Program of All: Titles, Presenters, Times and Venues

The program section of the website (wera-tokyo.com) has a universal search function to search by presenter name, title/topic, or paper title

= Impromptu translation between English and Japanese.

World Education Research Association 2019: Focal Meeting in Tokyo

Date: Tuesday, 06/Aug/2019

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<td>Plenary</td>
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<td>100th Anniversary Memorial Hall</td>
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<td>9:00am - 10:30am</td>
<td>PA01: International perspectives on multilingualism in the classroom</td>
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<td>Central Building 405</td>
<td>Session Chair: Kayo Tsuji, Graduate School of Education, Kyoto University</td>
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<td>First-language Use as a Second-language Writing Strategy: A Classroom-based Examination of its Effect on Students' Argumentative Writing Achievement Kayo Tsuji Graduate School of Education, Kyoto University, Japan</td>
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<td>Aspects of the Language Planning in Peace Corps/Korea English Education Chee Hye Lee Hannam University, Korea, Republic of (South Korea)</td>
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<td>Literacy as a bodily practice: A new materialist approach Zitong Wei China Women's University, China, People's Republic of</td>
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<td>9:00am - 10:30am</td>
<td>PA02: International perspectives on leadership in education institutions</td>
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<td>Central Building 303</td>
<td>Session Chair: Prof. Chris Brown, University of Portsmouth</td>
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<td>Twins or distant relatives? How institutional norms affect leadership practice in Germany and the USA Esther Dominique Klein¹, Barbara Music², Hanna Bronnert-Haerle³</td>
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<td>¹University of Duisburg-Essen, Germany; ²Freie Universität Berlin, Germany</td>
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<td>Influence of Ties and Weight in School Organizations: Analysis of Elementary School Teachers Masaaki Murakami University of Tsukuba Graduate School, Japan</td>
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<td>A Mixed-Methods Investigation and Self-Analysis: Reflections from Participants in a University Principal Preparation Program Redesign Denver Jade Fowler¹, Sarah Graham-Jouganatos², Bradley Portin³, Janice Cook⁴, David Lorden⁵</td>
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<td>¹Franklin University, United States of America; ²California State University, Sacramento, United States</td>
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Relative Effect of Democratic and Autocratic Leadership on the Job Satisfaction of Academia: A Comparative Study of Private Universities of Lahore

Ayesha Farooq
Beaconhouse National University, Pakistan

9:00am - 10:30am
PA03: International perspectives on teacher educator beliefs and perceptions on teaching and learning
Session Chair: Dr. Lara Alouan, PARIS SACLAY

Chinese and Finnish teacher educators’ perceptions of their approaches to teaching
Yanling Cao¹, Liisa Postareff², Sari Lindblom¹, Auli Toom¹
¹University of Helsinki, Finland; ²University of Turku, Finland

Secondary school teachers’ perceptions of lesson study as a model to enhance classroom practices
Patricia Namayammu Mokgosi
Tswane University of Technology, South Africa

9:00am - 10:30am
PA04: Early childhood educational discourses worldwide
Session Chair: Jiashun Yu, The Education University of Hong Kong

Evaluation of Pre-primary Education as Implemented in Imo State.
Elizabeth Iheyinwa Offor
Imo State University Owerri, Nigeria

Early childhood education and enmity against groups
Sabina Schutter
Rosenheim University of Applied Sciences, Germany

Examining Cultural Capital through Early Childhood International Teachers’ Survival Strategies in the U.S.: A Phenomenological Case Study
Hyeyoung Kim
Teachers College, Columbia University, United States of America

Can market provide sustainable and quality kindergarten education in Hong Kong?
Jiashun Yu
The Education University of Hong Kong, Hong Kong S.A.R. (China)

9:00am - 10:30am
PA05: Ethics, equity and social justice worldwide
Session Chair: Prof. Chie Nakajima, Kyoto Bunkyo University

The Gifts of the Yoruba Trickster: Equity and Social Justice for whom in the Age of Globalization?
Dolapo Adeniji-Neill, Anne Mungai, Srilata Bhattacharyya
adelphi University, United States of America

Rethinking the Ethical Validity of Restorative Justice in Education
Eriko Yamabe
Tsuru University, Japan

An Inquiry on a Logic of Socially Just Education in Late Modernity: Toward Critical Reconstruction of Critical Pedagogy
Minoru Sawada
Sophia University, Japan
Democracy Challenged: A Comparative Study of Government Policy over Autonomous Schools and Accompanying Dilemmas Observed in the United States, Sweden, Korea, Indonesia, Singapore and Japan

Chie Nakajima1, Hitoshi Sugimoto2, Yukiko Sawano2, Mina Hattori3, Hiroyuki Ishikawa4
1Kyoto Bunkyo University, Japan; 2Kyoto University, Japan; 3University of Sacred Heart, Japan; 4Nagoya University, Japan

9:00am - 10:30am
North Building No.1 Room 403
PA06: Student health and well-being through international lenses
Session Chair: Prof. Yoko Arai, Hosei University

The Effect of Left-Behind Status on Students’ Social-Emotional Competency in Western China
Zhaoxi Yang1, Yehui Wang1, Yingbin Zhang2
1Beijing Normal University, Beijing, China; 2University of Illinois at Urbana-Champaign, Champaign, the United States

Trauma-Informed Practice and Healing Centred Engagement: Preparing Teachers to Support Vulnerable Children and Youth
Jan L Stewart1, Narumi Taniguchi2, Dania El Chaar3, Jane Shulman4
1University of Winnipeg, Canada; 2University of Calgary

Moderating Effect of School Climate on the Relationship between Social Withdrawal Subtypes of Middle School Students and School Engagement
Seoyeong Park1, Jeonggyu Han2, Juyoung Kim3, Donghyung Lee4
1Pusan National University, Korea, Republic of (South Korea); 2Pusan National University, Korea, Republic of (South Korea); 3Pusan National University, Korea, Republic of (South Korea); 4Pusan National University, Korea, Republic of (South Korea)

9:00am - 10:30am
North Building No.1 Room 404
PA07: Perceptions on democratic practices and believes across the globe
Session Chair: Dr. Masahiro Arimoto, Tohoku University, Graduate School of Education

Students’ Perception of Democratic Practice and its Implication for Nigerian Educational System
Veronica Odiri Amatari
Niger Delta University, Nigeria

The Riddle of Democracy Education in Swedish Context in order to Counteract Populism and Anti-Democracy: Voices of some Teacher Students
Angel (Anna) Eilard
Kristianstad University, Sweden

Building a thick notion of democracy: the Citizen School project
Luis Armando Gandin
Universidade Federal do Rio Grande do Sul, Brazil

What do teachers believe about the goals of civic education? Profiles of teacher beliefs and associations with teaching-related practices
Frank Reichert
The University of Hong Kong, Hong Kong S.A.R. (China)

9:00am - 10:30am
North Building No.1 Room 405
PA08: International Perspective on Quality, Equity and Equality in Higher Education
Session Chair: Dmitri Kochetkov, Peoples’ Friendship University of Russia (RUDN University)

Privatisation of Higher Education in India for Equality of Opportunity
Shefali Pandya
University of Mumbai, India

The European Higher Educational Policy and Bologna Process ~The Influence of Bologna Process outside Europe ~

Masaru Fujikawa
Kagawa University, Japan

Quality Assurance and Its Impact in Higher Education in China

Jieyan Lei, James Ko
The Education University of Hong Kong, Hong Kong S.A.R. (China)

A Comparative Study of the Global Excellence Initiatives

Dmitry Kochetkov
Peoples’ Friendship University of Russia (RUDN University), Russian Federation

9:00am - 10:30am  PA09: Student Internationalisation in Higher Education across the globe
North Building No.1 Room 406

How International Students Interact with Local People Off-Campus: Survey Results from a Metropolis and Smaller, Regional City in Japan

Yumi Kishida1, Makoto Fuji1, Sunate Kampeeparb2, Shuji Osawa1, Etsuko Miyazaki1, Kyoko Tanaka2
1Kanazawa University, Japan; 2Nagoya University, Japan

The Intersection of the American Dream and the China Dream: Experiences of Students/Professors Transitioning from China to America and Back Again

Yali Zou1, Cheryl J. Craig2
1Department of Educational Leadership and Policy Studies, College of Education, University of Houston, Houston, TX USA; 2Department of Teaching, Learning and Culture, College of Education and Human Development, Texas A&M University, College Station, TX, USA

“I’m a local but not a real local”: Paradoxes of cosmopolitan sensibilities among International Baccalaureate alumni in Hong Kong

Ewan Wright1, Moosung Lee2
1Education University of Hong Kong, Hong Kong S.A.R. (China); 2University of Canberra, Australia

A comparative study of Mainland Chinese students pursuing study in education in Hong Kong and Macao

Timothy Yuen1, Alan Cheung2, Ping Man Wong2
1Education University of Hong Kong, Hong Kong S.A.R. (China); 2Chinese University of Hong Kong; 3University of Macao

10:45am - 12:15pm  PA10: Worldwide view on STEM in Higher Education
Central Building 405

The Plight of Funding STEM Higher Education in a Developing Economy: Issues, Trends and Opportunities

Abubakar Sadiq Bappah
Abubakar Tafawa Balewa University, Bauchi, Nigeria

Teaching Approximations of Mechanical Engineering Practice through Designing and Building Robots: An Approach Inspired by Monozukuri

Kevin Dominic Delaney, Gerard Nagle
Technological University Dublin, Ireland

International STEM student mobility and post-study career pathways in Japan

Yuko Ryan
Shizuoka University, Organization for International Collaboration, Japan
### Remaining in STEM: The Roles of Family in Black Men's Perseverance through P-20 STEM Pathways

**Brian A. Burt**  
Iowa State University, United States of America

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<td><strong>PA11: Worldwide Voices on Social Justice in Education Spaces</strong></td>
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<td>Central Building 303</td>
<td>Session Chair: <strong>Prof. A. Lin Goodwin</strong>, University of Hong Kong</td>
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<td>“Doing Immigrant Parents” within the Context of Neoliberal Education Reforms – (New) Challenges for Inclusion and Social Justice in Public Schools</td>
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|                | **Ellen Lucia Kollender**  
|                | Helmut-Schmidt-University Hamburg, Germany                                |
|                | Social justice teaching: Learning from a master teacher of immigrant youth  |
|                | **A. Lin Goodwin**, **Rebecca Stanton**  
|                | ¹University of Hong Kong, Hong Kong S.A.R. (China); ²Community Health Academy of the Heights, New York (USA) |
|                | Reconceptualising education in Sub-Saharan Africa: Realising equity and social justice  |
|                | **Folake Ruth Aluko, Margaret F. Omidire, Ruth M. Mampane**  
|                | University of Pretoria, South Africa                                      |
|                | National Diversity and Global Similarity in Teacher’s Ethics  |
|                | **Elena Ildtdivova, Aleksander Fedorov, Olga Kim**  
|                | Minin University, the Russian Federation                                  |
|                | **PA12: Reimagining Educational Policy and Reform for equity and quality in education worldwide** |
| Central Building 507 | Session Chair: **Mariam Orkodashvili**, Georgian American University |
|                | Confucius Institute and Its Impact on Foreign Students in China: Empirical Study Based on Panel Data from 135 Countries (1999-2015)  |
|                | **Wei Ha, Dongyang Chen**  
|                | Peking University, China, People's Republic of                            |
|                | Crossing the river to reach the school: the academic tale of students  |
|                | **Michael Palar Gatchalian**  
|                | Philippine Sociological Society                                           |
|                | An international review of Multi-age Teaching and Learning Education in Global Communities  |
|                | **Barbara Cozza**  
|                | St. John’s University, United States of America                           |
|                | Educational ecosystems for equity and quality of learning  |
|                | **Hannele M. Niemi**  
<p>|                | University of Helsinki, Finland                                          |
|                | <strong>PA13 (Cancelled)</strong>                                                      |
|                | <strong>PA14: Higher Education Transformation Worldwide</strong>                      |
| North Building No.1 Room 402 | Session Chair: <strong>Prof. Luz Palaguittu Banes</strong>, Universidad de Manila |
|                | University Teachers' Shifting Perceptions and Ideologies of Working with Ethnic Minority Students in Chinese Higher Education  |
|                | <strong>Xiaoxu Liu</strong>                                                            |</p>
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<td>Comparison of the Subnational states of India as to the commodification and inequality in their education systems</td>
<td>Bharat Rout</td>
<td>University of Missouri, United States of America</td>
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<td>Higher educational expansion from the 1990s under deregulation and rising inequality in Japan</td>
<td>Shinichi Aizawa</td>
<td>Sophia University, Japan</td>
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<td>Beyond the dichotomy of “critical or adaptive”: A History of Learning Communities in Higher Education</td>
<td>Takeru Mashino</td>
<td>Nihon University, Japan</td>
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**10:45am - 12:15pm**

**Room 403**

| Session PA15: International perspectives on future trajectories and transition to employment from Higher Education  |
| Session Chair: Dr. Heejin Park, Korean Educational Development Institute |

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<td>Youth on the Labour Market: Education and Relative Chance to be Employed</td>
<td>Mark Agranovitch</td>
<td>Federal Institute for Education Development, Russian Federation</td>
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<td>The limit of broadened horizons: Inquiring into youth ‘employability’ in the global knowledge economy</td>
<td>Beatrice Oi-yeung Lam¹, Hayes H. Tang²</td>
<td>¹The Open University of Hong Kong, Hong Kong S.A.R. (China); ²The Education University of Hong Kong</td>
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<td>The Neet Universe between ”End of Labor” and Crisis in Education. Some Remarks on the Italian Case</td>
<td>Erica Antonini</td>
<td>Sapienza University in Rome, Italy</td>
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<td>Understanding Youth Purpose and Life Satisfaction in the Context of Achievement-oriented Schooling in Singapore and Israel</td>
<td>Mary Anne Heng</td>
<td>National Institute of Education, Nanyang Technological University, Singapore</td>
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**10:45am - 12:15pm**

**Room 404**

| Session PA16: Ecologies of learning across the world  |
| Session Chair: Prof. Susan Francis Carson, Grand Valley State University College of Education |

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<td>The Relationship between Parents’ Participation in School and Student’s Academic Adaptation : Interaction between Parents’ Participation and School’s Environment</td>
<td>Chanju Moon, Sangmin Byeon</td>
<td>Seoul National University, Korea, Republic of (South Korea)</td>
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<td>Severing Home Ties: Centering Neighborhood Inequality and Violence in the School Choice Debate</td>
<td>Trinh Tran</td>
<td>Middlebury College, United States of America</td>
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<td>Child-Centered Rights-Based Approach: Barriers to Street Children’s Education in Indonesia</td>
<td>InJung Cho</td>
<td>Waseda University, Japan</td>
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School Collaboration for Education Improvement in China: A case study of "Education Groups" in Chengdu

**Jing Liu**
Tohoku University, Japan

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<td><strong>Session Chair:</strong> Dr. Erkki Tapio Lassila, University of Oulu</td>
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Does the Purpose of Japanese Language Institution Students Differ from That of Other Type of Students, and Why? In a Case of Mongolian Students in Japan

**Ariuntuya Myagmar**
Waseda University, Japan

The Unmet Needs of International Students with Special Needs in Japan: A Double Challenge

**Nikolai Akira Kawabata**
University of Tsukuba, Japan

"They have it better there": Critical Cross-national Comparisons as a Tool in Teachers’ Professional Development

**Haiping Liu**, Fred Derwin¹, Hui Ling Xu², Robyn Moloney²
¹University of Helsinki, Finland; ²Macquarie University

‘Soft’ Content and Language Integrated Learning: Preparing Japanese Students for Reformed English Examinations

**Jhana Anna-Kay Graham**
Sophia University, Japan

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Professional Development for Inclusive Education?

**Dries Vansteenkiste**¹, ², Estelle Swart³, Piet Van Avermaet³, Elke Struyf³
¹University of Antwerp; ²Stellenbosch University; ³Ghent University

Dynamics of Inclusive Education: Japanese Teachers’ Perspectives

**Riho Sakurai**
Hiroshima University, Japan

Toward inclusion: Comparing teachers’ perspective between Japan and Finland

**Akie Yada**
University of Jyväskylä, Finland

Inclusive education in Saudi Arabia: Teachers’ perceived self-efficacy

**Ghaleb Alnahdi**
Prince Sattam bin Abdulaziz University, Saudi Arabia

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<td><strong>IS01: Invitational Symposium 01: Improving science education: creativity, critical thinking and engagement in science</strong></td>
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Improving science education: creativity, critical thinking and engagement in science

Chair(s): Stéphane Vincent-Lancrin (Organisation for Economic Co-operation and Development)

Discussant(s): Stéphane Vincent-Lancrin (Organisation for Economic Co-operation and Development)

Presentations of the Symposium

Fostering and Assessing Creativity and Critical Thinking in Science Education: Lessons
1:00pm - 2:30pm
Central Building 405

PA19: Managing tension in education spaces worldwide
Session Chair: Dr. Sicong Chen, Kyushu University

Classroom management: Beginning teachers’ recommendations for coping with discipline problems
Becky Leshem, Eti Gilad
Achva Academic College, Israel

The Nature of Teachers’ Conflict Management Strategies and their Ambiguous impact on teachers’ professional development: an Ethnographic Study
Ikuyo ODA
The University of Tokyo, Japan

School bullying management: The constructs of teacher’s competence in timely handling school bullying
Yu-Hsien Sung1,2, Martin Valcke1, Li-Ming Chen2
1Department of Educational Studies, Ghent University, Belgium; 2Institute of Education, National Sun Yat-sen University, Taiwan

The Role of Education in the Context of Gender-Based Violence against Girls and Women with Disabilities in Ethiopia - Including a Capability Perspective
Yirgashewa Bekele Abdi1, Margarita Bilgeri2
1Addis Ababa University, Ethiopia; 2University Koblenz-Landau, Germany

1:00pm - 2:30pm
Central Building 303

PA20: International approaches to English Language Teaching
Session Chair: Prof. Emiliano Bosio, University College London - Institute of Education / Yokohama City University

Purpose of ELT in Asia: a comparative study of curriculum
Arisa Suzuki, Mayaka Hida, Yuri Yoshizumi
Graduate School for International Development and Cooperation, Hiroshima University, Japan

Effects of Private Tutoring on English Performance: Evidence from Senior High Students in Taiwan
Chih-Hao Chang
Nagoya University, Japan

Reading through the English Curriculum Frameworks of Cambodia, Guatemala, Japan, Myanmar and Philippines: A Case Study of Teacher Reflections
Naing Win Soe1, Pauline Anne Therese Mangulabnan2, Rady Souen1,3, Ana Lucia Arrecis1
1University of Fukui, Japan; 2Nara Women’s University, Japan; 3Hun Sen Serey Dei Dos High School, Kandal Province, Cambodia

The Bilingual Teacher in the Post-apartheid South Africa: Opportunities and Challenges as Observed in EFAL FET Writing Classrooms
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<td>Theorizing the School to Prison Pipeline and its Technologies in a Global World</td>
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<td>Nomalungelo Ngubane</td>
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<td>University of KwaZulu-Natal, South Africa</td>
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<td>Session Chair: Prof. Lesley Wood, North-West University</td>
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<td>Washington University in St. Louis, United States of America</td>
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<td>A Discussion on Implementations of “Education for Living Together” as a National Curriculum: A Case Study of Perceptions of Life Orientation Educators in the Western Cape Province in the Republic of South Africa during the First Term in 2019</td>
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<td>Masayasu Sakaguchi</td>
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<td>Hyogo University of Teacher Education, Japan</td>
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<td>An international comparative study on the relationship between gender ratios and the female social status of junior high social studies teachers</td>
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<td>Motoko Matsui, Miko Niikawa</td>
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<td>1 The United Graduate School of Education Tokyo Gakugei University, Japan; 2 Tokyo University of Arts, Tokyo</td>
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<td>PA22: International views on Place, Space and Time in Education</td>
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<td>Central Building 508</td>
<td>Capability approach and critical thinking to face the future of Education</td>
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<td>Giuditta Alessandri, Maria Caterina De Blasis</td>
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<td>University of Roma Tre, Italy</td>
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<td>Spatial inequality and the nordic model of education</td>
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<td>Unn-Doris K. Baeck</td>
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<td>UIT The Arctic University of Norway, Norway</td>
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<td>Styles of Reasoning and Framing Temporality in History Education in the United States, Japan, Iran, and France</td>
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<td>Masako Ema Watanabe</td>
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<td>Nagoya University, Japan</td>
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<td>PA23: Global Views on Culture and Values</td>
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<td>“I’m not that kind of person”: How Moral Boundaries Constrain Working-Class Students’ Achievements in Chinese Elite Universities?</td>
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<td>Yajun Zheng</td>
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<td>The University of Hong Kong, Hong Kong S.A.R. (China)</td>
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<td>Are We Ready for This?: An Investigation of Multicultural Attitudes in Japanese Pre-Service and In-Service Teachers</td>
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<td>Fae Webber, Tomoko Takahashi, Paul Carley</td>
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<td>Soka University of America, United States of America</td>
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<td>The riddle of democracy education[2]: Methods for a worldwide democracy and citizenship education</td>
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<td>Angerd (Anna) Ellard</td>
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<td>Kristianstad University, Sweden</td>
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<td>PA24: Pedagogy, Culture and Context Worldwide</td>
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Assessment and pedagogy beyond Japanese cultural double-edged sword -towards three steps forwards two steps back -
Masahiro Arimoto¹, Kohei Nishizuka¹, Yoshihisa Nomi²
¹Tohoku university, graduate school of education, Japan; ²Akita prefectural board of education, Japan

Positive Identity Development Based on Culturally Responsive Pedagogy
Satoko Kawai
Portland State University, United States of America

Culturally Responsive Pedagogies in Youth Detention Education in Australia: Visibility and appearance
Bronwyn Ewing, Grace Sarra, Chelsey Priddle
Queensland University of Technology, Australia

Cultural Values, Happiness and Harmful Peer Aggression Reported by Adolescents Across 12 World Regions
Grace Katrina Skrzypiec¹, Chih-Chien Yang², Soon-Won Kang³, Soonjung Kwong⁴, Eleni Didaskalou⁵, Eva Romera⁶, Mirella Wyra⁷, Ullil Amri⁸, Christina Roussi-Vergou⁹, Rosario Ortega-Ruiz⁵, Earvin Alinsug¹⁰, Annalisa Guarini¹⁰, Antonella Brighi¹⁰, Damanjit Sandhu¹¹, Dorit Olenik-Shemesh¹², Tali Heiman¹², Iwona Sikorska¹³, Juzhe Xi¹³
¹Flinders University, Australia; ²Universitas Negeri Makassar, Indonesia; ³University of Thessaly, Greece; ⁴University of Bologna, Italy; ⁵Free University of Bozen-Bolzano, Italy; ⁶Hanshin University, South Korea; ⁷Seoul National University, South Korea; ⁸Universidad de Córdoba, Spain; ⁹National Taichung University of Education, Taiwan; ¹⁰Punjabi University, India; ¹¹Jagiellonian University, Poland; ¹²Open University of Israel; ¹³East China Normal University, China

Subversive identities as against oppressive schooling among Hong Kong adolescents
Kazuyuki Nomura¹, Takako Mochizuki²
¹The Chinese University of Hong Kong, Hong Kong S.A.R. (China); ²Hong Kong Baptist University, Hong Kong S.A.R. (China)

Explorations on the relationship between using public transportation to commute to school and student disengagement from school in an American context
Marc Stein, Julia Burdick-Will, Jeffrey Grigg
Johns Hopkins University, United States of America

Mobilizing Youth Voices for Racial Justice & Democracy
John B Diamond, Kendra Alexander, Bianca Baldrige, Erika Bullock
University of Wisconsin - Madison, United States of America

Curriculum Policies in Contexts of Internationalization: Impacts in Santa Catarina-Brazil
Juaraes da Silva Thiesen
Universidade Federal de Santa Catarina - UFSC, Brazil

Constructing Curriculum Modules on Future Education of Sustainable Development for Taiwan’s Primary Education: Taking “Global Warming” Unit as an example
Ya-Ting Wang, Pei-Chou
National Sun Yat-sen University, Taiwan
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Session Chair: Dr. Frank Reichert, The University of Hong Kong |
|              | Dialogue as a Pedagogy for Peace Education  
Gulistan Gurses-Bilgin  
Bogazici University, Turkey |
|              | How to Design a Curriculum Including the Element of Play: An Examination through a Practice Case in Life Environment Studies  
Kazuhisa Morimoto  
Kyoto University, Japan |
Ferdinand Castillo Lacuata, Dr. Ma. Rita Recto Aranda, Dr. Maria Eliza P. Cruz  
Arellano University, National University, and San Beda University, Manila, Philippines |
|              | Fostering prospective teachers’ explaining skills during university education – Evaluation of a training module  
Juergen Seifried, Stefanie Findeisen, Viola K. Deutscher  
University of Mannheim, Germany |
| 1:00pm - 2:30pm | PO01-01: Poster 01-01  
What do Japanese Teachers Have Anxiety about Group Learning? Focusing on Difference of School Levels and Subjects  
Keichi Kodama  
Daito Bunka University, Japan |
|              | Opening up the classroom to Bots as learning partners: Integrating ideas from educational psychology, technology and language learning  
Luke Fryer¹, Andrew Thompson², Mark Howarth³, Andrew Gallacher⁴, Kaori Nakao⁵  
¹The university of Hong Kong, Hong Kong S.A.R. (China); ²Kyushu Sangyo University; ³Seinan Gakuin University |
|              | The Inequality of Child-Rearing Field in Japan  
Toshiaki Kawaguchi¹, Miho Okumura²  
¹University of Teacher Education Fukuoka, Japan; ²Independent |
|              | Japan’s ‘tsukyu’ Classrooms for Inclusive Education: Using Inclusive Pedagogical Approach to Enhance Learning Capacity for All  
Keiko Aramaki  
Teikyo University, Japan |
| 1:00pm - 2:30pm | PO01-02: Poster 01-02  
Are Japanese University Students Really Interested in Studying Abroad?  
Andrew Thompson¹, Aaron Gibson²  
¹Fukuoka Women’s University, Japan; ²Fukuoka University, Japan |
|              | The Tension Between Individuality and Sociality in the Philosophy of Education: Focusing |
on the Concept of Being-in-the-World in Martin Heidegger and Akira Mori

Hideaki Kawamai
The University of Tokyo, Japan

Training future teachers in higher education to teach: Examining the role of Teaching Conceptions, Interest and Self-Efficacy on Teaching Ability in a teacher training course.

Alex Shum, Peter Lau, Luke Fryer
University of Hong Kong, Hong Kong S.A.R. (China)

A longitudinal study on peer attachment and multicultural acceptance applying autoregressive cross-lagged modeling

Soyoung Park, Hyewon Chung
Chungnam National University, Korea, Republic of (South Korea)

Assessment of Non-Cognitive Skills Specific to Contents and Activities of School Subjects: Focusing on 'mathematical proof' in school mathematics of junior high school level

Mikio Miyazaki¹, Hiroyuki Nakagawa², Atsushi Yoshikawa³, Kimihiko Chino⁴, Takeshi Miyakawa⁵, Taro Fujita⁶, Shizumi Shimizu⁷
¹Shinshu University, Japan; ²Oita University, Japan; ³Tokyo Institute of Technology, Japan; ⁴Teikyo University, Japan, ⁵University of Exeter, UK; ⁶Waseda University, Japan

Developing Global Lesson Study for Physical Education Teachers

Naoki Suzuki¹, Karen Richardson², Mary Henninger³, Heidi Bohler⁴, Koji Ishii⁵
¹Tokyo Gakugei University, Japan; ²Bridgewater State University; ³Illinois State University; ⁴Westfield State University; ⁵Shinden Elementary School

Does educational decentralization really distributed resposibillity? Through Indoensia case

Jin Kim
Seoul National University, Korea, Republic of (South Korea)

How do parental nonstandard work schedules influence parental involvement and children’s educational outcomes?

Minseop Kim, Nahri Jung
The Chinese University of Hong Kong, Hong Kong S.A.R. (China)

The Context of the Policy for Free Access to Early Childhood Education and Care in Japan: An Analysis of the Reports and Discussions by the Cabinet Council after the 2010s

Miki Shimanai
Kawaguchi Junior College, Japan

The Role of Fundamental Literacy in Building Scientific Knowledge and Careers; Are there Equity Issues and Can We Solve Them?

Donna Jean Caccamise, Eileen Kintsch, David Quigley
University of Colorado, Boulder, United States of America

Validating the Transition Assessment and Goal Generator (TAGG) in multiple languages

Belkis Denise Choiseul-Praslin
University of Oklahoma, United States of America

Visual Representation as Counter-Storytelling

Shima Dadkhahafard¹, Miwa Takeuchi²
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| 1:00pm - 2:30pm | PO01-05: Poster 01-05 | What types of activities predict self-regulation skills in boys and girls at kindergarten? | Aubrey H. Wang\(^1\), Caroline Fitzpatrick\(^2\)  
\(^1\)Saint Joseph’s University, United States of America; \(^2\)Université Sainte-Anne, Canada |
|              | Central Building 3F | The Japanese historical process of sexuality education in the 1980s: focusing on the role of “Yogo teacher” | Arima Rie  
The University of Tokyo, Japan |
|              |            | Comparative analysis of the research trends of principals’ leadership in Korea and China | Xiaohan Liang, Ji-So Lee  
Pusan National University, Korea, Republic of (South Korea) |
|              |            | Comparative Study on Recognition of Various Lifelong Learning Outcome – Searching for Effective Policy Linkage Structure | Yukiko Sawano\(^1\), Miyuki Ohta\(^2\), Hiroki Sato\(^3\), Kanako Korenaga\(^4\), Yaka Matsuda\(^5\), Noriko Hasegawa\(^5\)  
\(^1\)University of the Sacred Heart, Tokyo, Japan; \(^2\)Hitotsubashi University; \(^3\)Niigata University of Health and Welfare; \(^4\)Kochi University; \(^5\)Aichi Institute of Technology |
| 1:00pm - 2:30pm | PO01-06: Poster 01-06 | Development of professional competences of ECEC teachers’ in joint narrative play with children: experience from Lithuania, Finland, United Kingdom and Poland | Agne Brandisauskiene, Milda Bredikyte  
Vytautas Magnus University, Lithuania |
|              | Central Building 3F | Disparity in Critical Reading Skills of College Students in India and USA – Inequality and inequity | Smita Sinha\(^1\), Abha Gupta\(^2\), Arati Biswal\(^2\)  
\(^1\)Berhampur University, India; \(^2\)Old Dominion University, United States of America |
|              |            | Gender Differences in Students’ Motivational Beliefs in Mathematics Learning and Relations with Achievement Across Grades | Yao-Mei Lin, Pey-Yan Liou  
National Central University, Taiwan |
|              |            | Best Practices for Designing a Graduate Level Study Abroad Program or Field Experience | Joan Elizabeth Conte  
Western Michigan University, United States of America |
| 1:00pm - 2:30pm | PO01-07: Poster 01-07 | Korean Immigrant Parents as Heritage Language Advocates and Teachers in the United States of America | Guang Lea LEE  
OLD DOMINION UNIVERSITY, United States of America |
|              | Central Building 3F | Longitudinal Evaluation of Eclectic Youth Mentoring Program Implemented in Hiroshima, Japan | Naotaka Watanabe, Kayoko Watanabe  
Aichi Shukutoku University, Japan |
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<td>Overlap and differences in own &amp; new language motivational profiles and achievement</td>
<td>W. L. Quint Oga-Baldwin¹, Luke K. Fryer²</td>
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<td>Relationship Building Strategy of Dispatched School Social Workers: Entry of &quot;Job-Type&quot; Professionals to &quot;Membership-Type&quot; Organization</td>
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<td>The Impact of Study Abroad: Focusing on Japanese Student Engagement in College</td>
<td>Hiroko Mutoh</td>
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<td>The life stories of teachers using social issues in class: Focusing on the hopes of teachers attempting to develop teaching materials on the Fukushima nuclear disaster</td>
<td>Daisuke Murai</td>
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<td>The Relationships between Parental Psychological Control and Children's Overt Aggression: Parent-Child Relationships as a Moderator.</td>
<td>Fei-Ling Huang, Ying-Yao Cheng, Min-Ju Liu</td>
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<td>❍ The University of Hong Kong, Korea, Republic of (South Korea)</td>
<td>❍ National Sun Yat-sen University, Taiwan</td>
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<td>1:00pm - 2:30pm</td>
<td>A case study of the training for people who practice disaster management education - From the perspective of Legitimate Peripheral Participation</td>
<td>Nagomi NAKAMARU¹, Shun ITO², Yuya KUWADA¹</td>
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<td>Basic Research on the Life Science Education for University Students Studying Non-Science Courses in Japan</td>
<td>Asami Ohnuki¹, Katsuhisa Kitamura²</td>
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<td>1:00pm - 2:30pm</td>
<td>Developing Call to Action discussion topics for bringing research on teaching and learning with technology into policy and practice</td>
<td>Akira Sakamoto¹, Hiroaki Ogata², Gerald Knezek², Rhonda Christensen², Joke Voogt¹, Kowk-Wing Lai²</td>
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<td>International students' learning patterns and their academic adaptation in British higher education</td>
<td>Soyoungh Lee</td>
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<td>Pedagogical Content Knowledge in Novice and Experienced Elementary School Teachers in Japan</td>
<td>Takako Isozaki¹, Tetsuo Isozaki²</td>
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Promoting International Collaboration for Diversifying Education Research – Based on the Experience of the Japanese Society for Environmental Education and its International Partners
Sachi Ninomiya-Lim1, Kimiharu To4, Ryo Sakurai2, Shinichi Furihata3, Kantaro Tabiraki5
1Tokai University, Japan; 2Ritsumeikan University; 3Tokyo University of Agriculture and Technology; 4Aomori University; 5Matsumoto University

Democratising the course experience: Assessing and sharing “on-task” learning experiences
Luke Fryer, Lily Zeng, Alex Shum, C. W. Wong, Charlene Ho
The university of Hong Kong, Hong Kong S.A.R. (China)

A Study on the Development of a Principals’ Trust in Teachers Scale for Elementary Schools in Korea
Danam Kwon1, Daehyun Kim2
1Pusan National University, Korea, Republic of (South Korea); 2Pusan National University, Korea, Republic of (South Korea)

An analysis on the Policy of Integrating Kindergartens and Nursery Schools in Taiwan: the Perspective of Education Equity and Social Justice
Chen Ling Lee
PhD Program in National Chi Nan University, Taiwan. R.O.C.

Analysis on the Development of Middle and High School Students’ Ethics of Responsibility in China
Na SU
Shanghai Academy of Educaional Sciences, China, People’s Republic of

Bibliography of student learning and development in higher education
Soyoung Lee, Luke Fryer
The University of Hong Kong, Faculty of Education, CETL

Coexistence and creation education ecosystem found in children’s story community
Jo-Eun Lee
Pusan National University, South Korea., Korea, Republic of (South Korea)

Consumer Education for Promoting SDGs Using Board Games: High School Students Visiting Classes for Junior High School Students with the Theme of Ethical Consumption
Arisa Yoshiuchi
Ochanomizu University, Japan

Development and Evaluation of the “Kokolomi” Life Career Support Program
Yumiko Hirose1, Reina Mori2
1Graduate School of Human Science, Waseda University, Japan; 2Center for Active Engagement and Student Learning (CAESL), Teikyo University

Educational Approach for Reconstruction in Disaster Area- A Case Study of Educational Programme to Improve Children’s Career Awareness-
Kento Ikeya1, Shun Ito2
1Waseda University, Japan; 2Osaka University, Japan
Educational functions of an out-of-school organization for JSL children: Focusing on adult-child interaction
Rei Seto
Osaka university, Japan

Establishing a framework for the “Whether and What” of technology in supporting teaching and learning in and outside the classroom.
Luke Fryer, Khe Foon Hew
The University of Hong Kong, Hong Kong S.A.R. (China)

Examination of teachers’ involvement experience in difficult situations for children with developmental disorder tendencies
Naomi Sunami
Tottori University, Japan

Exploring elementary school teachers’ multigrade teaching in mathematics from the perspective of formative assessment
Chang-Hua Chen¹, Chia-Hui Lin²
¹National Academy for Educational Research, Taiwan; ²National Taiwan Normal University, Taiwan

SY01: Promoting Socio-cognitive Development through Interaction in a Globalized World
Central Building 401
1:00pm - 2:30pm

Promoting Socio-cognitive Development through Interaction in a Globalized World
Chair(s): Javier Diez-Palomar (University of Barcelona)
Discussant(s): Liesel Ebersöhn (University of Pretoria)

Co-creative Skills Using Technology: Key Competences for Students’ Participation in a Globalized Word
Manoli Pifarré
Universitat de Lleida, Spain

Socio-emotional Development through Dialogic Reading among Elementary Students
Rocio Garcia-Carrion³, Javier Diez-Palomar²
³University of Deusto, ²University of Barcelona

Parental mind-mindedness and child social cognitive development during early childhood
Zhenlin Wang, Xiaozi Gao
The Education University of Hong Kong

SY02: STS Education Necessary in the Context of Non-Western Countries: Comparison Case Studies in Thailand and Japan
Central Building 402
1:00pm - 2:30pm

STS Education Necessary in the Context of Non-Western Countries: Comparison Case Studies in Thailand and Japan
Chair(s): Satoko Baba (Iwate University, Japan)
Discussant(s): Chokchai Yuenyong (Khon Kaen University, Thailand), Shinya Morimoto (Iwate University, Japan)

An Introduction to «Disaster Resilience Education»: from Historical perspective on the relation between Human being and Natural disasters
Reiko Muroi
Iwate University, Japan

What should be the Disaster Resilience Education to cultivate children's own initiative: from the experience of Kamaishi East Junior High School in Iwate Prefecture
Tetsu Mugikura, Shinya Morimoto
Iwate University, Japan

Science education with Ethical, Legal and Social Aspects (ELSA) on the theme of familiar environmental issues in Bangkok
Hiroshi Iimura
International Cooperation NGO IV-JAPAN

Curriculum with “Local Wisdom” Reform in Thailand: Relationship between Regional Characteristics and STEM Education Practice
Satoko Baba1, Chokchai Yuenyong2
1Iwate University, Japan, 2Khon Kaen University, Thailand

1:00pm - 2:30pm
SY03: School to school collaboration: International perspectives
Central Building 403

School to school collaboration: International perspectives
Chair(s): Paul Armstrong (University of Manchester), Chris Brown (University of Portsmouth, United Kingdom)
Discussant(s): Chris Brown (University of Portsmouth, United Kingdom), Hanna Miller (Thinking Schools Academy Trust, Unvited Kingdom)

Presentations of the Symposium

The role of school leaders in maximizing the impact of Professional Learning Networks: a case study from England
Chris Brown, Jane Flood
University of Portsmouth, United Kingdom

The Travels of ideas - How knowledge brokerage works between Professional Learning Networks and Schools
Livia Roessler
University of Innsbruck

School-to-school support in England: Cooperation and competition
Paul Armstrong
University of Manchester

Improving school quality measures in disadvantaged areas using an evidence informed network approach? Longitudinal findings from Germany.
Nina Bremm
Universität Duisburg-Essen

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SY04: Efforts to Embed Evaluative Thinking in Schools and Educational Systems around the World: Comprehending where we are.
Central Building 404

Efforts to Embed Evaluative Thinking in Schools and Educational Systems around the World: Comprehending where we are.
Chair(s): Akihiko Hashimoto (National Institute for Educational Policy Research, Japan)
Discussant(s): Keiko Kuji Shikatani (Ontario Ministry of Education, Canada), Akihiko Hashimoto (National Institute for Educational Policy Research, Japan)

Presentations of the Symposium

The Nature of Self Evaluation in Current Japanese Schools: Observing how Evaluative
Thinking is Embedded
Akihiko Hashimoto
National Institute for Educational Policy Research, Japan

Educational planning and evaluation in Greenland
Midlarak Evelyn Lennert
Ilisimatusarfik University of Greenland

Building the Education Sector’s Capacity to Use Evaluative Thinking to Facilitate Better Outcomes for Learners
Keiko Kuji Shikatani
Ontario Ministry of Education, Canada

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<td><em>Chair(s):</em> Brian Hudson (Karlstad University), Ernest Kofi Davis (University of Cape Coast)</td>
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<td><em>Ann Ishimaru</em></td>
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<td>Family-School-Community (Dis)engagement: An Indigenous Community’s Fight for Cultural Recognition, Revitalization, and Survival in a New England School District</td>
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<td>The Crucial but Often Overlooked Role of Students in Educational Advocacy Work</td>
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<td><em>Katherine Cumings Mansfield</em>, Anjale Welton*, Mark Haix*</td>
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<td><em>Virginia Commonwealth University, USA, University of Illinois at Urbana-Champaign, USA, Illinois Wesleyan University, USA</em></td>
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<td>Do IB Programmes Empower Students and Teachers? Experiences from Nine IB Schools in Poland</td>
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<td><em>Joanna Leek</em></td>
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<td><em>Carol D. Lee</em></td>
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<td><em>Kris D. Gutiérrez</em></td>
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**Sayaka Hashimoto**

1UCL Institute of Education, UK; 2Aoyama Gakuin University, Japan

### PA31: Teachers Role in Education Policy and Reform across the Globe

Session Chair: Dr. Luz A. Murillo, Texas State University

Teacher valorization and retirement mechanism: a comparative analysis between Brazil and Japan

**Aline Kazuko Sonobe, Andréa Barbosa Gouveia**

Federal University of Paraná, Brazil

Professional Well-Being of Regional Teachers Community

**Elena Ilaldinova, Aleksander Fedorov, Olga Kim**

Minin University, Russian Federation

Enhancement of teachers’ TPACK in developing countries: a case study of secondary school teachers in Bangladesh

**Yoonjung HWANG**

Seoul National University, Korea, Republic of (South Korea)

Leading Schools in Neoliberal Times: Two Provincial Cases in Canada

**Goli Rezai-Rashti**

The University of Western Ontario, Canada

### PA32: Education for Sustainable Development Worldwide

Session Chair: Dr. Yuu Kimura, University of Fukui

Problematizing "Development": Comparative, Ecopedagogical Analysis of Education for Sustainable Development (ESD)

**Greg William Misiaszek**

Beijing Normal University, China, People's Republic of

Practices and challenges on evaluation for SDG-Goal4.7: Case studies of ESD in Japan

**Aki Yonehara**

Toyo University, Japan

Ideas on Dialogical Sustainable Development Education: Mapping "Global Citizenship Programs" in the United States, Finland, and Japan

**Alesse Nunes**

Soka University, Japan

Preparing Young Leaders for Sustainability 2030 & Beyond

**Beate Winkler Nguyen**

Archdiocese of Los Angeles/St. Augustine School, United States of America

### PA33: Critical Pedagogy and Policy Spaces for Education Worldwide

Session Chair: Dr. Akiko Kamogawa, University of Yamanashi

Developing a Strategy for Citizenship Education 2030

**Hermann Josef Abs**

University of Duisburg-Essen, Germany, Germany

An Approach to Critical Social Pedagogy: Inspired by Horton and Freire

**Yoshimi Fujimura**

The University of Tokyo, Japan
Career formation in a Transnational Society: a Case Study of Immigrant Youth in Brazilian Schools in Japan

Rafaela Yoshiy Olivares
The University of Tokyo, Japan


Masaaki Yanagida¹, Choon Kiat Sim², Wataru Hanai², Sayaka Mitara³, Yuya Akatsuka³, Hiroki Nakanishi⁴, Yusuke Nakajima⁴, Naohiro Iida⁴
¹Aoyama Gakuin University, Japan; ²Showa Women’s University; ³National Centre for University Entrance Examinations; ⁴Shukutoku University; ⁵Waseda University Honjo Senior High School; ⁶Waseda University; ⁷Osaka Ohtani University; ⁸Hokkaido University

2:45pm - 4:15pm
North Building No.1 Room 404

PA34: Global Findings on Vocational Education and Training
Session Chair: Prof. Ellen Goldring, Vanderbilt University

The portability of vocational skills and qualifications: Reflections on the perception of “recognition” in vocational education and training

Christiane Eberhardt
Federal Institute for Vocational Education and Training, Germany

On the way to an international large-scale assessment of intrapreneurship competence as central goal for vocational education and training (VET)

Susanne Weber¹, Frank Achtenhagen²
¹Ludwig-Maximilians-University Munich, Germany; ²Georg-August-University Goettingen, Germany

Excellence in vocational education and training in Europe, bridging the gap between inclusiveness and competitiveness?

Isabelle Le Mouillour
Federal Institute for Vocational Education and Training, Germany

Cognitive Activation in VET-Classrooms – Findings of a Video Study in Switzerland

Juergen Seifried¹, Doreen Holtsch²
¹University of Mannheim, Germany; ²University of Teacher Education St.Gallen, Switzerland

2:45pm - 4:15pm
North Building No.1 Room 405

PA35: International perspectives on the labour market in transition
Session Chair: Dr. Barbara Cozza, St. John’s University

How does the school-to-work transition affect young people’s transition to Adulthood?; Comparative study of Japan and UK

Akio Inui¹, Masahiko Sano¹, Akihiko Higuchi¹, Takesh Hort¹, Maki Hiratsuka¹, Yoshiie Miura¹, Andy Biggart²
¹Tokyo Metropolitan University; ²Osaka Electro-Communication University; ³Hosei University; ⁴Joetsu University of Education; ⁵Queen’s University Belfast

What happens next? Barriers and facilitators in the transition to employment for graduates with disabilities

Rosa Bellaccio¹, Marisa Pavone²
¹UNIVERSITY OF BOZEN- ITALY, Italy; ²UNIVERSITY OF TURIN -ITALY, Italy

Social selectivity and labor market returns of vocational education and training in the Caucasus and Central Asia

Michael Frank Gebel, Eliza Mandieva
University of Bamberg, Germany
PA36: Displaced Peoples and Education Research across the Globe
Session Chair: Dr. Carolyn Herrington, Florida State University

‘Feeling at Home away from Home?’ Social Participation of Refugee Students in Cyprus: A Mixed Methods Case Study Design
Leslie Ann Gautsch1, Lambri Trisokka2, Christoforos Mamas1
1University of California, San Diego, United States of America; 2Primary School of Agia Napa-Antonis Tsokkos (Ministry of Education and Culture) (Cyprus)

Pursuing Equity and Social Justice with Refugee Children in and Through Reflective Narrative
Huili Hong
TOWSON UNIVERSITY, United States of America

Higher education in the context of mass displacement: Towards sustainable solutions for refugees
Tejendra Pherali
University College London, United Kingdom

Adolescents’ rights at school: a study with children of immigrants and non-immigrants
Feliciano Henriques Veiga
Universidade de Lisboa, Instituto de Educação, Portugal

SY05: Clap-backs from the Crit: Sister Resisters Navigating Exclusionary Spaces and Invisible Identities

Clap-backs from the Crit: Sister Resisters Navigating Exclusionary Spaces and Invisible Identities
Chair(s): Kay Traille (Kennesaw State University, United States of America), Cleopatra Warren (Mercer University)
Discussant(s): Cleopatra Warren (Mercer University), Angeline Dean (Rowan University)

Presentations of the Symposium

"History ? You’d be a bit lost without it": Students and Mothers of African-Caribbean Heritage and their perceptions of School history
Kay Traille
Kennesaw State University

Voices from the Water Drum: Black Girl’s Radical Presence and Resistance in Online Learning Environments
Cleopatra Warren
Mercer University

We Who? Is History Class Diving Us? Reflections of a 12th grade History Classroom
Angeline Dean
Rowan University

SY06: A New Strategy for STEM Learning in a Changing Society: Focusing on the Undergraduate Program

A New Strategy for STEM Learning in a Changing Society: Focusing on the Undergraduate Program
Chair(s): Toshiyuki Hosokawa (Hokkaido University, Japan), Reiko Yamada (Doshisha University)
Discussant(s): Masaaki Ogasawara (Hokkaido University)

Presentations of the Symposium
Characteristics of Rikei Students (Science & Technology Majors) in Japanese Universities Indicated by Statistical Analysis
Masaaki Ogasawara, Toshiyuki Hosokawa, Atsushi Miyamoto
Hokkaido University

Mathematics Education Using Real-World Problems
Mitsuru Kawazoe
Osaka Prefecture University

Role of Integrated Science Approach in Higher Education in Japan: An attempt in Hokkaido University
Hisao Suzuki
Hokkaido University

The Importance of Interdisciplinary Aspects of University Programs: Collaboration between STEM and Non-STEM Disciplines
Reiko Yamada
Doshisha University

2:45pm - 4:15pm
Central Building 404
SY07: Lens from Lesson Study and Systematic Classroom Observation Research: Lessons learnt from Japan, China, and Hong Kong

Lens from Lesson Study and Systematic Classroom Observation Research: Lessons learnt from Japan, China, and Hong Kong
Chair(s): Yin-Cheong Cheng (The Education University of Hong Kong, Hong Kong S.A.R. (China))
Discussant(s): Yin-Cheong Cheng (The Education University of Hong Kong, Hong Kong S.A.R. (China))

Presentations of the Symposium
Principles and Practices of Lesson Observation in Japan: A Case Study of the Problem-based Learning Lessons
Tetsuo Kuramoto
Aichi University of Education

Professional learning community in English teaching and formative assessment: Evidence from peer and researcher observations
Rainbow Hui Yuan, Christine Ye Wang
The Education University of Hong Kong, Hong Kong

VET teachers’ workplace learning on pedagogical practice: Evidence in classroom observations
Yanmin Zhao
The Education University of Hong Kong, Hong Kong

Effective and inspiring teaching in Math and Science classrooms: Evidence from systematic classroom observation and implications on STEM education
James Ko, Yasmin Fong, Aaron Qiqiang Xie
The Education University of Hong Kong, Hong Kong

Promoting video-based learning communities in a teacher education institute: Challenges and opportunities
Eric Chi Keung Cheng
The Education University of Hong Kong, Hong Kong

4:30pm - 6:00pm
Central Building 302
DEC: The Doctors and Early Career Network Meeting

4:30pm - 6:00pm
Central Building 405
PA37: Global Research on Ethics and Quality in Education
Session Chair: Dr. Jonei Cerqueira Barbosa, Federal University of Bahia
Improving Education Access and Quality in Lao PDR - Based on the Seven Principles of ASEAN Declaration for OOSCY

**Miki Inui**
University of Hyogo, Japan

Rethinking quality of education: experiences of shame and pride in students in a private school in Lima, Peru

**Diego Emilio Luza**
Pontificia Universidad Católica del Perú, Peru

Student Participation in Quality Assurance: Based on Critical Consideration of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

**Tsutomu Yamada**
Ritsumeikan University, Japan

Between Utilitarianism and Laissez-Faire: Research on the Supervisory Styles and their Effects on the Quality of Postgraduate Training

**Lan Xu**
Xiamen University, China, People's Republic of

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4:30pm - 6:00pm
Central Building 303

**PA38: Adult Education Worldwide**
Session Chair: Dr. Alexandra N. Spichtig, Reading Plus

Negotiating the Intersectional Self in the Context of Lifelong Learning: Exploring Settlement Worker's Learning at Immigrant Service Organization in Canada

**Jingzhou Liu**
University of Calgary, Canada

Fourth and Fifth Generation Japanese American Perspectives on Ethnic Identity and Societal Reception

**Lorraine Erika Saito**
Pepperdine University, United States of America

Multimedia annotations for contextualized vocabulary learning: From working adults' perspective

**RuoFei Zhang, Di Zou, Haoran Xie**
The Education University of Hong Kong, Hong Kong S.A.R. (China)

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4:30pm - 6:00pm
Central Building 507

**PA39: International Perspectives on Math, Science and Didactic Research**
Session Chair: Marina Armenovna Tsatrian, National Research University Higher School of Economics

The impact of Thai culture on beliefs about teaching and learning science

**Witchayada Nawanidbumrung¹, Sara Samiphak²**
¹Science Education, Department of Curriculum and Instruction, Faculty of Education, Chulalongkorn University, Thailand; ²Department of Curriculum and Instruction, Faculty of Education, Chulalongkorn University, Thailand

Development of a notion of limit as proximity from discourse analysis in secondary-school function classes

**Kenji Shigeno**
The University of Tokyo / The University of Tokyo Polytechnic, Japan

Teaching Accounting threshold Concepts

**Sithembele Ndovela**
University of KwaZulu-Natal, South Africa

Computational Thinking Worldwide: Bridging Inequalities in Curricular Approaches of
Implementing Computational Thinking by Measuring Students’ Computational Thinking Literacy in IEA-ICILS 2018

Amelie Labusch, Birgit Eickelmann, Kerstin Drossel
Paderborn University, Germany

4:30pm - 6:00pm
Central Building 508

PA40: Global Perspectives on Partnerships and Collaboration in Higher Education
Session Chair: Min Hsuan Chen, Claremont Evaluation Center

Experiential Edventure in Higher Education: Learning beyond the Classroom in an Intercultural Context
Soon Fen Wong, Kankana Mukhopadhyay, Benson Meng Suan Leom, Shi Yun Lau, Hui Ying Tan
National University of Singapore, Singapore

An inclusive, ethical and sustainable framework for engaging in community-university research partnerships
Lesley Wood¹, Deidre Geduld²
¹North-West University, South Africa; ²Nelson Mandela University, South Africa

Collaboration in Different Cultural Contexts: Analysis of PISA 2015 Collaborative Problem Solving with student attitudes toward collaboration
Kazuaki Iwabuchi
Teachers College, Columbia University, United States of America

Collaborative Research-Practice-Policy Partnerships for Educational Improvement Across National Contexts: Insights, Opportunities and Challenges from Singapore and Israel
Dennis Kunck¹, Hwei-Ming Wong¹, Adam Lefstein²
¹National Institute of Education - Nanyang Technological University, Singapore; ²Ben-Gurion University of the Negev, Israel

4:30pm - 6:00pm
North Building No.1 Room 402

PA41: International Research about Studying Abroad
Session Chair: Dania El Chaar, University of Calgary

From hedgehog to sea urchin: international engagement parameters and the Chilean university student
Pete Leihy¹, Gonzalo Zapata¹, José Salazar²
¹Pontificia Universidad Católica de Chile, Chile; ²Universidad de Valparaíso, Chile

Student choice and experience in a joint 2+2 program between an Australian and a Chinese university
Josephine Ng, Berenice Nyland
RMIT University, Australia

Toward building the learning condition for education abroad: honesty, ignorance, and courage
Naomi Kagawa¹, David Wong²
¹Shimane University, Japan; ²Michigan State University

Who can study abroad on government funding? – Analysis through Bourdieu’s Concept of Capital
Yun-shiuan (Viola) Chen
National Academy for Educational Research, Taiwan, Taiwan

4:30pm - 6:00pm
North Building No.1 Room 403

PA42: Research on Parental Involvement Worldwide
Session Chair: Dr. Andriele Ferreira Muri Leite, Federal University of Rondonia

Impact of parenting styles and academic achievement in the high school years on
psychosocial adjustment among adolescents and young adults

Feliciano Henriques Veiga1, Carlota Mora Veiga2, Oscar F. Garcia3, Emilia Serra3
1Universidade de Lisboa, Instituto de Educação, Portugal; 2ISCTE-IUL; 3University of Valencia, Spain

Parental Involvement in Elementary Education in Developing Countries: The Case of Nagaland, India

Mio Morimoto
Waseda University, Japan

The associations between engaging teaching, motivation, socio-economic status and Year 4 science achievement: evidence from TIMSS 2015

Yu Chen1, Winnie Wing Mui So2
1Department of Science and Environmental Studies, The Education University of Hong Kong, Hong Kong SAR, 2Centre of Education for Environmental Sustainability, The Education University of Hong Kong, Hong Kong SAR

4:30pm - 6:00pm
North Building No.1 Room 404

PA43: Imagining Values in Educational Psychology Worldwide
Session Chair: Dr. Seyithan Demirdag, Zonguldak Bulent Ecevit University

Investigating Equity Practices and Teaching for Global Readiness in a K-12 School District

Jamie Schlais Barnes
Virginia Commonwealth University

Relations of values to academic motivation: Comparison between middle/high school students and college students

Yonghan Park, Eunye Kim, Sooyeon Han, Moonjeong Oh
Chungnam National University, Korea, Republic of (South Korea)

Examining Connections of Teacher Interpersonal Behaviour, Student Motivation and Competency Level

Zainun Misbah1, Judith Gulikers2, Martin Mulder2
1Ministry of Education and Culture, Indonesia, Indonesia; 2Wageningen University and Research

Implementing Digital Storytelling in an Elementary Science Imagination and Creativity Workshop

Ying-Tze Chen1, Hsiao-Chi Ho2, Ying-Yao Cheng1, Min-Ju Liu1
1National Sun Yat-sen University, Taiwan; 2Providence University, Taiwan

4:30pm - 6:00pm
North Building No.1 Room 405

PA44: Global Perspectives on Social Learning
Session Chair: Dr. Michelle Froyer, University of Vienna

Translocal Learning Approach for Fostering Sustainability Transition

Shogo Kudo1, Doreen Allasiw1, Kanako Matsuyama2, Melissa Hansen3
1The University of Tokyo; 2University of London; 3University of the Free State

Consumer goods and material culture at primary school age: An ethnographic study on practices and orienting knowledge of children as consumers in Germany

Sebastian Schinkel
University of Duisburg-Essen, Germany

The ‘Merli’ effect: political socialisation of critical citizens

Camila Carvallo
Université Catholique de Louvain, Belgium

A case study of a school in the periphery implementing ICT: from traditional teacher to innovative teacher
**4:30pm - 6:00pm**

**North Building No.1 Room 406**

**PA45: Narratives and Action in Education Research Worldwide**

*Session Chair: Dr. Kay Traille, Kennesaw State University*

**What is good action research?: A meta-analytical study on the validity of educational action research in Japan**

Noriyuki Inoue, Miyako Iida
Waseda University, Japan

**A New Literacy Coach and two Early Career English Language Arts Teacher Learn Together: A Narrative Inquiry**

Christiana Cobb Succar
University of South Florida, United States of America

**Exploring the Meanings Educators in Nine Countries Made from Studying their Teaching Practices: A Metasynthesis of Self-Study Literature**

Christi Edge¹, Elsie Olan²
¹Northern Michigan University, United States of America; ²University of Central Florida, United States of America

**An examination of the construction of PLC (Professional Learning Community) : A Japanese Case Study**

Orie Sasaki, Shinji Fukuhata
University of Tokyo, Japan

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**4:30pm - 6:00pm**

**Central Building 301**

**SY08: Higher Education in an Ageing Society: Perspective from Japan and East Asia (JAHER)**

Higher Education in an Ageing Society: Perspective from Japan and East Asia

*Chair(s): Machi Sato (Hiroshima University, Japan)*

*Discussants(s): Akiyoshi Yonezawa (Tohoku University)*

Presentations of the Symposium

Higher Education Participation Under the Population Decline in Japan

Yasuho Hozawa
National Institute for Educational Policy Research of Japan

Transformation of Undergraduate Education in East Asia

Hirotaka Nanbu¹, Yusuke Nakajima²
¹Kyoto University, ²Osaka Ohtani University

Japanese Universities and the Transition to Work under Ageing

Yukie Horii¹, Yuri Nakajima²
¹The Japan Institute for Labor Policies and Training, ²Nagasaki University

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**4:30pm - 6:00pm**

**Central Building 401**

**SY09: Feeling Safe in K-12 Schools: Trends, Challenges and Opportunities Around the World**

Feeling Safe in K-12 Schools: Trends, Challenges and Opportunities Around the World

*Chair(s): Jonathan Cohen (Columbia University, United States of America)*

*Discussant(s): grace skrzypiec (Flinders University)*

Presentations of the Symposium

The Israel Model: A Centralized National and Local System Designed to Achieve Optimal School Climate Driven by Monitoring on Multiple Levels

Sanjay Nanwani
Universidad de Los Andes

International Trends - Understanding and Addressing Mean, Bullying and/or Hateful
Behaviors: Japan
Mitsura Takia
Japanese Educational Ministry
Creating Safe, Supportive and Engaging K-12 Schools in the United States: Trends, Challenges and Future Directions
Jonathan Cohen
Teachers College, Columbia Univ

4:30pm - 6:00pm  SY10: Exploring the variations of Lesson Study within and across contexts: The experience of Japan, UK and Singapore
Central Building 402

Exploring the variations of Lesson Study within and across contexts: The experience of Japan, UK and Singapore
Chair(s): Kiyomi Akita (University of Tokyo, Japan)
Discussant(s): Andy Hargreaves (Boston College, US)

Presentations of the Symposium
Lesson Study as a core of “School as Learning Community”: Variations of policy and practice in Japan in comparison with other Asian countries.
Manabu Sato
Gakusyuin, Japan

The evolution of Research Lesson Study in the UK and its contribution to learning, curriculum and community at classroom, school and system levels.
Pete Dudley
University of Cambridge, UK

Going deeper into Lesson Study: Perspectives from Singapore
Christine Lee
National Institute of Education, Singapore

4:30pm - 6:00pm  SY11: ‘Good’ Pedagogical Practices in ECEC – a Multi-Level Perspective on Current Debates, Discourse and Practice in Chile, Finland and Germany
Central Building 403

‘Good’ Pedagogical Practices in ECEC – a Multi-Level Perspective on Current Debates, Discourse and Practice in Chile, Finland and Germany
Chair(s): Stefanie Bischoff (Johannes Gutenberg-University Mainz, Germany), Nicoletta Eunicke (Johannes Gutenberg-University Mainz, Mainz, Germany)
Discussant(s): Frederick De Moll (Goethe-University Frankfurt, Germany)

Presentations of the Symposium
What is a ‘Good’ Early Childhood Educator in Chile?
Maria Viviani
Universidad de los Andes, Santiago, Chile

Disenchancing Parent-Teacher Partnerships? An Analysis of Pedagogic Journals and ECEC Educators’ Perspectives in Germany
Nicoletta Eunicke1, Stefanie Bischoff2
1Johannes Gutenberg-University Mainz, Germany, 2Johannes Gutenberg-Universität Mainz, Germany

‘Good’ Practices in Finnish Early Childhood Education and Care
Mari Vuorisalo
University of Jyväskylä, Finland

4:30pm - 6:00pm  SY12: Changing approaches to teacher education: a comparative analysis
Central Building 404

Changing approaches to teacher education: a comparative analysis
Chair(s): Ian Menter (University of Oxford, United Kingdom)
Discussant(s): Gerald Letendre (Pennsylvania State University)

Presentations of the Symposium
Reforming teacher education in England
Ian Menter
Reforming teacher education in Russia
Roza Valeeva, Ilshat Gafurov, Aydar Kalimullin
Kazan Federal University

Reforming teacher education in Italy
Monica Minicu
University of Torino

A cross-country analysis of teacher education reform in England, Italy and Russia
Ian Menter¹, Roza Valeeva², Aydar Kalimullin²
¹University of Oxford, ²Kazan Federal University