

July 1-3
2020

SANTIAGO DE COMPOSTELA - Galicia - Spain
2020 WERA Focal Meeting
Networking Education: Diverse Realities, Common Horizons
FINAL SUBMISSION DEADLINE: 18 February 2020, 23:59 SPANISH TIME

Paper, poster and symposia submissions must be submitted through the online portal on the WERA-SEP 2020 conference website at: www.wera-compostela.com

Pre-conference workshops will take place on: **30 June 2020**
For further information email: wera@aera.net

**WERA PRE-CONFERENCE WORKSHOPS
30 JUNE 2020**

| WORKSHOP COSTS | | | |
|------------------------|--|--------------------------------------|----------------------------|
| Workshop duration | Workshop name | Early bird special (Before 30 April) | Workshop cost (From 1 May) |
| 1 x Full day workshop | Working with IEA data (highlighting ICILS 2018) | 80€ | 120€ |
| 1 x Half-day workshop | Learning to Design and Implement Education Interventions | 50€ | 70€ |
| 1 x Half-day workshop | Successful Academic Publishing: A Global Perspective | 50€ | 70€ |
| 2 x Half-day workshops | Learning to Design and Implement Education Interventions AND Successful Academic Publishing: A Global Perspective | 80€ | 120€ |

1. 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:* 9:30-13:30
- *Costs:* 50€: *Early bird*; 70€ from 1 May 2020 (*Half-day workshop*)
- *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).

2. 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:* 14:00-18:00
- *Costs:* 50€: Early bird; 70€ from 1 May 2020 (half-day workshop)
- *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.

- *Co-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.

3. **Title: Working with IEA data (highlighting ICILS 2018)**

- *Course Co-directors:* Paulína Koršňáková (Senior Research and Liaison Advisor / IEA), Diego Cortes (Research Analyst – Statistician / IEA) and Sebastian Meyer (International Data Manager / IEA)
- *Time:* 09:30-18:00
- *Costs:* 80€: Early bird special; 120€ from 1 May 2020 (full-day workshop)
- *Description:* This will be a full-day workshop consisting of two consecutive sessions (of which one will take place in the morning, and one in the afternoon). IEA conducts high-quality, large-scale, international assessments to provide educators, policymakers and parents with insights into how students perform. In doing so IEA facilitates and relies on the work and theoretical advancements done by scholars and other researchers. Current IEA studies measure student achievement in subjects such as mathematics and science (TIMSS), reading (PIRLS), civic and citizenship education (ICCS), and computer and information literacy (ICILS). Data from IEA studies include measurements of student achievement, as well as background information from students, teachers, and contextual information collected from additional stakeholder groups across the educational systems. These data are available for multiple grades and subject matters, as well as some cross-curricular areas, for more than 100 countries. They are open access, allow for trend measurement, and contain contextual information and micro-level data. In addition, IEA data are recognised by UNESCO as a useful source for monitoring progress toward the SDGs. This workshop offers a brief overview of IEA's resources and support for researchers, including free software tools, online tutorials and expert advice. In particular, participants will work with the IEA's IDB-Analyzer software, using newly-released data from the IEA's International Computer and Information Literacy Study (ICILS) 2018. The workshop will empower researchers to explore the data available and to use tools to apply the data to their own research interests. ICILS 2018 addressed a critical question: how well are students prepared for study, work, and life in a digital world? ICILS 2018 data reveal insights into

students' computer and information literacy skills, students' and teachers' attitudes to using technology and background factors that influence both achievement and attitudes. This workshop will highlight key considerations (e.g. assessment and sampling design) for working with ICILS data, with learning points that apply to many large-scale assessments. Participants will also be introduced to working with the IEA's IDB-Analyzer, with a special emphasis on the software's merging capabilities, as well as how to calculate percentage, means and benchmarks. We will conclude with a discussion of some of the more advanced software applications. The workshop will be interactive allowing time for discussion and practical, hands-on exercises. Participants are encouraged to engage with the content and to use this valuable opportunity to learn how to work with large-scale assessment data. **Requirements:** Participants are expected to have a basic understanding of descriptive and inferential statistical analysis. Versions of the IEA IDB Analyzer software for the hands-on exercises will be distributed to the participants. A version of MS Excel, MS Word, and Adobe Acrobat PDF Reader will also be needed. Finally, during the workshop, participants should have access to SAS or SPSS in their computer to use the IEA IDB Analyzer.

- *Co-directors introduction:*

Paulína Koršňáková (Senior Research and Liaison Advisor / IEA), is a Senior Research and Liaison Adviser for IEA. She is responsible for supporting and developing existing memberships and institutional partnerships within IEA's mission of researching education to improve learning. Her expertise includes educational research, instrument and procedural development, feasibility studies, program evaluation, policy analysis, capacity building, stakeholder engagement, interpretation and dissemination of results. The first



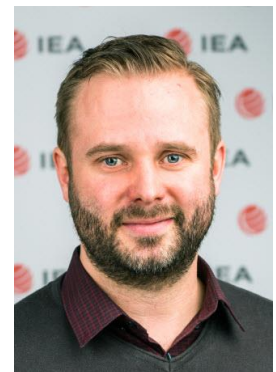
IEA study overseen by Paulína was an innovative ICILS (International Computer and Information Literacy Study) 2013. This study required the development of new procedures to facilitate its e-assessment delivery and also pioneered new ways of communicating research findings. Prior to joining IEA in 2010, she worked as a teacher and researcher leading implementation and reporting for various national and international large-scale assessments at a national level in the Slovak Republic. Throughout her career, she has gained a broad knowledge of educational practice, policy and research at the international level. As a former teacher of biology and mathematics, University lecturer for international students, and Department and Unit Head at a national research institute, she has developed a keen understanding of the importance of making educational research accessible and relevant, recognizing the value of including input from all educational stakeholders. Paulína has published over 50 texts in the Slovak language. These include methodical guides for biology teachers, academic articles, research papers based on secondary analyses of large-scale assessment data in relation to teaching science and mathematics, attainment in these subjects and the underlying factors, as well as thematic and national reports. Her English-language publications document her involvement in study implementation at the international level including publications from OECD's TALIS 2013, IEA's ICILS 2013, and IEA's TIMSS 2015 studies. Her international publications also include blogs and articles arising from her passion for teaching science, particularly biology, the impact of wider contextual factors on students' academic achievement, and stakeholder engagement in education. Paulína represents Slovakia on the European Educational Research Association (EERA) Council. [Paula on LinkedIn](#), [@Paula IEA](#)



Diego Cortes (Research Analyst – Statistician / IEA) is a statistician at the IEA and has extensive experience in all tasks related to sampling and variance estimation in large-scale assessment in education. His academic background is in applied microeconometrics in the field of economics of education and he is engaged in quantitative research using educational surveys. His research interests lie primarily in the area of survey methodology from both, a survey practitioner as well as from a research analyst perspective. Diego's experience with ICILS goes back to its first cycle in 2013, in which he was part of the Joint Management Committee.

He was actively involved in all sampling related tasks of the study: school and student sampling, weighting, and variance estimation. Moreover, he is currently working on a research project that explores the impact of computer and information literacy on later educational outcomes using data from ICILS 2013 in Chile. Finally, Diego finds teaching a very rewarding experience. He has taught courses in applied microeconometrics at the University of Mainz and has delivered several workshops in English and Spanish for the IEA.

Sebastian Meyer (International Data Manager / IEA) is an International Data Manager at the IEA, working across a wide range of studies, including leading all data management aspects of the International Computer and Information Literacy Study (ICILS). His work also includes consulting and training activities related to survey design, implementation, evaluation and research. He serves on the ICILS Joint Management Committee, has contributed to several ICILS related publications and presented key findings of ICILS 2018 on several occasions. Sebastian also oversees several capacity building and research



projects, focusing on survey operations procedures and data management. For example, he is part of the IEA's Rosetta Stone, a research project, which aims to link regional study results (such as ERCE in Latin America and PASEC in Africa) to IEA's TIMSS and PIRLS scales. Facilitating this link will enable participating countries to report their progress on meeting the UN's Sustainable Development Goal 4 targets. Sebastian has also worked on the IEA's Literacy and Numeracy Assessment, a new tool designed to evaluate student's achievement in countries that are unable to participate in TIMSS and PIRLS.