

## International approaches toward leveraging education research in a post-truth era

International Session at the 2019 AERA Annual Meeting

**Theme: Leveraging Education Research in a “Post-Truth” Era: Multimodal Narratives to Democratize Evidence**

*Sat., April 6, 2018, 8:00am - 10:30am*

*The Westin Harbour Castle, Harbour Salon A  
1 Harbour Square, Toronto, ON M5J 1A6*

### 8:00 – 9:00 Breakfast Talk

**Welcome:** Annika Wilmers (DIPF, Frankfurt) and Gustavo Fischman (Arizona State University; Chair of the International Relations Committee/AERA)

**Chair:** David Miller (AIR American Institutes for Research)

**Science under pressure: How can education contribute to an open-minded and informed citizenry?**

**Speakers:**

- *Dorothe Kienhues (University of Münster)*
- *William Sandoval (University of California, Los Angeles)*

### 9:00 – 10:30 Six Parallel Roundtables

#### **Table 1 The good, the bad, and the ugly: School leadership in schools under challenging circumstances**

**Chair:** Stefan Brauckmann, Petros Pashiardis, Tobias Feldhoff

- **Introduction to the topic: School leadership in schools under challenging circumstances**  
*Stefan Brauckmann (University of Klagenfurt), Petros Pashiardis (Open University of Cyprus), Tobias Feldhoff (University of Mainz)*
- **The basic competencies-programme for schools in challenging circumstances in Austria: Recontextualizing an ‘evidence-based’ improvement strategy**  
*Herbert Altrichter and David Kemethofer (Johannes Kepler University Linz), Katharina Soukup-Altrichter (University of Education Upper Austria), Stefan Brauckmann (Alpen-Adria University Klagenfurt)*
- **Leadership and school improvement in high need schools in Texas, USA**  
*Elizabeth Murakami (University of North Texas), W. Sean Kearney (Texas A&M University at San Antonio)*
- **What does it take to put high quality inclusion into work from a school leader’s perspective? Evidence from a small scale study in North-Rhine-Westphalia**  
*Dana Tegge (Humboldt-Universität Berlin), Stefan Brauckmann*

- **How schools face their challenges – organizational learning at schools in socially deprived areas in Germany**  
*Susanne Boese, Theresè Gesswein, Marko Neumann and Kai Maaz (DIPF Berlin)*
- Participants: Jonathan Supovitz (University of Pennsylvania)  
Michelle D. Young (University of Virginia)  
Ellen Goldring (Vanderbilt University)*

**Table 2 Migration, refugees, and public education: Policy perspectives on immigrant and refugee youth education**

Chair: Lisa Damaschke-Deitrick (Lehigh University)

- **The educational response to Syrian displacement: A professionalizing field in a politicized environment**  
*Elizabeth Buckner and Mozyah Nofal (OISE, University of Toronto)*
- **Claims-making in the context of the “refugee crisis” – a German-Canadian comparison at a local scale**  
*Verena Schmid (University of Heidelberg), Elke Winter and Anke Patzelt (University of Ottawa)*
- **Dead end schools? Refugee teenagers and school segregation in Germany**  
*Simon Morris-Lange (Expert Council of German Foundations on Integration and Migration)*
- **Emergency education in protracted displacement: pitfalls, contradictions and opportunities for shifting the lens**  
*Maha Shuayb (Director of Centre for Lebanese Studies, Lebanese American University, Chouran, Beirut, Lebanon), Cathrine Brun (Norwegian University of Science and Technology)*

Handout: **Studies on the acculturation of young refugees in the educational domain: Methodological gaps**  
*Steffen Pötzschke and Débora Maehler (GESIS), Howard Ramos (Dalhousie University), Paul Pritchard (University of Toronto)*

**Table 3 Migration, refugees, and public education: The role of language in immigrant and refugee educational experiences**

Chair: Alexander Wiseman (Texas Tech University)

- **Language and literacy development of Syrian refugee children and youth**  
*Redab al Janaideh and Xi Becky Chen (OISE/University of Toronto)*
- **Language competencies of young refugees in Germany**  
*Anike Dröscher, Christoph Homuth, Jutta von Maurice (Leibniz Institute for Educational Trajectories - LfBi)*
- **Specific needs in literacy and language learning of Syrian refugee students in Germany and Canada: a follow-up study**  
*Katrin Lindner (Ludwig-Maximilians-Universität), Abir Shamin and Xi Becky Chen (OISE/University of Toronto)*
- **Refugee experiences in higher education: Female perspectives from Egypt**  
*Ericka Galegher (Lehigh University)*

- **Supporting families with refugee background. A systemic analysis of family education programs: Welcome with IMPULS, Hippy and Opstapje.**  
*Annette Korntheuer (City of Munich)*

Handout: “Network for research cooperation between Canada and Germany on the integration of refugees”

*Karin Zimmer (University of Vechta), Nicola Mühlhäußer (DIPF, Frankfurt), Xi Becky Chen (OISE/University of Toronto)*

**Table 4 School development processes (in the context of evidence-based school reforms and evaluation) from an international perspective**

Chair: Barbara Muslic

- **Data-based school development processes as the basis of a long-term reorganization of individual schools**  
*Barbara Muslic (Freie Universität Berlin), Viola Hartung-Beck and Anne Gisske (University of Applied Sciences and Arts Dortmund and University of Wuppertal)*
- **Intermediaries as improvement catalysts: The edutopia case**  
*Joel Malin (Miami University)*
- **The role of coherence for school development in disadvantaged areas**  
*Nina Bremm (University of Duisburg-Essen)*
- **Leaders collaborating across schools on development of teachers PLC and data use**  
*Lise Vikan Sandvik and Anne Berit Emstad (Norwegian University of Science and Technology)*
- **Measuring impact intelligently: a case study from Ontario Canada**  
*Chris Brown (University of Portsmouth)*

Participants: *Dominique Klein (University of Duisburg-Essen)*

**Table 5 The role of education in a time of misinformation: Providing foundations for open and tolerant societies**

Chair: Dorothe Kienhues (University of Muenster), Bill Sandoval (University of California, Los Angeles)

- **New Curricula for a “Post-Truth” World**  
*Clark Chinn (Rutgers University)*
- **Epistemic trust as part of critically reasoning about scientific (mis)information.**  
*Friederike Hendriks (University of Muenster)*
- **The potential pitfalls of simplified science communication – and how to avoid them**  
*Lisa Scharrer (Ruhr-Universität Bochum)*
- **Misinformation in education (WT)**  
*Megan Bang (Northwestern University)*

*Participants:*

- *Sarit Barzilai (University of Haifa)*
- *K.C. Busch (NC State University)*
- *Heather Clark (University of California Los Angeles)*
- *Doug Lombardi (Temple University)*
- *Sarah McGrew (Stanford University)*
- *Nina Vaupotič (University of Muenster)*

**Table 6: Democratic values in education**

Chair: Norm Friesen (Boise State University), Rose Ylimaki (University of South Carolina)

- **Returning to roots: Education and democratic values in Northern Europe and North America**

*Discussion Group:*

- *Daniel Castner (Indiana University)*
- *Sieglinde Jornitz (DIPF, Frankfurt)*
- *Todd Price (National Louis University)*
- *Bernhard Hemetsberger (University of Vienna)*