’ ‘sensitization’ for PISA have been even stronger in CABA (Polack 2016). The motivation for such situation relies on different political interests and reactions towards OECD and PISA from current and past national administrations, as the government changed right after the PISA tests in 2015, and from opponent parties leading the government of Argentina and the government of CABA. The political turmoil increased the popularity of the topic in the national debate, whereas the government reputation was either supported or slandered, depending on the political colour of the media.  Our concern is that PISA seems to be used as a scapegoat in Argentinian politics. Following a Foucauldian perspective, we understand that all objects of knowledge are objects of power (Simons 2013). In the Argentina case, PISA has become a powerful instrument to legitimize (or delegitimize) political power. Our objectives are to identify the political discourses that sustain the use of PISA in relation to political power and to explore its political effects. In other words, we are interested to investigate the political possibilities offered by PISA in Argentina and the political opportunities such possibilities enable in the local context. Globally, PISA portrays a neoliberal discourse in which ideas such as accountability, comparability and performativity are emphasized (Osborne & Gaebler 1993; Hood & Jackson 1991; Ball 2012). These dynamics permeate political decision-making processes in distinct geographical spaces as a world culture that diffuses general trends of education and politics (Meyer et al. 1997). Improving educational standards, competing for a high position in PISA ranking, and using comparability as a governance tool seem to be global manifestations of the world culture, whereas performing well in PISA grants legitimacy and status to countries, in the international level, and to governments, in the domestic level, by increasing soft power. As a result, nation-states seemed to be compelled by PISA to adopt particular policies, most of the time mainly directly associated with the rise of New Public Management ideas that sustain steering at a distance (Morgan 2018; Volante & Fazio 2018). Rather than highlighting a ‘world culture’ discourse of governance through data, we emphasize the local adaptation of PISA in Argentinian governance, which suits the Argentinian demands and interests. We argue that instead of passively acquiescing to world culture Argentina’s decisions are based on contingent convergence, structural coupling and skillful recontextualisation, whereas ‘agents selectively appropriate, relocate, refocus and recombine’ (Sum 2009, p. 191) discourses to support their own arguments. Studies on policy transfer, policy borrowing and lending, transnational circulation, policy diffusion and adoption, among others, have shown the wide variety of grey zones existing between global mainstream discourses and decisions attached to governing practices (Phillips & Ochs 2004; Steiner-Khamsi 2010; Verger 2016; Addey & Sellar 2017; Fischman et al. 2018). Furthermore, the Argentinian appropriation of PISA in its domestic governance is an example of glocalization, in which there is interdependence between the global and the local: ‘global models instill agency into empowered locals, who in turn enact and thus reinforce such global scripts’ (Drori et al. 2014). We analyze political discourses that refer to Argentina’s participation in PISA from international and domestic official documents and media. We employ qualitative content analysis to identify the discourses that show the use of PISA to legitimate (or delegitimate) political power. The analysis is based on secondary sources: (1) Previous literature on the PISA tests in Argentina; (2) Reports produced by the OECD/PISA for Argentina; (3) Documents of the Ministry of Education and educational measurement agencies from Argentina; (4) Argentinian and international media reports about PISA 2012 and PISA 2015. Preliminary results indicate that evidence for policy together with national politics seem to be at the basis of the use of PISA in Argentina: PISA is being effectively used not only to legitimize educational policy reform agendas (Fischman et al. 2018) but also as a window of opportunity to re-orient national politics. In this sense, the paper considers the Argentinian case as an opportunity to provide a more nuanced understanding of the emerging paradoxes around nation’s political responses to PISA. | Our paper aims to investigate Argentina’s participation in PISA. Argentina has been participating in PISA since its first edition, in 2000, and has consistently occupying bottom positions in the PISA rankings in Science, Math and Reading, along most of the countries in Latin America. PISA 2012 innovated in presenting its results in national and regional levels. 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In this sense, the paper considers the Argentinian case as an opportunity to provide a more nuanced understanding of the emerging paradoxes around nation’s political responses to PISA. | The paper is a result of the completed research project that was supported by the Russian Foundation for Basic Research Grant N 17-36-01125 “Functional Literacy of Highly Qualified Scientific and Pedagogical Personnel in Russia and the UK: Outcomes of the International Comparative Study” in 2017 and was updated and finalized during 2018. It explores the links between functional foreign language literacy and opportunities for global research career development. The relevance of the study is due to the rising trends of labor market globalization and internationalization of science and education domain (Knight, 2004; de Wit, 2011; Drascovic et al., 2017; Chigisheva et al., 2017; Bamberg et al., 2019) accompanied by active academic mobility, “reputation race” (van Vught, 2008) and strong individual and institutional competitiveness (Portnoi et al., 2010). The purpose of the paper is to clarify the extent to which functional foreign language literacy can shape would-be researchers’ aspirations and career development plans. From this point, the article “From early career researcher to research leader: survival of the fittest?” (Browning et al., 2017) provokes direct reflections on interdependence between global research career success and functional foreign language literacy as the most common factors critical for progress are having good international connections and networks and participating in collaborative research. It is noted that PhD and the early career stages are vital for researchers to make a name for themselves at a global scientific arena through innovative research projects, collaborative joint activities and research communication. Phenomenological approach underpins research procedures and research methodology. Functional foreign language literacy is associated with the English language as a Lingua Franca of modern science. Standardized open-ended interview responses of 65 PhD students of Southern Federal University (Rostov-on-Don, Russia) were analyzed to address the concepts of functional literacy and functional foreign language literacy from self-reflexive perspective. The present study also discusses certain aspects of functional foreign language literacy acquisition in terms of positive and negative factors as well as the PhD students` perceptions of its role in developing global research career. Two major areas of learners’ concerns evidenced by the survey are the quality of classroom teaching process and a gap between learning and demands of real-life practice. Therefore, as the findings revealed, despite being seen as an integral part of global research career development, functional foreign language literacy lacks awareness of socio-economic context due to a great emphasis on academic performance. Resulting imbalance between internal and external motivation, as well as considerable discrepancy between the stated intention and the readiness to take concrete actions suggest that the true perception of the phenomenon is blurred, being insufficiently strengthened by the real-life demands. The research findings are to inform educational policy and practice worldwide on the existing issues of concern in the area of researcher training. |
| Pupil’s heterogeneity in European classrooms has increased over the last few years (Action Commission Education, 2016; UNHCR, 2019). As a consequence, diversity in schools grows and leads to a pressure to act in both the whole school systems and in individual schools. Thus, research should focus on tailor-made measures, which can help teachers to deal with cultural and language diversity. A cultural-comparative approach can help to see diversity differentiated and not as a problem, but as an opportunity in everyday school life.  Theoretical Background: Like other Western European countries, Germany experienced an increase in its immigrant and refugee populations, leading to high diversity in terms of ethnicity, culture, religion and language in schools (Action Commission Education, 2016). At the same time, teachers often don’t feel prepared and report low levels of experience teaching heterogeneous classes with multilingual background (Krulatz, Steen-Olsen & Torgersen, 2018). However, teachers, who are responsible for students from diverse cultural and language backgrounds, have to be able to support them in their efforts towards academic success (Ford, 2010). Thus, a specific consideration of the teacher’s point of view is necessary – instead of “a global view” on “the” cultural or language diversity, one should consider the relation between different language barriers depending on the student’s cultural background. A cultural-comparative approach can provide diverse hints and answers.  Questions: The present study aimed on identifying gain critical events which characterize and influence teachers’ work at school in the context of language barriers depending on the pupil’s cultural background. The procedure focuses on events which lead to misunderstandings and conflicts that disturb everyday school life impede necessary support and impair successful communication. To achieve this, not only the events themselves have to be taken into account; the reasons and antecedents which contributed to a particular situation and the consequences of such events also have to be considered. Thus, the main research questions are: (1) What critical incidents do teachers and principals describe in their everyday school work regarding requirements and challenges due to language barriers of different culture? (2) What reasons for these events are outlined and what are the consequences of these events?  Method: The present study investigated this situation using the critical incident technique (Flanagan, 1954; Butterfield, 2004). Critical incidents were collected in group discussions about challenging events in the context of growing migration focusing on language barriers. The incidents, including their perceived causes and consequences, were categorized using qualitative content analysis (Hsieh and Shannon 2005).   Results: The identified reasons for language barriers are diverse, including misunderstandings, diverging cultural and religious concepts, structural constraints and lack of teacher preparation in multiculturalism and language acquisition. The described incidents have far-reaching consequences, especially for pupils’ integration in the classroom community, parent-school cooperation and for personal development of teachers. How the results can contribute to developing ideas and measures to cope with the identified language barriers across culture attributions is discussed in the final part of this presentation. |  |  |

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| Ingrid Christensen & Larysa Kolesnyk | Viviana Daza, Greta Gudmundsdottir & Andreas Lund |
| **Future teachers conceptualizing democracy teaching in Ukraine, Palestine and Norway** | **The conceptualization of the third space in pre-service teachers’ professional practice** |
| The aim of this study is to explore how democracy teaching is conceptualized among teacher educators in Norway, Ukraine and Palestine.  Democracy is considered a crucial factor for societal wellbeing and for safeguarding human rights. However, the threat of conflict, war, intolerance of migration and the instability of states represent critical pitfalls of democracy. This can be considered more than national or temporal challenges – instead the challenges of democracy have long seemed to be global issues (Carr 2008). Thus, in this project we display three different contexts for democracy teaching and development.  School is considered a key actor in promoting and developing democracy as a basis for coexistence in society. educational systems encourage, support, and cultivate a democratic experience for students (Banks et al., 2005) Higher education, and in this project the teacher education, is a strategic way of building long-term societal changes. In Ukraine, as well as in Norway and in Palestine, the school and teacher education are highlighted in governmental strategies as key actors for democracy development.  The three countries in this study, however, are considered very different. The contemporary situation in Ukraine displays a particular case of democratic development. The country is well-known for its resources, yet it is in constant tension between its former Soviet rule, the oligarch power and its contemporary orientation towards Europe, the EU and democratic rule. The Palestinian context represents deep conflicts and contested democracies, being under constant threats of occupation and violation of human rights. Norway is considered one of the world’s most stable democracies. However, there is also here an increasing tension about migration and diversity, being fueled from nation-building monocultural discourses, and lately also from right-wing nationalist agendas. Through a comparative research project, however, there might be connections between what happens internationally and the enactments of democracy locally (Hoffman 2006). A deeper understanding of the conditions for democracy, and the foundations for formation and dialogue related to democracy is therefore needed, being addressed by future school teachers in these three countries.  The research question for this paper is therefore: how do student teacher in Norway, Ukraine and Palestine conceptualize democracy teaching in teacher education?  This paper rests upon the assumptions of a pragmatist approach to democracy (Dewey 1916). Democracy is considered more than a form of government; it is primarily a mode of associated living, of conjoint communicated experience (Carr 2008; Dewey 1916: 101). There is not one universal definition of democracy, being due to different historical and contextual conditions (Karumanchery and Portelli 2005). The visions of what democracy tend to be superficial and vague (Gandin & Apple 2005). This vagueness is also characteristic for teacher educators conceptions of democracy on a global level in teacher education (Zyngier 2013), as with teacher (Biseth & Lyden 2018), as well as with student teachers in Norway. | The disconnection between university-based and school-based learning about teaching remains a central concern for initial teacher education (Darling-Hammond, 2006; Grossman et al., 2009; Forgasz et al., 2018). Teacher educators have focused on developing collaborative partnerships with schools in the attempt to bridge the theory-practice divide and to increase coherence of the professional practice (Martin, Snow, & Franklin Torrez, 2011). Professional practice relates to the component of initial teacher education in which pre-service teachers develop and demonstrate their skills in school classrooms. Zeichner (2010) popularized the concept of the third space as a framework to redefine the connections between theory and practice during professional practice in initial teacher education. Partnerships are a key element in the creation of a third space, a metaphor that denotes the space where schools and universities come together, ideally as equal partners, to facilitate pre-service teachers’ learning and to prepare them for their professional practice. In the third space, pre-service teachers and teacher educators based at schools and universities converge in complex hybrid spaces to co-create new ways to understand and improve professional practice.   Aim and methodological design: This paper presents the preliminary findings of a scoping review of research literature that seeks to frame and examine school-university partnerships as third spaces for professional practice. The aims of this review are to map the landscape of the concept third space in professional practice and to explore how is this concept operationalized and understood in teacher education research. The methodology involves collecting, evaluating and presenting available data in the literature to identify key features of the use of the third space in pre-service teachers’ professional practice. The search attributes are delimited to retrieve only peer-reviewed articles published from January 1st 2010 to the present written in English or in a Scandinavian language.  A scoping review is an appropriate approach to map and compare existing understandings about the third space evident in the literature. It serves to conceptualize the third space across contextual differences and to show how the concept has been linked to professional practice during the past several years. |
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| Brian D. Denman | Khaleda Gani Dutt | Eyvind Elstad & Knut-Andreas Christophersen |
| **Critical challenges in approaches and experience in comparative education research** | **The Importance of Metanarratives in International and Comparative Education** | **Nordic models of teacher education: a comparative research study** |
| Using a combination of Mårtensson et al’s hierarchy of research quality (2016, p. 599) and Paulston’s conceptual map of perspectives (1997, p. 118), attempts are made to map paradigmatic methodological approaches and modes of discourse by a select set of comparative education scholars with the aim of differentiating philosophical and methodological frames of reference and translating them into ‘specialised research’ trajectories. While such trajectories may not necessarily translate into deliverables such as transplanted reforms Steiner-Khamsi (2006) or succinct theoretical underpinnings, they do identify direction if not action. Attention is then given to shelf life, sustainability, scope, mutuality, and research rigour in an attempt to argue that there is no one-size-fits-all, and that the practices of adhering to a set of generalizable guidelines specific to research evidence and impact may be necessary to avoid the pitfalls of potential research construed as haphazard, dilatory, or lacking rigour. It should be clear at the onset that historically, empirical research may have given rise to methodological madness to those in comparative education (see Gail, Altbach & Arnove 1982), ‘fringe’ forms of knowledge (Masemann 1990, p. 465), and the impetus and imperative to compare cross-institutionally, cross-nationally and cross-culturally. The increasing utility of comparative education has never been greater for the sake of expressing or exploring identity, belonging, and difference.  A further exercise will attempt to demonstrate how comparative education research reflects either an underutilised complementarity between qualitative and quantitative studies or an undervalued mutuality of importance and usefulness of the research in question. By investigating ‘evidence’, ‘quality’, and ‘impact’, the commonality of approaches undertaken across cultures and at specific times but without prior knowledge or interaction amongst scholars seem to reflect the essence of an unfolding, atheoretical area study based on discovery, which is to be celebrated and respected as an evolutionary development of knowledge production and advancement. | Secondary schools tend to sponsor a large number of extra curricular activities (ECA) yet little is known about their contribution to students’ educational outcomes. This meta analysis aims to determine what it is about ECA participation that supports positive educational outcomes. Furthermore, this study challenges the theoretical assumptions about the benefits of participation in ECA. Thirty studies met the search criteria for inclusion in the analysis. Most effect sizes on academic achievements, yielded from non-specific ECA, academic clubs and journalism were small (ES<.38); and participation in performing arts, sports and leadership activities yielded very small effect sizes (ES=.17). Although the results show associations between participation in ECA and educational outcomes causal effects could not be confirmed. It is concluded that the lack of evidence in supporting the causal effects and thus the common theoretical assumptions of the effects of ECA on educational outcomes is due to methodology limitations in these studies. It is suggested that further research in this area should apply methodologies enabling identification of causal effects. | While Finnish teacher education has gained international recognition for its high quality, teacher education in the other Nordic countries has been criticised. This criticism, however, has been directed with varying intensity and for different reasons. Criticism have included weak relevance of the campus teaching and curriculum for the professional life of the teacher, that student teachers spend less time on their course than the student average, and that there is a high drop-out rate from the course. In some Nordic countries, the production of newly-qualified teachers is too low in relation to the current and/or future needs. The word crisis has been used. In most Nordic countries, teacher-education programmes lack the power to attract sufficiently academically-strong applicants. This may be rooted in social conditions such as the status of teachers within society. It is political decisions, however, that create the conditions that determine the status of the teaching profession. Educational authorities in a number of Nordic countries are looking for solutions to these challenges, partly by drawing inspiration from the policies of other countries and partly by seeking new ideas. Utilising the most similar systems design and the most different systems design in comparative research, we compare means and standard deviations of student teacher surveys in all Nordic countries. The first conclusion we draw is that there are amazingly stable empirical patterns both in terms of central tendency and standard deviations. With some exceptions, the differences are not great. The results of this study do not provide an empirical basis for highlighting teacher education in one of the Nordic countries. This leads us to believe that teacher education environments in the Nordic countries are faced with fairly comparable issues, challenges and dilemmas created by situational conditions with certain similarities. The similarities are so great that we believe that a comparison can be justifiable. One common feature is that the relevance of subject didactics is perceived systematically higher than the relevance of Pedagogy. We interpret this primarily as a consequence of teaching situational logic: In the teaching of Pedagogy, the examples with relevance to teaching practice will necessarily be taken from several subjects' teaching. The same is not the case in teaching subject didactics. It is therefore wrong to say that Pedagogy is inferior (in terms of relevance experience) than the subject didactics teaching. On the other hand, for example, Pedagogy in teacher education has situational similarities across the Nordic countries. Therefore, it is more relevant to examine what makes the teaching experience's relevance experience higher in Danish teacher education compared to the teaching of teaching in other Nordic countries. It is a standard deviation in the difference between the relevance experience of Pedagogy in Denmark and Finland. A standard deviation in difference must be considered a significant difference. As the relevance experience of subject didactics teaching in Finland is very high, the scores cannot be due to a distinctive Finnish modesty in expressing satisfaction. There is also a significant difference in the relevance experience between Pedagogy in Norway and Denmark. |

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| Elisabeth Agbor Eta | Ulf Fredriksson | Hawa Alemu Ebrahim, Kassahun Anteneh Amare & Michelle Proyer |
| **Bologna gone global: policy diffusion and transfer of the Bologna Process in Africa’s national, sub-regional and regional contexts** | **What is the criticism about PISA about?** | **Gender Based Violence against Female Students with Disability in Higher Education institutions in Ethiopia** |
| It is probably evident by now, following extent literature, that the Bologna Process (BP) reforms signed in 1999 by 29 European countries to harmonize European educational systems, enhance comparable and compatible systems of higher education (HE), promote mobility of students and staff, and the competitiveness and attractiveness of European systems of education vis-á-vis the rest of the world (Bologna declaration, 1999) has had a spill over effect beyond Europe’s continental boundaries. The BP has been described as a very bold experiment that has the potential to change HE in ways probably not envisaged by its creators (Armstrong, 2009). This change is visible in the extent of its attractiveness and diffusion in other global regions (Eta, 2018). These results have been achieved largely through the external dimension of the BP which makes it the most aggressive reform ever. The BP emanating from the declaration has been recorded to have influenced systems of education in South East Asia, Latin America and Africa (Crosier & Parveva, 2013; Vögtle & Martens, 2014; Zgaga, 2006), with some authors qualifying it as a 'global phenomenon' (ELSLR, 2008).  Digital technological tools (Landri, 2018) such as the European HE area (EHEA) website that documents the year of adoption of the BP by different signatory countries, makes it easy to trace the process of diffusion within this context. However, in other contexts such as the continent of Africa, where the countries are not official signatories but are aligning their systems of education to the BP, and in the absence of a coordinated effort and the use of digital technology to produce and present data, tracing and mapping out the diffusion process in this context has been challenging.  Drawing from policy diffusion and policy transfer studies and based on a review of existing literature, this proposal seeks to trace the process of diffusion and transfer of the European Bologna Process (BP) reforms in Africa’s national, sub-regional and regional contexts and examine factors that drive these processes. Preliminary results indicate that the diffusion and transfer of Bologna related reforms in Africa started as individual projects by national governments as early as the year 2000 before metamorphosing into sub-regional and regional initiatives. The results also point to economic, political and discursive factors as well as the selective and silent processes that shaped Bologna transfer at these different levels in Africa. | PISA is often described as the biggest educational survey ever made. The study has obviously had a large impact on educational policies both at international and national levels. PISA has been analyzed and discussed by educational researchers in a number of books, articles and reports. Some of these texts have also included analysis of PISA from a rather critical perspective. These criticisms seem to cover a broad spectrum of different approaches from purely technical issues to larger issues about whether achievements can be measured and compared. Some systematic overviews have been made to look at the research literature about PISA (see for example Hopfenbeck et al., 2017; Pons, 2017). Hofenbeck et al. devote parts of their overview to expressed criticism. Fredriksson, Karlson and Pettersson (2018) tried, in a chapter in a book about Swedish PISA results, to list different types of criticism and sort it into different categories. The intention with this suggested paper is to try to make a more systematic approach to review recent research literature that discuss PISA and categorize the criticism into different types of criticism.  The review will be based on a search for relevant peer-reviewed articles included in the databases ProQuest Social Sciences (including ERIC and PsychInfo), Ebsco and Scopus. The search term PISA will be used in combination with other relevant terms to identify peer-reviewed journal articles written after the publication of the latest PISA results in December 2016. The time frame that will be included in the search will be from January 1, 2017 to May 31st, 2019. In a first step articles which mention PISA in the abstract will be searched. The abstracts will read and based on the first reading the articles will be identified which contain some critique of PISA. These articles will be read in full. First a combination of the categories used by Hopfenbeck et al. (2017) and Fredriksson, Karlsson and Pettersson (2018) will be used. Hopfenbeck at al, use three categories related to 1) the constructs used in PISA, 2) design, data analysis and questionnaires in PISA and 3) technical issues. Fredriksson, Karlsson and Pettersson use four categories; 1) general critique, 2) can knowledge be measured, 3) can countries be compared and 4) technical/methodological critique, which includes issues about type of questions, questionnaires, validity, reliability, correlations and ranking. If new issues are discovered which do not fit in to these categories new categories will be created. If issues will emerge that will be better classified as a new subcategory under an existing category new subcategories will be created. Generally, the two existing categorizations will be used as a starting point to further elaborate and refine the categorizations. An overview categorizing different types of critique about PISA could provide a starting point for further discussions about the advantages and disadvantages with the PISA surveys. | The main objective of the study presented is to investigate the factors, consequences and emerging trends associated with gender based violence against female students with disabilities in higher education institutions in Ethiopia. A cross-sectional phenomenological study design with mixed exploratory approach has been used. Eight universities were selected by purposive sampling due to the high number of female students with disabilities enrolled in their various programs. Quantitative data was collected from 117 female students with disability and qualitative data from 40 participants from which 16 female students with disability and 24 from concerned offices including gender office, women and gender affairs office, HIV/AIDS and reproductive health office, disability center office and police and security offices of different Universities.  The prevalence of GBV against female participants with visual, hearing and physical disabilities across their lives indicated that before they joined university the GBV prevalence was 34.20% and after they joined university its prevalence was 25.60%. Even though most of the cases of GBV are not reported, GBV is an issue for many female students with disability. The highest percentage (14.50%) of female students with disabilities experienced GBV in the first year of study in their campus life. This implied that female students with disabilities at university level were more vulnerable for different types of GBV when they are first year students, and the percentage of vulnerability for GBV was low after they become aware of and familiar with the campus life. GBV in Higher institutions usually happen around dormitory, classrooms and reading rooms during day time. Among the common types of GBV against female participants with visual, hearing and physical disabilities, verbal harassment (20.5%) followed by rape (7.7%) was the most prevalent and early marriages as well as work on commercial sex were the least prevalent types of GBV before they joined university. After they joined Universities verbal harassment (13.7%), touching genital organs without permission (6.8%), rape trails (6.8%) were found the dominant type of GBV perpetuated against FSWD in the universities. The study revealed that 6.80% of family members had committed GBV against their relative female students with disabilities. The major consequences outlined by most of the participants include psychosocial, physical and health, academic and economic consequences which could be worse than their non-disable counterparts as they are double disadvantaged. Among the recommendations of the study, awareness training for new students with disability when they newly join the university Since, most of the female students with disability experience GBV when they are new and improving services to female students with disabilities to reduce their independency on others including introducing modern technologies which reduce dependency to do their academics and other activities. Recommendations will be presented against the background of the global agenda these findings raise for female students with disabilities. |

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| Sissil Lea Heggernes & April Ege | Halla Holmarsdottir and Supriya Baily | Chika Hosoda |
| **Teachers’ perceptions of intercultural learning: Perspectives from two educational settings** | **Second generation gender challenges to achieving quality education in an era of global education** | **How Global Citizenship Education Can Be Defined in the Context of Language Learning** |
| The 2030 Agenda urges us to “ensure inclusive and equitable quality education […] for all,” a goal which requires “inter-cultural understanding” (SDGKP, nd). This shift away from multicultural education to intercultural education highlights the urgency of transforming education to address our global society’s current challenges. The question then before us is how we as researchers come together across national borders to make education more intercultural, encouraging perspective-taking skills, empathy, and sensitivity toward others (Byram, 1997).  Our presentation explores how students’ intercultural learning can be expanded. The question is explored through the lens of Norwegian English Language (EL) teachers and American teachers in Japanese, German and Spanish immersion programmes. We explore teachers’ perceptions of intercultural learning and intercultural classroom activities. Perceptions are influenced by experiences, but do not necessarily mirror actions. Scholars have found a mismatch between teachers' intercultural beliefs and classroom practices (2018, p. 210). However, to bridge this gap, research-based knowledge of teachers’ perceptions are necessary (2018, p. 210).   The presentation answers calls for more research on teachers’ perspectives on and practices of Intercultural Language Teaching (Oranje & Smith, 2018; Sercu, Bandura, & Castro, 2005). Intercultural scholars agree that intercultural learning benefits from cross-curricular efforts (Sercu et al., 2005). Accordingly, it is relevant to compare the perspectives of EL teachers to those of teachers in immersion programmes, where cultural perspectives are integrated across disciplines. The two settings are selected according to the shared focus on language and immersion. Arguably, the learning of English in Norway resembles an immersive experience, as Norwegian students have multiple informal English learning opportunities and input through media, gaming and travelling.   Our research also attempts to fill in gaps in the literature regarding sociocultural benefits of various language learning settings. Most of the research in immersion settings focus on second-language acquisition (SLA) or overall academic achievement, rather than sociocultural benefits such as communicating with native-speaker peers, an increased sense of empathy, and intercultural competence (Lindholm-Leary, 2001; Lindholm, 1994). In Norway, some studies from ELT consider intercultural learning (Fenner, 2001; Hoff, 2013, 2017), but little research exist on teachers’ cognition of interculture and classroom activities in ELT.   Three teachers from each country were interviewed following a semi-structured interview guide. The six interviews were coded according to descriptive and analytic codes. Preliminary results indicate that teachers seem to explicitly focus on cognitive learning of cultural knowledge, whereas emotional learning, such as perspective-taking and empathy is more implicit. Furthermore, whereas both groups of informants stress that intercultural learning requires maturity to reflect and time, the Norwegian teachers focus more strongly on building language skills. A possible implication is that the Norwegian teachers might postpone intercultural learning until the later stages of education, in contrast to their American counterparts. | Over the last 25 years, there have been large gains in girls’ education, particularly in the basic literacy and access to primary school, and the global community can feel proud of the real progress that has been made (World Bank, 2018). These accomplishments demonstrate that with shared goals and collective action – among governments, international organizations, civil society, media, private sector and local communities – we can change educational prospects for girls around the world, but challenges remain (Chisamya, DeJaeghere, Kendall, & Khan, 2012).,Sustained access to quality education may become more difficult for girls and women especially during times of crisis, supply factors such as limited availability of schools, and of female teachers continues (Stacki & Baily, 2015). There are also demand-side factors such as family economic problems, increased workloads and security concerns. Girls with disabilities, refugee and internally displaced girls, and those from marginalized groups such as religious and ethnic minorities, may have even more difficulties in accessing education, as they are often doubly disadvantaged. While we have considerable amount of research (Dhillon, 2011; Fleisch & Shindler, 2009) highlighting a number of challenges regarding girls’ education there is limited research to shed light on those who do succeed and why. Our paper will attempt to begin a conversation around what we call “second generation gender challenges”. In this paper we not only aim identify trends, but open up a discussion on how to measure quality education that moves beyond simple parity. In do so we build on our earlier work (Baily & Holmarsdottir, 2015) in which we see troubling patterns across secondary and tertiary levels of education in terms of quality and opportunity; overt and covert forms of violence and anger directed at girls and women; and a distorted view of how parity connects with equality and how parity is then often mistaken for equity. This paper connects directly to the strand theme where we know that the success that has allowed for increased enrollment, greater literacy rates and parity in terms of girls and boys enrollment in schools. We do not know how fresh challenges that are emerging in developed and developing countries are affecting girls educational trajectories. We address these challenges through the lens of what Nussbaum (2018) argues are growing misogynistic practices of anger, envy and disgust, to understand how these second generation challenges can be addressed in the current global political climate. | Although the focus of citizenship education includes “the diversity of national, regional, religious and ethnic identities in England and the need for mutual respect and understanding” (Kerr, McCarthy, and Smith 2002, 182), respect to diversity and identities is undermined as the recent curriculum is more about complying oneself to fit in the society (Harris 2017). In order to address diversity of identities and culture, Davies and Evans et.al. (2005) argue that new form of education for global citizenship is to be developed. They also maintain that curriculum which is called for is to develop the understanding of citizenship in the globalized world. Peterson (2011) notes the definition of global citizenship education is obtaining “the knowledge, skills and understanding of concepts and institutions necessary to become informed, active and responsible citizens.”  This paper seeks to identify the relevance of language education to global citizenship education by reviewing literature and to illustrate possibility that global citizenship education could be taught through foreign language at schools in England. The reason why focus is on language learning is, according to Porto, Houghton, and Byram (2017), language education could offer perspective to break through the nationalism and emphasize intercultural communicative competence. Furthermore, Rosenberg (2015) states that language learning enhances “mutual understanding, a sense of global citizenship and personal fulfilment” (41). Accordingly, the paper addresses the following research questions, “what aspect of global citizenship can language education contribute to?” and “How can global citizenship education be taught through language class?”  These research questions are addressed by review of literature and the analysis of foreign language curriculum for schools of key stage 3 in England. The paper refers to the relevance of global citizenship education to language education discussed in previous research including Davies et.al (2005, 2018), Peterson (2011), and Banks (2014). Reviewing literature on global citizenship education and language education, the paper identifies competence and skills of global citizenship which language education could develop. The curriculum of foreign language for schools in England will then be analysed with regard to possible means to integrate global citizenship education into classrooms. The analysis examines to what extent the current curriculum of foreign language education contains content and scope which could contribute to global citizenship education. Accordingly, it could illustrate if the current curriculum enhances the sense of global citizenship and suggest possible pedagogical approach.  This study could shed some lights on how aims and objectives of language learning can contribute to global citizenship education and how language learning could develop the sense of global citizenship. The findings of this paper could also contribute to enhancing means to nurture respect and tolerance to diversity through school curriculum. As diversity is undermined in the current citizenship curriculum (Harris 2017), this study could be beneficial as it illustrates possible means to integrate this aspect into other subject such as foreign languages. |
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| Aihua Hu, Magli Sofie Økland & Elin Eriksen Ødegaard | Kirsten Jæger | Outi Lietzén |
| **What to prepare? Insiders’ perspectives on transition from kindergarten to elementary school from Norway and China** | **Effects of anti-internationalist policies on higher education internationalization** | **The Role of Dual Qualification in Finnish Education and Policy since the 1980s** |
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| Research has confirmed that if children are prepared to learn when they enter formal schooling, they are more likely to succeed in school and in future life e.g. greater academic motivation, fewer arrests and antisocial acts, better self-esteem and locus of control , better high school grad¬uation, higher employment rates and better earnings, and then more positive quality of life outcomes. This ongoing research intends to explore kindergarten and primary school teachers’ perspectives in terms of what are most important factors that influence children’s transition from kindergarten to primary school in Norway and China. Data are collected in the form of documents and interviews. Documents data include government policies at different levels and are used to set the study into context, prepare for the interviews and triangulate data from interviews. Interviews with teachers from kindergartens and primary schools in both countries are the major data source. Thematic analysis and constant and comparative data analysis are used to analyze the collected data with reference to existing literature on school readiness and transition. Preliminary findings suggest that teachers from both kindergartens and primary schools in both countries believe that social skills, self-management, and parent talking positively about primary schools are important. The major difference between the two cultures is that while the Chinese teachers talk about the importance of being independent Norwegian teachers emphasize having sense of security is most important . Interestingly, kindergarten teachers in both countries think that primary school teachers should employ play pedagogy in their teaching and be more patient with children while elementary school teachers are generally happy with what kindergarten teachers are doing. | In the higher education sector, internationalization and an international orientation are seen as integral to university education and research. Universities are required to conduct research and offer education equivalent to the highest international standards, and international knowledge exchange and staff and student mobility are seen as key instruments in the promotion of the highest possible quality in university research and teaching. Recently, however, higher education scholars have noticed that the expansion of internationalization efforts that has been taken for granted may be facing serious obstacles. Rising nationalism and populism in many parts of Europe and the US seem to be changing the higher education landscape dramatically: “Brexit, inward-looking nationalist governments in Poland and Hungary, and the rise of the populist right in Europe are all parts of what might be called “the new world order” of higher education internationalization” (Altbach & De Wit 2017, p. 3). Another indication of a political climate growing increasingly adverse to the values that internationalization promotes is the increasing skepticism towards the Bologna process, a concerted effort to promote internationalization in the form of student mobility and internationally compatible HE systems In Europe, right-wing politicians have signaled willingness to roll back Bologna reforms. Most outspoken is the influential German “Alternative für Deutschland”, whose program declares the Bologna process a failure and its intention to reestablish the previous degree system and end the compatibility with the EHEA three-cycle system. In Poland, the ruling party (PiS) has also indicated willingness to roll back Bologna inspired reforms implemented by former governments (Dakowska 2017). Anti-immigrant sentiments and discourses influence the culture in countries traditionally welcoming international students (Finn 2018). Lastly, right-wing politicians have framed English-language university programs as a threat to the national languages and domestic students’ right to be taught in these languages (e.g. AfD in Germany, the Danish People's Party in Denmark). In Denmark, political demands to reduce the number of international students studying at Danish universities have led to the closing of some international programs and the “renationalization” of others. “Renationalization” has implied the change of English-taught programs to Danish-taught programs and the introduction of Danish language skills as entry requirement, effectively excluding international students from participation. Political efforts to reorient higher education towards its national purpose may be understood as inaugurating a new internationalization discourse. This paper specifically investigates the rationalities behind political initiatives to curb the number of incoming international students in Denmark and the Netherlands and analyze these rationalities through the lens of the concept of welfare nationalism, “an individual or collective commitment to national ideas or interests” (Suszycki 2011, 53). This investigation leads up to a discussion of the discrepancy between pro-internationalization rhetoric and anti-internationalist higher education politics. | The point of the differentiation of students’ educational careers into academic and vocational tracks varies from country to another (Bol & van de Werfhorst 2013). In Finland this happens after nine-year compulsory education. The question whether students should be divided on different tracks in upper secondary education is a long-standing topic in educational research: on the one hand, how to provide everybody with equal opportunities in life, and on the other hand, how to prepare students for differentiated and specialized labor markets (Shavit & Müller 2000). Essentially, it is a matter of what kind of knowledge is taught to whom, and what the consequences of this division are (Bernstein 2000).  As elsewhere in Europe, also in Finland these questions were under debate at the turn of the 1980s–1990s (Lasonen & Young 1998). It was acknowledged that the education system needed a reform, old strongly divided upper secondary system did not anymore answer to the changed demands of society and working life. One of the solutions was to provide students with possibility to combine vocational education and training (VET) and academic general upper secondary (GUS) studies. This special study route is the interest of this study, and will be referred as “dual qualification” (Nylund & Virolainen 2019). The purpose of this research is to study 1) what is the role of dual qualification in Finnish education system and policy, and 2) how and why this role has changed since the 1980s? As a research topic, dual qualification has gotten relatively little attention in international context – this study aims to fill this research gap.  The data of this study comprises of relevant policy documents of Finnish Ministry of Education on dual qualification and upper secondary education since the 1980s to 2010s. The data will be analyzed by using discourse analysis and applying theoretical framework of Lundahl et al. (2010). The focus of the analysis is to study economic and social functions of dual qualification at the societal and actor / individual levels during the last 30-year period in terms of continuity and breaks.  Although the differentiation both at compulsory and upper secondary education in Finland is moderate in international comparison (Bol & van de Werfhorst 2013), differentiation defines very much how Finnish upper secondary education is organized. There is a strong political emphasis in keeping VET and GUS separate (Brunila et al. 2011). Thus, to understand the role of dual qualification in Finnish education system, also the differentiation between GUS and VET will be explored. As the need to reform upper secondary education concerned other countries as well, also the connections to the international context, and especially to Swedish education policy, will be discussed. Since World War II Sweden has had a considerable impact on Finnish education policy, and other policy domains, the reform work of upper secondary education at the turn of the 1980s-1990s was not an exception (Aho et al. 2006.) Studying Swedish education policy will help to understand the political decisions that has been made in Finnish context. |

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| Adina Küchler & Ewald Kiel | Kaka, Brian D. Denman & Nadya Rizk | Larysa Kolesnyk & Heidi Biseth |
| **Recognition as tertium comparationis in comparative inclusive and migration education** | **Gross National Happiness: An emerging paradigm for lifelong learning and sustainable development** | **When education reform hits Ukraine: A case study of professional development in teacher education through international collaboration and comparative lenses** |
| What is a teacher? What do they need to be successful in the context of intercultural and inclusive (school) development? Many studies address these issues that arise for educational practices to determine what schools need to be successful. To a large extend, these educational models and implications are designed for a national application given that the education system, particularly the school system, is predominantly organized nationally (Adick, 2005, 2000). Therefore, comparative work in educational science often uses the nation-state paradigm for comparison, e.g. in the classic type of the 'country study' (Adick, 2005). In the context of ‘transnationalization’ it is repeatedly discussed to what extent the term ‘nation’ can be used for comparisons in these studies (e.g. Adick, 2005; Baumann, 2002). Some studies utilize culture as a dimension for comparison. However, there are different meanings of this category, e.g. a static vs. dynamic cultural concept that would have to be addressed. On the one hand, both inclusive and migration pedagogy intend to promote participation in education. On the other hand, recognition represents the condition for educational participation. Therefore, inclusive and migratory processes require a pedagogical approach, which values reconstructions of world views in form of cultural recognition (Stojanov, 2006). Meanwhile, it requires pedagogues who are able to reconstruct their own views during the process of professional transfer. This kind of professionalism facilitates above all educational processes that open possibilities for the educational practices of inclusion and migration. Therefore, on a micro level, the category recognition can be used as tertium comparationis.  To assess how teachers can be successful in the context of intercultural and inclusive (school) development, this paper compares both approaches and how their implementation in educational practices can be justified in terms of the educational theory of recognition.  In the present study a questionnaire to interview 471 teachers in 49 inclusive German schools was used. In combination with cluster analysis four distinct teacher-groups were identified who differed in their appraisals of the implementation of specific dimensions of inclusion such as adaptive instruction, individual education plans, school concept development as well as in-school and extra-curricular cooperation. In theory, these dimensions could already be considered as forms of recognition given that these data were validated by qualitative interviews. In future studies they could be applied for international comparisons given that quantitative tools (such as these) are already employed globally. | It was in 1979 when the term Gross National Happiness (GNH) was first used as an expression towards a developmental philosophy in and outlook for Bhutan. Despite differing interpretations of its meaning, evidence suggests that some scholars contend that GNH has been construed as: 1) an invented political tradition (Hobsbawm X); 2) an unintended, spontaneous remark made by the 4th King of Bhutan with a subsequent explanation for aligning governmental policies with Buddhist values (scholars X); and 3) a broader Eastern-oriented ideology that dismisses materiality and realigns it with humanity's greater purpose (scholars X).  By means of meta-narrative analysis, this study aims to explore the various interpretations of GNH from 1979-2019. Data collected includes Bhutanese policy documents and scholarly literature treating GNH. The meta-narrative analysis also involves textual coding for evidence that promotes the applicability of GNH as an emerging paradigm or concept for lifelong learning and sustainable development in both policy and practice. | The introduction of the education reform entitle The New Ukrainian School (Ministry of Education and Science of Ukraine, 2016, 2017) raised issues when making changes to the curriculum of teacher education for future primary school teachers. The education reform, undoubtedly influenced by international trends and signaling a wish for closer ties with European, trends of student-centered pedagogy, a competency described curricula with knowledge and skills relevant to future professional and personal lives, 21st Century Skills, democracy and human rights are at the forefront. Implementation of the reform started in primary schools from September 2018 and included a new interdisciplinary subject translated to “I Explore the World”, addressing the role of the child in local, national and global communities. The new subject in teacher education programs Methods of Teaching the interdisciplinary subject "I Explore the World" has required a new approach to teaching, new perspectives on learning, raised questions from, and revealed uncertainties among teacher educators. In this paper we present results from a study with the aim to gain insight into how teacher educators work with their own professional development when addressing a new reform and a new interdisciplinary subject, different from what they are accustomed to. Through this study, we followed ten experienced teacher educators from six teacher education institutions in Ukraine through two workshops and their work between the workshops. The first workshop was conducted in November 2018 and lasted for four days, the second workshop took place in April 2019 and lasted for three days. All the participants are involved in curriculum development, research and leading the professional development of other teacher educators. . Data include personal narratives about learning, observation of the participants during two workshops, and their online collaboration between the two workshops.  The workshops facilitating professional development and this study takes place within a project funded by Norway addressing how to develop democracy in teacher education in Ukraine, Palestine and Norway. The authors are the Ukrainian and Norwegian researchers responsible for the workshops in Ukraine. This international framework brings comparative lenses into the project as different ways of understanding and conducting interdisciplinarity, democracy and teacher education. Our findings suggest that open-mindedness and readiness for change are key points for professional growth for teacher educators when encountering such a major reform. In addition, the findings disclose that the interaction within the framework of the international project is influential for the professional growth of teacher educators curriculum developers. It stimulates the change in the way of their thinking and gives them the opportunity to see professional issues from another angle. The pan-European report – ‘Supporting Teacher Educators for Better Learning Outcomes’ (European Commission, 2013) is considered as part of an analytical framework to analyze major challenges and approaches to professional development. |
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| Alla Korzh & Serhiy Kovalchuk | Susanne Kreitz-Sandberg & Elina Lahelma | Jesper Eckhard Larsen & Beatrice Cucco |
| **Home-Grown Social Movements as**  **Sites of Informal Citizenship Education of Transnational Young People** | **Global Demands – Local Practices? Working towards Gender Equality in Teacher Education in Finland and Sweden** | **Pedagogy and Cultures in Nordic Teacher Education: Varieties of professionalism beyond the theory/practice distinction** |
| This paper examines the ways in which home-grown social movements create opportunities for informal citizenship education of transnational young people. While there has been growing research on social movements and the informal citizenship education of young people who participate in such movements in the countries where they take place (Catalano, 2013; Han, 2015; Herrera, 2012; Kiwan, 2014), very little is known about the effects of the movements on the citizenship knowledge, skills, and values of transnational young people who engage in them from abroad. Furthermore, little is known about how social movements in their home country mediate young people’s citizenship education in the receiving society. This paper is based on a larger qualitative study that examined the participation of 30 transnational Ukrainian young people residing in the United States in the 2013-2014 Euromaidan movement from abroad. It reports how the engagement in the political development of Ukraine during and after the Euromaidan movement from abroad created opportunities for informal citizenship education. More specifically, it shows how participation in the movement provided opportunities for young people to deepen their knowledge of domestic and foreign affairs; develop a sense of self-efficacy by seeing themselves as agents of change; and learn how to be a critical information consumer. Additionally, by participating in the social movement that evolved into founding a non-profit organization, the young people developed leadership, campaign organizing, non-profit management, advocacy, public relations, communication and analytical skills, among others. Participation in the social movement also nurtured in them such attitudes as tolerance for diverse viewpoints, cultures, and identities; instilled a sense of empathy for and solidarity with individuals experiencing injustice; and enabled them to re-imagine their national and civic identities. This paper argues that home-grown social movements can create opportunities for informal citizenship education of transnational young people who choose to engage in them from abroad. | The purpose of this presentation is to explore the rationales and practices in work with gender equality in Finland and Sweden in an international comparative perspective. UNESCO (2015) demanded that curricula adopted by teacher education institutions (TEIs) needed to be globally revised. “A quick look at the curricula set by many TEIs around the world […] reveals a grave shortcoming regarding issues of gender equality” (UNESCO, 2015, p. 60). This “problem of omission” needs to be addressed by curriculum designers of TEIs. North-European countries are known for their pro-active gender policies (European Institute for Gender Equality, 2017) and Nordic countries provide interesting cases for investigating achievements and struggles in the field. The presentation starts with analysis of concepts applied by actors in the two countries and revisits recent research in the field. A focus will be on whether and how Swedish and Finnish TEIs systematically work with gender and equality. For that we will describe, analyze and compare theoretical frameworks, local practices and challenges in these two Nordic countries.   A special feature in the Nordic history of gender equality is the strong alliance between feminist movement, state feminist equality officers and gender researchers. Already in the 1980s the Association of Teacher Education in Europe worked towards gender equality and provided, for example, a curriculum framework on gender equality (Lahelma & Tainio, 2019). The Nordic Council of Ministers provided resources for a large project on gender equality in education, with sub-projects in every Nordic country (Arnesen 1995). Later-on projects supported by national governments have taken place in Finland, Island and Sweden. Teacher educators in several Nordic countries have kept on working with gender inclusion and gender awareness in TEI over the last decades (e.g. Lenz-Taguchi, 2005; Reimers, 2006; Lahelma, 2011; Kreitz-Sandberg, 2013, 2019), but with rather modest results in many cases.   In the presentation we will analyse specific examples that are chosen from a variety of teacher education programs in Sweden and Finland. These studies build on different methodological approaches, from ethnographic observations and document analyses of program curriculums, course of studies and study guidelines to interview and survey studies. The results will be discussed in the light of discourses on gender and diversity and in the context of Northern European policies for higher education. The chosen comparative methodology may contribute to our understanding of examples from two neighboring countries and illustrate how policies for gender awareness and gender inclusion show potential for mutual learning. Possibilities of international transfer are being discussed in relation to global claims for gender equality. Our studies show that gender equality is nothing that can be achieved over night and appropriate strategies need to be negotiated constantly in specific national and institutional contexts in universities and TEIs. Analysis of the theoretical foundations of the reinvestigated studies imply that local practices are not only influenced by policy makers or context factors but also by theoretical prioritizations of stakeholders in the field. | Earlier contributions in comparative education stress the sine qua non of the contextual analysis. Thus, what goes on “inside the classroom” is always to be understood in line with the many external factors which affect the educational system itself. However, in this paper we wish to stress both the concept of culture and that of pedagogy as somehow working across the boundaries of the traditional inside/outside divide (Alexander, 2001).  In our work, we define pedagogy as more or less explicit and collectively shared comprehensions of and reflection on what premises education should be based on as well as how an educational situation should be interpreted. Pedagogy can also be understood as the main and guiding discourse around the educational process. Pedagogy is thus both descriptive and prescriptive, and foundational for the work as teacher. Historically we can observe that pedagogy is a shared concept in all the Nordic countries, where it in its modern form originating from Germany during the late eighteenth century.   Diverse historical eras and groups of educators shape different cultures of teaching and varieties of pedagogy in teacher education. Many observers underpin the substantial differences between academic studies in pedagogy on the one hand, and pedagogy referred to teacher education programmes on the other hand. This diversity is observed in Denmark and Norway, but not in Finland (Säntti, Puustinen, & Salminen, 2018).  Thus, pedagogy in teacher education may be considered not only as a contextual factor (once and for all socialising teachers to come) but also as shaping in-classroom apprehensions of the educational situation. In this way, pedagogical theories may influence the socialization of teachers, as well as their ongoing reflection in action, within a defined type of professionalism. Professionalism is herein defined towards three main components: behavioural, attitudinal and intellectual (Evans, 2011).  The demonstration of the pedagogy in-action is sustained using a comparative design in which Denmark, Norway, and Finland are analysed. The investigation follows an historical perspective leading to differing contemporary types of teacher professionalism.  Our preliminary findings do suggest a diatribe between a popular and elitist Bildung affected – and partly still affecting – primary school teacher professionalism and its education. Particularly, the Fennomen academic-based movement had a strong impact on shaping Finnish teacher professionalism during the end of the XIX century. Conversely, the peasant movements affected the Scandinavian cases (Larsen, 2016).   After the crisis of the ‘80s, Nordic pedagogy seems losing the strong connection gained during the previous welfare state era. Particularly, the Danish and Finnish pedagogies are trying to maintain their previous status quo – popular and academic respectively. Conversely, Norway adopts a more individualistic and managerial pedagogy which is affecting thoroughly the teacher professionalism. Thus, the Danish, Norwegian, and Finnish pedagogical development contributes to shape different types of teacher professionalism. The Danish case focuses on the attitudinal, the Norwegian on the behavioural and the Finnish on the intellectual component. |
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| Lars Leer | Vincent B. Lesch & Susanne Kreitz-Sandberg | Sverker Lindblad, Daniel Petterson, Caroline Runesdotter & Gun-Britt Wärvik |
| **Challenges for secondary school teachers in implementing sustainability education in South Africa.** | **New Trends or an Old Problem? A Systematic Literature Review of Recent Publications on School Non-Attendance (futōkō) in Japan** | **International large-scale assessments at a globalizing welfare state education agora: On the dynamic interplay between educational research and society** |
| This paper will discuss curriculum innovation, and the opportunities of integrating environmental and sustainability concerns in geography education in South Africa. The focus is on how geography teachers in secondary school are implementing environmental education [EE] and education for sustainable development [EDS] in the school context.  By using qualitative interviews and participant observation with teachers in secondary schools in the cities Durban and Pietermaritzburg in the Kwazulu Natal province our research will explore how content knowledge, variation in teaching material and lack of clear evaluation criteria in EDS education causes challenges for teachers in geography. The focus of the paper is on how the teachers‘ lack of content knowledge and pedagogical knowledge, can be overcome by standards based teaching methods and emphasis on key competences. The research group (COMPARE)-Comparative perspectives in education in South Africa and Northern Europe has supported the project. | The purpose of this presentation is to describe and analyze current research on school non-attendance in Japan. We will present results from a systematic literature review of international and Japanese research on school non-attendance (futôkô) published in scientific journals and book chapters in the time period of 2009-2019. Official government data and education research was used to contextualize the results. The literature search was carried out through a number of international databases. The material, 22 articles and book chapters were analyzed and the results are presented according to a number of themes, considering the development of statistics, possibilities of understanding and deconstructing statistics, information about possible risk groups, framing of the phenomena, actors involved in pedagogical work and disciplines dominating the current academic discourse.  School non-attendance is no phenomenon singular to Japan. The Japanese case is however interesting to international researchers as non-attendance has been studied intensively over decades. Yoneyama (2000) described four different discourses in the research literature on school refusal in Japan: a psychiatric discourse (mental illness), a behavioral discourse (“laziness”), a citizens’ discourse (resistance to school) and a socio-medical discourse (school burnout). Horiguchi (2018) has quite recently examined the changing interpretation of school non-attendance by the Japanese ministry of education (MEXT) since the post war period, the development of categorization, terminology and the public discourse on futôkô as well as related phenomena. School non-attendance (futôkô), in the past referred to as school refusal (tôkôkyohi), has recently gained renewed attention in Japan due to the “Law for the guarantee of equal opportunities in education” (kyôikukikaikakuhohô) which came into effect in February 2017. The rights and individual needs of affected students as well as the importance for cooperation between state, educational institutions, the private sector and civil society are stressed in this new law (http://elaws.e-gov.go.jp 2017).  Results from our literature review will be discussed in the light of these recent changes. Central themes are the development and role of statistics on school non-attendance, various social risk groups and the relationships of futôkô and hikikomori (complete social withdrawal) described in the literature. The role of different professions in and around schools and alternative forms of school organization will also be discussed according to recent literature. The paper discusses how recent developments in the educational sector as well as possibly practical, pedagogical and political strategies are reflected in the recent discourse. In this context, alternative schools, which have been an educational safety-net for truant students since the 1990’s, are still at the center of the measures against futôkô (Itō 2016). With this study on Japan we hope to contribute to national discussions in European and other countries and to the international education research on this omnipresent phenomenon. | A starting point were observations of International Large-Scale Assessments (ILSA) in educational policy-making. Selections and translations of findings from, for example, PISA-studies, were often far from what was presented in research publications, and conclusions stated in policy discourses were not valid in terms of statistical reasoning. What is going on here – what is the interaction between research and educational policy and how is it possible to understand such processes? In order to answer such questions, we are inspired of science-technology-studies and especially the Agora concept (Nowotny et al, 2003). Science and society are assumed to develop in tandem and the concept of Agora is coined in order to capture contextualization. Here, we present our research of ILSA at an education policy Agora. We are presenting analyses from studies on research on large-scale assessments – on the history of IEA, the OECD PISA program; on ILSA and policy-discourses plus mass-media and the public opinion in Sweden. The empirical base for the paper are research reviews, interviews with top policymakers, policy texts, media analyses and analyses of the public opinion.  The paper consists of three parts:  In order to understand today’s global context of ILSA and policymaking we need to go back to the years 1940–1980. Therefore, the first part of the paper is a historical investigation on how national large-scale assessments were used in Swedish policymaking for legitimacy and construction of the Swedish compulsory comprehensive school in terms of handling questions on differentiation, talent and individual learning tracks within a broader thinking of “social engineering” (Husén, 1965; Härnqvist, 1960) as well as system construction (Heyck, 2015). We identify significant events and actors involved, including international influences and collaborations among the researchers. Later on, from the late 1980s, ILSA came to be built on statistical reasoning (cf. Hacking, 2002), but instead of justifying reforms for improved quality, measurements are now used to show the outcomes of reforms in terms of quality, affecting the relations between policy and research on the educational Agora. Therefore, in the second part, we further elaborate on the reasoning framing large-scale assessments on the Swedish education Agora nationally as well as in a global perspective, including new positions and practices.  In the third part, we “construct” a possible way of illuminating the knowledge producing dynamics and the making of differences at the Agora, increasingly centered around very local/national, “thin” descriptions, and time-bound hierarchies of value, not only of relevance for the Swedish case but also have larger international representativeness, both historically and contemporary.   In conclusion, this paper presents different waves in globalization of international large scale education research. Firstly, starting with international networking during and after WW2 concerned with system theory and selection testing, turning into internationally organizing international large scale testing over different educational systems as global laboratory comparing consequences of variations of educational design in different contexts. Secondly, the notion of laboratory turning into evaluations of education in different countries, where improving national ranking turns into the objective for criticisms and demands for educational change. |
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| Helen Longlands, Catherine Jere & Elaine Unterhalter | Tatiana Mikhaylova & Daniel Pettersson | Karen Parish |
| **Gender Equity in Education: Strengthening Accountability for the SDGs** | **Cybernetics and ‘Systems Thought’ as a ’Salvation’ for Educational Problems** | **An embedded human rights logic? A comparative study of International Baccalaureate schools in Norway and Poland** |
| This paper reports on a collaborative initiative between colleagues in the UK, South Africa and Malawi to develop an innovative indicator framework for gender equality in education linked with the Sustainable Development Goals (SDGs). This paper introduces the new framework, developed and refined through critical participatory discussion at local, national and international levels through fieldwork conducted virtually and face-to-face from and in the UK, South Africa and Malawi. The discussion draws, in particular, on in depth interviews conducted with key international and national stakeholders concerned with gender equality and education, which explore opportunities and constraints to developing a meaningful, real-world application of the framework. Informed by responses from participants, the paper engages with different experiences, perspectives and questions regarding the value and purpose of, and the possibilities and challenges for, using metrics and indicators in international, national and local level-accountability processes concerning education, equity and rights. The harsh critique of metrics inserting forms of distancing, distortion, and deformations of democratisation and inclusion are placed against the arguments of those who see the development of alternative metrics around equalities as helping take debates around social justice to new terrains and concerns. | This paper presents a comparison between two national educational contexts – the Soviet Union and Sweden. The countries exhibit similarities on how education was thought in relation to cybernetics (for a description of the early thinking of cybernetics, see Wiener, 1948) and ‘systems thought’ (for a description, see Heyck, 2015) from the early 1960s and onwards. By performing our study, we are able to historicize some of the prerequisites for the contemporary beliefs in education such as accountability, ‘evidence-based education’, and ‘feedback’. The history of Soviet cybernetics is a history of rebellion and conformity, enchantment and disappointment. This is a story of fascination with a new revolutionary language, which eventually gave way to a frustration when this new language was appropriated by the Soviet nomenclature (Gerovitch, 2002). But, it is also a history of how a new educational language and a new way of reasoning (cf. Hacking, 1990) on education was developed that embraced all educational ‘things’ in terms of organization, structure, system, function, and process (cf. Heyck, 2015). In this way, Soviet cybernetics in education carried a promise and a means of ‘salvation’ for making the educational sciences more ‘objective’ and ‘evidence-based’. In the Swedish case, we acknowledge cybernetics and ‘systems thought’ as something growing into a specific intellectual tradition, commonly labeled as a ‘systems approach’ (Kaijser & Tiberg, 2000). It has advanced into different fields of science, such as systems analysis, policy analysis and futures studies. The ‘systems approach’, combining cybernetics and ‘systems thought’, also entered the field of education through the language of behaviorism (Bosseldal, 2019) and ‘education technology’. Our paper is elaborative in its purpose: When dealing with data we firstly present articles important for the phase when cybernetics and ‘systems thought’ were introduced in the educational sciences in the USSR and Sweden (1960s an onwards). In the analysis of these texts we conclude that cybernetics and ‘systems thought’, carried a promise of ‘imagined futures’ (Beckert, 2016) and a tool for resolving some of the perceived educational problems at that time. Secondly, we analyze (text)books published with a mission of introducing cybernetics and ‘systems thought’ to Soviet and Swedish teachers and students. In performing this task, we are able to demonstrate how cybernetics and ‘systems thought’ changed the organization, practices and roles within education creating a new ‘technology’ of teaching and learning; this is specifically demonstrated in relation to changes in curriculum, pedagogy and evaluation (cf. Bernstein, 1975). This setup allows us to elaborate on why/how the present reasoning on accountability, feedback, and evidence-based education are made intelligible. | This paper presents part of a Ph.D project that explores human rights education as a way to promote equality and social justice. Borrowing from institutional logics, a branch of institutional theory that focuses on how belief systems shape and are shaped by individuals and organisations (Powell & Bromley, 2013; Thornton & Ocasio, 2013), this paper asks the following question. If and how is the global logic of human rights experienced and adhered to by students studying the International Baccalaureate Diploma Program (IBDP) in in Norway and Poland?  The International Baccalaureate (IB) was developed in the 1950s/60s, firstly, to promote the human rights ideology of a peaceful world through intercultural understanding and respect, and secondly, to address the pragmatic concerns of increasing numbers of mobile families (Hill, 2002). In the intervening years as the IB has grown into a global organization, offering an international curriculum for students spanning the 3-19 age range, these founding aims persist.  The research question is explored using a case-oriented comparative method (Skocpol & Somers, 1980). The study adopts a multiple methods approach, the central premise of this approach being that a combination of approaches provides a better understanding of research problems than either approach alone (Creswell, 2013, p. 16).  Using data from student surveys and interviews the preliminary findings reveal the following.  Firstly, the ways in which students experience the IBO human rights logic in the school learning community varies. The human rights logic is not promoted evenly within a particular school community or between different schools. Secondly, the human rights logic faces competition with a market logic that has become embedded within the IBO. Thirdly, the data reveals that the way in which students respond to their experiences of the human rights logic varies. There is a large variation in how students choose to engage with the IB programme. Some completely embrace and engage with the human rights logic, while others reject it and disengage from it. A factor in this is the influence on the students of competing logics from wider society, e.g. family, religion, media.  The study concludes that different logics coexist and compete, impacting the ways in which students in the participating IBDP schools both experience and respond to the human rights logic of the IBO.  The study contributes to our understanding of how the human rights logic is experienced by students in school learning communities and how students respond to these experiences as evidenced by their attitudes and behavioural intentions. The study is also a theoretical contribution to our understanding of how ‘global’ ideals intersect with local contexts. A better understanding of how different logics within the school learning community coexist and compete can inform both policy and practice. If human rights education is a way to promote equality and social justice then as researchers and practitioners we must continue to develop our understanding about how and why students develop competence in this area. |
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| Jae Park | Marcelo Parreira do Amaral | Camilla Pellech |
| **Knowledge Production and Knowledge Transfer in Postcolonial Comparative Studies** | **The Strengths and Limitations of Comparative and International Research – ‘Regulative Ideas’ as the Basis for Methodological Reflection?** | **“We started at -10 and now we are at 0.“ – An evaluation of a further education programme for teachers with refugee background under participatory approach** |
| Postcolonial enquiries constitute a smaller investigative cluster within comparative and international studies. When it comes to the problématique of knowledge, postcolonial theorists usually criticize the way knowledge is created/produced by the ongoing neo-imperialism in disguise of globalization and internationalization.  Drawing on my recent works on Chen Kuan Hsing's post-colonial geopolitics (Park, 2016, 2017), it is argued that while the problematization of global geopolitics of knowledge has mainly been focused on the “knowledge production” (this is also the main argument by Chen's Asia as Method), which looks into who, what and how politically sensitive knowledge can be justified. This paper contends, however, that in the economy of knowledge, its transfer/exchange is far more intriguing and important for old and new forms of imperialization and colonization.  The geopolitics of knowledge is real and of highest relevance today because of the social imagery and discourse of ‘Knowledge Societies.’ They in turn are based on the Baconian insight of ‘knowledge is power.’ The ensuing power interplays inextricably bring about struggles that end in hierarchy of power over quanta and qualia of knowledge. It is argued that Postcolonial enquiries have been given excessive importance to knowledge production while the real crucible, knowledge transfer/exchange, has received little. | This paper discusses Immanuel Kant’s 'regulative principles' and examines whether regulative principles might be devised that can serve as a framework for ordering research ideas in practice and promoting the theoretically and methodologically reflective use of comparison in education research. ‘Regulative ideas’ – as regulative principles for the research process – are formulated according to three theories – social theory, epistemology, and power and dominance theory. Key aspects are examined for their potential to constitute the basis of a high-quality research process. The paper then closes with some final remarks and a look ahead to ongoing developments in the field of Comparative and International Education globally. | Back in 2015, the Department of Education at the University of Vienna started a participatory research project evaluating the educational biographies of secondary school teachers with refugee backgrounds. Research showed that Syrian teacher education consisted of one 4-year bachelors programme in the subject (and didn´t include any mandatory studies in pedagogics nor a second subject, as teacher education in Austria mandates). Inspired by the findings of the postgraduate certificate course, “Educational Basics for Displaced Teachers”, goals identified include: (1) to provide the pedagogical basics and (2) the possibility for these alumni to go back to their (former) profession as regular teachers with a special working contract in Austria (Proyer et al. 2019). This special contract is common practice for all teachers in Austria who have not completed the three parts of the Austrian teacher training yet. (Ibid). The first round of the certificate course ended in August 2018.  On this account, the need for evaluation of the requalification programme emerged concerning: (1) the alumni´s job situation (How many of the Alumni did find a job? At school or elsewhere?);  (2) at a contentual level (What can be improved for the second round? What content would be of further help for the teachers?); and (3) the current state of the alumni´s second subject.  Findings showed, that there is a certain gap between the intended outcome of the further education programme and the situation in which some of the alumni are. This research gives insights in the participatory research process and reflects on the level of participation according to the stage level model of Wright/von Unger/Block (2010, 42). Furthermore, the newly-gained possibilities as well as the struggles for former participants after this education programme ended are discussed. |
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| Helena Reierstam | Sue Robson, Adriana J. Cerveira Kampff, Marilia Costa Morosini & Alexandre Guilherme | Jonas Scharfenberg & Ewald Kiel |
| **Assessment in multilingual education. Understanding teachers’ perceptions of the role of language** | **Internationalisation at Home in Brazil: Some case studies and reflexions using ATIAH** | **What Motivates Swedish Teacher Students to Choose the Teaching Profession? Systemic Influences on the Career Choice Motives of Teacher Students from Sweden, Germany, Romania and the U.S.** |
| How do we understand “the global” in education today? One answer might be that education has become more multicultural and multilingual due to migration. Another but related answer could be that different countries and educational spheres are facing the same challenges, in other words they are transdisciplinary and global. One challenge is how to make education accessible and equitable to all, which requires a shared language and reliable assessment procedures. According to the United Nations’ Sustainable Development Goals, access to inclusive education is key to quality education.   In Sweden the syllabi in the subject courses are very “language dense”, including so called cognitive discourse functions (Dalton-Puffer, 2016) e.g. to compare, evaluate and be able to reason. Hence, learning subject content requires communicative language ability, turning every teacher into a language teacher. Receiving newly arrived migrant students means mixed learning goals, subject content and a foreign language. However, using a foreign language as the medium of instruction occurs for various reasons. Content and Language Integrated Learning, CLIL, is a teaching approach with dual learning aims to promote foreign language learning. In Sweden English is used as the medium of instruction in certain upper secondary schools to prepare students for a global arena and English is becoming more prevailing at tertiary level (Costa, 2009; Maiworm & Wächter, 2008), especially in the natural sciences (Airey, 2012).   The aim of this paper is to discuss and compare teachers’ assessment practices in two multilingual teaching contexts. In the first study, which was conducted in three Swedish upper secondary schools with international profiles, CLIL teachers’ assessment practices in history and biology were compared with that of non-CLIL colleagues. Using a sequential comparative multimethod design (Schoonenboom & Johnson, 2017), including interviews, document analysis of written assessment samples and a questionnaire, the results reveal that although teachers were aware of the possible impact the use of a foreign language might have on the assessment results, the same test items were used, only translated into English. Accommodations were offered in some cases, allowing students to use Swedish instead of English, but the subject content teachers in CLIL contexts did not see themselves as language teachers (Reierstam, 2015).   The second study (in progress), conducted among teachers of newly arrived migrant students, show similar results. However, some of the teachers acknowledge their role as language instructors, especially teachers with dual teaching certification, a content subject and Swedish as a second language. Overall, the teachers define language ability as the key to success in their subjects, not only for migrant students. How this is dealt with in assessment differ.  Assessment in the CLIL context has been called a blind spot (Massler et al, 2014). The aim of the present study, which combines cross disciplinary assessment theory, academic literacy, systemic functional linguistics and teacher beliefs, is to contribute to this underexplored area of research. | The internationalization of higher education has become a criterion of quality in the evaluation of higher education institutions, and it has been linked to mobility, focusing on the exchange of students and academics, as well as on bilateral agreements seeking to promote joint-doctoral programmes and research networks. However, Morosini (2017) analysed the scenario of HE in Brazil and established that only 2% of the 168,000 graduates in 2013 had an international experience while studying. Thus, the socioeconomic conditions of Brazilian students present a serious challenge for the issue of internationalization of education in the global South. It is within this context that the Pontifical Catholic University of Rio Grande do Sul (PUCRS) has the best evaluation of postgraduate courses in the country, according to the evaluation of the national body responsible - the Coordination of Improvement of Level Personnel Superior (CAPES). The university has been continuously investing in the internationalisation of its postgraduate programs through research projects in cooperation with foreign institutions and mobility of researchers.  In 2018, PUCRS was the recipient of additional resources to implement actions of internationalisation, coming from a specific funding for this purpose, CAPES-PRINT. However, in the case of undergraduate students investments for mobility are very scarce, and today less than 0.5% of PUCRS undergraduate students have access to such opportunities. Thus, since 2016, the university has sought to promote actions promoting Internationalization at Home. As a consequence of this, a research project in partnership with Newcastle University (NU), United Kingdom, has provided us with opportunities to reflect upon the possibilities for the implementation of intercultural and international practices in higher education. In May 2019, we jointly promoted - PUCRS and NU - the INTERNATIONALISATION AT HOME - I @ H: PERSPECTIVES FOR UNDERGRADUATE STUDIES workshop, with staff and students from PUCRS, as well as interested parties from other Brazilian universities, counting a total of 120 participants.  The workshop facilitated the sharing of experiences and reflections on internationalisation practices for undergraduate courses, seeking the development of this area, Internationalisation at Home, at PUCRS. Among the cases presented, the following stand out because of the involvement of international partners/HEIs in undergraduate courses at PUCRS: i. the discussion of global problems byway of discussing disputes between international companies and arbitration processes in the area of Law; ii. the activities with guidance of international lectures by videoconference in the area of Pedagogy; iii. the synchronous participation of local students in international hackathons, as promoted by the French Space Agency, with countries of five continents, described by the Engineering and Business courses.  These accounts were later analysed using the Innovative Approaches and Tools for Internationalisation at Home (ATIAH), an Erasmus+ Strategic Partnership between three leading European universities: Newcastle University (UK), KU Leuven (Belgium) and Università di Bologna (Italy). The results demonstrate that as a strategy for expanding Internationalization at Home, actions need to flagged up to give more internal visibility to the actions developed as well as discussing more extensively issues related to this with staff and students. | This paper presents results from a transnational research project that  (a) compares the career choice motives of teacher students from Sweden, Germany, Romania and the U.S., (b) examines which aspects of the occupational environment shape the career choice motives of future teachers and (c) examines how varying systemic influences (e.g. policy decisions) can help explaining why career choice motives vary between different countries.  Career choice is often framed using person-environment fit models (e.g. Holland 1997). Individuals choose an occupation whose work environment is perceived to fit best to their personal factors. There is comprehensive research about the career choice motives of teachers (e.g. Heinz 2015, Richardson & Watt 2015) and some studies even address country-specific differences (e.g. Authors et al. 2018, Watt & Richardson 2012). But little is known about how future teachers perceive their prospective work environment, how policy decisions influence the parameters of this environment and how these factors are linked to career choice. Further knowledge about these connections seems especially valuable in a climate where many countries struggle to attract enough people into the teaching profession. Such knowledge might help to improve the understanding of the country-specific differences and can help to advise policy makers.  This presentation is based on data from a transnational research project that compares the career choice motives of future teachers from different countries using originally a quantitative instrument (Author et al., 2013, Authors et al., 2018, Author, 2019). The data revealed country-specific differences, but did not provide reasons for these differences.  To further examine which aspects of their occupational environment are seen as meaningful for career choice, 18 qualitative interviews with future teachers and teacher trainers were conducted and analyzed using qualitative content analysis (Mayring 2014). The results show 9 aspects of the occupational environment (e.g. range of professional tasks, perceived importance of teachers, work & socioeconomic conditions, organization & structure of teacher training) and 4 perceived influencing factors (politics & policy, university, societal factors, other stakeholders). These different categories can be linked together in a model: the motive “relevance for society”, for example, is linked to the perceived importance of teachers for the lives of children/adolescents, the local community and society as a whole: if the perceived importance of the occupation is seen as high, persons who aspire an occupation that is relevant for society are more likely to choose teaching. Whether teaching is seen as an important profession is itself influenced by societal factors (like the way teachers are portrayed and appreciated in the press), but also by university factors.   This model can be applied to several country-specific differences with a focus on Sweden. The results do not only enhance the understanding of underlying factors behind country-specific differences in career choice motives, but also give insights into how policy decisions differing between countries can influence who decides to enroll in teacher training programs. Limitations include i.a. generalization and culturalization issues like the risk to overstate the national (Dale & Robertson 2009) that will be part of the presentation as well. |

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| Barbara Schulte & Wieland Wermke | Hongmei Sziegat | Norin Taj |
| **Teaching Comparative & International Education at the University: What and How?** | **To Be or Not to Be? International Accreditation and Quality Assurance of German Business Schools in Global Competitions** | **Global and Local Dynamics of Policy Discourses for Girls’ Education: The Case of Pakistan** |
| This paper presents useful strategies of how to teach Comparative & International Education (CIE) at universities, with regard to CIE traditions as well as the field’s theoretical perspectives and methodology. It is based on the presenters’ recently published course book on CIE (Schulte & Wermke, Internationellt jämförande pedagogik. En Introduktion. Stockholm: Liber 2019).  We lay out what we regard as a core curriculum for a CIE course. Firstly, we discuss what students in a Swedish or Nordic context should know about the formation of the field: how and why it came into existence, and which areas and core questions it usually covers. We introduce basic concepts such as educational borrowing and lending, and how these processes developed from a historical perspective. We also take into consideration the interplay of CIE with colonial settings, including the emergence and persistence of unequal power relations. Secondly, we ask which theories and concepts should be part of a CIE curriculum. These include the neo-institutionalist World Culture Theory (WCT) and various other theoretical approaches which complement or challenge WCT, such as world system theory, system theory, Scandinavian neo-institutionalism, various conceptual approaches to diffusion as well as approaches within the anthropology of education. Thirdly, we consider the methodology of the field, and how to present that to students. This includes both more general reflections about different approaches towards comparison, and the idea of contingency – simply speaking, the idea that things could always be different from how they actually are (Kauko & Wermke 2018), since a decision for something always means the dismissal of another (possible) solution. Different contexts choose different solutions to similar problems, for specific reasons; consequently, CIE attempts to make sense of these contingencies, e.g. by thinking about functional equivalences (Schriewer 1999).  Fourthly and lastly, we will reflect upon how to think and teach about methods. We propose that it is misleading to speak about “a comparative method”, as is often done in CIE research and teaching. Methods used can differ and overlap with the repertoire of qualitative and quantitative methods from the social sciences more generally. Rather, we choose to speak of “a comparative methodology” (see e.g. Schriewer 1999), which we see as more productive for teaching CIE – thus following Donileen R. Loseke’s groundbreaking methods text book Teaching Comparative Methodological Thinking (2012). | This study conducts a multiple case study to identify rationales, trends, challenges and strategies, value and benefits, impacts and the role of international accreditations (AACSB, EQUIS, and AMBA) in promoting continuous quality improvement of business schools in Germany. It conducted a qualitative and comparative analysis of international accreditation as an approach of quality assurance to promote continuous quality improvement of German business schools. Rationales of German business schools include internal factors (e.g. sustainable institutional capacity development and increased accountability demands of all stakeholders) and external factors (e.g. globalization, internationalization and transnationalization of higher education). Global ranking and transnational institutional collaborations may also lead to the standardization of quality and internationalization of quality assurance. The value and benefits include legitimacy benefits, resource benefit, program development benefits and performance benefits, networking and mutual recognition. The empirical evidence shows the dominant positive impacts of international accreditations on continuous quality improvement and quality management of business schools in Germany. However, business schools should not overlook potential negative impacts of international accreditations such as one-for-all approach, bottom line principle, and so on. International accreditation plays an important role in continuous quality improvement of German business schools.  Although there are leading trends towards the internationalization of quality assurance and international accreditations, appropriate and effective strategies of continuous quality improvement of business schools can only rely on efficient quality management at the institutional level and the well-functioning institutional quality assurance system. In comparison to national accreditations, international accreditations service as global quality norms for the international standardization of quality, international comparability and compatibility, assurance of teaching and learning, international networking, and mutual recognition. International accreditation is regarded as one of main approaches of quality assurance to promote continuous quality improvement for sustainable institutional development, to increase international competitiveness and visibility, to enhance efficiency of institutional quality management, and to foster international quality culture. International accreditations add value and benefits to institutional symbolic capital, such as benchmarking, branding, competitive positioning, international quality label and benchmarking, international competitiveness and visibility, international prestige and reputation, international and national rankings and ratings, etc. International accreditation is regarded as a path to facilitate transformational change, as a resource channel to access international networking and mutual recognition, and as a strategic objective to compete on national, European and international levels. | This research paper situates girls’ education in the complex arena of educational globalization and examines the refracted understandings of the global concepts of girls’ education at local levels in Pakistan. I argue that by pledging to international commitments, such as Education for All or Sustainable Development Goals, when a nation-state invites diverse actors to work together in achieving the development goals, the concepts developed at the global level are subject to a multitude of interpretations and implementations. The key policy actors, the World Bank and the United Nations, set the norms for girls’ education, such as gender equality or girls’ empowerment and it is important to trace the interpretation of world-level discourses to the meso-level (i.e. the country-level/domestic ministries, NGO’s) and to the micro-level (i.e. parents). The refraction of ideas by meso and micro-level actors serve as switch-points that trigger different kinds of actions and impact the success of policies and of development assistance.  The World Society and Neo-institutional theories recognize the institutionalized culture of a modern society, and social actors as products of that culture (Schofer, Hironaka, Frank, & Longhofer, 2012). Using the concepts of rationalization and institutionalization (Davies & Zarifa, 2009), I notice that the global actors adopt models that have universal cultural perspective and are (considered) rational in the arena of girl’s education. However, the global institutionalized norms on girls’ education refract under the influence of local norms on entering in the local landscapes. The Local Culture scholars (Anderson-Levitt, 2003; Bartlett, 2003; Diaz Rios, 2018; Ramirez, 2003) highlight the divergences across countries by acknowledging domestic forces. This paper investigates the selective interpretation of the global discourses by Pakistani actors e.g. deciding on the traditional beliefs on gender roles or the gender roles that fit into images of emerging economies. The local actors may also intentionally adopt concepts/policies and not comply to them fully in practice (Meyer, 2010). After reviewing the national educational policies, I interviewed 16 urban parents and staffs of the Ministry of Education and local NGOs (8 each) working in two provinces, Sindh, and Punjab, in Pakistan. The preliminary results suggest that global norms are reflected very well in the local policy documents, however the existing tension between local cultural traditions and the ideas of Islam shape the reality of girl’s education in Pakistani society. Although the meso-level organizations follow the language of global discourses, it is at the mirco-level where active selection, translation and appropriation of the global concepts take place, to gain respect, honor, and legitimacy in the society.  This research will help to bridge the two literatures (the World Society and Local Culture) in comparative studies, positioning them not as opposites, but as complements that helps us acknowledge the complexities of policy dynamics in educational globalization. In practice, the study will provide explanation of how highly institutionalized global scripts on girls’ education penetrate key organizations in a developing nation, and how actors’ unique understandings result in the decoupling of ideas and policy implementation at each level. |

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| Hanne Tange | Anna Toropova & Eva Myrberg | Anthony Welch |
| **From teaching practices to theory-building? Synthesising university lecturers’ experiences with international education** | **The relations between bullying and student achievement: a mitigating role of the disciplinary school climate (a comparative study in Sweden, Finland, Norway and Denmark)** | **Asian Higher Education: Rise or Renaissance?** |
| Since the Bologna Agreement 1999 we have witnessed a dramatic transformation in the European internal market for higher education and research. This is a regional variant of a global ‘internationalisation’, characterised by a dramatic increase in student mobility, the rapid expansion of English-medium education, and new regional or national policies catering for the provision of ‘internationalised’ university programmes. The change process has inspired a wealth of publications on internationalisation and policy-making, curricular innovation, and (new) pedagogic practices (e.g. Killick 2017, Leask 2015, Hudzik 2014, Hellsten/Reid 2008). This may prompt the critical reader to ask: What more is there to add?  Departing from the position of a practice researcher, the current author retorts that now is the time when one can truly begin to grasp how, in a more practical sense, macro-level processes of ‘internationalisation’ have transformed actors’ performance of teaching and learning in university classrooms around the world. Building on a comprehensive literature review and empirical material collected between 2007 and 2018 the book Teaching practices in a global learning environment (Tange, forthcoming) documents how internationalisation is manifest in the structural factors conditioning academics’ teaching practice, the actual ‘doings’ and ‘sayings’ that lecturers engage in when performing international education, and the reflections on practice that motivate some actors to modify their pedagoges in response to a diverse student cohort. The theoretical framework builds on the practice theories of Pierre Bourdieu (1977, 1988), Theodore Schatzki (2002) and John Dewey (1997, 2011), which enables a consideration of field structures conditioning teachers’ action, concrete teaching and learning practices, as well as the possibility of change through ‘Learning by Doing’.  The paper provides an overview of the key contents in Global teaching practices, including the four structural factors of policy, mobility, language and discipline, and the five teaching practices of education design, curricular context, classroom roles and routines, multicultural teamwork and exam performances. This motivates a reflection on how practices change, suggesting that the key word of ‘teaching practices’ be read both with reference to the concrete forms of action and interaction undertaken by international educators, and the change process involved when teachers attempt to accommodate learners in transition from diverse linguistic, educational, disciplinary and socio-cultural backgrounds. The author works from a position inspired by the principles of Grounded Theory. This means that any thematic perspective introduced in the book has been established based on experiences conveyed by 68 Danish and British university lecturers involved in the practice of international education. Subsequently, interview respondents’ experiences have been compared to the findings in previous empirical research, theories on internationalisation, language and education as well as document analyses of a variety of material, including institutional policies, course syllabi and staff biographies. Hence, any theory-building emerge from actors’ practical understandings and grounding in particular institutional, disciplinary and socio-cultural contexts. | School bullying is a global phenomenon, with serious short- and long-term consequences for students (Olweus, 2010; Smith, 2013). Being a victim of bullying has proven to be associated with mental health problems, lowered self-esteem, depression, and even suicidal outcomes (Menesini & Salmivalli, 2017). It goes without saying that student academic achievement is also affected by bullying as victimized students tend to have higher rates of absenteeism, lack of peer interaction and participation in school life, and lower motivation to learn (Mundjberg, Skyt Nilsen & Simonsen, 2014; Van der Werf, 2014). However, schools and teachers could be a powerful force in reducing incidences of school bullying and their negative effects on students by fostering a safe and orderly school climate (Ttofi & Farrington, 2012).  Scandinavian countries are known to be pioneers in both research on bullying as well as successful counter-bullying school interventions (Olweus, 1994; 2013). This is the reason why these nations are often treated as a single unit in bullying research; however, notable cross-national differences in the region in terms of bullying prevalence and its effects on students call for examining each country separately (Bjereld, 2017). Therefore, investigating the relations between bullying and achievement both across and within Scandinavian nations remains highly relevant. In addition, whether school and teacher efforts to prevent bullying are equally successful across countries is worthwhile investigating.  The present study uses data from 4th grade students and their mathematics teachers in Sweden, Norway, Finland and Norway, who participated in TIMSS 2015 (Trends in International Mathematics and Science Study). The analytical methods used were mainly confirmatory factor analysis and a structural equation modeling. The analyses were carried out at the individual student (within) and school (between) levels to account for hierarchical data structure.   Preliminary results indicate that at the individual student level, there is a negative relation between bullying and student achievement, being rather uniform in all countries in the range of -.11 to -.13. Between schools, the relation was negative in Sweden, Finland and Denmark, yet non-significant in Norway. The regression coefficients at the between level varied substantially from -.62 in Sweden and -.40 in Finland, to -.27 in Denmark.   When the disciplinary school climate was introduced into the model at the school level, the effect of bullying on achievement reduced to -.50 in Sweden, -. 32 in Finland, and became non-significant in Denmark, suggesting that school disciplinary norms somewhat alleviate the negative effect of bullying on the average school achievement in Sweden and Finland, while fully mitigating this effect in Denmark. In a further step, these results will be controlled for student social and immigrant background and school composition. Finally, random slope modeling will be employed to test whether school disciplinary climate and teacher characteristics might affect the relation between bullying and achievement for individual students. Implications of the results for schools and teachers’ ability to reduce the negative effects of bullying in the four countries will be discussed. | Asia’s rise in higher education, including the spectacular rise of the giant of China, and also Asia’s minnow, Singapore, are becoming more well-known. Much less well-known is the long history of higher education in the region, together with its extraordinary diversity, that presents dual challenges to the higher education scholar. While its past still haunts its present, its many religious influences and ethnicities, as well as an array of more current developments, also present challenges. Two common themes are the attempt to balance local traditions while incorporating the best knowledge from outside, largely the West; and the differential development of individual Asian higher education systems. The latter is now bringing change to earlier core-periphery distinctions. The global knowledge system is now much more multipolar, with the rise of China as the most obvious example. Nonetheless, while highly developed systems such as Singapore compete vigorously internationally, middle income states such as Thailand and Malaysia harbor ambitions that are not always fulfilled, and very poor systems (such as Afghanistan, Laos) still struggle with basic issues of finance, governance, access and equity. Overall, it will be argued that, rather than referring to Asia’s rise in higher education, it is better understood as Asia’s renaissance, a view that accords better with the long history of forms and institutions of higher learning in the region. |
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| Kate Williams | Mei Wu & Hong Zhou | Rui Yang |
| **Conceptualizing New Literacies in Cuban Primary Schools** | **Poya Songbook Heritage Protection in China: Sustainable Revival of Folk Art through School System?** | **Doing Educational Research Comparatively in East Asia** |
| Since the socialist revolution in 1959, Cuba has been successful at virtually eradicating illiteracy -- boasting literacy rates upwards of 99% of its population. The education system itself is rooted in critical pedagogies, and Cuban students have shown a high level of achievement on international standardized tests, despite high poverty rates and low economic development. However, as other societies have digitized and moved towards a globalized marketplace, the enduring U.S. Embargo/Blockade has severely limited the import of new technologies into the country and, consequently, the classroom – seemingly hindering the development of new literacies and other 21st Century Skills. This exploratory case study sought to investigate the learning environments of Cuban primary schools to determine the breadth of a divide and the suitability for applying recommended frameworks. Observations of primary school classrooms and facilities provided insight, bolstered by semi-structured interviews and surveys with teachers, teaching students, and education professors on how they conceptualize teaching and the role of new literacies. Preliminary results found that although there should be concerns that Cubans are at risk of diminishing literacy rates, as well as greater marginalization on the global scale as the Embargo/Blockade persists, the introduction of more inquiry-based lessons would transform classrooms into savvier digital spaces. Further research and dialogue hopes to be developed with surveys expanded to American educators and other regions of Cuba. | China has implemented the 9-year compulsory education policy with the standardized curriculum throughout the country since 1986. School in China has been always rejected the folk arts since the beginning. Culture relevant contents were hardly taught in school until the early 21st century when the Intangible Cultural Heritage (ICH) project was introduce to China by UNESCO. With the support from the government, “integrate ICH into school” policy was issued and gradually implemented throughout the country. However, the ethnic culture and folk arts in China suffered tremendous destruction during the Cultural Revolution (1966-1976) fifty years ago. With the culture gap and the globalization, it was challenging to adapt the folk arts to the school education. How and what culture relevant contents should be taught in the school? What valuable elements from the heritage can be passed on to the younger generation? This study explores these concerns through field research on the Poya Songbook heritage protection efforts in the Zhuang ethnic community in Yunnan, China. The field study activities included the observation of the Poya Songbook Chorus performance at the county auditorium and the two identified heritors’ performance at their home in the village, visiting the Poya village and the Twin-banyan tree, where a young man and a young woman would sing Poya love songs to each other, visiting the Funing No.1 Middle School and interacting with teachers and students, and an in-depth discussion with Funing County Government officials and teachers and administrators from Funing No.1 Middle School. The data were gathered through observation and discussion from formal and informal meetings. The study suggested that the development of Poya Songbook singing and performance styles to meet the commercial needs is not the protection of the original art. However, the modified art could bring economic benefits to the county government. From educational perspective, the Poya Songbook heritage obviously is not appropriate to be taught in the school, if it is not modified or selected. However, the educator could look at the value of the Poya Songbook, which can be passed on to the next generation. | Over the past decades, most East Asian societies have made some remarkable progress in higher education. Much paralleling with such developments, I have a track record on research at the interface of Chinese and Western traditions in the fields of comparative and higher education over 30 years in China, Australia and Hong Kong. Within the period, I have conducted a variety of major research projects funded by national governments and international organizations. Most of them were empirically-based. Meanwhile, I have been continuously and constantly reflecting upon my own teaching and research experiences. Based on such theoretical and professional inquiries and especially on the findings from my most recent General Research Fund project supported by Hong Kong Research Grants Council, this paper explores the profound meanings of the development for these societies themselves as well as for the region and globally. Using higher education research in East Asia as an example, it then interrogates what comparative education is and should be, and how its study could be improved. In particular, I wish to share with international colleagues how the social science, which is highly institutionalized throughout universities worldwide and is Western in both concept and organization, faces serious challenges in different socio-cultural contexts and the implications for comparative and international studies in education. |

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| Teräs Marianne & Moreno Herrera Lázaro | Anki Bengstsson | Fredrik Hertzberg |
| **Using digital devices for learning vocational expertise in high- and low-technology contexts – Case of Finland & Cuba** | **Newly-arrived teacher entering the teaching profession in a new country – the case of Sweden, Germany and Austria** | **Autonomy and the conditions for recognition of non-dominant attitudes towards educational choosing in Swedish career guidance counselling practice** |
| Digital competence is an important ability for humanity in the 21st century. The use of technological tools in VET schools has expanded in recent years. Digital technologies cover a wide variety of tools such as computers, robots, learning environments, digital media like blogs, wikis and social media. The aim of the presentation is to reflect on and compare uses of technological tools with high-technology context like Finland and low-technology context like Cuba. Technologies can act as a means for inclusion and exclusion to communities in multiple levels: in classrooms, organizations, work places as well as countries. The paper reflects on how the use of technological tools promotes learning vocations and what kinds of challenges do exist with digitalization. Furthermore, we discuss how the use of technological tools changes practices and increase understanding of the global perspective in vocational education and training. | The first paper relates on the impact of the 2015 large European migration phenomenon which was primarily due to regional crises such as the war in Syria, among them quite a few with teacher education or experience in formal teaching. Current policy states that by effective integration, migrant teachers can be a resource to reduce a growing shortage of teachers in Europe. In relation to questions about migration and education, this paper focuses on professional integration of newly-arrived teachers in Europe.  We are interested in understanding how the process of professional integration of teachers is realized by considering the specific national institutional contexts in Sweden, Germany and Austria. By comparing how the process of professional integration is organized in the three countries and how immigrated teachers describe their path to becoming a teacher in a new school system, the study highlights the importance of taking the institutional context in consideration in investigating immigrated teacher's professional integration. The school is institutionalized in society by formal regulations such as the school law and the formal curriculum, but also by informal, often unarticulated, aspects about what a professional teacher is or should be. A theoretical point of departure in the paper concerns the relation between the specific institutional context and individual agency, and that the process immigrant teachers go through is affected by how this relation is enacted in different contexts (Scott 2008). The study’s contribution is to deepen the understanding of the specific national context’s influence in immigrated teachers’ opportunities and challenges while entering into the teaching profession in a new country. | The third paper aims to discuss the conditions for recognition in Swedish career guidance and counselling (cf. Hertzberg 2017). The notion of autonomy, as it is expressed in Swedish career guidance policy and practice, constitutes the vantage point for the discussion. The following questions are discussed: a) in which ways are the ideal of autonomy expressed in Swedish career counselling policy and practice; b) considering the significance of autonomy in guidance counselling, what are the conditions for reaching the goal of recognition when it comes to career guidance for youth of migrant descent; and c) in which are the ideals of autonomy related to different doctrines of Swedish educational policy and European Union guidance policy (Watts, Sultana & McCarthy 2010).  The focus on autonomy derives from my own research (Hertzberg 2015), where I have compared the formal and informal desired learning outcomes in Swedish career guidance counselling practice. In counselling practice, these desired and expected outcomes imply a request – the counselee must identify herself/himself as an individual with interests, preferences and volitions that should be acknowledged and clarified. The also imply a request to acknowledge that these comparable interests, preferences and volitions should determine individuals’ educational and vocational choosing. The counsellors in my studies sought to infuse a specific attitude among their students, which allegedly was thought to be productive for the task of choosing an education or vocation, and pointed out some specific competencies that were central for the enactment of the same task. These desired outcomes concerned the fostering of autonomy.  A certain form of agency was called for, where dreams and personal inclinations should be taken seriously, goals should be imagined, and individual freedom and future possibilities should be recognized (Hertzberg 2015); hence, an emphasis on individual responsibility, deliberation and independent choosing. This specific understanding of autonomy in career guidance provides the point of departure for the discussion of the paper.  In general, it could be claimed that the counsellor should recognize the general norms and values of migrants’ world-views - above all those related to the realms of education, work, vocations and future plans - and try to understand the logic and ethical fairness of norms and values that deviate not only from her/his own, but also from the pedagogy of career counselling (Hertzberg 2017: 107). However, it must also be stressed that the regulations of the educational system, the demands of the labour market or philosophical dogmas concerning the freedom of the individual, as well as the limits put up by the integrity and freedom of other individuals may raise (justifiable) obstacles to the pursuit of recognition. The discussion on significance of autonomy in these matters may facilitate an informed deliberation on the possibility of recognition in this context. |

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| Meeri Hellstén | Ali Osman | Christina Hang Truong |
| **International mobility pathways to migration? Mobility flows and settlements through Nordic Higher Education** | **The institutional practice for integration of immigrants in Sweden: Towards an alternative framing** | Developing a STEM Business/Industry Partnership Model |
| The third paper addresses the advent of globalisation on the movement of people, goods and services, which is today a taken-for-granted feature of societies everywhere. The complex terrain of international education as a tool of globalisation (de Wit, Gacel-Avila, Jones, Jooste, 2018) has been studied both within and across schooling and higher education from national to global policy to practice dimensions. The many challenges faced by organisations and individuals in accommodating for the ongoing state of international mobility have been aptly documented (Parreira do Amaral, Steiner-Khamsi, Thompson, 2019). An aspect that has received less attention among scholars is the scope and end result of international mobility. The gains and setbacks of internationalisation can be closely compared with the achievements and challenges in and of migration. This paper takes particular comparative interest in the inadvertent targets and alternative outcomes of international mobility and its specific relation to migratory patterns in Nordic society.  Central to the theme is a close investigation of higher education mobility pathways in and out of the Nordic region. It illustrates what structural conditions and implications for agency can be uncovered through the study of international mobility and migration. The analytic focus makes use of archival and document analyses of publically available mobility records during the ten-year period of 2009-2019 (e.g. UKÄ 2018:5). This decade showed a marked shift in transnational mobility patterns influenced by reform initiatives in the region. The presentation identifies key incidents as configurations of transience and permanence traced in and through international mobility and which may lead to, and be part of migration trajectories. The paper concludes by conceptualising on the ancillary role of mobility for reshaping the cultural agenda in education and social transformation. | The summative position paper in the symposium presents an alternative framing of the practice of integration in Sweden and takes into account the transnational embedding of immigrants. To achieve this aim, we revisit our earlier analysis and conclusions of our studies on Swedish integration practice in the last decade, and show how these studies privilege inclusion of immigrants in a specific space – the host society.  The studies we revisit in this paper examined participants’ perspective of the measures. The participants were both the project designers, but also the immigrants that were targeted by these projects. Furthermore, the studies were primarily qualitative studies that shared different theoretical perspectives. In this paper, we conclude that in order for integration practices to be viable they have to take into account the transnational embeddedness of first-generation immigration patterns. Integration policy, and particularly its practice, still rooted in the idea that identity is exclusive identity and singular in relation national collectivity.  In our discussion we argue that integration practices which depart from the notion that individuals are embedded in multiple spaces and this embeddedness can widen the structure of opportunities for immigrants compared to a practice that departs from the nation-state.  This perspective also, we would like to stress, privileges mobility of the individual. It also goes against the idea or assumption that migration is a process of moving of people from point A and settle forever in point B. It is also an attempt to address and problematise seeing integration beyond the national container and in a sense problematising methodological nationalism in researching, but also in the discursive practice of integration. The synchronicity and disparity of issues presented in this symposium are conceptualized to highlight the transparencies and transnationalities of migratory pathways. This presentation provides conclusion and summative commentary on the papers presented in the symposium and their relevance to comparative and international education research. | Science, Technology, Engineering and Mathematics (STEM) education has been a major concern throughout many developed countries in the early 1990s because STEM plays a most important role in sustainable economic development (James 2009, NGA 2015). STEM Education is responsible for providing the qualified graduates to meet the needs of the 21st century workforce (Obama 2009). Therefore, the objectives of the STEM curriculum have focused on not only equipping the student’s knowledge and experience for future careers but also raising the student’s interest in STEM subjects through extra-curricular activities and student-centered pedagogies delivered in real-world and practical context (OCS 2015). The purpose of the PhD. I project is to build a range of reforms and activities in some primary and secondary schools in Vietnam. It aims to better coordinate and target this effort and sharpen the focus on the key areas where collaborative actions will deliver improvement to STEM education. The proposed vision how it will sit within the current Bill Gates Schools, that School’s current STEM organization and the current Vietnamese Curriculum. “STEM partnership” is a model to develop the relationship between the schools and the local educational organizations, namely university, research institutes, industry partners, experimental laboratories and museums such as Hoa Binh Hydro-electricity Power Plant including more than just “Physics” with two subjects integrated. In the developed simple model the real world context determines which of the academic disciplines will be involved. The PhD. I proposal is organized into seven parts consisting Planned Innovation; Innovation Context; Literature Reviews; Positioning; Research Methods; Proposed Timeline and Disseminating & Learning from the outcomes. The results of the research should help to narrow the gap when STEM education is often present in the math and science field. |

**Stockholm Events and Information**

Choice of ‘Nobel Calling’ events October 7-11.

<https://nobelprizemuseum.se/en/nobel-calling-eng/>

Stockholm University

<https://www.su.se/english/about/events/nobel-calling/nobel-calling-stockholm-at-stockholm-university-1.401598>

<https://www.su.se/english/about/events/nobel-calling/the-history-of-the-nobel-prize-1.449878>

<https://www.su.se/english/about/events/nobel-calling/live-streaming-of-nobel-prize-announcements-1.450691>

Guided tour of Stockholm University focusing on the University's Nobel Laureates, register attendance in advance at:

<https://www.su.se/english/about/events/nobel-calling/nobel-walk-at-stockholm-university-1.399657>

Public Events Calendar

<https://www.visitstockholm.com/events/>

Stockholm Jazz festival 11-20 October

<https://stockholmjazz.se/>

What’s On in Stockholm

<http://www.scandinaviastandard.com/stockholm-events/>

Restaurant Guide

<https://www.visitstockholm.com/eat--drink/restaurants/>