

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, 2019, 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

Chairs: Stefan Brauckmann, Petros Pashiardis and Tobias Feldhoff

- **Introduction to the topic: School leadership in schools under challenging circumstances**
Stefan Brauckmann (University of Klagenfurt), Petros Pashiardis (Open University of Cyprus) and 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) and Stefan Brauckmann (Alpen-Adria University Klagenfurt)
- **Leadership and school improvement in high need schools in Texas, USA**
Elizabeth Murakami (University of North Texas) and W. Sean Kearney (Texas A&M University 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)*
- *Ellen Goldring (Vanderbilt University)*
- *Michelle D. Young (University of Virginia)*

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 Mozynah 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) and 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) and 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 and Jutta von Maurice (Leibniz Institute for Educational Trajectories - IfBi)
- **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) and 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
	<ul style="list-style-type: none"> • Data-based school development processes as the basis of a long-term reorganization of individual schools <i>Barbara Muslic (Freie Universität Berlin), Viola Hartung-Beck and Anne Gisske (University of Applied Sciences and Arts Dortmund and University of Wuppertal)</i> • Intermediaries as improvement catalysts: The Edutopia case <i>Joel Malin (Miami University)</i> • The role of coherence for school development in disadvantaged areas <i>Nina Bremm (University of Duisburg-Essen)</i> • Leaders collaborating across schools on development of teachers PLC and data use <i>Lise Vikan Sandvik and Anne Berit Emstad (Norwegian University of Science and Technology)</i> • Measuring impact intelligently: A case study from Ontario Canada <i>Chris Brown (University of Portsmouth)</i> <p><i>Participants:</i></p> <ul style="list-style-type: none"> • <i>Dominique Klein (University of Duisburg-Essen)</i>

Table 5	The role of education in a time of misinformation: Providing foundations for open and tolerant societies
Chairs:	Dorothe Kienhues (University of Muenster) and Bill Sandoval (University of California, Los Angeles)
	<ul style="list-style-type: none"> • New curricula for a “post-truth” World <i>Clark Chinn (Rutgers University)</i> • Epistemic trust as part of critically reasoning about scientific (mis)information <i>Friederike Hendriks (University of Muenster)</i> • The potential pitfalls of simplified science communication – and how to avoid them <i>Lisa Scharrer (Ruhr-Universität Bochum)</i> • Misinformation in education (WT) <i>Megan Bang (Northwestern University)</i> <p><i>Participants:</i></p> <ul style="list-style-type: none"> • <i>Sarit Barzilai (University of Haifa)</i> • <i>K.C. Busch (NC State University)</i> • <i>Heather Clark (University of California Los Angeles)</i> • <i>Doug Lombardi (Temple University)</i> • <i>Sarah McGrew (Stanford University)</i> • <i>Nina Vaupotic (University of Muenster)</i>

Table 6:	Democratic values in education
Chairs:	Rose Ylimaki (University of South Carolina) and Norm Friesen (Boise State University)
	<ul style="list-style-type: none"> • Returning to roots: Education and democratic values in Northern Europe and North America <i>Rose Ylimaki and Norm Friesen</i> • Reconnecting and renewing. A language of education for pedagogy, curriculum, and leadership: A cross-national project <i>Rose Ylimaki and Norm Friesen</i> <p><i>Discussion Group:</i></p> <ul style="list-style-type: none"> • <i>Daniel Castner (Indiana University)</i> • <i>Sieglinde Jornitz (DIPF, Frankfurt)</i> • <i>Todd Price (National Louis University)</i> • <i>Bernhard Hemetsberger (University of Vienna)</i>

