International Approaches toward Leveraging Education Research in a Post-Truth Era

International Session
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The Westin Harbour Castle

Leveraging Education Research in a „Post-Truth" Era: Multimodal Narratives to Democratize Evidence

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#AERA19

Preface

Welcome to our international session in Toronto and our seventh international event at the Annual Meeting of the American Educational Research Association!

This year, the conference theme focuses on "Leveraging Education Research in a 'Post-Truth' Era: Multimodal Narratives to Democratize Evidence" – a topic concerning the question of information quality and transfer as well as the role of education research in this process. Although the question of information quality and the way information is channeled and how it influences public opinion is not new, the topic has received increased attention with the rise of popular-oriented politics in recent years and with the ever changing new ways of communication. First of all our plenary session will deal with the question how education can contribute to an open-minded and informed citizenry. Dorothe Kienhues and William Sandoval are invited to present their views and will outline how education could foster a sound understanding of both the interpretational sovereignty and the limits of science. This topic will be further discussed at the roundtable entitled "The role of education in a time of misinformation: Providing foundations for open and tolerant societies".

The 5 remaining roundtables will also take up the main theme and examine it from various perspectives thus discussing international approaches toward leveraging education research in a post-truth era. Participants at the different tables will present research projects in the fields of school leadership in schools under challenging circumstances; migration, refugees, and public education and in particular the role of language in immigrant and refugee educational experiences, as well as policy perspectives on immigrant and refugee youth education; school development processes in the context of evidence-based school reforms and evaluation; and democratic values in education in Northern Europe and North America.

Our session aims at providing a forum for the exchange of ideas among educational researchers from various countries, examining national characteristics as well as identifying

overarching similarities. We are very grateful to all of you for your valuable contributions and for joining us in Toronto, you are turning this session into a lively exchange of ideas and a starting point for potential joint research activities! And we also wish to thank AERA for hosting our event and specifically the International Relations Committee of the AERA for supporting our international session.

Annika Wilmers, Sieglinde Jornitz and Ellen McKenney
International Cooperation in Education – ice
Frankfurt, April 2019

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Specific needs in literacy and language learning of Syrian refugee students in Germany and Canada: a follow-up study
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- ➢ *K.C. Busch (NC State University)*
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- ➢ *Doug Lombardi (Temple University)*
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Returning to roots: Education and democratic values in Northern Europe and North America
Rose Ylimaki and Norm Friesen

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Discussion Group:

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

Abstracts

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

William Sandoval and Dorothe Kienhues

Chair: David Miller

Nowadays, science is under pressure, as attempts to delegitimize the importance of science and of scientific evidence for responsible behaviors indicate. This is not only true for policy making (e.g. uninformed climate politics or unreasonable discussions about particulate emission caused by diesel cars or coal power stations). A defiance of the epistemic authority of science and/or replacement of scientific evidence by unsubstantiated scares can also be witnessed in everyday personal decisions, such as vaccination. In addition, we see an often deliberate spread of misleading or false science-related information, in which the internet plays a significant role. The sketched developments of our post-truth era especially challenge education on its promise to provide an open-minded, informed but critical citizenry.

In the two introductory talks, we will sketch examples of the challenges people face in interpreting and using science to navigate contested issues in our post-truth societies. We will then outline how education could foster a sound understanding of both the interpretational sovereignty and the limits of science, which we believe to be one cornerstone for an open-minded and informed citizenry.

William will briefly outline issues in the public discourse in the U.S. around climate change and climate action. A key issue is understanding the limits of individual action and the critical need for collective action. This understanding relies not just on knowing something about climate science, but developing skill in thinking critically about relations among science knowledge,

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politics and policy, and civic engagement. Community-based science education is sketched as an approach that might develop such relations.

Dorothe will sketch current survey data, including data from a German survey study she did with colleagues. From that, she will derive the role of epistemic trust and meaningful judgements about what to believe. She will outline the importance of knowledge about science, including an understanding of the practices of research scientists and argue that experiencing the discursive nature of science may lay the foundation for scientifically literate actions, as it conveys the negotiation and correction processes within science.

Table 1

The good, the bad and the ugly: School leadership under challenging circumstances

Chairs: Stefan Brauckmann, Petros Pashiardis and Tobias Feldhoff

> "The school was built in 1999 and had no electricity or running water on the school site. There were also no proper toilet facilities. The learners come from a very deprived socio-economic background and very poor homes. However, even against this background, the school has very high academic results when compared with similar schools in the area. Furthermore, the school is achieving in all areas (academic, athletics, fine arts). The school could be typified as a family school where the learners, teachers and parents have respect for each other, and there is good co-operation among all the role players. When one sees the school grounds with no electricity and other things that other schools have, one wonders why these students are so determined to learn and do good in their exams. When asked why might that be the case, a very representative response we received from one of the learners was, "If you look outside and see where and how we live you know the answer" (Pashiardis & Heystek, 2007).

The above case study description is not fake news. It reflects reality. Yet, how can it be separated and differentiated from fake news – and how can this reality somewhere in the world become our reality? How can we resolve this paradox, and even better, be convinced that it is possible that unfavorable teaching and learning conditions correlate with first-rate students' achievement? Students' high achievement coupled with the 'paradox' of operation, as is revealed from the description of the challenging background and the equally challenging contextual characteristics of students and school, deals with an «authentic» school improvement process. This is evident from the various school factors that do not copy any school improvement model from somewhere else as their educational

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policy loan. Rather, we are describing a framework as is being built in this particular school. Six broad areas seemed to be important: Instructional/pedagogical leadership; teaching and curriculum arrangements; school climate and ethos; extracurricular activities; school infrastructure and buildings; and problems that needed to be resolved (and were resolved).

Then, the following questions arise:

- Subject to what circumstances and traditional research approaches are these six broad areas better explored and then become more credible in order to be operationalized as factual policymaking and leveraging tools?

- Are case studies better suited to advance the policy agenda in education or are they perceived as fake news based on beliefs as opposed to facts?

- Are databased stories from and about school leaders in challenging circumstances and environments better suited?

- Then, why are governments and other policy-makers more inclined towards quantitative research as opposed to case study or action research approaches?

- Is the improved merger of such approaches into the mixed methods paradigm a more suitable response that is more convincing for policy-makers?

Answers to these questions will be explored in order to render the research community more influential in today's policymaking travesty. Across the world, the educational research community is increasingly becoming incapacitated to influence policymaking and we should ask ourselves why this is happening, and how we can overcome this situation. Thus, it is our belief that the data sets generated from both research paradigms should work in unison in order to provide powerful story-telling cases, which clearly demonstrate the impact that school leaders can have on student achievement, especially in schools under challenging circumstances.

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In this way, we may be able to resolve another paradox: Usually, qualitative approaches tell us about the heroic leading figure who transformed everybody and everything. Then, we look at the quantitative side, which tells us that there is no (or very little) leadership effect, and nothing good about bad leadership, as the good meshes with the bad and then becomes ugly. In essence, outliers which tell the story in one way or another get lost in means and averages reported in aggregated data. Moreover a case study that is generated from purposive sampling looks more at the villain in schools under challenging circumstances and wonders why this leader has become a villain and was not able to turn around the school, as the current leadership literature tells us. One reason probably is that research on school effectiveness and school improvement has a basic bias we cannot ignore: For many years, context was not included in the equation.

In 1994, Reynolds and his colleagues reviewed the international School Effectiveness literature and found that over 90% of the total studies carried out had taken place in just eight countries (Australia, Canada, Great Britain, Hong Kong, Norway, Taiwan, the Netherlands and the United States). This means that results are clearly biased and, as a consequence, probably not valid for different contexts (Murillo & Rincon, 2002). It therefore becomes evident that school effectiveness research seeks appropriate and reliable ways of measuring outcomes and school quality, and at the same time, school improvement aims at a systematic change of the school's internal conditions in order to achieve educational goals more effectively (Stoll and Mortimore, 1995). Neither of the approaches bring context to the forefront. Conversely, the increasing interest in school effectiveness and school improvement within challenging contextual boundaries does move school leadership to the forefront, see Pashiardis (1996). Educational mandates, communities, parents and legislators are thus increasingly interested in school leadership and all want greater

participation in the educational process (Pashiardis & Brauckmann, 2018; Pashiardis & Brauckmann & Kafa, 2018). Thus, some additional questions will need to be resolved at this leadership table at the German-American workshop, which paint a broader picture. These questions are recurrent within the workshop setting, as they seem to always surface, and yet, they have remained unresolved.

- Which concrete measures of implementation follow the governance measures newly stipulated by educational policy, targeting a sustainable change in the organization and function of schools?
- Which leadership styles, domains, behaviors, and actions seem to be particularly relevant and more effective in dealing with newly stipulated education policies?
- How can the apparent paradox of "leadership matters" be resolved, i.e. leadership being viewed as a key to successful schools and "context matters"?
- Why has research had such a limited impact on policies that define leader preparation and teaching and learning in our schools?
- How can leaders and leadership sustain their good results even in challenging circumstances?
- Can you transfer the spirit that exists in one school to another? Oftentimes, the opposite is true: People come to a school to see the spirit but they cannot just copy it.

In conclusion, it should be stressed that school leadership in challenging circumstances is not a "one-off quick-fix activity". Rather, it is a continuous process that needs determination from the people involved. Improvement in a school needs a person to ignite the flame. However, the flame will die if it does not spark more material and start a fire. Furthermore, leadership at all levels in the school community may ensure sustainable improvement in increasingly complex, dynamic and challenging environments.

The basic competencies-programme for schools in challenging circumstances in Austria: Recontextualizing an 'evidence-based' improvement strategy

Herbert Altrichter, David Kemethofer, Katharina Soukup-Altrichter and Stefan Brauckmann

The international comparative student assessment programmes (in particular, PISA 2000) have changed educational discourse and policy in the German speaking school systems of central Europe. The large-scale assessments demonstrated that the results were not up to the self-concept (which considered the educational provisions to be excellent and superior to those of most other developed countries) and to the relative wealth of these societies.

The Austrian authorities – similarly to the German ones – have reacted by establishing various elements of a policy of 'evidence-based governance and improvement'. Performance standards have been defined in clear and measurable competence terms (Klieme et al., 2003); nation-wide comparative testing of these competencies has been introduced and results are fed back to schools and authorities in order to dynamize circles of evaluations, feedback and improvement (Altrichter, & Gamsjäger, 2017). Still, the governance system has retained many features of a low-stake system as the evaluation results have not been used to tailor specific support interventions or sanctions for schools which feel out of the 'expectancy range' in their performance results. Research up to now indicates that many teachers are sceptical of these innovations, and more than that, find it difficult to make use of performance feedback for improving their teaching (Maier, & Kuper, 2012; Altrichter, Moosbrugger, & Zuber, 2016).

Obviously in a move to make better use of performance data and focus more clearly on improvement necessities, the

Austrian authorities started a new programme titled 'Securing Basic Competencies': Based on performance standard data 150 primary and non-academic secondary schools (out of the total number of 4352 schools in 2016/17; see Statistik Austria, 2018) have been identified as having a comparatively high number of low-performing students (value-added data; the number of schools subject to special treatment is to be increased to 500 during the next years). Their names are not officially published, but they will receive additional support by in-service training institutions and by so-called 'multi-professional teams' (consisting of a consultant for organisational development, of a professional development expert for subject-matter teaching methodology, and of a school psychologist). Because of this initiative, at least 50% of all selected schools are expected to significantly boost student performance (BMB, 2017, 1).

In the proposed paper we will outline the basic features of the 'Basic Competencies'-programme and reconstruct its 'programme theory' (Leeuw, 2003). Based on interview data, we will chart in a second step how the intentions and elements of this programme are interpreted, 'refined', and adjusted by the 'recontextualization processes' (Fend, 2006) taking place on various levels of the education system (central ministry, regional administration, local support persons, and school leaders) in the course of programme implementation. It is argued that four critical elements of 'evidence-based governance and improvement strategies' are crucial for understanding the features of the programme and the changes in the process of its implementation (Altrichter, 2019; Maritzen, 2018): comparatively high costs for establishing an infrastructure for 'evidence-based governance', contradictory attitudes towards teacher and leadership professionalism, irredeemable promises of rationality, and unclear and too simple concepts of application and use.

Leadership and school improvement in high need schools in Texas, USA

Elizabeth Murakami, W. Sean Kearney

This roundtable will explore the state of high-need schools in different settings and offer an example of how leadership and school improvement research is developed in areas where high performance principals provide lessons from their leadership with a focus on high poverty and high ethnically-diverse schools.

There are important factors in the observation of school principals bringing success in high-need schools in the USA. One of them is the unfilled vision from the No Child Left Behind Act of 2001 (NCLB). The expectation was that all students were to perform at their corresponding grade or "proficient level" by 2014. However, by 2015, the results showed that none of the states in the USA had gotten "all 100 percent of its students over the proficiency bar" (Klein, 2015, para. 7). In the USA, an increased awareness of the effects of poverty has motivated the country to examine changes in the way high-need public schools in Texas (Murakami, Kearney, Scott, & Alfaro, 2018), defined here as those found in poverty areas and with students underperforming according to accountability expectations. Moreover, in Texas, a high number of students are Latinx (Kearney, Herrington, & Aguilar, 2012; Murakami, Garza, & Merchant, 2012). Every school around the world is unique, and not every leadership strategy that works on one school will necessarily work on another school (Duke, 2006; Herman Dawson, Dee, Greene, Maynard, Redding, & Darwin, 2008). Nonetheless, some schools in need of improvement are led by outstanding school leaders. School leaders, whose schools are closing the achievement gap and experiencing high levels of academic success in high-need areas in Texas are observed here. This study examines the philosophies and practices of four

public school principals in south central Texas, considering Anderson's (2009) framework of advocacy leadership in the promotion and success of students in high-need schools. The research question asks: How do principals in high-need schools in Texas enhance the performance of teachers and students at the individual and organizational level?

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 and Stefan Brauckmann

A (far-reaching) transformation of the school system, such as the implementation of inclusive structures and practices, requires not only the setting of appropriate framework conditions and control of the overall process. The individual school plays a special role in the entire implementation process (Brookover 1979; Fend et al. 1980; Becker 2009). Inclusion, too, is not simply implemented according to political and administrative guidelines. Rather, a reinterpretation and recontextualisation (cf. Fend 2008) can be assumed at the level of the individual school. This makes it necessary to look at the (co-)design of the transformation process at the individual school level and to identify starting points for an empirical description and evaluation. The theoretical and empirical work on the effectiveness and quality of individual schools forms a conceptual analytical basis for this.

Currently, only a few studies are available in Germany that empirically elaborate the quality characteristics of inclusive schools (cf. Egger 2017). Dedering (2012) describes school quality as a target dimension of school development; it can be the starting point or result of school development. According to their argumentation, a good school is the highest level of quality. Following Rolff (2011, p. 28), the claim to inclusion demands synergies between various quality assurance instruments: Mission statements, development focuses, method training, internships, pupil-teacher feedback, focus evaluation, control groups, holistic school development (in the dialogue of inner and outer school development), regional school development (in cooperation with schools and support centers that are dropping out and declining), but also school-wide

teaching development (e.g. working with competence grids) can be conducive to this overall aim. The large number of instruments illustrates how comprehensive and multi-layered a catalogue of criteria must be in order to draw a coherent picture of the multi-faceted transformation process.

In order to ensure manageability within the framework of this project, the aim is therefore to design an explication of central quality criteria in such a way that, on the one hand, they can be connected to the model of quality assurance in education according to Ditton (2009) and, on the other hand, they provide empirically substantiated indications of conducive conditions in the implementation of inclusive school (organizations) that do justice to the premises formulated in Article 24 UBN-BRK such as availability or accessibility at the institutional level. Although there cannot be one way to an inclusive school (cf. Arndt & Werning 2017) and good inclusion schools do not show a uniform class or school organization, but rather teaching practices can be observed that are applied by good teachers even in non-inclusive settings (cf. Dyson 2012), four central characteristics of inclusive schools could be highlighted in a systematic research overview (cf. Dyson 2010):

(1) The importance of the school culture (values, norms, recognized procedures of a school), for example the provision of educational offers for all pupils, a strong cooperation within the college and the promotion of cooperation between learners, school staff and parents,

(2) Leadership and co-determination (strong leaders with inclusive principles and recognition of cooperation),

(3) Structures and practices (flexible and less segregating forms of teaching)

(4) Support from education policy and administration (through general support for inclusion).

Against this theoretical background, a small scale study was carried out in North-Rhine-Westphalia to determine which

three main features are of particular relevance to the implementation of a high quality inclusive school system from the point of view of school principals (N = 46). A deductive-inductive category system was developed based on 138 responses and respective quantitative analyses were run.

How schools face their challenges – organizational learning at schools in socially deprived areas in Germany

Susanne Boese, Therese Gesswein, Marko Neumann and Kai Maaz

Organizational learning enables schools to respond autonomously to challenges and to improve continuously (Child, 2016; Maag Merki, 2017; Marks & Louis, 1999). To build a Capacity for Organizational Learning, schools need to implement structures, routines and a culture that supports communication and collaboration among teachers and encourages teachers to work together (Feldhoff, 2011).

Schools in socially deprived situations in particular are confronted with social change and its consequences for migration and segregation processes. In socially disadvantaged areas, schools face a high proportion of pupils from challenging socio-economic backgrounds, which often leads to manifold challenges in everyday school life (Racherbaeumer, Funke & van Ackeren, 2013). Consequently, there is an urgent need to adapt to the school-specific context (Holtappels, Webs, Kamarianakis & van Ackeren, 2017), and therefore a capacity for organizational learning is required. However, the challenging school context can have a negative impact on internal factors, which is reflected, for example, in a weak learning culture due to discipline and motivation problems, or a lack of cooperation among teachers (Huber, 2017). It is therefore unclear to what extent schools in challenging contexts fulfil the necessary structural and cultural requirements in terms of organizational learning.

The capacity for organizational learning in schools has so far mainly been studied by Anglo-Saxon researchers. The main focus is on the ability to learn organizationally in different, but not independent dimensions. Respective studies have focused on structures that support communication and cooperation as

well as the culture and quality of communication and cooperation processes (cf. Higgins, Ishimaru, Holcombe & Fowler, 2012; Thoonen, Sleegers, Oort & Peetsma, 2012; Schechter & Atarchi, 2013). However, a uniform approach to grasping organizational learning has not yet been developed (Maag Merki, 2017). So far, findings point to differences in the degree of ability to organizational learning as well as in the individual dimensions and correlations with factors of school quality and learning outcomes (Marks, Louis & Printy, 2000). With regard to Germany, only a sparse number of findings can be ascertained so far. In his comparatively large study, Feldhoff (2011) adapted the model of capacity for organizational learning by Marks et al. (2000) as part of a pilot project on school autonomy in Germany. Feldhoff (2011) identified seven dimensions for the capacity for organizational learning (structure, joint commitment and cooperation, knowledge and skills, leadership and management, feedback and responsibility, external exchange, teacher empowerment). He thus established a basic capacity for organizational learning at these schools.

We aim to transfer the model of capacity for organizational learning according to Feldhoff (2011) to the context of schools in socially deprived locations. Based on a study on the evaluation of a support program for schools in challenging circumstances in Berlin (BONUS study; Boese et al., 2018), the question of which capacities of organizational learning can be found in schools in socially deprived contexts will be investigated, with particular emphasis on the individual aspects of organizational learning and the interrelations between the dimensions.

Table 2

Migration, refugees, and public education: Challenges and opportunities, language and literacy approach

Chair: Lisa Damaschke-Deitrick

Abstract for Table 2 and 3

Researchers and policymakers alike share the expectation that education is a tool to either resolve or address the difficulties immigrants and refugees and their receiving countries face. Education in developed nations, which are not experiencing conflict nor are in the throes of post-conflict reconstruction, is often geared towards developing high-achieving, productive citizens through formal education. Education in stable economies and political systems is part of a national project to educate and socialize youth into the mainstream system, whereas education in unstable economies and fractured political systems may be part of the national institution but is supplemented by international relief organizations or subject to breakdowns in teacher provision, curriculum delivery, and infrastructure development.

In addition, education is often presented as a dream-like solution to newcomers' challenges while in reality also being a contested landscape for families and students. The conundrum of expecting education to act as a panacea is that although it is neither a consistent nor necessarily effective mechanism for transitioning youth into receiving countries and new communities, it still provides legitimacy for the faith in education to create emotional stability, intellectual curiosity, academic achievement, employable skill development, and social integration for newcomer youth and their families. This critique neither ignores nor minimizes the positive and productive impact that formal education has had on immigrant, refugee, asylum-seeking, and forced migrant youth, but instead

highlights the need for a balanced, research-to-practice examination of the ways that expectations about "education as a panacea" either are or are not supported by empirical evidence of the actual impact education has on these youth and their communities.

Papers presented at the roundtables address both challenges and opportunities in education for refugee children, migrant families, and their teachers using evidence from original research as well as project-specific experiences.

The educational response to Syrian displacement: A professionalizing field in a politicized environment

Elizabeth Buckner and Mozynah Nofal

Now entering its seventh year, the Syrian conflict has displaced over 11 million people, including 5.6 refugees. An unprecedented response has brought UN agencies, host countries, donors, and humanitarian organizations together to provide education for Syrian refugees. This chapter documents the evolving discourses, coordination mechanisms, and policies related to the educational response of neighboring countries to the Syria conflict. It draws on world society theory to argue that the institutionalization of education as a human right, the supra-national coordination of educational policies, and the professionalization of the field of Education in Emergencies (EiE) have all resulted in fundamental shifts at the national, regional, and global level. Despite these developments, we also argue that the educational response must be viewed with appropriate skepticism: targets for access are aspirational; funding pledges are geo-political and legitimacy-seeking, and rights-based rhetoric is far removed from the politicized reality on the ground.

Claims-making in the context of the "refugee crisis" – a German-Canadian comparison at a local scale

Verena Schmid, Elke Winter and Anke Patzelt

In this paper, we examine public claims-making in the context of the so-called "refugee crisis" in two countries with very different national policies towards immigration and asylum: Germany and Canada. At the local level, however, the integration of forced migrants/Geflüchtete seems to be driven by similar concerns, with solutions and oppositions varying according to national opportunity structures. Concentrating on the Rhein-Neckar Region around Heidelberg and Mannheim in Germany, as well as the (French and English bilingual) National Capital Region in Canada, we survey the Rhein-Neckar Zeitung, as well as The Ottawa Citizen and Le Droit to analyse:

    a) which actors make claims (heard in the public space),

    b) what claims are made in the public space,

    c) are they made for, against, or by refugees and

    d) who is targeted by these claims, i.e. who is asked to act?

Dead end schools? Refugee teenagers and school segregation in Germany

Simon Morris-Lange

The German school system is facing an extraordinary challenge integrating well over 230,000 children and teenagers who have sought asylum since the summer of 2015. This influx goes hand in hand with the very acute risk of further segregating Germany's schools by disproportionately placing young refugees in majority-minority – or in other words – segregated schools.

Once in school, refugees are often taught in separate classrooms first in order to help them achieve a basic command of the German language before joining their peers in the general education classroom. While this practice has been criticized for hampering academic progress and the social integration of refugees, proponents point to the necessity of 'safe spaces' where students can learn the German language and adjust to their new environment.

Our goal for this exploratory research study was twofold. First, we sought to examine the extent to which German school authorities account for existing segregation when allocating refugees to schools. Second, given the lack of research on the schooling of refugees in Germany, we conducted an assessment of the learning situations of refugee teenagers at 56 segregated schools in the German provinces of Baden-Württemberg, Berlin, Hamburg, Hesse, and North Rhine-Westphalia.

Emergency education in protracted displacement: Pitfalls, contradictions and opportunities for shifting the lens

Maha Shuayb and Cathrine Brun

In this talk we aim to unpack and analyse the potentials and shortcomings of a humanitarian framework in educational responses in conflict settings. Most literature on this topic tends to examine humanitarianism and education separately and few studies have analysed the effect of the humanitarian model on the education provisions and policies and most importantly on the outcomes. Humanitarianism is concerned with the immediate while education is a future oriented activity. Hence the interrelation between the two might appear oxymoron. At the same time, calls to shift the humanitarian discourse from relief and survival to development have given strong grounds to include education as part of the humanitarian response in a situation of crisis. This paper aims to investigate the effect of the humanitarian model on the education response by focusing on the case of Lebanon. The study analyses the educational policies and interventions Lebanon introduced in the last seven years since the outbreak of the Syrian crisis and examine their impact on the education outcomes of Syrian children.

Studies on the acculturation of young refugees in the educational domain: Methodological gaps

Steffen Pötzschke, Débora B. Maehler, Howard Ramos and Paul Pritchard

This contribution is a systematic review of the literature on the acculturation of young refugees in the educational domain published in peer-reviewed English-, German- and French-language journals. Focusing on the most important acculturation outcomes in childhood and adolescence – language and learning – it identifies key methodological and data gaps and offers recommendations for future research priorities. A recent joint call to action by UNICEF, IOM, UNHCR, Eurostat and the OECD highlighted the lack of reliable and accessible data and evidence for understanding how migration and forced displacement affects children. The results of our project shed light on the methodological reasons for these data and evidence gaps. Addressing these gaps is all the more urgent because, according to the UNHCR, over half of the 24.5 million refugees identified worldwide are under 18 years of age. Researchers, practitioners and policymakers need to understand the consequences of forced migration for the acculturation of young refugees in host societies.

Table 3

Migration, refugees, and public education: Challenges and opportunities, language and literacy approach

Chair: Alexander Wiseman

Abstract for Table 2 and 3

Researchers and policymakers alike share the expectation that education is a tool to either resolve or address the difficulties immigrants and refugees and their receiving countries face. Education in developed nations, which are not experiencing conflict nor are in the throes of post-conflict reconstruction, is often geared towards developing high-achieving, productive citizens through formal education. Education in stable economies and political systems is part of a national project to educate and socialize youth into the mainstream system, whereas education in unstable economies and fractured political systems may be part of the national institution but is supplemented by international relief organizations or subject to breakdowns in teacher provision, curriculum delivery, and infrastructure development.

In addition, education is often presented as a dream-like solution to newcomers' challenges while in reality also being a contested landscape for families and students. The conundrum of expecting education to act as a panacea is that although it is neither a consistent nor necessarily effective mechanism for transitioning youth into receiving countries and new communities, it still provides legitimacy for the faith in education to create emotional stability, intellectual curiosity, academic achievement, employable skill development, and social integration for newcomer youth and their families. This critique neither ignores nor minimizes the positive and productive impact that formal education has had on immigrant, refugee, asylum-seeking, and forced migrant youth, but instead

highlights the need for a balanced, research-to-practice examination of the ways that expectations about "education as a panacea" either are or are not supported by empirical evidence of the actual impact education has on these youth and their communities.

Papers presented at the roundtables address both challenges and opportunities in education for refugee children, migrant families, and their teachers using evidence from original research as well as project-specific experiences.

Language and literacy development of Syrian refugee children and youth

Redab al Janaideh and Becky Xi Chen

Since late 2015, the government of Canada has resettled more than 50,000 Syrian refugees. To insure their integration in the Canadian society, refugee children must achieve fluent language and literacy skills in English, which serves as a foundation for their academic achievement and career success. At the same time, they must maintain their cultural heritage and first language, which provides them with a sense of unity and belonging with their families and community relationships. Our "Multilingualism and Literacy Lab" has carried out several projects involving Syrian refugee children. First, we designed literacy sessions for the "H.appi" summer camp for refugee children for the last two years. One of the goals of the summer camp was to improve children's English proficiency. Second, in our project "Successes and challenges of children who are Syrian refugees: Language, literacy and wellbeing*",* we examine language, literacy and learning of Syrian refugee children aged 6-12 years old in both Arabic and English in a two-year longitudinal study. We have completed the first round of data collection. Parents were interviewed with the "ALEQ" questionnaire that was specifically adapted to the refugee population. The questionnaire examines their settlement after the war and their current experiences in Canada. Children received a battery of language and literacy measures (e.g., word reading, listening and reading comprehension, sentence repetition). In addition, self-report questionnaires were used to reflect the refugees' social-emotional well-being. We hope to identify factors that contribute to children's success in language and literacy development as well as mental health and well-being.

Language competencies of young refugees in Germany

Anike Dröscher, Christoph Homuth and Jutta von Maurice

In the study "Refugees in the German Educational System" (ReGES) at the Leibniz Institute for Educational Trajectories (LIfBi), funded by the German Ministry of Education and Research, two cohorts of young immigrants and their families are accompanied on their integration into the German educational system and society. The first cohort consists of more than 2,400 preschool children, the second cohort consists of more than 2,400 adolescents. The aim of this contribution is to introduce the ReGES study and to show first results focusing on the language competencies of the newly arrived immigrants which will play an important role for their educational trajectories in the coming years. We are looking forward to explore possible overlaps between Canadian and German projects.

Specific needs in literacy and language learning of Syrian refugee students in Germany and Canada: A follow-up study

Katrin Lindner, Abir Shamin and Becky Xi Chen

Language and literacy learning of refugee students is shaped by multiple factors. Educational policies as well as refugee protection policies are assumed to influence the learning environment in families and schools.

In the first study, from 2017-2018, a number of differences in contextual factors influencing children's acquisition of language and literacy were found in Germany and Canada concerning i.a. families' right of residence, their living conditions, and the school systems. These conditions were reflected in parents' expectations with regard to children's education and cultural identity as well as children's views of their own situation as revealed in individual interviews. Each student's knowledge of their L1 varied, but did not include reading skills. All children scored very low on L2 tests. These findings call for a follow up of students' development.

In the second, follow-up, study, the same children are observed for another school year. They come from three families with a total of 11 children in Munich, Germany and from five families with a total of nine children in Toronto, Canada. Again, the study will have a mixed method design. Parents and students are given a qualitative interview individually to find out how they evaluate their current living situation. However, specific emphasis lies on the school environment, on (qualitative) interviews with teachers and principals with regard to the question of how the specific needs of refugee students are being met in acquiring a second language and literacy skills. Again students' language and literacy skills are examined with standardized or established tests in Arabic, in German or English in order to assess students' performance and compare

the results to those of the previous year. These tests include receptive vocabulary, letter, word and sentence reading, rapid naming of digits in addition to non‑word repetition tasks and a memory task. Students' comprehension and production of narratives will also be examined.

Refugee experiences in higher education: Female perspectives from Egypt

Ericka Galegher

Despite the significant increase in university-qualified refugees and importance of this vital human capital development for post-conflict reconstruction and stability, opportunities remain scarce and policies to address the potential for a "lost generation" are significantly lacking. Through a neo-institutionalist lens, the paper presents the experiences of female refugees from Syria and Yemen enrolled in universities in Egypt, highlighting the opportunities and challenges at both the individual and national levels. Using qualitative data analysis of interviews with female university refugees, findings suggest that cultural and linguistic similarities along with universities' pre-existing infrastructure significantly ease transitions and provide greater access to non-English speaking refugees, often the most marginalized. Although significant differences exist between experiences in public versus private universities, all women expressed the opportunity to attend university as life-changing and empowering. As a result, higher education institutions in the Middle East must be acknowledged and utilized as an investment in long-term durable solutions for refugees and post-conflict reconstruction.

Supporting families with refugee background. A systemic analysis of family education programs: Welcome with IMPULS, Hippy and Opstapje

Annette Korntheuer

Canada and Germany both received a significant number of refugee families from 2015 to 2017. This can be clearly shown by the numbers of the first wave of resettlement to Canada of more than 25,000 Syrian refugees from November 2015 to January 2016. More than 50% of this population was younger than 18, mostly coming in families with 4-6 members (40%). 745 of the arrived families had more than 6 members (IRCC, 2018, p.19). In Germany more than 105,000 infants and young children, age 0 to 6 years, arrived in 2016 as asylum seekers (BAMF, 2017). Globally, over one-sixth of the forcibly displaced are children under the age of 5, for whom the lack of adequate interventions and protective relationships can lead to long-term mental health, social and economic problems. The Unesco Global Monitoring Report 2019 "Migration, displacement and education" demands that programs for refugee children under the age of five should focus on families and caregivers, and adopt a multi-sectoral approach (Unesco, 2018).

Based on Ager and Strangs (2008) conceptual framework of refugee integration, family education programs can act as social bridges and social links into the host society. This research project aims for analysing the role of family education programs in supporting successful integration trajectories of refugee families. Existing programs "Welcome with IMPULS, Hippy and Opstapje" in the German context are investigated for transferable success factors. The exploration of the field is realized within a mixed methods research approach based on intensive case studies (Yin, 2009) and includes qualitative interviewing, participant observation and a survey based on a short questionnaire.

Network for research cooperation between Canada and Germany on the integration of refugees

Karin Zimmer, Nicky Mühlhäußer and Becky Xi Chen

Canada and Germany faced new opportunities and problems, when more refugees than ever arrived in 2015. The question both countries are dealing with is how to effectively support the integration of these refugees. Early in 2016, researchers from the Canadian "Child and Youth Refugee Research Coalition (CYRRC)" and the "Leibniz Education Research Network (LERN)" started to share their ideas and initiate research collaborations. This activity soon developed from an informal exchange to an open and structured platform (funded by BMBF in Germany and by ERASMUS+ in Canada), in which scientists from various disciplines, most prominently educational sciences, psycho-linguistics, psychology, social work, and sociology, work on four common research themes:

- Economic, social, and political challenges facing refugee children, youth, and families
- Language, literacy, and learning
- Social integration, human rights, social stigma, culture, and security
- Mental health and the social determinants of well-being

These themes have been identified as pertinent in both countries and will particularly stand to benefit from an internationally comparative perspective. In our presentation we will give an overview of the on-going and planned network activities such as joint research workshops to facilitate the exchange of German and Canadian researchers. Two workshops already took place in 2018 and gave scientists from both countries opportunities to share knowledge and information about language acquisition, knowledge mobilization, and research materials and data. The Canadian-German research

network is open to the scientific community and this
presentation may be of interest to researchers looking for
possibilities to initiate research cooperation with German
partners.

Table 4

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

Chair: Barbara Muslic

Interest in school quality development has been growing for a number of years on both a national and international scale, largely due to school development research. This research field, registered as such since the 1980s, aims at the improvement of school quality that is the responsibility of internal school stakeholders (e.g. Dalin & Rolf, 1990). In this respect, school is understood as a 'pedagogical acting unit' (Fend, 1986) which promotes school development in the form of an intentional and planned process at school level through the activities of different stakeholders, their interdependencies and teams (Rolf, 2007). Accordingly, the individual school can be understood as the "engine of school development" (Dalin & Rolff, 1990, p. 34). In this regard, the continuing development by means of different collectively implemented quality assurance processes and measures at school level or the school as a whole is paramount, and can have impacts at the classroom level (e.g. Hopkins, 1996; Leithwood, 2000). By consequence, previously rather centrally oriented reform approaches and strategies were abandoned. In the context of educational policy discussions of school quality, the individual school was conceptualised and accentuated as an organization.

In the US-American area, however, school developmental processes are less conceived to be driven by individual schools but rather by regional or local management. Their influence can be traced to, for instance, the rather low level of self-regulation in teachers (other than in Germany, teachers have less been conceived in terms of independently acting professionals). This regional or local management in the US-American education

system, which is primarily marked by the school as an organization and the frame of a School District, allows for a less hierarchical implementation of school developmental education policies and strategies. At the same time, it is easier to put innovative strategies into practice (because in many cases it is not necessary to seek permission from a supervisory authority - or to implement (allegedly) successful strategies more quickly (Mintrop & Klein, 2017).

In recent years, evaluation has begun to feature prominently as a process variable in quality improvement. New governance instruments in education such as assessments or centralized state-wide examinations are intended to help initiate internal school development processes (Dedering, 2012). The concept of test-based school reforms – which particularly in Anglo-American countries date back to the 1970s – aims to assess student performance as well as teaching quality on the basis of output measurements (accountability), in order to contribute to test-based or data-based school and teaching development (data-based school improvement) (Maier, 2009a; 2010b; Richter, Böhme, Becker, Pant & Stanat, 2014). Apart from these new governance instruments, various innovations and reform measures have been introduced to education systems in the past decade (e.g. evidence-based approaches to reform, design-based school improvement, professional learning communities). At national and international levels, these measures are aimed at the change of school and teaching processes.

There is a consensus in the current German discourse that these instruments do not represent any direct influence of the school system as a whole on individual schools or on teaching that render further school development processes in individual schools unnecessary (Altrichter & Helm, 2011).

Insights that have been gained in the United States in the context of high stakes regarding the effects of such instruments cannot be unconditionally compared to research findings on the

situation in low-stakes Germany. In these countries, educational political regulation contexts are fundamentally different for institutional conditions (Maier, 2010). Regarding school development, Mintrop and Klein (2017) still point out that transfer can indeed be fruitful if it is possible to describe the German system as being comparatively less subjected to management and (external) control (ibid.).

Research on accountability (school accountability; e.g. Koretz 2011) that has been conducted in the US also since the 1980s has, however, produced some fundamental findings on the control of development processes (data-based decision making), which have to some extent already been confirmed by national studies (Altrichter & Maag Merki, 2010):

- Internal school use of data must have external support (e.g. through training pro-grammes) (e.g. Opfer et al., 2008);
- There must be trust-based cooperation between school authorities and individual schools (e.g. Louis et al., 2005);
- It is difficult to demonstrate positive effects on teaching quality, and particularly with regard to fundamental changes there is hardly any empirical evidence (e.g. Kühle & Peek, 2007).

Furthermore, the German as well as the US-American school development or reception research has not proven any clear effects of the applied instruments for school development processes (van Ackeren et al., 2013; Dedering, 2012), although a trend towards improvement of student performance can be seen (Bach et al., 2014).

In summary, the implementation of innovations and reform measures in different countries depends on context (e.g. high vs. low stake countries). Still, a comparison of implementa-tions and their effects on school development despite different contexts is worthwhile from an international perspective, in order to discuss, for instance, common features, differences and successful conditions, the transferability of certain results as

well as best-practise examples, and thus to contribute to the current discourse in school development research.

Therefore, this roundtable provides an opportunity to address different evidence-based instruments or measures more broadly. Five papers from different countries will be presented and discussed from an international comparative perspective.

Data-based school development processes as the basis of a long-term reorganization of individual schools

Barbara Muslic, Viola Hartung-Beck and Anne Gisske

Questions regarding the controllability of school development processes have represented one of the main topics in educational research in Germany, not only since the PISA study. Since the 2000s, the relevant research areas can be subsumed under the term 'new governance' in education. Various studies have generated comprehensive knowledge on, for example, the use of data from comparative studies or centralized state-wide examinations (e.g. van Ackeren et al., 2013).

Currently two further desiderata remain, which can be summarised as follows:

1. How has organizational action changed in conjunction with particular education policy instruments with change in school environment over an extended period of time?

2. How stable or sustainable are any shifts in action undertaken within the schools?

Theoretically, the study assumes that the implementation of these education policy instruments creates a need to change, which can be described as a need to restructure the organization, i.e. the redesign of organizational structures in schools (Thiel, 2008a). For the analysis of school organizations, we draw on a theoretical tradition in which the relationship between professionalism in the teaching profession and the organization of school is discussed (Lortie, 1969). In this regard, Lortie (1972) was the first to describe the concept of the Autonomy-Parity Pattern. According to this concept, teachers claim autonomy for their professional work, they do not accept external interventions and postulate equal treatment of all teachers. The approach of professional organizations according to Thiel (2008b) lends itself to this analysis in particular. Thiel's

approach distinguishes two ideal types of professional organizations: in an Autonomous Professional Organization, the principal's leadership is aimed at securing a claim for professional autonomy in the managed school. On the other hand, in a Managed Professional Organization, the leadership of principals refers to an efficiency-oriented school that is functionally differentiated and strategically and operationally linked. While the ideal type of the Autonomous Professional Organization corresponds to Mintzberg's (1979) idea of school as a professional bureaucracy, the Managed Professional Organization can be traced back to the model of "New Public Management" (Thiel, 2008b; Hood, 1991).

Methodologically, the analysis focusses on organizational action in schools, which is related to shifts and changes in organizational structure and is associated with the implementtation of education policy instruments such as mandatory proficiency tests. This approach allows an insight into sustained and established development processes or patterns of reorganization in school development. The study is based on a seconddary analysis of longitudinal qualitative school case studies comprising 351 problem-based interviews (in 28 schools) resulting from three projects (2005 to 2013). Therefore, we assess the interview data according to the qualitative content analysis by using categories (Kuckartz, 2016; Mayring, 2010) based on the design parameters of professional organizations.

The primary purpose of this study is to analyze a long-term and systematic reorganization of schools with reference to the changes in school environment. The study aims to systematize organizational school development in a qualitative typology (Kelle & Kluge, 2010; Yin, 2009) as a pattern of reorganization for schools, in order to contribute to the further development of existing school development research models.

Against this background, we present empirical results regarding the different ideal types of school organizations (Autonomous Professional Organization and Managed Profes-

sional Organization), which can be identified within the context of new implemented governance and reform instruments in Germany. Here, especially the organizational structures and school development processes are taken into account. As an extension of the ideal types according to Thiel (2008b), we present additional empirical types (communication).

Intermediaries as improvement catalysts: The Edutopia case

Joel Malin

One promising means of stimulating and accelerating school improvement features intermediary organizations that can forge connections, facilitate improvement networks, or create or host improvement-related knowledge and material. Although their key roles in the educational ecosystem are increasingly being appreciated (Cooper, 2014; Tseng, 2012), our present understanding of their functioning is still quite limited (Farley-Ripple, May, Karpyn, Tilley, & McDonough, 2018). Edutopia is a particularly expansive and high-profile intermediary and focuses on promoting educational improvement (Malin, Trubceac, & Brown, 2018). In the education space, Edutopia is also somewhat unique in that its primary (though not sole) users and contributors are educators and its processes/products appear to foster interactive exchange amongst its community members. Leading into this study, however, little is known about the impact and meaning of Edutopia's processes/products to educators, the targeted end users. Accordingly, the present study seeks to address two main questions:

1. How do educators report interacting with and making use of Edutopia content and platforms to support/adjust their practices?
2. Under what circumstances (process and product features and features of the knowledge recipients/users) are educators most likely to report and/or evidence practical shifts?

To address these questions, this study relies upon qualitative responses from a 2017 Edutopia user survey, analyses of Twitter Chats, and a strategic sample of Facebook user comments. Rogers' (2010) diffusion of innovations theory is used to frame the analysis. Data analyses are underway and provide

considerable evidence that Edutopia is markedly affecting practice in several key ways. This study's analysis is also likely to provide additional guidance regarding the specific features and circumstances around which educational knowledge being shared is most likely to affect practice.

The role of coherence for school development in disadvantaged areas

Nina Bremm

School development research recognizes the individual school as a crucial level of initiation and implementation of change, and thus the "learning school" as an important unit for the development of schools' quality (Rolf 2011). Important factors for a successful development in disadvantaged areas are manageable goals, determination and competence, especially with view to school management and leadership (van Ackeren 2008). However, school development also takes time and adaptive strategies are needed that meet the strengths and weaknesses of the individual school as well as a suitable professional accompaniment (Heid, 2017). We assume that schools' capacity for change emerges from a balance between the recognition of previous work and established structures as strengths of a school on the one hand, and a strong commit-ment to fundamental change with a view to weaknesses and development needs of a school on the other hand. We focus on this from the perspective of the theoretical concept of 'coherence' (e.g. Bremm et al., 2017) which can be understood as the result of a process of sense making between schools' stakeholders, considering internal and external expert knowledge about a school's strengths, weaknesses and capacities to develop, as well as objectified data sources. Following findings from international work on evidence-based school development (e.g. Brown, 2015), and especially in schools in deprived areas (Manitius & Dobbelstein, 2017), coherence between schools' stakeholders can for instance emerge through a process of discussing and contextualising objectified data. Yet little is known about characteristics of the process of establishing coherence as well as beneficial or hindering settings for negotiation processes across different stakeholders.

Questions:

(1) How is coherence between different stakeholders produced within a school development project for schools in challenging circumstances?

(2) How do schools identify strengths, weaknesses and development capacities, and how do they use such school and context specific information for a coherent situation and goal formulation, for efficient action-taking and for a systemic and sustainable turnaround process?

(3) To what extent do resources of a school development project help the process of communicative validation and negotiation of data?

Using Grounded Theory (Glaser & Strauss 2006/1967), we are looking for situations where coherence is constructed between stakeholders in three case studies. In each case, we compare perspectives of teachers, school leaders and school development coaches as to the process of creating coherence. The goal is to find out if and how systematic school development in challenging circumstances can benefit from the explicit recognition of schools' individual strengths.

A first analysis shows that the dedicated self-attribution of schools' strengths proves to be an indispensable element for finding a shared understanding of school-specific challenges and corresponding development goals across schools' stakeholders in all cases. Furthermore, school development in disadvantaged schools requires a reasonably positive attitude towards one's own school culture and one's own work. It can also be shown that coherence hardly arises from adapting to external evaluation and external pressure alone. Schools that were successful in establishing coherence used different types of knowledge and data during their sensemaking process: internal and external expert knowledge as well as objectified data sources provided by educational administration and universities.

Leaders collaborating across schools on development of teachers PLC and data use

Anne Berit Emstad and Lise Vikan Sandvik

Teachers tend to use data to identify students' weaknesses and gaps in their knowledge and skills, rather than to innovate instruction and inform curriculum design and instruction (Sun, Przybylski & Johnson, 2016). Teachers' capacity to use data and their beliefs about data use can be shaped within their professional learning community (PLC), and in their interaction with school leaders (Datnow & Hubbard, 2016). In some schools, data-driven PLCs have been central to develop assessment tools, to monitor student progress and provide a structured process for data-informed decision making (Sun, Przybylski & Johnson, 2016). This study explores a professional intervention, where school leaders participate in teachers' PLC, in order to build capacity to use data for the improvement of instruction. The intervention is built on knowledge from studies about data use, development and leadership of PLC. The purpose is to gain further knowledge about these issues.

Three categories of leadership are suggested to support teachers' data use; personal support, technical support, and creating a data-wise culture, where principals focus their leadership time and resources on developing teacher's skills in data use (Sun, Przybylski & Johnson, 2016). This includes helping teachers to find meaning and purpose in data use, dedicate time, professional development and create a data-wise culture. Spillane, Shirrel and Hopkins (2016) suggest that a PLC could be developed as an organizational routine, where bureaucratic and collegial arrangements work in tandem.

A longitudinal case study approach was used to investigate how seven school leaders in a professional development intervention developed their skills in inquiring into teachers' theories-in-use about data use for improvement. The study is

situated in a small rural municipality in Norway and incorporated all principals and deputy principals in three primary schools and two secondary schools. First, all the participants learned about effective conversations about problem solving, they practiced these skills for a year, exercising on authentic conversations with teachers while receiving feedback after each conversation from both peers and researchers. In year two they started to participate in department meetings in their own school, discussing the effect of teaching with teachers. Data was used to validate the teachers' beliefs. Each conversation and department meeting was recorded, and the leaders evaluated their own contribution in the meeting, and then they got feedback from peers and researchers in workshops attended by all the leaders across schools. Data consist of transcripts of conversations and workshops, interviews with teachers and their notes before and after interventions.

After two years, data indicate that as the leaders' inquiry skills and ability to challenge teachers' theories-in-use improves, the quality of the teachers' inquiry and reflections enhances and data use makes more sense for the teachers. There seems to be a need for bureaucratic involvement in order to develop the PLC, as the teachers mostly refered to data, but did not inquire into the data or related it to instruction and student learning. The study brings new insights into how PLCs may develop over time through leaders' active participation and influence of the communication.

Measuring impact intelligently: A case study from Ontario Canada

Chris Brown

1) Purpose: The aim of this paper is to present an intelligent framework designed to support the impact and scale-up of effective innovations.

2) Perspectives: Now more than ever before, there is an impetus for schools to be more effective for more students: being able to meaningfully and effectively measure impact is thus vital. As such, researchers, practitioners and policy makers should be regularly investigating whether innovative initiatives have met their intended outcomes, and if they have not, assessing why this is the case. At the same time, if innovations have been found to be effective then it is reasonable to expect that these new approaches should be scaled up and rolled out across other schools, school boards and school systems that might benefit. In fact, both types of situations require educators to understand a core set of knowledge: what components of these innovations were key in enabling them to achieve their required impact? Why was this the case? And do these key components hold elsewhere? Given the drivers for schools and school systems to identify what is effective and to ensure all schools are able to tap into 'what works'; and in light of the similarities in the knowledge required to understand whether something was effective and how others can benefit from its use, it would seem that in networked and self-improving education systems we both can and should be linking together ways of measuring the impact of innovations with the means to enable their scale-up (Earl and Timperley, 2015; Munby and Fullan, 2016).

3) Data source and mode of enquiry: The Dialogic Model of Impact (DMI). DMI was designed with the specific purpose of evaluating the impact of Renfrew County Catholic District School

Board's roll-out and expansion of the Through their Eyes: Documenting Literacy and Learning in Kindergarten approach to teaching and learning; as well as identifying the potential value of Through their Eyes for other Ontario school boards. The development of DMI began with an exploration of current impact measurement models. But the DMI approach also stems from the knowledge that impact can and does change over time; meaning that measuring impact using purely linear approaches (e.g. simply by measuring impact as a snapshot of change) will be less effective than approaches that examine impact dynamically, and from a multitude of perspectives. As such DMI employs multiple research conversations, compares the findings that emerge from these conversations and uses this data as part of the iterative process of improvement.

4) Results: This paper will present both the model and detail its application, drawing on interview data from district leaders, 10 principals and focus groups of 20 teachers.

5) Scholarly significance: The paper will also show how DMI has general applicability and spotlight its potential use in terms to measure the impact of any innovation and to identify the components of innovations that are vital to their successful scale-up.

Table 5

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

Chairs: Dorothe Kienhues and William Sandoval

These days, we can witness attempts to delegitimize the importance of science and scientific evidence for responsible behaviors. At the extreme, evidence and opinion are perceived as equal. That is, truth has become something up for negotiation, as the term post-truth era tries to capture. Uninformed climate politics is one rather extreme result of such developments, but also in more personal decisions, such as vaccination, scientific evidence is often neglected and replaced by unsubstantiated fears. Such shifts in the interpretational sovereignty regarding events and phenomena are in contrast to the ideal of an informed citizen. These developments are accelerated by a sometimes deliberate spread of misleading or false information. The immediacy of the internet contributes to this: On the internet, individuals can easily find information in sharp contrast to scientific consensus. Such information could make them unsecure about what to believe and whom to trust or it could strengthen their already previous anti-scientific views.

The sketched developments of our post-truth era especially confront education on its promise to develop an open-minded, informed but critical citizenry. The papers presented as part of this round table will address different aspects of this crucial role of education and educational research. They will focus attention on crucial constructs such as epistemic cognition or epistemic trust, including individuals' understanding of the power and limitations of science in providing a rational and well-justified understanding of the natural and social world. The papers will exemplify how individuals actually deal with science-based information, also taking into account potential pitfalls in

evaluating science-based information. We will discuss educational attempts and instructional scaffolds to unmask false or flawed information, and more general on what it entails to adequately deal with sciencebased information including the question of what scientific literacy entails in our days.

New curricula for a "post-truth" world

Clark A. Chinn

A prominent meme in the last three years has been the meme of a *post-truth* world – a world in which emotions and personal conviction matter more than truth or facts, and in which the very existence of truth or facts is questioned. In this brief presentation, I will discuss the challenges that a post-truth world poses to schools and their mission to teach thinking. Drawing on recent work with Sarit Barzilai and Ravit Golan Duncan, I will argue that new kinds of curricula are needed to address the particular challenges of the contemporary world, and I will outline key components of the curricula that we think are needed.

Epistemic trust as part of critically reasoning about scientific (mis)information

Friederike Hendriks

While scientific knowledge is unboundedly complex, the public understanding of science is bounded (Bromme & Goldman, 2014). In consequence, it is imperative that the public must place epistemic trust in expert sources of knowledge, as well as in the system of science as a producer of justified knowledge, when learning and/or deciding about problems concerning the (natural) world (Origgi, 2014; Sperber et al., 2010). This implies that epistemic trust is of special relevance when people are reasoning and deciding about scientific issues that are debated in societies (such as vaccination, fine particle dust, or climate change). For example, critically discerning *who* puts forward claims might indicate the need to further examine claims and the evidence those rest on (Perèz et al., 2018). Epistemic trust in expert sources of knowledge is not blind, but entails critically discerning an expert source's expertise, integrity, and benevolence (Hendriks, Kienhues, & Bromme, 2015). In empirical studies we found that these judgments are based on inferences laypeople make in accordance with what is known about a particular source of information, the information she delivers, and conversational rules that are followed or violated.

This contribution argues that making critical and informed epistemic trust decisions is an integral part of the normative educational goal to help students become 'competent outsiders' to science (Feinstein, 2011). As such, it will be elaborated which knowledge and strategies competent outsiders to science need to feed their informed trust judgments, introducing aspects of scientific, and media literacy. The aim is to introduce the notion that teaching epistemic trust in science education is a means to

prepare students to deal with (mis)information about science, for example in the media.

The potential pitfalls of simplified science communication – and how to avoid them

Lisa Scharrer

The internet offers an abundance of information about scientific topics relevant to people's lives that can support them in their private or professional decision-making. However, the great variability in information trustworthiness requires users to carefully evaluate encountered texts in order to distinguish reliable contents from misinformation.

Apart from often lengthy and sophisticated original research articles or journalistic reports intended for knowledgeable expert audiences, internet users are likely to encounter documents that present scientific insights in simplified ways. Such simplification may result from the source's intention to make its message understandable for audiences with only little prior topic knowledge, for example when science journalists prepare popularized scientific reports. In addition, simplification for the purpose of providing a short and poignant message is often inherent in the ways in which scientific (and non-scientific) information is communicated on social media, for example via twitter or memes.

While the prevalence of simplified expert information makes scientific knowledge widely accessible to nonexpert audiences, it also challenges nonexperts' resistance to scientific misinformation. Our research on the "easiness effect of science popularization" has shown that easy-to-comprehend science information is particularly persuasive: Non-experts rely more on scientific arguments that are easy to comprehend due to a use of simplified vocabulary than on arguments that use technical jargon and are thus more difficult to comprehend. As such, resistance to misinformation seems particularly difficult if the information is presented in an easily understandable way.

The talk will provide a brief overview of the empirical findings on this easiness effect, and the potential problems that arise from this effect for nonexperts' adequate evaluation of scientific (mis)information will be discussed. The talk will also present findings that provide first insight into how nonexperts can be prepared to withstand the seductive effect of information easiness.

Table 6

Returning to roots: Education and democratic values in northern Europe and North America

Chairs: Rose Ylimaki and Norm Friesen

At a time when researchers and organizations are trying to emancipate "learning" and "education" from strictures of nationality and tradition, we argue that ongoing challenges to democracy, cosmopolitanism and the public sphere require the precise inverse: A return to roots, and to their cultural and historical particularity. Instead of seeing learning and education as processes ripe for "value free" instrumentalization for the interests of global capital, we believe we must return to the common foundations of education and democracy in ancient Greece, but especially in modern Europe. Students are becoming more diverse, workplaces more precarious and "fake news" more pervasive. It is not despite, but precisely *because* of these trends that we must return to the modern beginnings of these key institutions.

It is by revisiting common sources and roots in the light of shared and ongoing concerns that we believe we can realize the contemporary relevance of these traditions. Using theorists like Dewey, Mead, Schleiermacher and Humboldt as touchstones, this round table session engages scholars from North America and northern Europe in a dialogue in order to bring traditions of education and values of democracy into closer and more productive relationship. More specifically, roundtable participants will structure the dialogue around a draft of a white paper that positions our argument for the return to the modern beginnings of education and democracy.

Reconnecting and renewing. A language of education for pedagogy, curriculum, and leadership: A cross-national project

Rose Ylimaki and Norm Friesen

Curriculum, leadership and pedagogy, both in school and teacher education, have arguably arrived at an impasse: While neoliberal pressures on education continue to mount, the racial and gender concerns now central to these fields are becoming ever more complex and intersectional. Efforts to resolutely resist the first while carefully negotiating the second have resulted in increasingly balkanized specialist discourses—ones that take their conceptual vocabularies from critical, political, sociological and psychological fields.

In the face of these challenges, we propose the recovery and renewal of a discourse or language for education that is neither primarily critical nor political, neither administrative nor instrumental. It is instead a language that is itself specifically educational.

Education*:* A specifically educational language for education is one that sees educational phenomena in existential, relational, democratic and intergenerational terms. Following Schleiermacher, it defines education through the question: "What does the older generation want with the younger?" This means that education is no longer framed primarily by its institutions and specializations. It is instead understood through its purposes and interests – above all those of the young people entrusted to it (Biesta 2015). It is thus both an inalienably personal and ethical undertaking that is reducible neither to the instrumentalities of psychological research, nor to adult political and administrative categories. In this context, society is seen in terms of hope, as a place of hope and of democratic commonality (Arendt 1954): It forms a "public" rather than the alienating machinery of competitive economic growth.

Education and pedagogy are reaffirmed as existentially shared matters, as essential to the democratic constitution of an increasingly diverse public sphere.

Pedagogy in this context is not the application of evidence-based practices and models for teaching. Pedagogy is instead an inter-personal, artful and relational calling and craft that possesses its own "dignity" outside of theory and "evidence." It appears as the formative cultivation of children and young people as ends in themselves, with a view to their becoming responsive members of society (e.g., Biesta 2015). Pedagogy in this sense is also the theory of this engagement and cultivation, with the understanding that its relation to practice always relies on the artful and tactful mediation of the teacher (e.g., Herbart, 1896).

Research must be capable of addressing educational and pedagogical concerns (thus defined). Given the absence of a specific language for education, research can be seen as an attempt to retrieve notions of self, the human, the public, education, and democracy prior to their contemporary fragmentation and loss.

Leadership and leading, correspondingly, appear as democratic exercises in the mediation of public and public policy (on the one hand), and the interest of children as children (on the other). Leadership also brings with it pedagogical elements, with school principals, for example, acting as teachers of teachers, superintendents as teachers of principals, and so forth (e.g. see Uljens & Ylimaki 2017).

Curriculum, finally, finds its raison d'être not in a complicated conversation between academically-inclined adults (Pinar 2014), but in an educator's interventions in the dynamic between the self-realization of the young person and public, policy and disciplinary demands (e.g. see: Klafki 2000).

Our Method: In reconnecting and renewing understandings of the kind outlined above, we have begun a re-reading of

select texts and passages, focusing our readings on specific questions. In keeping with Gadamer's hermeneutics we see our "understanding of something written… not [as] a repetition of something past but the sharing of a present meaning." Our current task then is one of close reading, comparison and actualization, of realizing the "contemporaneity with the present" of works that might be remote in time or place (pp. 393, 394; emphases added).

Questions and Texts:

- What is formation (Bildung), as it occurs in education, leadership, and in school and outside of it, through either implicit or explicit curricula?
    - W. von Humboldt, "Fragment on Bildung" (1793/2000); K. Mollenhauer, Introduction and conclusion to *Forgotten Connections* 1983/2013)
- What is education as an ethical, intergenerational endeavor?
    - Schleiermacher Outlines of the Art of Education, 1826/forthcoming; Dewey, Chapter 1 of *Democracy and Education*, 1916.
- What is pedagogical theory and research, and what is its relation to pedagogical practice?
    - Herbart "Introductory Lecture," 1804/1896; selection from van Manen, *Pedagogical Tact*, 2015; Biesta, "On the two cultures of educational research, and how we might move ahead," 2015)
- What is curriculum and how does it relate to an educational language for education and pedagogy?
    - Cherryholmes, "What is Curriculum Theory," 1982; Klafki, "Didactic Analysis as the core of instructional preparation" 1958/2000

- How do leaders in education work both democratically and pedagogically to mediate the relations between public and policy, teacher and student?
    - Henderson, Castner & Schneider, "Theoretical Platform" from *Democratic Curriculum Leadership*, 2018; Uljens & Ylimaki, Non-Affirmative Theory... & Educational Leadership 2017)
- How is curriculum to be realized as deeply involved in the dynamic between self-realization (on the one hand) and public, policy and disciplinary demands (on the other)?
    - (Klafki, "Didactic Analysis..." 1958/2000; Cherryholmes, "What is Curriculum Theory," 1982?)
- How can we understand our contemporary society as a hopeful one, as germane to educational endeavors and formative processes?
    - (Mollenhauer, Chapter 2 *Forgotten Connections* 1983/2013; Arendt, Crisis in Education, 1958)

Future Plans & Directions: A working group of intergenerational (senior and emerging) scholars from North America, Germany, and elsewhere with expertise across fields (teacher education, curriculum studies, leadership, philosophy of education), have been meeting online and face-to-face since late 2018. To date, we have discussed readings related to the first two of the questions above. We are seeking others to join our group as we discuss further questions and related readings. We will be holding a face-to-face meeting immediately following AERA 2019 in Toronto (12:00-4:00 Apr. 9 & 9:00-12:00 Apr. 10, Jorgenson Hall, Ryerson University, 380 Victoria St. Downtown Toronto), and plan additional online and face-to-face meetings, as well as the formulation of papers, and at least one special journal issue and edited collection. We also hope to expand the range of texts translated from the original (German). A proposal has been submitted for ECER ('European

Conference on Educational Research') in Hamburg, Germany in September 2019, with a follow-up work session to be held in Münster. We are also in the process of developing a course for delivery at the PhD level, as well as proposals for the 2020 AERA and DGfE (German Society for Education Studies) conferences.

CVs

Redab Al Janaideh, OISE/University of Toronto, Canada

Redab is a third-year doctoral student in the Developmental Psychology and Education Program at OISE/University of Toronto. Her dissertation research focuses on the development of language and literacy skills of newly arrived Syrian refugee children, specifically, predictors of reading comprehension and the effects of interrupted education. Further, her current research focuses on the development of discourse skills (conversation, narrative, expository) in bilingual Arabic- speaking children, and their contributions to reading comprehension.

Herbert Altrichter, Johannes Kepler University, Linz, Austria

Herbert Altrichter is currently Full Professor of Education and Educational Psychology and Director of Linz School of Education at Johannes Kepler University, Linz, Austria. His research interests include educational governance studies (school development and system reform), evaluation, teacher education and qualitative research methodology. A native from Vienna, Austria, he earned his PhD in Education from the University of Vienna, and acquired international experiences in Cambridge, UK and at Deakin University (Australia). From 1994-1999 Herbert Altrichter was Austrian Delegate to the Governing Board of the Centre for Research and Innovation in Education (CERI, OECD, Paris). He was the founding president of the Austrian Educational Research Association (ÖFEB) and is now Treasurer of the European Educational Research Association (EERA) (2013-2021). He founded and edits learned journals *(Journal für Schulent-*

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wicklung, Journal für Lehrerinnen- und Lehrerbildung, Zeitschrift für Bildungsforschung) and was trained as organizational consultant.

Sarit Barzilai, University of Haifa, Israel

Sarit Barzilai is a Senior Lecturer in the Department of Learning, Instruction and Teacher Education in the University of Haifa's Faculty of Education and a Principal Investigator in the Israel Center of Research Excellence on Learning in a Networked Society. Dr. Barzilai's primary research interests focus on learners' epistemic thinking (i.e. thinking about knowledge and knowing) and digital literacy. She is particularly interested in studying learners' epistemic thinking in digital media contexts such as learning from multiple online information sources and from digital games. Her research examines how learners' metacognitive understandings of the nature of knowledge and knowing come into play when they engage in tasks such as evaluating and integrating conflicting information sources and reasoning about epistemic disagreement. She also engages, together with practitioner partners, in designing and testing curricula and scaffolds for promoting learners' epistemic thinking and digital literacy in order to better understand the trajectories and mechanisms of epistemic growth. Dr. Barzilai's research has been published in leading journals such as *Educational Psychologist, The Journal of the Learning Science, and Learning and Instruction.* She is a recipient of grants from the *Israel Science Foundation* and the *United States-Israel Binational Science Foundation.*

Susanne Boese, DIPF Frankfurt, Germany

Susanne Boese is a researcher and scientific co-ordinator at the DIPF | Leibniz Institute for Research and Information in Education. She is working on the "BONUS study", the scientific monitoring and evaluation of the Bonus Program for schools in challenging circumstances in Berlin. Her current project "SchuWaMi" examines how schools in Germany have reacted to the increased reception of refugee children and youths, which institutional change processes have taken place in this context and are still taking place, and whether and how schools successfully promote the social participation of children and youths with refugee experience.

She graduated with a Ph.D. in Educational Science at the University of Potsdam in 2015 and currently holds the position of a Post Doc with a research focus on Innovation and Implementation, Educational Leadership, and School Improvement.

Stefan Brauckmann, Alpen-Adria-University Klagenfurt, Austria

Stefan Brauckmann holds the Chair on Quality Development and Quality Assurance in Education at the Institute of instructional and school development (IUS) of the Alpen-Adria-University Klagenfurt, Austria. He earned his doctorate from Free University in Berlin. Stefan had worked as a research scientist at the German Institute for International Educational Research (DIPF). He also held a stand-in full professorship at the University of Erfurt. His main academic fields and interests concern framework conditions to the education

system as well as the different governing mechanisms in educational administration, management and leadership which affect the development of quality assurance and learning in education.

He has participated in several inter-(national) comparative studies. He was the principal investigator of the SHaRP study "School leaders´activities between more responsibility and more power" which identified task structures and work load of school principals in six German federal states (Länder) differing in their degree of school autonomy. More recently, his research has focused on the relationship between the leadership styles school principals adopt when leading their schools towards higher student achievement, and their beliefs about the contextual and educational governance structures within which they operate.

Stefan Brauckmann has been a visiting scholar at the Institute PACE (Policy Analysis for California Education) of UC Berkeley and Stanford University, the Open University of Cyprus, the University of Stellenbosch and the University of Umea, Sweden.

Nina Bremm, University of Duisburg-Essen, Germany

Nina Bremm is Senior Lecturer at the Department of Educational Sciences, Institute of Education at the University of Duisburg-Essen. She manages the school development project 'Developing Potentials – Empowering schools'. After her studies of sociology at the University of Münster und the Max-Planck Institute for Human Development in Berlin, she worked as a Researcher at the University of Hamburg where she obtained a doctoral degree in education in 2014. She specializes on Education under the effects of globalization, migration and social change. Her research focuses on issues of

leadership, teaching development and organizational learning under the circumstances of social deprivation in segregated areas. She is also interested in students' drop-out of universities. Nina Bremm has paid particular attention to sociological theory explaining the persistence of social inequalities in modern societies as well as theory of social justice. She works with qualitative and quantitative empirical methods, and is also interested in the practical work with schools and teachers during school development processes.

Chris Brown, University of Portsmouth, UK

With a long standing interest in how evidence can aid education policy and practice, Chris has written six books (including *Leading the Use of Research and Evidence in Schools*), scores of papers and has presented on the subject at a number of international conferences in Europe, and North America. Chris has extensive experience of leading a range of funded projects, many of which seek to help practitioners to identify and scale up best practice, and was recently awarded a significant grant by the Education Endowment Foundation to work with 100+ primary schools in England to increase their use of research.

In 2015 Chris was awarded the American Educational Research Association 'Emerging Scholar' award (Education Change SIG). The award is presented to an individual who, within the first eight years of the career of an educational scholar, has demonstrated a strong record of original and significant scholarship related to educational change. Chris was also been awarded the 2016 AERA Excellence in Research to practice award and the UCEA Jeffrey V. Bennett Outstanding International Research award.

Chris' research interests centre on how teachers' use of research and how networks of teachers, academics and others can lead to improved teaching practice, school improvement and improved outcomes for children. Specific topics of interest include: evidence-informed practice and practitioner enquiry, professional development, the roles of networks in educational improvement and the impact and scale up of educational change.

Elizabeth Buckner, University of Toronto, Canada

Elizabeth Buckner is an Assistant Professor of Higher Education at the Ontario Institute for Studies in Education (OISE) at the University in Toronto. Her broader academic interest is in understanding how global trends affect higher education and what factors affect variation. She studies how global models shape national policies and university practices, and how changing models for higher education affect young people.

She is interested in better understanding changing patterns of how, where, and what university students learn in our rapidly changing world, and what role the university plays in creating graduates' identities as future citizens, workers, leaders, and agents of change. Her current research agenda focuses on two global trends: privatization and internationalization. She also has a long-standing interest and deep commitment to understanding the role of education in the Arab Middle East and North Africa, developed through years of study and travel in the region, and strengthened by personal connections, many cups of tea and a love of the Arabic language.

K.C. Busch, North Carolina State University, U.S.A

K.C. Busch is an Assistant Professor of STEM Education at North Carolina State University, USA, specializing in informal science learning and affiliated with the Leadership in Public Science interdisciplinary cluster. Drawing on research from the fields of science communication and environmental psychology, K.C. has investigated the language used to teach about climate change in educational settings, and how that framing affects youth perception of the problem and their capacity for creating solutions. Her current research is investigating the role of social relationships in learning using social network analysis, in partnership with the North Carolina Office of Environmental Education, the Environmental Educators of North Carolina, and the North Carolina Association of Environmental Education Centers, to visualize how information about best educational practices is shared among environmental educators throughout the state.

Daniel J. Castner, Indiana University-Bloomington, USA

Daniel J. Castner, Ph.D. (Kent State University, 2015) is an Assistant Professor of Early Childhood Education at Indiana University – Bloomington. Prior to working in higher education and throughout graduate studies, Dan taught kindergarten in Ohio from 2000 to 2015. Dan currently serves as the North American Book Review Editor for Contemporary Issues in Early Childhood. He recently co-authored the book, Democratic Curriculum Leadership: From Critical Awareness to Pragmatic Artistry. His work has been published in journals such as TC Record, Policy Futures in

Education, Leadership and Policy Studies. Dan also co-edited a special issue of CIEC on The Lived Sometimes Clandestine Professional Experiences of Early Childhood Educators.

Dan's research consists of three main lines of inquiry. The first line of inquiry conceptualizes and articulates democratic alternatives to the longstanding and dominant technical rational approach to curriculum development and leadership. The second elucidates the approaches to curriculum problem-solving and the ethical commitments of democratically inspired teachers of young children. The third examines professional development as a means for cultivating teachers' capabilities to function as democratic curriculum leaders.

Becky Xi Chen, University of Toronto, Canada

Becky Chen is a Professor in the Department of Applied Psychology and Human Development at OISE/University of Toronto. Her research focuses on bilingual and ELL (English Language Learner) children's language and literacy development. She is interested in how children develop literacy skills simultaneously in their first language and second language, and whether these skills transfer between the two languages. Recently, her research has also explored how to identify bilingual children at-risk for reading difficulties in order to provide them with timely interventions.

Clark Chinn, State University of New Jersey, USA

Clark Chinn is Interim Dean and Professor at Rutgers, the State University of New Jersey. He earned a Ph.D. in Educational Psychology at the University of Illinois at Urbana-Champaign. He has a M.A. in Curriculum and Instruction and a B.A. in Psychology from the University of Kansas. His research focuses on reasoning and argumentation, epistemic practices and epistemic cognition, conceptual change, and collaborative learning. He has drawn on philosophical scholarship to inform the development of models of epistemic cognition and the design of learning environments. He has worked extensively in collaboration with Ravit Golan Duncan on model-based inquiry in middle-school science classes-- designing learning environments and investigating how these environments promote conceptual change and epistemic growth. He was Editor of the Journal Educational Psychologist from 2011 to 2015. He is a Fellow of the American Educational Research Association and of the American Psychological Association (Division 15—Educational Psychology).

Heather F. Clark, University of California Los Angeles (UCLA), USA

Heather Clark is a doctoral student in Education at UCLA interested in studying the teaching and learning of climate change. Working with teachers in urban schools, she hopes to research and design classroom practices that support the transfer of climate science learning to meaningful decision-making in everyday contexts. Heather is also

teaching EDFN 4400 – Educational Foundations: Schooling In A Diverse Society at Cal State Los Angeles.

Prior to UCLA, she was a high school teacher and received her BA from Wellesley College, and MS from Yale University.

Lisa Damaschke-Deitrick, Lehigh University, Bethlehem, USA

Lisa Damaschke-Deitrick is a Professor of Comparative and International Education at Lehigh University, Pennsylvania. She holds a Doctorate in Social Sciences from the University of Tübingen, Germany, a Master in International Relations from the Free University Amsterdam, The Netherlands, and a Bachelor from the University of Bielefeld, Germany. In her research, she focuses on how education is used as a solution or cure-all for societal issues. Her research areas include educational policies for poverty prevention primarily in education systems in Europe and other welfare states with the focus on early-school leavers. She also conducts research on educational policies and practices designed to facilitate refugee youth's participation in their new host countries.

Anike Dröscher, Leibniz Institute for Educational Trajectories (LIfBi), Bamberg, Germany

Anike Dröscher is a research assistant at the Leibniz Institute for Educational Trajectories (LIfBi) in Bamberg, Germany. She works within the project Refugees in the German Educational System (ReGES) which focuses on investigating educational careers of young refugees. Her responsibilities include the assessment of language competences and

cognitive abilities. In her dissertation project she examines the validity of self-ratings of language competences. During her studies of psychology at the Julius-Maximilians-Universität Würzburg, she worked as a student assistant at the Chair of Psychology III – Psychological Methods, Cognition, and Applied Research at the University of Würzburg, and at the Institute for Employment Research (IAB) in Nuremberg.

Anne Berit Emstad, The Norwegian University of Science and Technology (NUST), Trondheim, Norway

Anne Berit Emstad is a lecturer in educational leadership, and teaches both at master and ph.d. level. Her research interests are organizational learning, leadership for learning, school evaluation as development, teacher education and newly educated teachers.

Tobias Feldhoff, Johannes Gutenberg University Mainz, Germany

Tobias Feldhoff is a full professor for education and school research and head of the Center for School Improvement and School Effectiveness Research at the Johannes Gutenberg University Mainz. He is also chair of the Center for Research on School, Education and Higher Education (ZSBH). From 2011 to 2015 he was an assistant professor for Empirical Educational Research and School Development at the Department of Educational Quality and Evaluation at the Leibniz Institute for International Educational Research (DIPF) as well as at the Goethe University, Frankfurt. From 2008 to 2011 he was a senior researcher at the

Institute for the Management and Economics of Education at the University of Teacher Education Central Switzerland. From 2005 to 2008 he worked as a PhD student at the Institute for School Development Research (IFS) at the TU Dortmund University, where he finished his PhD in 2010.

Norm Friesen, Boise State University, USA

Norm Friesen is a Professor in the Department Educational Technology at the College of Education, Boise State University. Dr. Friesen has recently translated and edited Klaus Mollenhauer's Forgotten Connections: On Culture and Upbringing (Routledge, 2014) as well as a book on Existentialism and Education in the thought of Otto Friedrich Bollnow (Palgrave, 2017). He is also the author of The Textbook and the Lecture: Education in the Age of New Media (Johns Hopkins University press, 2017). He is currently undertaking funded research into pedagogical tact, is co-authoring a book on Rehumanizing Education and human science pedagogy and is translating D.F.E. Schleiermacher's introductory 1826 lecture on education. His research interests include Philosophy of education, history of educational techniques and qualitative research methods.

Ericka Galegher, Lehigh University, Bethlehem, USA

Ericka Galegher has a Ph.D. in Comparative and International Education from Lehigh University. Using qualitative and quantitative methods, Dr. Galegher conducts research on international and private education, education in Egypt, refugee education, and teacher preparation. She has an M.A. in

Middle East Studies from the American University in Cairo, Graduate Diploma in Secondary Education from the College of New Jersey, and a B.A. in International Affairs from the George Washington University. She has worked in the education sector in Egypt for over ten years as a teacher, administrator, and researcher and on educational development projects in Cambodia and Egypt. Dr. Galegher resides in Egypt as an independent researcher.

Anne Gisske, University of Applied Sciences and Arts Dortmund & University of Wuppertal, Germany

Anne Gisske, M.A. is a research assistant in the DFG-project "Data-based school development processes as the basis of a long-term reorganization of individual schools" at the location of University of Applied Sciences and Arts in Dortmund. In addition she is a research associate and PhD student in the working aera „research methods in education" at the School of Education of the University of Wuppertal. Her main research interests are qualitative research, school development und organizational sociology.

Ellen Goldring, Vanderbilt University, USA

Ellen Goldring is Patricia and Rodes Hart Professor and Chair, Department of Leadership, Policy and Organizations, Peabody College, Vanderbilt University. Her research interests focus on the intersection of education policy and school improvement with particular emphases on education leadership. Her research examines leadership

practice, and the implementation and effects of interventions such as professional development, coaching, and performance feedback. A fellow of the American Educational Research Association and Past Vice-President of AERA's Division L-Policy and Politics, she is the recipient of the University Council for Educational Administration's Roald F. Campbell Lifetime Achievement Award; she has appeared on the Edu-Scholar Public Influence Rankings of top scholars in education policy for the past four years.

Her current research projects include, the evaluation of the Wallace Foundation's Principal Supervisor Initiative, a district reform initiative that aims to revise the role of principal supervisors in urban districts; the study of the implementation of the Instructional Partnership Initiative, a teacher professional learning approach across the state of Tennessee; and, a validation study of a diagnostic assessment of instructional leadership capacity.

Viola Hartung-Beck, University of Applied Sciences and Arts Dortmund, Germany

Viola Hartung-Beck is a professor for qualitative methods of empirical social research. At the moment she is one of two project leaders in the project "Data-based school development processes as the basis of a long-term reorganization of individual schools" (funded by the German Research Foundation, DFG) at the location of Dortmund. Her main research interests are qualitative methodology, (school) organization research and school development.

Bernhard Hemetsberger, University of Vienna, Austria

Bernhard Hemetsberger is PhD researcher in the Department of Education at the University of Vienna. His research interests include education crises, history of testing and achievement, history of education, comparative education, philosophy and theory (foundations) of education.

Friederike Hendriks, University of Münster, Germany

Friederike Hendriks is a postdoctoral research scientist at the Institute of Psychology in Education, University of Münster, Germany. Her research interests include the reasoning about scientific uncertainty and epistemic trust in the context of the public understanding of science. She is especially interested in the contribution of scientific process knowledge to understanding scientific uncertainty and controversy, and how process knowledge might be trained or activated in formal and informal education.

Christoph Homuth, Leibniz-Institute for Educational Trajectories (LIfBi), Bamberg, Germany

Christoph Homuth is a senior researcher at the Leibniz-Institute for Educational Trajectories (LIfBi) at the University of Bamberg. In 2016 he joined the project team of the panel study "ReGES – Refugees in the German Educational Sytsem" as a sub-project manager and item developer with a special focus on educational decision making

and educational and vocational biographies of adolescent refugees. Since November 2018 he is also coordinator of the project NEPS-Decisions within the National Educational Panel Study (NEPS). He studied sociology, political science and European law and received his doctorate in sociology with his thesis on the educational and social effects of the shortening of higher secondary schooling in Germany. His research interests include educational decision making in and effects of different institutional contexts, social inequality and survey methodology.

Sieginde Jornitz, DIPF Frankfurt, Germany

Sieglinde Jornitz works for the office "International Cooperation in Education - ice" at the DIPF since 2006. Working for ice, she concentrates on linking German educational research with international research communities. She is responsible for keeping in touch with European agencies to facilitate information on European educational policies and research funding opportunities for the German educational research community.

Sieglinde's main research interests focus on international and European education policy and school education. Sieglinde combines her overall interest in national and international education policies with the analysis of specific documents from educational practice, like school interaction transcripts or images.

She is an expert in qualitative analysis of visual documents and a regular lecturer at the Goethe University in Frankfurt/Main in the field of teacher education.

Together with Marcelo Parreira do Amaral (University of Münster, Germany) she has started editing the handbook on "The Education Systems of the Americas". She is a member of

several research groups on reconstructive hermeneutics in education and on digital media in Germany.

Sean Kearney, Texas A&M University-San Antonio, USA

Dr. Wowek Sean Kearney is the Interim Dean of the College of Education and Human Development at Texas A&M University-San Antonio. As such, he oversees educational programming for aspiring educators, kinesiology majors, counselors, principals, and superintendents. His research agenda is focused upon school leadership in high needs schools, school culture and climate, emotionally intelligent leadership, and bullying.

Dorothe Kienhues, University of Münster, Germany

Dorothe is an educational psychologist and the executive director of the Center for Teaching in Higher Education at the University of Münster, Germany. Beforehand, she coordinated the Priority Program "Science and the General Public: Understanding Fragile and Conflictual Scienctific Evidence", funded by the German Research Foundation DFG. Her main research interests include different aspects of the Public's understanding of science, especially epistemic cognition, epistemic trust in science, and how higher education can foster a sound understanding of science.

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Annette Korntheuer, Network of Forced Migration Researchers, Munich, Germany

Annette Korntheuer graduated as a PhD. at the Faculty of Psychology and Educational Sciences, Ludwig Maximilian University in Munich, Germany. She holds a Degree in Social work and has international experience working with youth and immigrant/ refugee population in Germany, Spain, Philippines and Canada. She is employed by the City of Munich as educational coordinator for newcomers.

Dr. Korntheuer is principal investigator in a Canadian-German research project on family education programs for refugee population. Currently, she collaborates as well as a lecturer at the Faculties of Social Work in Munich with courses on both qualitative social work research and anti- oppressive frameworks with migrant and refugee population. Her research interests include inequality in education and multicultural societies, Social Work with forced migrants and qualitative and participatory research methodologies. Dr. Korntheuer is member of the executive board of the German network for refugee studies, the ACT Now initiative and the German Canadian Research Coalition on Refugee Integration.

Katrin Lindner, University of Munich, Germany

Katrin Lindner has been Privatdozent for German Linguistics and Psycholinguistics at the University of Munich since 2004. Her dissertation concerned the linguistic means used by preschoolers to organize their interactions (e.g. modal particles). Her research has focused on language acquisition in monolingual and bilingual typically

developing children as well as children at risk for specific language impairment. Her papers have been published in book chapters and peer-reviewed journals such as Applied Psycholinguistics, Language Acquisition, and Linguistics. In 2014 she published Introduction to German Linguistics at C.H. Beck in München. Since 2017 she collaborates with Becky Chen (PI) in a trans-national pilot and follow-up study about refugee children observing their development in language and literacy skills in Toronto and München. The studies are financed by CYRRC.

Doug Lombardi, Temple University, Philadelphia, USA
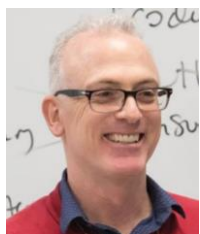
Doug Lombardi is an Associate Professor, Department of Teaching & Learning, Temple University. As the head of the Science Learning Research Group (http://sciencelearning.net), he conducts research that focuses on effective teaching tools and strategies that facilitate students' reasoning and critical thinking about socio-scientific topics. Particularly, he thinks about ways to teach and learn about scientific topics that pose local, regional, and global challenges, such as causes of climate change and availability of freshwater resources. Doug has recently received early career research awards from the American Educational Research Association's Division C (Learning and Instruction), American Psychological Association's Division 15 (Educational Psychology), and NARST: A Worldwide Organization for Improving Science Teaching and Learning Through Research. His research and theoretical positions have been published in journals such as *Educational Psychologist, Science Education, Contemporary Educational Psychology,* and *Learning & Instruction.*

Débora Maehler, Leibniz-Institute for the Social Sciences (GESIS), Mannheim, Germany

Débora B. Maehler is senior researcher and head of the Research Data Centre PIAAC at the GESIS - Leibniz-Institute for the Social Sciences in Mannheim. Her research focuses on migration and integration from an emotional, educational, and methodological perspective. She was a CIDER fellow and is currently a Jacobs Young Scholar.

Joel Malin, Miami University, Florida, USA

Joel Malin is an Assistant Professor of Educational Leadership at Miami University. He received his Ph.D. in educational policy, organization and leadership from the University of Illinois at Urbana-Champaign in May 2015. His research interests include research use and engagement, cross-sector collaboration, and leadership and policy (e.g., surrounding ambitious high school college and career readiness reforms). Joel's scholarship has appeared in several top journals, including Educational Administration Quarterly, the Journal of Educational Administration, and Education Policy Analysis Archives. In the research use area, Joel has been especially focused on: 1) understanding the nature of educators' research use and engagement; 2) understanding the nature and influence of educational intermediaries/brokers that seek to support the use of research and professional ideas in practice; and 3) considering how to leverage existing networks to enhance research engagement.

Jutta von Maurice, Leibniz Institute for Educational Trajectories (LIfBi), Bamberg, Germany

Jutta von Maurice studied psychology at the University of Trier. She received her diploma in 1993 with a thesis on the effects of chance events and interests on decision-making behavior in college freshmen. She received her doctorate from the University of Trier in 2004 with a thesis on intergenerational interest relations from the perspective of person-environment fit theory. In 2009 Jutta von Maurice was appointed as Executive Director of Research of the National Educational Panel Study (NEPS) and has since been responsible for coordinating research activities of NEPS. As of January 2014, she became Executive Director of Research at the Leibniz Institute for Educational Trajectories (LIfBi) at the University of Bamberg. Since 2016 she is also the principle investigator of the panel study "ReGES – Refugees in the German Educational System" which investigates the conditions leading to a successful integration of refugees into the German educational system. Her research interests are in the fields of vocational psychology, developmental psychology, and quantitative research methods.

Sarah McGrew Stanford University, California, USA

Sarah McGrew co-directs the Stanford History Education Group's Civic Online Reasoning project, which explores how young people reason about the social and political information that streams across their phones and computers and how schools can help students thoughtfully navigate this digital morass. Sarah's research focuses on

the development of curriculum and assessment materials to support teachers to teach online reasoning. She earned a B.A. in political science and education from Swarthmore College and an M.A. in education from Stanford University before teaching world history in Washington, D.C. for five years. She is currently a doctoral candidate at the Stanford Graduate School of Education and a National Academy of Education/Spencer Dissertation Fellow.

David C. Miller, American Institutes for Research (AIR), Washington D.C., USA

David C. Miller, Ph.D., is a managing researcher at the American Institutes for Research (AIR), where he has worked for almost 20 years. Since 2007 Dr. Miller has served as project director of a team providing research and technical support to staff in the International Activities Branch at the National Center for Education Statistics (NCES), U.S. Department of Education. He has written or co-written more than 60 peer reviewed journal articles, book chapters, and conference papers, and has taught courses in educational psychology and lifespan human development. He has published findings from studies including the National Education Longitudinal Study of 1988 (NELS:88), the Program for International Student Assessment (PISA), the Progress in International Reading Literacy Study (PIRLS), and the Trends in International Mathematics and Science Study (TIMSS). He has also spent many years serving as an instructor at professional development and training workshops conducted nationally to train people how to use databases from large-scale international studies and related web tools for doing comparative and international education research. Prior to his work on international studies, he managed a research team

that did analyses with longitudinal datasets and managed a team of technical reviewers responsible for the comprehensive review of statistical reports prior to publication by NCES. Dr. Miller is a graduate of the Educational Psychology Program at the University of Maryland, where he received both his master's degree and Ph.D.

Simon Morris-Lange, Expert Council of German Foundations on Integration and Migration (SVR), Berlin, Germany

Simon Morris-Lange is Deputy Head of Research with the Expert Council of German Foundations on Integration and Migration (SVR), a leading non-partisan think tank devoted to migration and the integration of first- and second-generation migrants. Before joining SVR, Simon served as an analyst with the Illuminate Consulting Group in the San Francisco Bay Area and as Chief Operating Officer with iversity, a Berlin-based edutech company. Simon has gained extensive experience in comparative research and evidence-based policy advice through research projects in Canada, Germany, the Netherlands, New Zealand, Sweden, and the United States. Simon writes regularly on educational inequality, international student mobility, and the study-migration pathway. He was educated in Germany, the United States, and Singapore.

Nicola Mühlhäusser, DIPF Frankfurt, Germany

Nicky Mühlhäusser, M.A., coordinates the project Integration CAN-D at the Leibniz Insitute for Research in Education (DIPF) in Frankfurt. The project is associated with the "Leibniz Education Research Network

(LERN)", and supports the research exchange and cooperation between Canada and Germany on the integration of refugees. Her facilitation work in the project includes the organization of workshops, joint presentations and publications for different target groups. Nicky's academic background is in the fields of political science, political theory and philosophy.

Elizabeth T. Murakami, University of North Texas, USA

Dr. Elizabeth T. Murakami is a professor and Mike Moses Endowed Chair in Educational Leadership at the University of North Texas. She is a Latin-American born and she earned her master's in Curriculum and Teaching and doctoral degree in Educational Administration from Michigan State University. Before becoming a professor, she worked in American international schools in Latin America. Dr. Murakami's research has been dedicated to school improvement and the academic success of Latin@ populations-- from P-20 to advanced leadership professions in education— generating research and pedagogy in prestigious journals such as Academe, Journal of Studies in Higher Education; and the International Journal of Qualitative Studies in Education; Journal of School Leadership, Educational Management Administration and Leadership (EMAL), and the Journal of School Administration and Supervision, and the volumes Abriendo puertas, cerrando heridas (Opening doors, closing wounds): Latinas/os finding work-life balance in academia, and Brown-Eyed Leaders of the Sun: A Portrait of Latina/o Educational Leaders. Her latest book is entitled: Beyond Marginality: Understanding the Intersection of Race, Ethnicity, Gender and Difference in Educational Leadership Research.

Barbara Muslic, Freie Universität Berlin, Germany

Barbara Muslic is one of two project leaders in the project "Data-based school development processes as the basis of a long-term reorganization of individual schools" (funded by the German Research Foundation, DFG) at the location of Freie Universität Berlin. She is a Post Doc with main research interests in qualitative methodology, (school) organization research, school development and school leadership research.

Petros Pashiardis, Open University of Cyprus

Petros Pashiardis is a Professor of Educational Leadership at the Open University of Cyprus. Previously, he has worked at the University of Cyprus from 1992-2006, holding a variety of positions. Petros studied Educational Administration at the University of Texas at Austin as a Fulbright Scholar from 1987 to1990. He was also the recipient of the Armand Hammer Fellowship at the LBJ School of Public Affairs of the University of Texas at Austin.

He has worked or lectured in many countries including Malta, Great Britain, India, New Zealand, Greece and the United States. Further, he has been an external examiner for doctoral dissertations or adviser to the Ministry of Education in Greece, the University of Tasmania, the University of Lincoln in the UK, the University of Thessaloniki in Greece, the University of Utkal in India, the University of Pretoria and the University of Johannesburg in South Africa. He has also acted as consultant and adviser to schools, colleges and local, regional and national authorities on a variety of themes. Additionally, he advised the

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Government of Cyprus on the introduction of a new teacher evaluation and promotion scheme in its primary and secondary schools and also on the development and training of a national educational inspectorate. He is on the editorial boards of the following journals: *Educational Management, Administration and Leadership; International Studies in Educational Administration; Leadership and Policy in Schools; Management in Education; School Leadership and Management; and International Journal of Educational Management.*

Steffen Pötzschke, Leibniz Institute for the Social Sciences (GESIS), Mannheim, Germany

Steffen Pötzschke is a researcher at GESIS – Leibniz Institute for the Social Sciences in the department of Survey Design and Methodology (Mannheim, Germany). He holds a B.A. in Cultural Sciences (European University Viadrina) and an M.A. in International Migration and Intercultural Relations (University of Osnabrueck). His research interests include international migration, integration, transnationalism and cross-cultural survey methodology.

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Todd Price is Director of Policy Studies in the National College of Education and a Professor of Curriculum working in the Curriculum, Advocacy and Policy major of the Teaching and Learning Ed.D. at National Louis University. He has authored and co-authored several chapters, articles, and books concerning curriculum theory, educational policy, teacher preparation, educational communications

technology, and community engagement (service-learning and civic education). He also serves as the Educational Foundations and Inquiry curriculum coordinator in service to teacher preparation. His Ph.D. is in Curriculum and Instruction, specialization Educational Communications Technology from the University of Wisconsin-Madison.

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Paul Pritchard, University of Toronto, Canada

Paul Pritchard is a PhD student in sociology at the University of Toronto. His research examines processes of inclusion/exclusion associated with global migration and the production of non-citizenship in Canada. Specific themes include research on migrant youth-to-adult transitions, especially as they relate to the labour market, and the social integration of refugee-migrant youth.

Howard Ramos, Dalhousie University, Halifax, Canada

Howard Ramos is a political sociologist and Professor of sociology at Dalhousie University (Halifax, NS, Canada). His research on immigration focuses on non-economic categories of immigrants, migration to secondary cities and regions, data and methods to measure integration, and evaluation of immigration programs. He is also President of the Canadian Sociological Association.

William A. Sandoval, University of California Los Angeles (UCLA), USA

William A. Sandoval is Professor in the Division of Urban Schooling in the Graduate School of Education & Information Studies at the University of California, Los Angeles. He studied Computer Science at the University of New Mexico, and earned his Ph.D. in the Learning Sciences from Northwestern University in 1998. His research focuses on epistemic cognition – how people think about what and how they know. He is especially interested in how science learning in school can promote a deep understanding of scientific argument that supports productive engagement with science in public life. Prof. Sandoval is also recognized as an expert on educational design research. He has published and presented internationally in science education, educational psychology, and the learning sciences. He served as associate editor of the Journal of the Learning Sciences for several years, and continues to serve on the editorial boards of JLS, Cognition & Instruction, Educational Psychologist, and Science Education. He served on the National Research Council study panel that produced America's Lab Report in 2005, and regularly advises various science education groups. He is a member of the American Educational Research Association, the National Association of Research on Science Teaching, the American Psychological Association, is a Fellow of the International Society of Design and Development in Education, and served as 2017-18 president of the International Society of the Learning Sciences.

Lisa Scharrer, Ruhr-University Bochum, Germany

Lisa Scharrer is a postdoctoral researcher in the Department of Education at the Ruhr-University Bochum, Germany, where she has been a faculty member since 2017. She completed her PhD at the University of Münster, Germany, where she conducted research within the special priority program 'Science and the General Public' funded by the German Research Foundation. Her research focuses on how people process and evaluate the validity of expert information and the credibility of its sources in digital media environments.

Verena Schmid, Heidelberg University, Germany

The research focus of Verena Schmid, M.A. lies on the issues of civil society and civic engagement. Furthermore, questions on the field of knowledge sociology and the sociology of the body are included in her scientific work. One additional focus is placed on the methods of qualitative social research. As a researcher at the Centre for Social Investment (CSI) at Heidelberg University in the project "Real World Lab Asylum", she focuses on the motivations behind civic engagement and the types of engagement undertaken by citizens and the associated organisations working in the field of refugee aid. Her doctoral thesis sheds light on how memories of the past construct the presence of the volunteers in the refugee aid. She passed her master degree in sociology, specialising in organisation and personnel development, in 2015 at the University of Heidelberg, with her thesis on "the body as a vehicle of knowledge workers". In 2013, she completed her bachelor degree in social science with the

subjects sociology, political science and ethnology at the University of Augsburg.

Maha Shuayb, Centre for Lebanese Studies, Beirut, Lebanon

Maha Shuayb is the director of the Centre for Lebanese Studies since 2012. Prior to that, she was a Senior Fellow at St Antony's College, University of Oxford. Maha has a PhD in education from the University of Cambridge. Maha also teaches part-time at the Lebanese American University. She was a visiting scholar at various universities including University of Cambridge and the American University of Beirut. Maha's research focuses on the sociology and politics of education particularly equity and equality in education and the implications of the politicization of education particularly on marginalized groups. Over the past five years, Maha has been occupied with the education response to the Syrian Refugee crisis in Lebanon. She has headed a number of research studies looking at access and quality of education for refugees and the bottlenecks. Her most recent studies include a comparative longitudinal study between Lebanon, Turkey, Germany and Australia which examines the impact of status on education provisions for refugees in the four countries. The study is funded by a Lyle Spencer grant. Maha, alongside a team of scholars from University of Boston, has also been awarded grant from the Dubai Cares Evidence for Education in Emergencies (E-Cubed) Research Envelope to conduct a study on the Promising Partnership Models for Education in Emergencies. Maha has numerous publications on education, refugees including an edited book on education for social cohesion.

Katharina Soukup-Altrichter, University of Teacher Education Upper Austria, Linz, Austria

Katharina Soukup-Altrichter is Vice-Rector for Teaching and Research at the University of Teacher Education Upper Austria, Linz, Austria. After having been trained as a primary school teacher and having worked in primary schools she earned her PhD in Education from University of Vienna and worked as trainer in teacher professional development and as consultant organizational development. Since 2009 she is Professor of Education at the University of Teacher Education Upper Austria. Her research interests and publications are in teacher education and school improvement.

Jonathan Supovitz, University of Pennsylvania, USA

Jonathan Supovitz conducts research on how education organizations use different forms of evidence to inquire about the quality and effect of their systems to support the improvement of teaching and learning in schools. Dr. Supovitz also leads the evidence-based leadership strand of Penn's mid-career leadership program and teaches courses on how current and future leaders can develop an inquiry frame of thinking about continuous improvement and the skills necessary to compile, analyze, and act upon various forms of evidence.

Dr. Supovitz is an accomplished mixed-method researcher and evaluator, employing both quantitative and qualitative techniques. His current work focuses on how districts develop a coherent vision of instructional improvement and devise systems to support instructional focus in schools, and how

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organizations build a culture of inquiry that supports sustained organizational learning and improvement.

Dr. Supovitz is the principal investigator or co-principal investigator of several research and evaluation projects at CPRE. These include the national evaluation of the America's Choice comprehensive school reform design; a study of high school strategies for instructional improvement; and a study of district improvement efforts. He is currently planning a randomized experiment of the implementation and scale-up of a formative assessment intervention.

Dana Tegge, Humboldt-Universität Berlin, Germany

Since January 2015 Dana is a doctoral fellow of the Hans Böckler Foundation in the graduate school "Inclusion – Education – Schools: Structural Analyses of Development" at the Humboldt-Universität Berlin. During her PhD studies Dana was involved in various projects, e.g. scientific monitoring of the project "Coordination of educational offers for newly immigrated persons in Germany" or as an author of the national education report Austria 2018. Furthermore, she was commissioned with the conception and development of two municipal reports about inclusion in schools for the district of Paderborn (North Rhine-Westphalia) in the period from 2015 to 2019. Previously, she worked as a research assistant at the German Institute for International Educational Research (DIPF)in the project „Communal Educational Monitoring". She was also involved in the preparation of an expert report "Training and professionalisation of specialists for inclusive education in Germany". She studied sociology and educational sciences at the Friedrich Schiller University Jena, Germany and at the Johannes Kepler University Linz, Austria.

Nina Vaupotič, University of Münster, Germany

Nina Vaupotič is currently working as a research assistant at the University of Münster. Prior to starting her doctoral degree within the DFG founded research training group Trust and Communication in a Digitized World, she completed her bachelor's and master's degree in Psychology the University of Ljubljana. In her doctoral project, she is focusing on students' understanding of science and scientific endeavour as well as on their strategies for coping with the high distribution of knowledge in our society. She is particularly interested in the link between epistemic cognition and trust in science.

Lise Vikan Sandvik, Norwegian University of Science and Technology (NUST), Trondheim, Norway

Lise Vikan Sandvik is an Associate Professor in the Department of Teacher Education, Norwegian University of Science and Technology. She has experience as teacher in primary and secondary schools, and served as deputy head of Department of Teacher Education from (2013 – 2016).

Her professional field of interest mainly revolves around issues of writing in foreign languages, educational assessment, teacher professionalism, professional learning, teacher education, and mentoring of preservice teachers. Sandvik currently leads a research project on a school based professional development project that aims to develop assessment literacy among leaders and teachers in 21 upper secondary schools in Norway.

Annika Wilmers, DIPF Frankfurt, Germany

Annika Wilmers is an academic staff member at "International Cooperation in Education - ice", an office that provides advice and support to empirical educational institutions and individual educational researchers for establishing and improving international research initiatives. She is an experienced science manager and has worked for various higher education and research institutions. Since working for ice, she has concentrated on linking German educational research with international research communities. Most recently, she has been engaged in projects that aimed at fostering research exchange between North American and German scholars as well as working for OECD and EU projects, particularly in the field of evidence‑informed education policy and practice. She holds a B.A. and M.A. in Modern History, Medieval History and German Literature (Université de Provence and University of Tübingen), and a PhD in Modern History (University of Tübingen).

Alexander W. Wiseman, Texas Tech University, USA

Alexander W. Wiseman, Ph.D., is Professor of Educational Leadership & Policy in the College of Education at Texas Tech University. He holds a dual‑degree Ph.D. in Comparative & International Education and Educational Theory & Policy from Pennsylvania State University, a M.A. in International Comparative Education from Stanford University, a M.A. in Education from The University of Tulsa, and a B.A. in Letters from the University of Oklahoma. Dr. Wiseman conducts comparative educational research on educational

policy and practice using large-scale education datasets on math and science education, information and communication technology (ICT), teacher preparation, professional development and curriculum as well as school principal's instructional leadership activity, and is the author of many research-to-practice articles and books. He serves as Senior Editor of the online journal *FIRE: Forum for International Research in Education*, Series Editor for the International Perspectives on Education and Society volume series (Emerald Publishing), and Editor of the *Annual Review of Comparative and International Education* (Emerald Publishing).

Rose M. Ylimaki, University of South Carolina, USA

Rose Ylimaki is Professor, Department Chair of Educational Leadership and Policies, and Interim Director of the Center for Innovation in Higher Education at the University of South Carolina. She has authored and edited articles, chapters and books concerning education and the intersection of curriculum and leadership, with articles in *American Educational Research Journal, Leadership, Leadership and Policy in Schools, Educational Administration Quarterly, and NordStep.* Most recently, she co-edited (with Michael Uljens) of *Bridging Educational Leadership, Curriculum, and Didaktik: Non-affirmative theory of education.* She is PI of several grant funded projects on education and democracy in policy and school development. Her research interests include education theory, curriculum theory, education policy, leadership, school development, and qualitative research methods.

Michelle D. Young, University of Virginia, USA

Michelle D. Young is a Professor of Educational Leadership at the University of Virginia and former Executive Director of the University Council for Educational Administration (UCEA). Young received her PhD in Educational Leadership Policy, Planning and Leadership in 1997 and her Masters of Education in Special Education with an emphasis on Learning Disabilities and Second Language Learners in 1993 from the University of Texas at Austin. Young is a full professor at the University of Virginia. She also serves on a number of national policy and academic boards, including the National Policy Board for Educational Administration (NPBEA) and top tier journal Editorial Boards like the Educational Administration Quarterly. Dr. Young's scholarship focuses on the development of school leaders as well as how school leaders and school policies can support equitable and quality experiences for all students and adults who learn and work in schools.

Karin Zimmer, University of Vechta, Germany

Karin Zimmer is Professor of Empirical Education Research at the Faculty of Education and Social Sciences of the University of Vechta. She is associated with the German Institute for International Educational Research (DIPF) in Frankfurt, Germany, where she co-ordinated the Leibniz Education Research Network (LERN) as well as the German national educational report. Prior to DIPF, Karin Zimmer has been senior analyst of PISA at OECD in Paris,

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