



**WERA FOCAL MEETING
WERA PRE-CONFERENCE WORKSHOPS
SUNDAY, 4 AUGUST 2019**

1. Title: Learning to Design and Implement Education Interventions

- *Course Co-directors:* Barbara Schneider (Michigan State University, USA), Katariina Salmela-Aro (University of Helsinki, Finland) and Stephan Vincent-Lancrin (Organisation for Economic Co-operation and Development)
- *Time:* 8:30-12:30
- *Costs:* USD 50\$
- *Description:* Increasingly countries are interested in implementing reforms that enhance academic, social and emotional learning. The purpose of this workshop is to help researchers create intervention designs and evaluation strategies. Researchers will be given examples of logic models and evaluation designs and opportunities to create their own programs and receive feedback from researchers who have led innovative international interventions. The workshop co-directors, Katariina Salmela-Aro, Professor University of Helsinki; Stéphan Vincent-Lancrin, Senior Analyst OECD; and Barbara Schneider, Professor Michigan State University. All of these workshop leaders are currently directing international evaluation efforts. One of the key features of this workshop will be an emphasis on highlighting the challenges and benefits in conducting international rigorous evaluations of how to enhance, support, and sustain learning outcomes that are hard to measure, such as creativity, critical thinking, curiosity, and other social and emotional concepts fundamental to learning. The workshop will allow participants to discuss and learn about:
 - different types of experimental and quasi-experimental designs, their strengths and limitations;
 - how to adapt those designs to real-life constraints;
 - theoretical models linking social and emotional learning and other types of learning;
 - two specific projects currently in-progress at OECD and the US and Finland;
 - how to create your own projects and receive critique

We are encouraging researchers and policy makers from different countries to come to this meeting. Teams are welcome to participate including WERA governing participants.

- *Directors introduction:*



Barbara Schneider is the John A. Hannah Chair University Distinguished Professor in the College of Education and Department of Sociology at Michigan State University. She has used a sociological lens to understand societal conditions and interpersonal interactions that create norms and values that enhance human and social capital for the past thirty years. Her research focuses on how the social contexts of schools and families influence the academic and social well-being of adolescents as they move into adulthood. Barbara is the Principal Investigator on the College Ambition Program—a model that encourages low income and minority adolescents to pursue science, technology, mathematics, and engineering (STEM) majors in college and occupations in these fields. Recently, she was awarded the National Science Foundation’s first-ever Partnerships for International Research and Education (PIRE) award with The University of Helsinki also funded by the Academy of Finland. This project is designed to enhance adolescent engagement in secondary school science classrooms in Michigan and Helsinki secondary school science classes. Dr. Schneider’s focus is to enhance secondary science teachers’ skills in promoting engagement in classroom activities that yield what she calls ‘optimal learning moments.’ Rather than thinking about engagement as a “general trend,” optimal learning moments conceptualize engagement as “a behavioral activity that is temporal in quality. In an optimal learning moment, students are fully engaged in a learning task: they are interested in the task,

possess a relevant skill set to engage in the task, and are aroused by an appropriate level of challenge. This definition builds on Csikszentmihalyi's idea of 'flow' and Dweck's concept of 'growth mindset': students lose track of time and experience satisfaction from wrestling with developmentally appropriate challenges. She hypothesizes that optimal learning moments can motivate students to seek similar experiences in the future and thus can lead to sustained interest in science and positive science outcomes. But carefully regulating learning experiences for this ideal mix of interest, skill, and challenge is not a skill in which many science educators are expert (although it is likely to become key to the successful roll out of the Next Generation of Science Standards). Barbara is collaborating with educators and researchers in Michigan and Finland to design real-time measures of this type of engagement using mobile devices (as compared to traditional, retrospective survey questionnaires asking students to report on more general engagement) and to learn how science educators can better foster optimal learning moments. A key component of this work is exploring the classroom messages and instructional tasks in classrooms that have discouraged women, underrepresented minorities, and individuals with special needs from pursuing careers in STEM fields. Professor Schneider has published 15 books and over 100 refereed journal articles that focus on the family, social context of schooling, and sociology of knowledge. She received her Ph.D. from Northwestern University. She is the past President of the American Educational Research Association, a fellow of the American Association for the Advancement of Science, and a fellow in the National Academy of Education. She recently was awarded a honorary degree from the University of Helsinki and elected into Finland's Academy of Science and Letters.

Katariina Salmela-Aro Professor of Educational sciences and Psychology, University of Helsinki, Finland. Visiting Professor in the Institute of Education in University College London and School of Education in Michigan State University and School of Education, University of California Irvine. She was a post-doc in the Max-Planck Institute in Berlin. She is the President of the European Association for Developmental Psychology, and previous Secretary General (first female) International Society for the Study of Behavioral Development (ISSBD) and expert in OECD Education2030. She is director of several ongoing longitudinal studies among young people: FinEdu, PIRE, LEAD, Gaps. Her key themes are school engagement, burnout, optimal learning moments, life-span model of motivation and related interventions. She is the Founding member Pathways International Interdisciplinary Post-doctoral fellowship program, Member of Academy of Finland Strategic Funding Council. She is Consulting Editor Developmental Psychology (APA), and Associate Editor in the European Psychologist journal. She has published over 250 papers and chapters (google scholar h-index 57) and received several national/international, 10 large-scale grants from Academy of Finland and grant from the National Science Foundation research grant, and EU Coordinator Marie Curie post-doc grant. She is a member of the large-scale EU granted EuroCohort aiming to development of a Europe wide longitudinal survey of child and youth well-being.



Stéphan Vincent-Lancrin, Ph.D, is a Senior Analyst, Project Leader and Deputy Head of Division at the Organisation for Economic Co-operation and Development (Directorate for Education and Skills). He works for the OECD Centre for Education Research and Innovation (CERI) and leads its work on innovation in education and education for innovation. Stéphan's work covers all levels of education, but he has worked and published extensively on higher education, notably on cross-border higher education, on the future of higher education and, most recently, on "open higher education". In addition to many articles and book chapters, he has co-authored and edited many OECD reports such as Ensuring Quality in Cross-Border Higher Education (2015), Measuring Innovation in Education: A New Perspective (2014), Art for Art's Sake. The impact of arts education (2014), Review of the Italian Strategy for Digital Schools (2013), Sparking Innovation in STEM education through Technology and Collaboration (2013). Stéphan holds a PhD in economics, a master's in philosophy and a grande école diploma in business administration. Before joining the OECD, he has worked as lecturer and researcher in economics at the University of Paris-Nanterre and the London School of Economics. He is a Marie Curie Fellow and a 2007 Fulbright New Century Scholar.

2. Title: Successful Academic Publishing: A Global Perspective

- *Course Co-Directors:* Patricia Alexander (University of Maryland, USA) and Felice J. Levine (Executive Director: American Educational Research Association)
- *Time:* 13:00-17:00
- *Costs:* USD 50\$
- *Description:* Internationally, the ability of early career faculty and graduate students to demonstrate productivity through their scholarly publications remains a hallmark of academic success. Nonetheless, scholarly writing and publication are challenges for many faculty and graduate students who are still new to the process and, thus, in need of mentoring and support in this area. Professional associations like the World Educational Research Association can be of great help to these emerging scholars, or to those who mentor them, by providing them with the tools required to publish in quality academic outlets, such as journals, edited volumes, or conference proceedings. Specifically, this workshop delves into the foundations of successful publishing: formulating critical questions; conducting a study; organizing a manuscript; collaborating with others; and publishing research findings. The workshop will also consider what constitutes “quality” in quantitative, qualitative, and mixed method research. The preparation of review articles will also be addressed. Along with these significant and broad topics, there will be discussion of ethics, open science, research transparency, and the social-cultural responsibilities of publication. Thus, it is the purpose of this workshop to offer mentoring and support to emerging scholars who wish to learn more about academic writing and what is required to experience success in publication.
- *Co-Directors introduction:* **Patricia Alexander** is the Jean Mullan Professor of Literacy and Distinguished Scholar-Teacher in the Department of Human Development and Quantitative Methodology at the University of Maryland and affiliated faculty at the University of Auckland, New Zealand. She has been a visiting scholar in over 10 countries including Australia, Singapore, the Netherlands, Italy, Israel, and Norway. The author of over 200 publications, she currently serves as the senior editor of Contemporary Educational Psychology, was past editor of Instructional Science and Associate Editor of American Educational Research Journal-Teaching, Learning, and Human Development, and presently serves on over 10 national and international editorial boards including those for Learning and Instruction and the Journal of Educational Psychology.



Felice J. Levine is immediate past President of WERA and Executive Director of the American Educational Research Association (AERA). She is also co-editor of the WERA book series on Global Perspectives on Education Research. Levine’s work focuses on research and science policy issues, research ethics, data access and sharing, use of big data, the scientific and academic workforce, and higher education. She serves on the Board of Databrary, a data repository for video and video-related data related to human development and learning. She is currently collaborating with Stéphan Vincent-Lancrin on Model Guidelines for Promoting the Research Use of Administrative Data, a joint project of AERA and the Organisation for Economic Co-operation and Development (OECD)