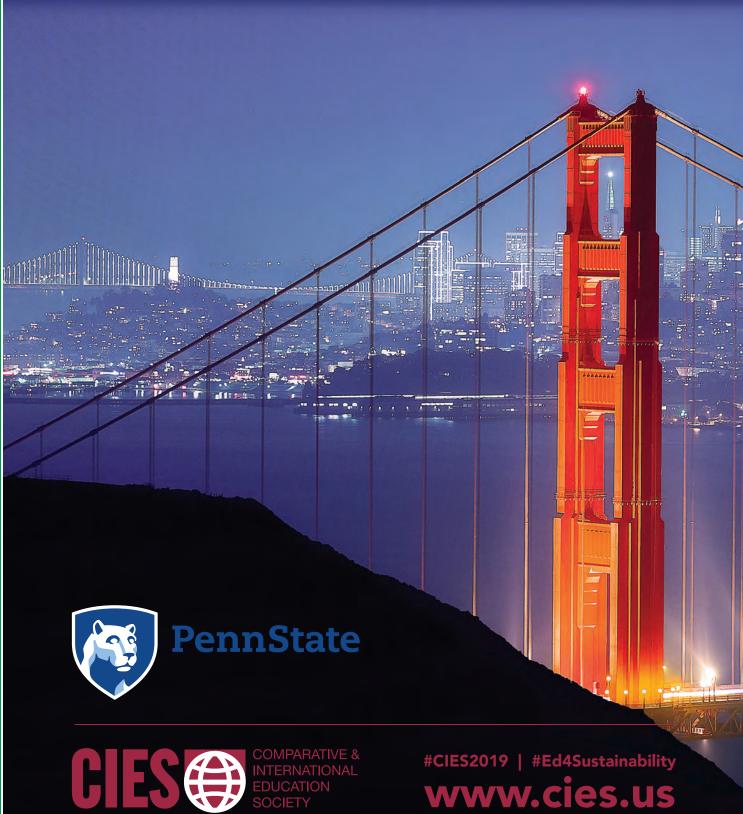


EDUCATION FOR SUSTAINABILITY CIES 2019

San Francisco · April 14-18, 2019



Loffee Break, 9:30am 8 - 9:30am 8 - 9:30am Session 2 10 - 11:30am Session 2 10 - 11:30am Session 1 11:45am - 1:15pm 11:30 - 3pm 1:30 - 3pm 1:30 - 6:30pm 4:30 - 6:30pm 6:30 - 9pm 6:30 - 9pm

TABLE of CONTENTS

CIES 2019

INTRODUCTION

Conference Theme						.2
About CIES						.3

WELCOME

David Post, CIES President-Elect		.4
Regina Cortina, CIES President		.5
Hilary Landorf, CIES Executive Director		.6

LEADERSHIP

CIES Board of Directors					.7
CIES Presidents					.8
CIES Office of the					
Executive Director					.9
CER Editorial Board					10
Committees, 2018-2019					11
Special Interest Groups,					
2018-2019					13

FEATURED EVENTS

Welcome, Town Hall	: D	eb	bat	e,					
Opening Reception									16
Closing: Alphabet Ro	bcł	ker	S						17
George F. Kneller Ke	yn	ote	e L	.ec	tu	re			18
Plenary Sessions									20
Presidential Address									23
State of the Society									23
Film Festivalette									24

AWARDS

Awards Ceremony				34
UREAG & New Scholars Award				35

OF SPECIAL INTEREST

Meditation & Prayer Space		36
Chinese Panels & Round-tables		37
Spanish Panels		51
Memorial Panels		55
Gender & Education, UREAG, &		
New Scholars Committee Events		56
SIG Events: Highlighted Sessions		
& Business Meetings		57
Book Launch, Poster,		
& PechaKucha Sessions		61

ACKNOWLEDGMENTS

Program Comm	itt	ee	&	Vc	olu	nt	ee	rs			62
Unit Planners .											63

PARTNER ORGANIZATIONS

Sustaining Partners					65
Sponsors					66
Exhibitors & Advertisers					67
Institutional Receptions.					68
Advertisements					70

CONFERENCE PROGRAM

Sessions By Day.													82
------------------	--	--	--	--	--	--	--	--	--	--	--	--	----

INDEX

Presenter						.231
Subject / Keywords						.275
Committee / SIG .						.281

INSIDE BACK COVER: Venue Maps



INTRODUCTION



EDUCATION FOR SUSTAINABILITY CIES 2019 San Francisco • April 14-18, 2019

During its "Development Decade" of the 1960s, the UN advocated education as a driver of economic growth. But, over the past fifty years, questions have been asked with increasing urgency about what kind of development is promulgated through literacy, skills training, and formal schooling. What is the longer term cost of an education that promises – and sometimes delivers – productivity, industrialization, modernity and consumption? Who pays this price? What are the larger costs? And with what ultimate consequence for the planet? Such questions prompt the theme of the 63rd annual meeting of the Comparative and International Education Society: Education for Sustainability.

Our 2019 theme connects the CIES with a reconsideration of human progress - by scholars, governments, corporations, international agencies, and civil society at the grassroots level. This reconsideration is also reflected in the 2030 Agenda for Sustainable Development adopted by UN member states. The agenda finds its power by setting goals and building peaceful partnerships for the simultaneous pursuit of human well-being and ecological integrity. Our theme will remind us that, while education is both a public and private good, its impact is global. Indeed, education is integral to the four pillars the UN has seen as supporting sustainability: inclusive social development, inclusive economic development, peace and security, and environmental sustainability. We in the CIES, both individually and collectively, have much to contribute to these pillars.

How fitting that CIES will meet in San Francisco, where representatives of war-torn nation-states gathered at the Herbst Theater to negotiate and sign the UN Charter in 1945. The international institutions emerging from that historic encounter have endured through political tensions, economic crises and war. They endured partly because the United States played a positive role supporting them. The US Commission for UNESCO, for example, met in San Francisco in 1969 to discuss what could be done to improve the natural environment. That meeting led the way to a worldwide recognition of Earth Day. In 2019 CIES will return to the Herbst Theater to learn what we as scholars and educators can do to marshal new evidence and craft a sustainable future.

Today US leadership and engagement in multilateralism is in retreat, with Washington less committed than in the past to the international norms and efforts needed for sustainability. However, California remains committed to this effort. Our meeting in San Francisco thus will remind us that concerted action and scholarship in education can thwart hatred and violence, promote human rights and dignity, and help ensure our planet's survival. CIES researchers, analysts, teachers and practitioners can – and must – play roles in these efforts. All hands are needed to analyze curricula, address demographic trends, critique existing paradigms, and advocate for policies and practices that will develop a sustainable planet for all.

Come and contribute.

ABOUT CIES

CIES, the Comparative and International Education Society, is an academic association dedicated to increasing understanding of educational issues, trends, and policies through comparative, intercultural, and international perspectives.

COMPARATIVE &

CIES is the largest and oldest of **47** comparative and international education societies around the world. Its more than **3,000** individual members — researchers, analysts, practitioners, and students — represent over **1,000** universities, research institutes, government departments, non-governmental organizations, and multilateral agencies across the globe.

CIES members explore educational issues related to schools, students, teachers, and administrators from early childhood and primary school to secondary and higher education, as well as non-formal education and lifelong learning. Some compare achievement inequalities across socio-economic status, gender, ethnicity, and language. Others examine the relationship between education and cultural processes, democratization, globalization, economic development, and political conflict.

Established in **1956**, CIES has attracted a diverse audience in working towards its mission to foster cross-cultural understanding and scholarship. Within the last decade alone, CIES membership has doubled — reflecting the global expansion of academic and professional positions as well as a commitment to international education and cooperation.

ABOUT CIES 2019 SAN FRANCISCO

CIES 2019 San Francisco is the 63rd Annual Conference of the Comparative and International Education Society, to be held in San Francisco, California, from **April 14-18, 2019**.

CIES Annual Conferences are academic conventions attended by researchers, students, practitioners and policymakers interested in comparative and international education. As part of these events, Society members and the interested public gather together for scholarly and practical exchange, as well as for debate and networking — via lectures, research presentations, workshops, book talks, social events, and more.

"Each CIES conference has a broad theme covering a range of applied, theoretical or empirical presentations. This year's conference theme is **"Education for Sustainability,"** which aims to connect the CIES audience with a reconsideration of human progress – by scholars, governments, corporations, international agencies, and civil society at the grassroots level. This reconsideration is also reflected in the 2030 Agenda for Sustainable Development adopted by UN member states. The agenda finds its power by setting goals and building peaceful partnerships for the simultaneous pursuit of human well-being and ecological integrity. Our theme will remind us that, while education is both a public and private good, its impact is global.

David Post CIES President-Elect



NELCOME

Dear contributors to the 2019 CIES Conference:

This week we launch our historic attempt to reimagine comparative method and international education for an era where sustainability must become central to research and debate on education and development. Welcome to San Francisco.

It was here, at the end of the Second World War, where nations convened to create the basis for their hoped-for peace and progress. Led by the United States, delegates gathered at the Herbst Theater to sign the UN Charter. Monday evening we will return to the Herbst for our Kneller Lecture and a special UNESCO panel (also live-streamed for the benefit of those unable to purchase tickets). With twelve plenary panels and hundreds of parallel sessions, we will highlight some key themes of the UN Sustainable Development Goals. And our conference this year is multilingual, featuring panels in Spanish and Chinese (two heritage languages of California), as well as new forms of presentation.

Although we received a record number of submissions this year, we tried to accommodate as many as possible based on the input of thousands of peer reviewers. Thanks to all of you who assisted with this, especially to our unit planners and the members of my own program planning committee and student support group at Penn State. See the back of this program for individual acknowledgements. I further appreciate material and collegial support from my own College of Education for our programing efforts and for Sunday's Opening Reception. CIES is most grateful to our partners and sponsors for grants and support of many enhanced programs this year, including a film festival in a nearby theater, ALS signage, childcare, and more. Despite the richness of the conference program, I hope you will use some of your time to explore California and the world beyond the Hyatt by taking advantage of the many outings that are being cosponsored by our Special Interest Groups.

My heartfelt thanks go to the hardworking staff of the Office of the Executive Director, including Hilary Landorf, as well as to the wonderful support of the CIES leaders, including our out-going President Regina Cortina. The theme of this year's conference will – one hopes- begin to steer our agenda toward themes of the environment that will remain central for next year's exciting meeting in Miami, to be led by the next President-elect, Iveta Silova.

> – David Post, President-elect and Program Chair CIES2019 Professor of Education, Penn State University

WELCOME

Dear CIES 2019 Conference Participants,

I am delighted to welcome you to the 63rd annual conference of CIES in San Francisco!

I applaud the Office of the Executive Director and President-Elect David Post's team from Pennsylvania State University for coordinating and organizing the conference. As CIES grows each year, it requires a tremendous amount of effort to make this event happen. We hope you are able to take advantage of all that is planned for this exciting week.

Here in the North, the United States government is focused on building the "Wall" to block the flow of South-North migration. With 57 million Latinx immigrants residing in the U.S., and that number growing, I hope our conversations around this year's theme of Education for Sustainability can address the ways in which our field can combat the racist messages affecting immigrants. Today, one in every five students in K-16 in education institutions in the United States are Latinx. My strong recommendation to CIES is that in thinking about a sustainable future for all, we should not separate what is happening in schools in the Global South from schools in the Global North. They are interconnected.

The theme of sustainability is also interconnected with the promotion of multiple ways of knowing and the recognition of distinct cultures within global communities. Environmental sustainability depends in large part on maintaining biodiversity, which in turn is linked to language diversity. One of the central contributions of education to achieve a truly sustainable future should be to protect the multiple forms of knowledge within our local and global communities.

I invite you to discuss ways in which we can truly engage to the call that this year's organizers have made to us. Please make the most of the diversity of sessions, plenaries, mentoring and networking opportunities this conference will provide.

– Regina Cortina Professor of Education Teachers College, Columbia University President, Comparative and International Education Society 2018-2019

Regina Cortina

CIES President



Hilary Landorf CIES Executive Director

NELCOME



From the CIES Executive Director:

Welcome to the 63rd Annual Conference of the Comparative and International Education Society in San Francisco! On behalf of all of us at the Office of the Executive Director (OED), I want to extend a special welcome to the attendees joining us from over 120 countries around the world!

The theme of this year's conference, "Education for Sustainability," is one of the most critical issues in our work, as evident from the record number of submissions we received this year and the enthusiasm shown by all in making this a successful conference. The concept of sustainability has particular relevance for the OED at CIES. Sustainability involves critical and systemic thinking, collaboration, and taking responsibility for present and future generations. Over the past three years, these concepts have been at the heart of all we do at the OED. We have made it our mission to build foundations that will allow the Society to be self-sustaining and to serve our internal and external communities. For the first time ever, CIES has its own membership system and a full-time membership coordinator. This enables members to build their own profiles, access the CER, and communicate and collaborate with other members and groups all within the CIES website. In addition to the long-standing New Scholars program, this year we have increased our commitment to the UREAG and New Scholars Committees, so that there are more funds available for travel to the conference and more awards for exemplary scholarship. Beyond discounting registration for scholars and practitioners from low-income countries, we have encouraged donations to sponsor registration and membership for those in need. These initiatives are just a few examples of our commitment to ensure the responsible sustainability of CIES.

We have been in touch with many of you online and by phone, helping you plan activities, connect with other members, and prepare for the conference. We are very much looking forward to chatting with you in person! We will be at the OED desk throughout the week. We encourage you to visit us there with questions, ideas, suggestions, or just to say hello.

My appreciation goes out to all who have made this conference possible, including the program chair, David Post and his able team, our presenters, speakers, exhibitors, volunteers, and sponsors. A special thank you goes to our outgoing president, Regina Cortina, for her work in promoting the good of the Society throughout the year, to the OED Managing Director, Mariusz Galczynski, and the entire OED team, and to Senior Conference Manager Cheryl Gilliland and her staff at Indiana University Conferences. I would also like to thank our volunteers who come from universities throughout the world.

I hope that you will take advantage of all that this year's conference has to offer – papers, panel and poster sessions, workshops, roundtables, as well as films, outings, receptions, networking opportunities, and the majesty of San Francisco!

– Hilary Landorf CIES Executive Director Associate Professor of Education Executive Director, Office of Global Learning Initiatives, Florida International University



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1961	Joseph Katz, University of British Columbia
1959-19	
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1956-1959

William W. Brickman, New York University

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LEADERSHIP

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Elisheva Cohen (Chair), University of Minnesota

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Language Issues SIG

Carol Benson, Teachers College, Columbia University

Kevin Wong, New York University

Large-Scale Cross-National Studies in Education SIG

Andrés Sandoval-Hernández, University of Bath Maria Magdalena Isac, University of Groningen



LEADERSHIP

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Middle East SIG

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Clara Costandi Morgan, Qudraat

Peace Education SIG

Kevin Kester, Keimyung University

Tina Robiolle, The Fletcher School of Law and Diplomacy

Philanthropy and Education SIG

Natasha Ridge (Chair), Sheikh Saud bin Saqr Al Qasimi Foundation

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Welcome, Town Hall Debate, Opening Reception

FEATURED EVENTS

WELCOME & OVERVIEW

Grand Ballroom A Sunday, April 14, 2019 • 5:00 PM

Hilary Landorf, Rebecca Tarlau, Anna Kaiper, Yi Meng, and Natasha Mansur

TOWN HALL: DEBATE

Grand Ballroom A 5:30 PM

David Post, CIES President-elect & CIES 2019 San Francisco Program Chair

What is the CIES? Is it an international association that is headquartered in the United States and holds most of its conferences there? Or, is it a US Association whose membership includes a large number of non-US citizens? These are not rhetorical questions. Because, in order for us to decide where CIES has a responsibility to speak out and where it should focus its energies on education matters or professional development, we first must consider the the identity and purpose of the organization.

The resolution to be debated:

"CIES is an international association open to comparativists worldwide and, for this reason, it has no particular or special responsibility for teaching, policy or practice in any single country, including the United States of America".

Moderator: N'Dri Assie-Lumumba,

Cornell University & President, WCCES

For the Affirmative: Erwin Epstein, Loyolla University of Chicago, Supriya Baily, George Mason University

For the Negative: Vandra Masemann, OISE, University of Toronto, Matthew Thomas, University of Sydney

For the Affirmative

Erwin Epstein 8 minutes Vandra Masemann 8 minutes

For the Negative

Supriya Baily 8 minutes Matthew Thomas 8 minutes

BREAK- QUESTIONS FROM THE FLOOR DIRECTED ALTERNATELY TO EACH TEAM

Rebuttal by Baily 6 minutes Rebuttal by Thomas 6 minutes

Rebuttal by Epstein 6 minutes Rebuttal by Masemann 6 minutes

OPENING RECEPTION

Grand Ballroom B & C 7:00 PM – 9:00 PM

SPECIAL THANKS

CIES would like to extend special thanks to Penn State University, which has contributed generous financial support as official sponsor of the CIES 2019 San Francisco Opening Reception.

Closing Alphabet Rockers

CLOSING EVENT

1.18

Grand Ballroom A Thursday, April 18 • 5:00 PM – 6:30 PM

ALPHABET ROCKERS

Since 2007, the GRAMMY-nominated Alphabet Rockers have proven their expertise in creating cutting-edge social justice content for young audiences – emerging as the preeminent music artists shaping an intergenerational soundtrack for the future we want, now.

Utilizing the popularity of hip-hop, the musical duo (Kaitlin McGaw and Tommy Shepherd, Jr.) layers their bright, contemporary beats with dynamic lyrics that center racial equity; instilling values of hope, empathy and resistance. Connecting McGaw's background in African-American Studies from Harvard University with Shepherd's experience in hip-hop and theatre training from Pacific Conservatory of the Performing Arts, Alphabet Rockers draws inspiration from greats like Muhammad Ali, Maya Angelou, Martin Luther King, Jr., and other notable figures to create lyrics like "I have a dream / Yes I float like a butterfly and sting like a bee / gonna be the change in the world that I gotta see."

Since their founding, the duo has written and recorded four full-length albums, conducted three national tours and created 20 music videos with over 182,000 views online. Alphabet Rockers is currently touring their GRAMMY nominated 2018 Best Children's Album, "Rise Shine #Woke" with anthemic lyrics of our time like "I Will Stand Up for You" and "I Shine in my beautiful skin."



Kaitlin McGaw, GRAMMY-nominated Artistic Director, Alphabet Rockers

A Harvard University Graduate in Afro-American Studies, she is a leader in the arts education and social justice community in the Bay Area and an awardwinning songwriter

(John Lennon Songwriting Contest, Parents' Choice Awards). McGaw is a featured speaker and trainer at conferences on arts and social justice including California Kindergarten Association, Southern California Kindergarten Association, University of San Francisco, and the San Francisco Unified School District.

Tommy Shepherd, Jr., GRAMMY-nominated Music Director of Alphabet Rockers.

A professional actor/writer/ musician, Tommy (aka Emcee Soulati) has toured internationally in hip hop theater (Marc Bamuthi



Joseph, Campo Santo, Intersection for the Arts). He is a co-founder of the live hip hop collective Felonious, who perform throughout the world and create original, theatrical productions.



George F. Kneller Keynote Lecture

FEATURED EVENTS

Monday, April 15, 2019 6:30pm – 9:00pm

LOCATIONS

ON-site Livestream Hyatt Regency San Francisco (open to all) Grand Ballroom A

Off-site Herbst Theatre 401 Van Ness Ave San Francisco, CA 94102

- On-site seating is limited to CIES 2019 San Francisco registrants who have purchased event tickets
- Green Room reception on second floor for ticket holders opens at 4:30PM. Auditorium opens at 5:30PM
- Bus departures from Hyatt Regency San Francisco will begin at 4:00PM and continue until the event begins
- Ticketholders may opt to walk (approximately 45 minutes) or take BART public transportation (approximately 20 minutes), exiting at Civic Center

PROGRAM

The Work of UNESCO in the Era of Sustainable Development Goals (6:30pm)

Aaron Benavot Suzanne Grant Lewis Jordan Naidoo Claudia Uribe

Education for Sustainability (7:30pm)

Jeffrey D. Sachs Introduction: Radhika Iyengar

JEFFREY D. SACHS is a renowned professor, bestselling author, innovative educator, and global leader in sustainable

development. He is widely recognized for bold and effective strategies to address complex challenges including debt crises, hyperinflations, the transition from central planning to market economies, the control of AIDS, malaria, and other diseases, the escape from extreme poverty, and the battle against human-induced climate change.

He is Director of the UN Sustainable Development Solutions Network, a commissioner of the UN Broadband Commission for Development, and an SDG Advocate for UN Secretary General Antonio Guterres. From 2001-18, Sachs served as Special Advisor to the UN Secretary General, for Kofi Annan (2001-7), Ban Ki-moon (2008-16), and Antonio Guterres (2017-18). Professor Sachs was the corecipient of the 2015 Blue Planet Prize, the leading global prize for environmental leadership.

The New York Times called Sachs "probably the most important economist in the world." Professor Sachs serves as the Director of the Center for Sustainable Development at Columbia University. Sachs was Director of the Earth Institute from 2002 to 2016.

SPECIAL THANKS

This event is made possible thanks to generous support from the Open Society Foundations and the Lemann Center at Stanford University.







SUZANNE GRANT LEWIS

Director of the International Institute for Educational Planning (IIEP-UNESCO)



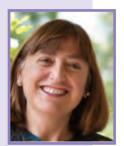
AARON BENAVOT

Professor of Global Education Policy in the School of Education at The University of Albany–SUNY, and a past director of the UNESCO Global Education Monitoring Report



JORDAN NAIDOO

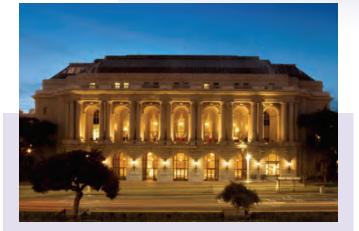
Director of Division for Education 2030 Support and Coordination at UNESCO



CLAUDIA URIBE

Director of the Regional Bureau for Education in Latin America and the Caribbean (OREALC/UNESCO Santiago)

UNESCO Santiago).



ABOUT HERBST THEATRE

The United States was a founding member of the United Nations and it hosted the organizing conference in the Spring of 1945, when the UN Charter was signed on the stage of the Herbst.

Housed in the Veterans Building of the San Francisco War Memorial & Performing Arts Center, the Herbst Theatre auditorium echoes Beaux-Arts design and is adorned by a series of stunning Frank Brangwyn murals originally painted for the 1915 Panama-Pacific International Exposition.

Learn more about San Francisco's role: http:// www.un.org/en/sections/history-united-nationscharter/1945-san-francisco-conference/index.html

Watch a short documentary produced in 1945 about the conference: https://www.unmultimedia.org/avlibrary/asset/1288/1288630/

Learn more about the theater itself: https://vmcsf. org/the-building/united-nations-charter/



RADHIKA IYENGAR

Director, Education Sector, Center for Sustainable Development, Columbia University. Iyengar received a Ph.D. in Economics of Education from Columbia Teachers College.

719

Plenary Sessions



Panels featuring issues of sustainability
Panels featuring educational issues in California
Panels featuring the work of UNESCO

Monday, April 15, 2019 11:45am - 1:15pm

Grand Ballroom A	Grand Ballroom B	Grand Ballroom C	Pacific D/E/F
Sustaining the Development-Relevance of Education and Learning: The Work of UNESCO International Bureau of Education This panel revisits the concept of "competences" and argues for its repositioning in current education debates on sustainable development and lifelong learning. It draws on extensive experience of leading scholars in the field, and their substantial contributions to thinking and writing about the future of education, emerging technologies, and future competences. Anthony Mackay (Chair), IBE-UNESCO & National Center on Education and the Economy, USA Mmantsetsa Marope, Director, IBE-UNESCO, Switzerland Hans D'Orville, UNESCO Barry McGaw, IBE-UNESCO & University of Melbourne, Australia Conrad Hughes, IBE-UNESCO & International School of Geneva, Switzerland	 Wu Yi-fang and the Signing of the United Nations Charter (co-sponsored by East Asia SIG and Gender & Education Committee) This plenary panel aims to commemorate the signing of the UN Charter by Wu Yi-fang (1893-1985), one of the four women in the world to co-sign the UN Charter in 1945. It will cover her life story as an educational leader for women and draw inspiration for global sustainable development. Jun Li (Chair), Western University Baocun Liu, Director of Beijing Normal University Institute of International and Comparative Education Huanqi Qian, Former Dean of the Ginling College of Nanjing Normal University; Director of the Research Center of Wu Yi-fang Zhixin Su (Justine Su), Director of China Institute at California State University at Northridge Di Yang, Department of Women's Studies, the Ginling College, Nanjing Normal University Rong Zhang, Chair of the Education A comparative Education Science Ruth Hayhoe, Professor at OISE/University of Toronto 	Introduction to California Education This panel will discuss California's education system, with a particular focus on the organization, financing, and governance of the system; recent policy reforms that have radically altered the ways in which California funds schools and the ways in which we hold schools accountable; and the ongoing challenges facing California as we seek to close achievement gaps and ensure that all of the state's children receive the educational services that they need and deserve. David N. Plank (Chair/Presenter), Professor (Research) in the Graduate School of Education at Stanford University Linda Darling-Hammond, President of Learning Policy Institute; President of the State Board of Education	Diversity, Sustainability, and Education 25 Years after the Salamanca Statement (co-sponsored by Inclusive Education SIG) In recognition of the progress and challenges in the quarter century since the launch of the Salamanca Statement and Framework for Action, panelists will discuss the barriers that still stand between many learners and the achievement of SDG 4: inclusive and equitable quality education and lifelong learning opportunities for all. Kate Lapham (Chair/Presenter), Deputy Director, Education Support Program at Open Society Foundations Lani Florian, Bell Chair of Education, University of Edinburgh and Fellow of the Academy of Social Sciences. Daniel Mont, Co-President of the Center for Inclusive Policy, and an international expert in disability and development, particularly in the areas of social protection, employment, education, and disability measurement Joyce Malombe, Senior Program Officer for International Children's Education at <i>Wellspring</i> Advisors

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Plenary Sessions

Tuesday, April 16, 2019 11:45am – 1:15pm

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Grand Ballroom A	Grand Ballroom B	Grand Ballroom C	Pacific D/E/F
Sanctuary: California's Response to Refugee and Undocumented Children (co-sponsored by Religion & Education SIG and Education, Conflict & Emergencies SIG)	What Would 20 th Century American Leaders of Comparative Education Say About Education for Sustainability in the 21 st Century?	Can US Higher Education Internationalize? Perspectives Past and Present (co-sponsored by Higher Education SIG and Study Abroad & International Students SIG)	To Measure the Treasure: Contributions from the UNESCO Institute of Statistics and the Global Education Monitoring Report
This plenary will provide an overview of the ethical and historical considerations about refugees and the concept of "sanctuary," as well as an update regarding current sanctuary practices for undocumented families and children in California today. Bruce Collet (Chair), Associate Professor and Program Coordinator of Cross-Cultural and International Education (MACIE), Bowling Green State University Rabbi Michael Lerner, author of a national bestseller, <i>The Left Hand of God: Taking Our Country Back from the Religious Right;</i> Rabbi of Beyt Tikkun and editor of <i>Tikkun</i> Genevieve Negron- Gonzales, Associate Professor of Education at the University of San Francisco Nicole Knight, Executive Director of English Language Learner and Multilingual Achievement (ELLMA) in the Oakland Unified School District Luis Fernando Macias, Assistant Professor of Chicano and Latin American Studies at California State University – Fresno	Did the founders of our field in the United State leave any foundation for the challenges of sustainability? What is the relevance, or the irrelevance, of their work for us today? Panelists will focus on five key figures in addressing these questions: Erwin Epstein (Chair), Loyola University Wesley Null, Vice-Provost at Baylor University, will discuss Isaac Kandel Liping Bu, the Reid-Knox Professor of History at Alma College, will discuss Paul Monroe Justyna Wojniak, Professor at the Pedagogical University of Cracow, will discuss George Bereday David N. Plank, Professor (Research) in the Graduate School of Education at Stanford University, will discuss Mary Jean Bowman Irving Epstein, Ben and Susan Rhodes Professor of Peace and Justice at Illinois Wesleyan University, will discuss Heidi Ross	More than a generation has passed since Michael Nacht coauthored Missing the Boat: The Failure of US Higher Education to Internationalize. Within this panel, members will discuss what has changed in the internationalization of US higher education and what has not. Kevin Kinser (Chair), Professor of Higher Education at Penn State University. Mitchell Stevens, Associate Professor of Education at Stanford University Cynthia Miller-Idriss, Associate Professor of Education and Sociology at American University	This panel will look at the past: how did UIS and GEMR help develop the monitoring framework for international education targets from Dakar to Incheon? And the present: how are UIS and GEMR trying to share with the world the core idea behind the SDG 4 monitoring framework? And the future: what challenges and risks are UIS and GEMR facing to fulfil this vision? Manos Antoninis (Chair/Presenter), Director of the Global Education Monitoring Report Luis Crouch, Chief Technical Officer, International Development Group, RTI International Sylvia Montoya, Director of the UNESCO Institute of Statistics Pauline Rose, Professor of International Education and Director of the Research for Equitable Access and Learning (REAL) at the University of Cambridge

Plenary Sessions

FEATURED EVENTS

Panels featuring issues of sustainability
Panels featuring educational issues in California
Panels featuring the work of UNESCO

Wednesday, April 17, 2019 11:45am - 1:15pm

Grand Ballroom A	Grand Ballroom B	Grand Ballroom C	Pacific D/E/F
"Environmental Education" and "Education for Sustainability": Historical and Critical Perspectives	Two Approaches to Comparative Education in the Curriculum (co-sponsored by Teaching Comparative Education SIG)	What Can We Do in Our Institutions to Promote Sustainability?	The 2019 Honorary Fellows on "Sustainability in Education"
This panel of environmental educational leaders will interrogate the evolving notion of 'education for sustainability' and address several key questions: How has the notion of EfS evolved historically? What critiques have emerged of the current concept)? Does the notion of EfS encumber us or liberate us to address environmental challenges?	Michigan State and Stanford are two universities which have both shaped the contours of our field, but have done so in very different ways. This panel will discuss the curriculum and ideas as they are explained by two leaders who have each written recent books about this experience.	Panelists will discuss how educational institutions across the United States are approaching the challenges of sustainable development. They will provide examples of and raise questions about teaching, research, outreach, student engagement, and operations dealing with contemporary sustainability challenges in biodiversity, food, water, energy, and infrastructure.	Every year, CIES recognizes the lifetime achievement of senior members by making them "honorary fellows." This year we are fortunate to have four new Honorary Fellows. All have worked closely on themes related to Education for Sustainability. Come listen to their discussion about their connections to this theme. Nominators are also invited to introduce each Honorary Fellow.
 David John Frank (Chair/Discussant), UC-Irvine Marcia McKenzie, Professor in the Department of Educational Foundations and Director of the Sustainability Education Research Institute at the University of Saskatchewan, Canada Arjen Wals, Professor of Transformative Learning for Socio-Ecological Sustainability at Wageningen University in The Netherlands; UNESCO Chair for Social Learning and Sustainable Development Nick Stahelin, School of International Training Alan Reid, Monash University 	Florin Daniel Salajan (Chair), North Dakota State University Martin Carnoy, Professor of Education, Stanford University John Schwille, Professor Emeritus for International Studies in Education, Michigan State University	Peter Buckland (Chair), Academic Programs Manager at Penn State Sustainability InstituteNicole Ardoin, Associate Professor in the Graduate School of Education and the Woods Institute for the Environment at Stanford UniversityGeoff Chase, Provost of California State University – Channel IslandsJoe Fullerton, Energy and Sustainability Manager, San Mateo Community CollegeMeredith McDermott, Director of Sustainability in New York City Department of Education	Regina Cortina (Chair), Teachers College, Columbia University and CIES PresidentDavid Chapman, Birkmaier Professor of Educational Leadership Emeritus, University of MinnesotaRatna Ghosh, Distinguished James McGill Professor, McGill UniversitySteven Klees, Professor of International Education Policy, University of MarylandCarlos Alberto Torres, Distinguished Professor and UNESCO Chair in Global Learning and Global Citizenship Education, University of California – Los Angeles



Tuesday, April 16, 6:45p – 7:45p

Grand Ballroom A.

Presidential Address: "The Passion for What Is Possible" in Comparative Education

Regina Cortina, CIES President

State of the Society

Wednesday, April 17, 6:45p – 7:45p

Grand Ballroom A.

"State of the Society" Business Meeting. This meeting is open to all CIES members.

CIES officers will report on Society activities during the preceding year, and members will have an opportunity to pose questions to officers.







Film Festival

FEATURED EVENTS

THROUGH FILM WE EDUCATE INSPIRE AND MAKE CHANGE

Human Flow, Directed by: Ai Weiwe

Spaces of Education Film Festivalette Program:

Reflections on the meaning of human progress

April 15-18, 2019

Landmark Embarcadero Center Cinema 1 Embarcadero Center, San Francisco, California

OPEN SOCIETY FOUNDATIONS



Film Festival

Created and funded by the Open Society Foundations' Education Support Program and hosted at the Annual Conference of the Comparative and International Education Society (CIES), the 2019 Spaces of Education Film Festivalette will help participants reflect on the meaning of human progress. The films selected for this fifth edition of the program question our cultural values and their implications for education, exploring connections between development and emotional and intellectual engagement.

In the context of climate change and the UN Sustainable Development Goals, we embrace the theme of this year's CIES conference, Education for Sustainability, as an invitation for idea-sharing and dialogue about ethical decisions that take into account the long-term future and wellbeing of our communities and planet. Such a process involves grasping the complexity and interconnectedness of economic, political, social, and environmental issues, and questioning the paradigms Western civilization has advanced in the name of economic progress.

Beyond examining how progress has been understood and measured in the past, we as educators need to imagine what progress might mean in a sustainable future. Ultimately, education reflects a society's values. To question those values is to question the principles and structures that frame and characterize formal, non-formal, and informal education, and how these norms could be restructured to better value and promote sustainability-focused mindsets and practices. The three documentaries, two narrative feature films, and inspirational documentary shorts chosen for this year's program are emotionally impactful, challenge the status quo, and promote debate. Furthermore, they reflect our globalized world; several filmmakers left their own national borders to film in another country or in multiple countries.

Renowned environmental education expert David Orr, who will join us as a special guest, has advocated that every student must become "ecology literate." Our program takes this mandate further by pushing for education norms that recognize that the values and paradigms at the root of sustainability issues must be disrupted and transformed.

Consumerism and globalized markets are themes explored from different angles in several films. In the documentary **China Blue (2005)**, San Francisco-based Israeli Micha Peled confronts us with how unregulated globalized capitalism and mass production in China impact teenage girls working in factories. What we really need to live well and how less could be more is explored in the American father-daughter narrative **Leave No Trace (2018)** by Academy Award nominee Debra Granik.

How we can see garbage as a resource, with San Francisco's composting program as an example, is the fresh lens of the globetrotting French hit documentary **Demain (2015)** by Cyril Dion and Mélanie Laurent.

Paths that highlight humankind's positive engagement or lack of harmony with the environment also emerge as themes. Ciro Guerra's Oscar-nominated Colombian narrative feature, **Embrace of the Serpent (2015)**, presents a stirring critique of the white man's repeated misunderstanding and destruction of nature, while Lisa Molomot's short documentary **School's Out (2013)** provides concrete examples of how more direct experiences in nature can revitalize early education.

Other selected shorts offer educational alternatives on the future of local farming, as the quality, availability, and sustainability of food product mass production has come into doubt.

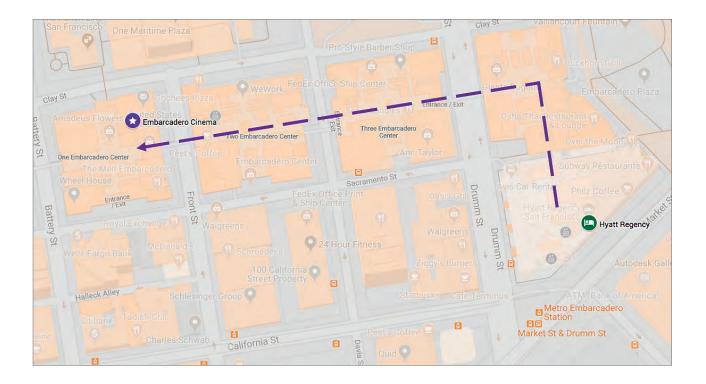
Filmed in 23 countries, **Human Flow (2017)**, by acclaimed Chinese artist Ai Weiwei, addresses issues surrounding borders on a planet with increasing migration that is sometimes connected to or exacerbated by climate change.

Film Festival

FEATURED EVENTS

All screenings will take place a short walk from the conference venue at:

Landmark Embarcadero Center Cinema 1 Embarcadero Center, San Francisco



26

Map from the main conference venue, the Hyatt Regency, to the Embarcadero Center Cinema.

Directions: The most direct route is to exit the Hyatt Regency on Level 2 (Atrium), enter the Embarcadero Center, and walk through it until you reach the Cinema.

Online festivalette

For the first time, a selection of Festivalette films will be available to CIES members and invited guests online, free of charge, for one month after the conference (April 19–May 19, 2019). The available films will also include a selection of last year's films from Latin America. Find them at www.festivalscope.com/festivalette

Write to us: films@cies.us Facebook: @spacesofeducationinfilmfestivalette Twitter: @CIESFilm2019 All screenings are first come, first served. No tickets required, registration at door. Please bring your CIES badge. You may invite non-CIES guests to join you, but CIES members have priority access if the space is full.

Curated by Adriana Cepeda, MobilizArte, and Jorge Baxter, Universidad de los Andes.

Film Festival

Screening Schedule

SUNDAY APRIL 14 No screenings

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MONDAY APRIL 15	TUESDAY APRIL 16	WEDNESDAY APRIL 17	THURSDAY APRIL 18
1.30-3.30PM Leave No Trace	1.00-3.30PM Human Flow	1.30–3.45PM Embrace of the Serpent	12.30–3.00PM Human Flow
4.00–5.30PM China Blue	4.00–5.45PM Inspirational Shorts	4.15–6.45PM Human Flow	3.30–5.15PM Inspirational Shorts
6.00–9.00PM Leave No Trace & discussion with Bioneers Director Joshua Fouts	6.15–8.45PM China Blue Q&A with Film Director	7.15–9.00PM Inspirational Shorts	6.00–9.00PM Embrace of the Serpent & discussion with Sustainable Educator David Orr
9.30-11.30PM Leave No Trace	9.15–11.30PM Embrace of the Serpent	9.30-11.00PM China Blue	



Film Festival

FEATURED EVENTS



" THIS IS AN UNFORGETTABLE FILM"

San Francisco Chronicle

Winner Amnesty Human Rights Award

1. China Blue, 2005

Documentary, USA, Mandarin, Cantonese and English, with English Subtitles, Micha X. Peled [87 minutes].

San Francisco-based Israeli filmmaker Micha X. Peled gives us clandestine access to verité day-to-day life in a jeans manufacturing factory in Shaxi city, Southeastern China. We mostly follow sixteen-year-old newcomer Jasmine who, like millions of others, has moved to a distant urban factory in the hopes of contributing to her rural family's income. "I can't let them down," she says. Some of the workers are as young as 14. The owner meets Western buyer demands with very low prices and tight deadlines that result in low wages and 24-hour shifts for the girls. Friendship and dreams sustain the girls, until they cannot stay awake anymore and are deprived of expected payments. Jasmine hopes her life there was just a bad dream, sharing, "When I wake up, I'll be back in school and playing with my friends." This film offers nuanced, sensitive, complex insight into the human consequences of globalized consumerism. It confronts us with the role we play as consumers and prompts educators to question their role in this intricate system.

28

THREE SCREENINGS:

- 1 Monday, April 15, 4:00-5:30PM
- 2 Tuesday, April 16, 6:15–8:45PM (followed by Q & A with Director Micha Peled)
- 3 Wednesday, April 17, 9:30–11:00PM

Micha X. Peled's

documentaries have won dozens of international awards. The first installment of his Globalization Trilogy, *Store Wars: When Wal-Mart Comes to Town* (2001) won Best Documentary at the San Francisco Film Festival, and the final chapter, *Bitter Seeds* (2011), his intimate exploration of the controversy around the future of farming in rural India, won the Oxfam Global Justice Award. He's based in the Bay Area.

Film Festival

Festivalette program

2. Inspirational "case-study" shorts selection

[98 minutes]

These documentaries explore compelling examples of environmentally-linked school and community initiatives in the United States and Europe.

Demain (Tomorrow), 2015

Documentary, France. English and French, with English subtitles. Cyril Dion and Mélanie Laurent [34-minute excerpt of feature].

This inspirational globetrotting documentary highlights solutions to environmental and social issues that scientists warn could be catastrophic. In the opening chapter, these French filmmakers aim to persuade us that small organic farms should be the future of farming by documenting three cases and interviewing experts connected to urban agriculture in Detroit; small "propaganda" gardens in Todmorden, UK; and a permaculture farm in Normandy, France. If we want to contribute to the planet's sustainability, these filmmakers note we could "start with helping transform where we are."

Composting can contribute immensely to protecting the environment, and a segment on the San Francisco Waste Composting Program shows how and why this program has been replicated in over 300 cities and 1,000 American universities. Through the program, locals get discounts for composting and the city sells processed compost to farmers. "Here a garbage man doesn't see garbage, he sees resources." [5-minute excerpt of feature].

Cesar Award for Best Documentary Film and French Box Office Hit



Cultivating Kids, 2016

Documentary, United States. English. Melissa Young and Mark Dworkin [23 minutes].

This film showcases the inner workings of a school farm in South Whidbey Island School District, Washington State. The farm transforms teaching

and learning from kindergarten through high school and uplifts the community. Children help farm, use the experience for class projects, eat what they harvest, and provide healthy food for the school cafeteria. Ultimately, the community becomes more connected to the land and the school community benefits from better nutrition.



Film Festival

FEATURED EVENTS



30

School's Out. Lessons from a Forest Kindergarten, 2013

Documentary, Switzerland. German and English, with English subtitles. Lisa Molomot [36 minutes].

In a Zurich suburb, families have the option to send their fourto seven-year-old children to a public kindergarten that is held in the forest every day, no matter the weather. The film follows them and some of their families over the course a year. The children climb, build with sticks in the rain, carve with knives, and go home alone – experiences contrasted with those of children in a typical American preschool. Lisa Molomot's case for outdoor, free-play learning poses questions about priorities in early schooling.

Best Short Film Award, Colorado Environmental Film Festival

THREE SCREENINGS:

- 1 Tuesday, April 16, 4:00-5:45PM
- 2 Wednesday, April 17, 7:15-9:00PM
- 3 Thursday, April 18, 3:30-5:15PM

Film Festival

Festivalette program



3. Leave No Trace, 2018

Narrative Drama, United States, English, Debra Granik [109 minutes].

Presented in alliance with environmental nonprofit, Bioneers.

Will, an ex-soldier suffering from post-traumatic stress disorder, and Tom, his thirteen-year-old daughter, live off the grid in a tent in the forests outside Portland, Oregon. It is illegal to live in the parks. When their hideout is discovered, they are pressured by social services to live "normally," accumulating more and more things. Homeschooled Tom is high-achieving compared to her peers, but she must now attend a formal school. Will they find a way to return to their forest life? Has conventional contemporary living changed them? This is a beautifully realized, unique comingof-age film that portrays the complexity of family dynamics and questions what we should be teaching our children at home and as a society.

THREE SCREENINGS:

- 1 Monday, April 15, 1:30-3:30PM
- 2 Monday, April 15, 6:00–9:00PM
 - (followed by conversation with Joshua Fouts, Executive Director, Bioneers)
- 3 Monday, April 15, 9:30-11:30PM

"A FLAWLESS, DEEPLY AFFECTING FILM."

The Guardian

Official Selection, Sundance Film Festival

Joshua Sheridan Fouts is

Executive Director of Bioneers, an innovative nonprofit organization that highlights breakthrough solutions for restoring people and planet. A globally-recognized media innovator and social entrepreneur known for his visionary work paving new inroads for meaningful understanding between cultures, Joshua is an anthropologist who has studied art and documentary film production.

Film Festival

FEATURED EVENTS



4. El Abrazo de la Serpiente (Embrace of the Serpent), 2015

Narrative, Drama/Adventure, Colombia. Multiple languages, with English subtitles. Ciro Guerra [125 minutes].

Presented in alliance with environmental nonprofit, Bioneers.

Filmed in mesmerizing black and white, Embrace of the Serpent immerses us into the heart of the Amazon in a dreamlike adventure. Inspired by the diaries of two real botanists, this fictional story intertwines two journeys guided by Karamakate, a wise Indian shaman, the last of his tribe. He travels with German Theo in 1909 and with American Evan in 1940, in search of a rare sacred plant the explorers hope will heal them. When Evan claims, "I devote my life to plants," Karamakate replies, "That's the most reasonable thing I've ever heard a white man say." Their voyages paint an unforgettable critique of the white man's disrespect for native culture and destruction of nature for the sake of profit. To reverse this ruinous story that repeats itself, Karamakate challenges us to radically transform our cosmovision and be "re-educated" as we listen to the Amazon through his perishing ancestral wisdom.

THREE SCREENINGS:

- 1 Tuesday, April 16, 9:15-11:30PM
- 2 Wednesday, April 17, 1:30-3:45PM
- 3 Thursday, April 18, 6:00–9:00PM
- (followed by conversation with sustainability educator David Orr, facilitated by Joshua Fouts, Executive Director, Bioneers)

" ONE OF THE MOST SINGULAR CINEMATIC EXPERIENCES YOU COULD HOPE TO HAVE."

The Playlist

Oscar Foreign Language Nominee

David W. Orr is a renowned American educator and entrepreneur focusing on sustainability. He has authored multiple books, including Ecological Literacy: Educating Our Children for a Sustainable World and Earth in Mind: On Education, Environment, and the Human Prospect. and is the winner of multiple awards. As a professor at Oberlin College, he founded the Oberlin Project to create a sustainable community in Oberlin through a college-town partnership.

Film Festival

Festivalette program



5. Human Flow, 2017

Documentary, Germany. Multiple languages, with English subtitles. Ai Weiwei [145 minutes].

For this stunning epic, internationally-acclaimed Chinese artist and activist Ai Weiwei filmed for a year employing technologies such as drones, iPhones, and cameras to immerse us in an odyssey spanning 23 countries. We witness the plight and dignity of thousands of "refugees" from the global South fleeing climate change, poverty, and war, most making their way slowly up to Europe. Some of the children live for years in camps without access to formal education. Weiwei was himself forced into exile within China as a child and had almost no access to formal education, so he is able to intimately connect us to the humanity of people on the move who should have the right to access schooling and to a livable place on our planet. How can education contribute to shaping cultures where their dignity and rights are respected?

THREE SCREENINGS:

- 1 Tuesday, April 16, 1:00-3:30PM
- 2 Wednesday, April 17, 4:15-6:45PM
- 3 Thursday, April 18, 12:30-3:00PM

" THE CAMERA SHOWS A WORLD IN WHICH, STEP BY STEP, CRISIS BY CRISIS, BORDERS HAVE BECOME BY TURNS ABSURD & IMMATERIAL."

NY Times

Human Rights Award,

Venice International Film Festival



Awards Ceremony

AWARDS

Tuesday, April 16, 7:45-8:30 PM

Grand Ballroom A. David Post and Joan DeJaeghere, Co-chairs

Honorary Fellows Award

Established by CIES in 1982 to honor senior members of the Society who—through a period of life-long service and contribution to the field of comparative and international education as evidenced by scholarship, teaching, research and technical service—have advanced the field qualitatively and significantly.

David Chapman, University of Minnesota Ratna Ghosh, McGill University Steven J. Klees, University of Maryland Carlos Alberto Torres, UCLA

Gail P. Kelly Award

Honors an outstanding doctoral dissertation that addresses social justice and equity issues in an international context.

Emily Morris, University of Minnesota

Performing Graduates, Dropouts, and Pushouts: The Gendered Scripts and Aspirations of Secondary School Students in Zanzibar

Miriam Thangaraj, University of Wisconsin

Silk, School, and Special Economic Zones (SEZs): The reconstruction of childhood, education and labor in Kanchipuram, India

George Bereday Award

Recognizes the most outstanding article published in the Comparative Education Review in the preceding calendar year; all published articles are reviewed for their importance in shaping the field, analytic merit, policy implications, concern for theoretical constructs, and implications for future research.

Nicholas Limerick, Teachers College,

Colombia University Kichwa or Quichua? Competing Alphabets, Political Histories, and Complicated Reading in Indigenous Languages

Joyce Cain Award

Recognizes an outstanding scholarly publication that explores themes related to people of African descent, in honor of the memory of Joyce Lynn Cain.

Derron Wallace, Brandeis University

Safe Routes to School? Black Caribbean Youth Negotiating Police Surveillance in London and New York City" Published Fall 2018, Harvard Education Review

Elisabeth King, New York University What Kenyan Youth Want and Why it Matters for Peace" Published April 2018, African Studies Review

Jackie Kirk Award

Honors a published book that reflects the varied areas of expertise represented in Jackie Kirk's areas of commitment—primarily gender and education and/or education in conflict (fragile states, post conflict, and peace education).

Shenila Khoja-Moolji, Bowdoin College

Forging the ideal educated girl: the production of desirable subjects in Muslim South Asia. University of California Press.

International Travel Award

Recognizes distinguished service in educational reform by international experts from developing countries; the award was established through an endowment from George Soros and the Open Society Institute to encourage distinguished researchers and practitioners from developing countries to participate in CIES conferences.

Md. Jahangir Alam, Japan Emily De, Myanmar Helena Dobrochinski, Finland Dhirvir Jhingran, India Stella Nwizu, Nigeria Jinusha Panigrahi, India

AWARDS

UREAG & New Scholars Award Recipients

UREAG Travel Grants

Awarded by the UREAG Committee to recognizes the efforts of emerging scholars from under-represented racial, ethnic, and ability groups with travel support to present the results of scholarly research at the CIES Annual Meeting.

Seun Adebayo, National University of Ireland Galway Adesuwa Vanessa Aqbedahin, University of the Free State Ademola Akinrinola, University of Illinois at Urbana-Champaign Ajay Das, Empire State College Derya Doğan, Indiana University Bloomington Hang Duong, Lehigh University Adefunke Ekine, Tai Solarin University of Education Md. Shaikh Farid, University of Hong Kong Stephanie Ferrao, Georgetown University Cody Freeman, Thammasat University Esen Gokpinar-Shelton, Indiana University Bloomington Elisa Hartwig, Antigua Green School Md. Jahangir Alam, Kobe University Asha Rani Kamalamma, Periyar Tiger Reserve Mee Kyoung Kim, Cambridge University Paola Marius Vasquez, Universitat Autonoma de Barcelona Ahmad Mohamed, Ministry of Education and Vocational Training Zanzibar Fungisai Musoni, The Ohio State University Koral Nuñez, University at Albany, SUNY Minh Pham, University of Missouri Leva Rouhani, University of Ottawa Nozomi Sakata, University of College London Sonia Sawhney, Tatta institute Rashmi Sharma, University of West Florida Yifan Sun, University of Cambridge Chealin Won, Stanford University

New Scholars Travel Grants

DISSERTATION MENTORING WORKSHOP Majority World Travel Grant

Trishana Devi Soni, University of Johannesburg Monique Kwachou Tangah, University of the Free State Addisalem Yallew, University of Western Cape

CIES Newcomer Travel Grant

Marcia Kim, University of Calgary Fadzayi Maruza, University of Western Cape Bernardo Sfredo Miorando, Universidade Federal do Rio

Merit Travel Grant

Jordan Corson, Teachers College, Columbia University Sheetal Gowda, University of Massachusetts Boston Yue-Yi Hwa, University of Cambridge Bharat Rathod, University of Massachusetts Leva Rouhani, University of Ottawa Michelle Solorio, Michigan State University Elena Toukan, University of Toronto

PUBLICATION MENTORING WORKSHOP

CIES Newcomer Licui Chen, East China Normal University Toshiyasu Tsuruhara, University of Cambridge Xiaoli Liu, University of Calgary Hanwei Liu, Tamperer University

Merit Travel Award

Yishin Khoo, University of Windsor Hang Doung, Lehigh University Hiu Xie, UCLA Meseret Hailu, The Ohio State University Thursica Kovinthan, University of Ottawa Annabelle Hardy, East Tennessee State University Yi Sun, University of Massachusetts Amherst



These grants help participants in the New Scholars Committee's Dissertation and Mentoring Workshops with travel support to attend the CIES Annual Meeting.

Meditation & Prayer Space

OF SPECIAL INTEREST

Meditation/ Exercise/Prayer in GARDEN ROOM B (LEVEL 2)

Organized by Contemplative Inquiry and Holistic Education SIG

	SUN 14th	MON 15th	TUE 16th	WED 17th	THU 18th
	Pre-conference Workshop		Daily Mindfulness P	ractices & Activities	
8-9		<u>Meditation</u> Led by Tom Culham	<u>Meditation</u> Led by Tom Culham	<u>Meditation</u> Led by Tom Culham	<u>Meditation</u> Led by Tom Culham
9-10	9am – 10:45am Reflecting Inward for Clarity and Self-	<u>Yoga</u> Led by Kavita Meegama	<u>Yoga</u> Led by Kavita Meegama	<u>Yoga</u> Led by Kavita Meegama	<u>Yoga</u> Led by Kavita Meegama
10-11	<u>Awareness: A</u> Workshop on Journaling and Intentional Breathing. Led by Sachi Edwards	-	Intercultural Reflexivity through Yin-Yang Experiential	Sanskrit mantra chanting Led by Yujun Xu	<u>Sanskrit mantra</u> <u>chanting</u> Led by Yujun Xu
11-12	11am – 12: 45pm 1. <u>Meditation Practices</u> from Spiritual Traditions: A Buddhist's Perspective on the	<u>Sharing, &</u> <u>Listening,</u> <u>Connecting with</u> <u>Mother Earth</u> Led by Jennifer	<u>Contemplative</u> <u>Learning</u> Led by Yujun Xu		
12-1	Practical Benefits of Meditation. Led by Bruce A. Collet	Miller, Michael Gordon, Kavita Meegama, Yishin Khoo, & Yifan			
	2. <u>Cultivating our Deep</u> <u>Connection to the</u> <u>Earth: Mindfulness</u> <u>Activities.</u> Led by Yifan Sun.	Sun			
1- 1:30	1pm – 2:30pm 1. <u>Quaker Practice:</u> Opening to the Light. Led by Tom Culham	MUSLIM PRAYER	MUSLIM PRAYER	MUSLIM PRAYER	MUSLIM PRAYER
1:30- 2	2. <u>Applying</u>	AFTERNOON QUIET TIME	AFTERNOON QUIET TIME	AFTERNOON QUIET TIME	AFTERNOON QUIET TIME
2-3	<u>Contemplative Practices</u> in Education: Sharing our Experiences Led by Jing Lin and Denise McHugh				
3-4					
4-5 5-6		MUSLIM PRAYER	MUSLIM PRAYER	MUSLIM PRAYER	MUSLIM PRAYER







CALENDAR OF PANELS IN CHINESE

Plenary Special Panel - Monday, April 15, 11:45 AM to 1:15 PM - Grand Ballroom B (Street Level)

	WU Yi-fang, the United Nations and Educational Development: Legacy and Inspiration for a Sustainable Globe 吴贻芳、联合国与教育发展——助力可持续全球的传奇和激励
	 Chair: Jun LI, Western University Faculty of Education 李军,加拿大安大略大学教育学院 Discussant: Ruth HAYHOE, University of Toronto 许美德,多伦多大学
1.	How Far Can We Learn Anything of Practical Value from Our Pioneers? WU Yi-fang's Legacy of Higher Education Reconsidered 从开拓者身上我们究竟可以学习什么实践价值? ——重温吴贻芳的高等教育传奇
2.	Between Christianity and Nationalism in Modern China: WU Yi-fang's Educational Heritage in 1930s-1940s 当代中国基督教和爱国主义之间——论吴贻芳教育遗产(1930s-1940s) Di YANG, Nanjing Normal University Ginling Women's College 杨笛,南京师范大学金陵女子学院
3.	Primary Schoolteachers' Global Competence in Nanjing: An Empirical Study Inspired by WU Yi-fang's International Understanding and Peace 南京小学教师的全球胜任力——吴贻芳国际理解与和平启发下的实证研究
4.	 U.SChina Comparative Education Studies Inspired by WU Yi-fang's Spirit 吴贻芳精神引领下的中美比较教育研究 A Justine Zhixin SU, California State University at Northridge 苏智欣,加州州立大学北岭分校
5.	 WU Yi-fang: A Biographical Chronology and the Research Center of WU Yi-fang at the Nanjing Normal University Ginling Women's College 《吴贻芳年谱》及吴贻芳研究中心介绍 A Huanqi QIAN, Nanjing Normal University Ginling Women's College 钱焕琦,南京师范大学金陵女子学院、吴贻芳研究中心 A Jun LI, Western University Faculty of Education 李军,加拿大安大略大学教育学院

OF SPECIAL INTEREST

CALENDAR OF PANELS IN CHINESE

Monday, April 15, 8:00 AM to 9:30 AM - Hyatt Regency, Atrium (Level 2) Waterfront A

Reforms and Practices of Talent Cultivation Model in Chinese Universities: from the lens of the New Technological Revolution 新技术革命背景下中国大学人才培养模式的改革与实践 Chair: Wei HAN, Southern University of Science and Technology 一時蔚,南方科技大学 Discussant: Jun LI, Western University Faculty of Education 一季军,加拿大安大略大学教育学院 1. The Impact of the Fourth Industrial Revolution on Higher Education Innovation 高等教育变革与新时代人才培养: 以第四次工业革命为背景的探讨 1.

- Qiongqiong CHEN, Southern University of Science and Technology 陈琼琼,南方科技大学
- Jie QIU, Southern University of Science and Technology
 邱洁,南方科技大学
- Li LIU, Southern University of Science and Technology 刘立,南方科技大学
- 2. Research on the Cultivation and Management Mechanism of International Innovative Talents in Universities: A Case Study of Southern University of Science and Technology

高校国际创新人才培养和管理机制研究:以南方科技大学为例

- Wei HAN, Southern University of Science and Technology
 韩蔚,南方科技大学
- **3.** Service Learning and College Curriculum, Teaching and learning Reform: The Case of the University of Nottingham Ningbo China

服务学习和高校课程教学与学习变革:以宁波诺丁汉大学为例

 ${\scriptstyle \it B}$ $\scriptstyle \ \ \,$ Wei YE, The University of Hong Kong

叶薇, 香港大学教育学院

4. How to Cultivate Interdisciplinary Talents with Humanistic Qualities in China's Emerging Science and Engineering Universities: Case Studies on liberal Arts Development in World-class Science and Engineering Universities 中国新兴理工科大学如何培养兼具人文素养的复合型人才:世界一流理工科大学文科发展案例研究

Jinyuan MA, Southern University of Science and Technology
 马近远,南方科技大学



Chinese Panels & Round-tables

CALENDAR OF PANELS IN CHINESE

Monday, April 15, 10:00 AM to 11:30 AM - Hyatt Regency, Atrium (Level 2) Waterfront A



任晓涛,中国科学技术大学

OF SPECIAL INTERES

CALENDAR OF PANELS IN CHINESE

Tuesday, April 16, 8:00 AM to 9:30 AM - Hyatt Regency, Atrium (Level 2) Waterfront A

Understanding the Quality and Equality of Education in Chinese Societies 理解华人社会基础教育的素质与均等

Chair: Esther Sui-chu HO, The Chinese University of Hong Kong 何瑞珠,香港中文大学

Discussant: Esther Sui-chu HO, The Chinese University of Hong Kong 何瑞珠,香港中文大学

- 1. The Quality and Equality of Basic Education in Chinese Societies: Insights from PISA 华人社会基础教育的素质与均等:从 PISA 的启示
 - Esther Sui-chu HO, The Chinese University of Hong Kong 何瑞珠,香港中文大学
- 2. Do Migrant Peers Affect Students' Academic Achievement? Evidence and Mechanism 流动儿童同伴影响了学生的学业表现吗? 证据和机制
 - ∠ Wei WU, The Chinese University of Hong Kong 武玮, 香港中文大学
- 3. Social Reproduction under Globalization: Effects of Family Capital on Transnational Higher Education Choice in Mainland China

全球化下的社会再生产:家庭资本对跨国高等教育选择的影响

≗ Liyuan CHEN, Shanghai Jiao Tong University 陈丽媛,上海交通大学





8

Chinese Panels & Round-tables

CALENDAR OF PANELS IN CHINESE

Tuesday, April 16, 10:00 AM to 11:30 AM - Hyatt Regency, Atrium (Level 2) Waterfront A

	Experiences and Research on Chinese Rural Education Reform and Development
	中国农村教育改革与发展:经验与研究
	 Chair: Yuyou QIN, Northeast Normal University 秦玉友,东北师范大学 Discussant: Yuyou QIN, Northeast Normal University 秦玉友,东北师范大学
1.	The Main Contradiction and Strategic Choice of Rural Education in China in the New Era 新时代我国农村教育主要矛盾与战略抉择 & Yuyou QIN, Northeast Normal University 秦玉友,东北师范大学
2.	Multidimensional Inspection and Path Selection on Reform of Teachers Mobility between Urban and Rural Areas 城乡教师流动改革的多维审视与路向选择
3.	The General Teacher Education Oriented to Primary Schools: Creating and Improving the Free Teacher Education Policy 全科小学教师定向培养研究 Defang SUN, Hangzhong Normal University 孙德芳,杭州师范大学 Addate Content of Conte
4.	Aspiring for Education with Fairness and Quality: Factors Affecting the Urban-Rural Quality Gap of Compulsory Education and the Balancing Strategies in the New Era 追求公平而有质量的教育:新时期城乡义务教育质量差距的影响因素与均衡策略
5.	System Logic of the Policy "Gap" Phenomenon in Integration of Urban and Rural Education 城乡教育一体化政策 "落差" 现象的制度逻辑

凡勇昆,东北师范大学



OF SPECIAL INTEREST

CALENDAR OF PANELS IN CHINESE

Wednesday, April 17, 8:00 AM to 9:30 AM - Hyatt Regency, Atrium (Level 2) Waterfront A

	University Fundraising Strategy and World-Class University Construction 大学筹款战略与世界一流大学建设
	 Chair: Chenghua LIN, Zhejiang University 林成华,浙江大学 Discussant: Chengwen HONG, Beijing Normal University 洪成文,北京师范大学
1.	Research on the influence of the social effect of the use of funds in first-class universities 一流大学资金使用社会效应的影响研究,兼论"节俭原则" ^A Chengwen HONG, Beijing Normal University 洪成文,北京师范大学
2.	 Strategies and measures of Chinese university fundraising campaign under the background of "double first-class" construction "双一流" 建设背景下中国大学筹款运动的战略与举措 Chenghua LIN, Zhejiang University 林成华,浙江大学 Yanjie XIE, Zhejiang University 谢彦洁,浙江大学
3.	Resource Mobilization: Theoretical Framework and Practice on Improving Governance of Chinese Universities Foundations 资源动员:中国大学基金会治理能力提升的理论 & Lan YU, Beijing Language and Culture University 余蓝,北京语言大学
4.	 Harvard University's Investment Risk Management and Its Enlightenment to China 哈佛大学捐赠基金的投资风险管理及其对我国一流大学的启示 A Hui ZHANG, Beijing City University 张辉,北京城市学院 A Jing CUI, Renmin University of China 崔晶,中国人民大学
5.	A Study on the Organizational Influencing Factors and Its Attribution of Social Donation Performance in Chines Universities 中国高校社会捐赠业绩的组织影响因素研究——基于 80 所大学基金会的调 & Jing TONG, Harbin Normal University 修倩,哈尔滨师范大学

42



CALENDAR OF PANELS IN CHINESE

Thursday, April 18, 8:00 AM to 9:30 AM - Hyatt Regency, Atrium (Level 2) Waterfront A

9	Studies on the Policy Changes and Reform Routes of China's World First-class University Construction "双一流" :中国世界一流大学建设政策变迁与改革路径		
	 Chair: Fangping CHENG, Renmin University of China 程方平,中国人民大学 Discussant: Suping SHEN, Renmin University of China 申素平,中国人民大学 Guangli ZHOU, Renmin University of China 周光礼,中国人民大学 		
1.	 Construction of world-class universities with Chinese characteristics: organizational isomorphism and cultural identities 中国特色世界一流大学建设:组织同形与文化认同 Wei ZHANG, Renmin University of China 张伟,中国人民大学 		
2.	Research on the Promotion Mechanism of World-Class University Construction Policy in China: Case of "Double First-class" Construction Plan 中国世界一流大学建设政策推进机制研究——以 "双一流" 建设计划为例 ^A Ming LI, Beijing Foreign Studies University 李明,北京外国语大学		
3.	Research on Selection and Evaluation Standards of First-Class Discipline under the Background of "Double First-		

- class" Construction Plan in China
- 中国"双一流"建设背景下一流学科的遴选与评价标准研究
 - Mingyang WANG, Beijing Foreign Studies University
 王名扬,北京外国语大学





OF SPECIAL INTEREST

CALENDAR OF ROUND-TABLES IN CHINESE

Wednesday, April 17, 10:00 to 11:30 AM - Hyatt Regency, Bay (Level 1) – Bayview A

Ch		tional Governance under United Nation's Framework of Sustainable Development: Challenges and Roles 续发展框架下中国与全球教育治理:挑战与角色
		Baocun LIU, Beijing Normal University 刘宝存, 北京师范大学 Zheping XIE, Tianjin University 谢喆平,天津大学
1.	Situations and Challenge	可持续发展教育:中国的现状与挑战 Iormal University
2.	of Interns	ang University
3.	中国与世界银行 "全球 & Jun TENG, Beijing 滕珺,北京师范	大学 ng Normal University
4.	作为"知识银行"的 Leina SHEN, Capi 沈蕾娜,首都师	范大学 I Normal University
5.	Development Framewor 可持续发展框架下世界	主要国家参与全球教育治理的议题、机制与行动 Normal University
6.		

Chinese Panels & Round-tables

CALENDAR OF ROUND-TABLES IN CHINESE

Wednesday, April 17, 10:00 to 11:30 AM - Hyatt Regency, Bay (Level 1) - Bayview A

China in the World of Education: Localization exploration of the Educational Theory and Practice 世界教育中的中国:教育理论与实践的本土化探索 Chair: Tingyu WANG, Beijing Normal University 王婷钰,北京师范大学 Discussant: Mengqi ZHANG, Beijing Normal University 张梦琦,北京师范大学 1. Theoretical Perspectives and breakthroughs of Higher Education Cooperation under the Context of the Belt and **Road Initiative** "一带一路"背景下高等教育国际合作的理论审视与突围 A Mengqi ZHANG, Beijing Normal University 张梦琦,北京师范大学 2. Concept and Pathway of Soft Power of Chinese Higher Education: A Global Governance Perspective 中国高等教育软实力的内涵及建设路径:全球教育治理视角 Jian LI, Beijing Normal University 李健,北京师范大学 3. Higher education exchanges and cooperation between China and the kingdom of Saudi Arabia "一带一路"视域下的中沙高等教育交流与合作:进展、问题及建议 A Tingyu WANG, Beijing Normal University 王婷钰,北京师范大学 **Higher Education and Regional Sustainable Development** 高等教育与区域可持续发展 Chair: Haixia QIE, Tianjin University 郄海霞, 天津大学 **Discussant:** 1. Role of Research Universities in Regional Innovation from the Perspective of Knowledge Production Model 知识生产模式视角下研究型大学在区域创新中的角色定位 A Haixia QIE, Tianjin University 郄海霞, 天津大学 2. Research on the Development Strategy of Higher Vocational Education under the Background of New Industrial Revolution 新工业革命背景下高等职业教育的发展战略研究 A Haisheng PAN, Tianjin University 潘海生, 天津大学 3. The Logic and Trend of the Influence of China's Industrial Development 改革开放 40 年来我国产业发展影响大学生就业的逻辑与趋势探究 Yuan YANG, Tianjin University 2 杨院, 天津大学 4. Research on Skill Training Strategy of Higher Vocational Education Based on Demand of Intelligent Manufacturing 基于智能制造需求导向的高等职业教育技能培养策略研究 & Wei DONG, Tianjin University

董伟,天津大学

OF SPECIAL INTEREST

CALENDAR OF ROUND-TABLES IN CHINESE

Wednesday, April 17, 10:00 to 11:30 AM - Hyatt Regency, Bay (Level 1) - Bayview A

The Main Reforms in China's Higher Education Sector during the last two decades 最近二十余年中国高等教育的主要变革 Chair: Jianmin Gu, Zhejiang University 顾建民,浙江大学 Discussant: 1. Transformation of Chinese Vocational Education and Training: from Quantity Expansion to Quality Improvement 中国职业教育和培训的转型:从数量扩张到质量提升 A Xueping WU, Zhejiang University 吴雪萍 2. Faculty recruitment patterns at top national HEIs in China 中国顶尖部属高校专任教师聘任的模式与影响因素分析 Lihua WANG, Zhejiang University 王莉华,浙江大学 3. Entrepreneurship Education for Sustainable Development: Twenty Years' Development in China 创业教育为可持续发展:中国 20 年发展经验与挑战 A Weihui MEI, Zhejiang University 梅伟惠,浙江大学 4. The transfer of focus in the development of "Double First-class" universities in China 中国"双一流"大学建设的重心转移:基于政策解读和院校分析 ∠ Jianmin GU, Zhejiang University 顾建民,浙江大学 5. The Diversified Funding Sources of Chinese Public Higher Education 大众化进程中的中国高等教育经费来源多元化改革 Shuhua LIU, Zhejiang University 刘淑华,浙江大学



Chinese Panels & Round-tables

CALENDAR OF *ROUND-TABLES* IN CHINESE Thursday, April 18, 10:00 – 11:30 AM - Hyatt Regency, Bay (Level 1) – Bayview B

The Anal		jing Model" of Basis Education Reform and Its Development Strategies 出教育教学改革的"北京模式"和发展战略研究	
		Wen LI, Beijing Institute of Education 李雯,北京教育学院 Zurong ZHONG, Beijing Institute of Education 钟祖荣,北京教育学院	
基础教	基础教育改革模式的地域特征及其成因		
北京市	halysis on Achieveme 可基础教育教学成果 Wen LI, Beijing Inst 李雯,北京教育学	titute of Education	
国内外	 A comparative analysis on the Model and Trend of Basic Education Reform in and out of China 国内外基础教育教学改革模式与趋势研究 Jiayi HU, Beijing Institute of Education 胡佳怡,北京教育学院 		
	 The changing ideas and policies: A Study on Beijing Basic Education Reform Process 北京市基础教育教学改革的发展历程研究 Chunqing CHAI, Beijing Institute of Education 柴纯青,北京教育学院 		
基础教	, 育改革战略研究	s of Basic Education Reform	

 A Huquan LIU, Bejing Institute of Education 刘胡权,北京教育学院





OF SPECIAL INTEREST

CALENDAR OF ROUND-TABLES IN CHINESE

Thursday, April 18, 10:00 – 11:30 AM - Hyatt Regency, Bay (Level 1) – Bayview B

A Global Perspective on International Cooperation in Higher Education 高等教育国际合作的全球视野

Chair: Shifei DUAN, Tsinghua University

段世飞,清华大学

Discussant:

- 1. The History, Approach and Influence of Unesco's Participation in Global Higher Education Governance 联合国教科文组织参与全球高等教育治理的历程、途径与影响
 - Shifei DUAN, Tsinghua University

段世飞,清华大学

- 2. Research on Internationalization Strategy of Higher Education Based on Push-Pull Theory——A case study of British Council
 - 基于推拉理论的高等教育国际化策略研究——以英国文化协会为例
 - Chanjuan PENG, Beijing Normal University 彭婵娟,北京师范大学
- 3. The Inbound of International Student to the United States in 21st Century: Strategies, Effectiveness and Challenges
 - 新世纪以来美国接收国际学生的策略、成效与挑战
 - Yalun AN, Beijing Normal University 安亚伦,北京师范大学
- **4.** Research on the Development Status of the Inbound Branch Campuses in the Countries along "the Belt and Road" "一带一路" 沿线国家入境海外分校发展现状研究
 - & Ruifang ZHANG, Beijing Normal University
 - 张瑞芳,北京师范大学

Teacher Professional Development: The Shanghai model 教师专业发展的上海模式

Chair: Zhongjing HUANG, East China Normal University 黄忠敬,华东师范大学

Discussant:

1. Teacher Professional Development: the Shanghai Model

教师专业发展的上海模式:来自上海进城务工人员随迁子女学校的数据报告

- Zhongjing HUANG, East China Normal University 黄忠敬, 华东师范大学
- 2. Developing Teacher Professionalism Through the Teaching-Research System 教研制度的上海模式
 - Xiaowei YANG, East China Normal University 杨小微, 华东师范大学
- **3.** The Implications of the Tailoring Workshop for Teachers' Sustainable Development: a Case Study of a Middle School in Shanghai
 - 定制式工作坊在教师持续发展中的作用:以上海市某中学为例
 - Yucui JU, East China Normal University 鞠玉翠, 华东师范大学
- **4.** Chen Heqin's 'Living Education' Theory in Shanghai: Historical Inspirations for Teacher Professional Development 上海教育家办学的历史经验——以陈鹤琴 "活教育" 探索为个案
 - Shuguang HUANG, East China Normal University
 - 黄书光,华东师范大学

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Chinese Panels & Round-tables

CALENDAR OF ROUND-TABLES IN CHINESE

Thursday, April 18, 10:00 – 11:30 AM - Hyatt Regency, Bay (Level 1) – Bayview B

The Impact Evaluation of Educational Polices for Promoting Balanced Development in China 在中国促进教育均衡发展的教育政策影响评估

Chair: Wanpeng LEI, Central China Normal University

雷万鹏,华中师范大学

Discussant: Bin HUANG, Nanjing University of Finance and Economics 黄斌,南京财经大学

- 1. Research on the Entrance Opportunity of Migrant Children and Its Impact Factors under China's Urbanization 城镇化背景下农民工随迁子女入学机会的影响因素研究
 - B Wanpeng LEI, Central China Normal University

雷万鹏,华中师范大学

- ≗ Lu XU, Jianghan University 徐璐, 江汉大学
- Jia QIAN, Central China Normal University 钱佳,华中师范大学
- 2. Does Monetary Incentive Increase the Inter-school Exchange Intention of Primary and Junior School Teachers? 货币性激励能提升中小学教师校际交流意愿吗?
 - Bin HUANG, Nanjing University of Finance and Economics 黄斌,南京财经大学
- 3. Research Funding and Its Effects on Academic Research under China's University Governance System 中国大学治理体制下的科研经费及其对学术研究的影响研究
 - **A** Xi YANG, Shanghai Jiao Tong University 杨希,上海交通大学
- 4. Problems and Strategies on Professional Development of Primary and Middle School Teachers in China 中小学教师专业发展的问题与对策
 - A Weiwei FAN, Jilin Normal University
 - 范微微, 吉林师范大学
- 5. Features and Affecting Factors of Chinese Middle School English Teachers' PCK 中国中学英语教师 PCK 的特征及影响因素分析
 - A Xiaoguang ZHAO, Jilin Normal University 赵晓光, 吉林师范大学

OF SPECIAL INTEREST

CALENDAR OF ROUND-TABLES IN CHINESE

Thursday, April 18, 10:00 – 11:30 AM - Hyatt Regency, Bay (Level 1) – Bayview B

The non-cognitive Development of Students and Teachers in the Context of Rapid Change in China 中国快速变化的背景下学生和教师的非认知发展

> **Chair:** Genshu LU, Xi`an Jiaotong University 陆根书,西安交通大学

Discussant: Ping DU, Beijing Normal University

杜屏, 北京师范大学

- 1. The Perceived Learning Environment, Learning Engagement of International Students Studying in China 来华留学生感知的学习环境、学习投入及其对学习经历满意度的影响
 - Genshu LU, Xi`an Jiaotong University
 陆根书,西安交通大学
- 2. A Study of The Influencing of Teacher-Student Relationship on The Resilience of Junior High School Students 师生关系对初中生复原力的影响研究
 - Ping DU, Beijing Normal University 杜屏,北京师范大学
 - Xu SUN, Beijing Normal University 孙旭,北京师范大学
 - Yanping ZHANG, Beijing Normal University 张言平,北京师范大学
- 3. A Study on The Measurement of Children's Non-Cognitive Skills with Data from Six Cities in China
 - 中国儿童非认知技能的测量及分布:基于六城市的调查
 - Jinyan ZHOU, Beijing Normal University 周金燕,北京师范大学
- **4.** Constructing Global Competency Assessment Tool for Chinese University Teachers 中国大学教师国际能力评价工具的构建
 - Yang LIU, Beihang University 刘扬,北京航天航空大学





Spanish Panels



CALENDARIO DE PANELES EN ESPAÑOL en Atrium (Nivel 2) Aula "Waterfront B"

En un mundo globalizado es necesario generar plataformas para potenciar nuestra diversidad cultural e idiomática. CIES es una organización innovadora que en 2019 incluye la generación de espacios para presentar investigaciones en Español.

-David Post, President-elect y Program Chair, y María Jesús Rojas, Latin American SIG

Lunes 15 de April – 8:00 a 9:30

Contribución de Paulo Freire a la formulación de políticas de alfabetización y educación de adultos para un desarrollo sostenible.

Cosponsor: SIG on Environmental and Sustainability Education **Panelistas:** L. Marcela Gajardo J. (FLACSO-Chile), John D Holst (The Pennsylvania State University), Sergio Cárdenas (CREFAL), y Carlos Alberto Torres (CIES)

Lunes 15 de Abril – 10:00 a 11:30

Retos para la Formación y Evaluación Docente en México a partir de la reforma educativa Cosponsor: SIG on Teacher Education and the Teaching Profession Chair: María Teresa Tatto (Arizona State University) Discussant: Thomas Luschei (Claremont Graduate University)

"Transformaciones institucionales, tradiciones de conocimiento e investigación en la formación docente en México: Una reseña." María Teresa Tatto (Mary Lou Fulton Teachers College, Arizona State University), Ivet Parra-Gaete (ASU)

"La OCDE y la reforma educativa mexicana. La domesticación de políticas internacionales." Yazmín Cuevas (UNAM), Tiburcio Moreno (UAM)

"Retos de un modelo de tutoría docente: El Caso de Sonora." Lucrecia Santibañez (Claremont Graduate University), Bernardo Hugo Naranjo (Proyecto Educativo SC).

"Motivaciones para elegir la docencia como profesión: Caso de los aspirantes a la Licenciatura en Educación Primaria en Escuelas Normales." Alejandra Priede (California State University, Long Beach), Jihan García Poyato (Universidad Autónoma de Baja California), Graciela Cordero (Universidad Autónoma de Baja California)

"Toma de Decisiones en la Reforma Educativa 2013 en México y Papel de los Programas de Evaluación a Gran Escala." Israel Moreno Salto (University of Cambridge)

Spanish Panels

OF SPECIAL INTEREST

CALENDARIO DE PANELES EN ESPAÑOL en Atrium (Nivel 2) Aula "Waterfront B"

Martes 16 de Abril 8:00 – 9:30

Educación inclusiva para jóvenes rurales de Guatemala, Modelo puentes Cosponsor: SIG on Inclusive Education Chair: Julio Roberto Estrada, (Juárez & Associates)

"Diplomado Emprender con Éxito," Laura Verónica Valdéz (Juárez & Associates)

"Educación Alternativa," Deisy Alarcón (Asociación Grupo Ceiba)

"Formación técnica vocacional, empleo y emprendimiento," Eunice Martínez (FUNDAP)

"Evaluación," Marco Saz (Juárez & Associates)

Martes 16 de Abril 10:00-11:30

Educación, trabajo y desarrollo en Ecuador

Cosponsors: Indigenous Knowledge and the Academy; Environmental and Sustainability Education Chair: Betty Espinosa (FLACSO Ecuador)

"Fábricas de mercados y resistencias en Ecuador: formateo a la nueva gestión pública e incidencias en la sociedad y el ambiente." Betty Espinosa (FLACSO Ecuador)

"Evaluación del programa de conectividad en escuelas fiscales de Ecuador." Juan Ponce (FLACSO Ecuador)

"Cierre de miles de escuelas rurales y debilitamiento de las comunidades indígenas: Ecuador 2007-2017." Milton Luna (Ministro de Educación, Ecuador)

"Trabajo infantil y educación no formal en Ecuador," Verónica Egas (Pontificia Universidad Católica del Ecuador)

"El modelo de modalidad dual en el Ecuador," María Belén Albornoz (FLACSO Ecuador)



Spanish Panels

CALENDARIO DE PANELES EN ESPAÑOL en Atrium (Nivel 2) Aula "Waterfront B"

Miércoles 17 de Abril 8:00 – 9:30

Innovaciones en evaluación educativa en América Latina: Evaluando oportunidades de aprendizaje, demanda cognitiva y cobertura curricular en Uruguay *Cosponsor:* SIG on Large-Scale Cross-National Studies in Education *Chair:* Carmen Haretche *Discussants:* Guillermo Ferrer, María Ramirez

"Las oportunidades para aprender (OdA) y la validación y relevancia política de las evaluaciones educativas en América Latina." Gilbert A. Valverde (State University of New York at Albany). Presenter: Gilbert A. Valverde

"La demanda cognitiva de las tareas de matemática como oportunidad para aprender: Evaluación nacional de desempeños (Aristas). Sexto año de primaria en Uruguay" Carmen Haretche, Pilar Rodríguez, Cecilia Emery, Inés Méndez (Instituto Nacional de Evaluación Educativa). Presenter: Carmen Haretche

"La relación entre las dimensiones de cobertura, textos, recursos y los desempeños en matemática en el último grado de primaria." Inés Méndez, Cecilia Emery, Pilar Rodríguez, Carmen Haretche (Instituto Nacional de Evaluación Educativa). Presenter: Carmen Haretche

"¿Qué se enseña en las aulas? Diagnóstico inicial y cobertura curricular en tercero y sexto de primaria en Uruguay." Cecilia Emery,Pilar Rodríguez, Inés Méndez (Instituto Nacional de Evaluación Educativa). Presenter: Vivian Reigosa (Instituto Nacional de Evaluación Educativa)

Miércoles 17 de Abril 10:00 – 11:30

De abajo hacia arriba, de la periferia al centro: Educación, tecnología y alfabetización como prácticas sociales Chair and Discussant: Michele Knobel (Montclair State University)

"Políticas ocultas, prácticas visibles: Acción e inventiva en la apropiación de tecnologías digitales en condiciones de precariedad." Judy Kalman (Centro de Investigación y de Estudios Avanzados del IPN)

"Cultura matemática: visiones contrastantes de lo que se piensa, se debe y se quiere conocer." Santiago Palmas (Universidad Autónoma Metropolitana, Lerma, México.)

"Prácticas letradas de niños mexicanos. De la casa a la escuela y de regreso." Iliana Reyes y Esther Tapia (Centro de Investigación y de Estudios Avanzados del IPN, México)

Spanish Panels

OF SPECIAL INTEREST

CALENDARIO DE PANELES EN ESPAÑOL en Atrium (Nivel 2) Aula "Waterfront B"

Miércoles 17 de Abril 1:30 - 3:00

Sostenibilidad, sistemas educativos y educación comparada en América Latina Cosponsor: SIG on Teaching Comparative Education Chair: Felicitas Acosta (Universidad Nacional de General Sarmiento) Discussant: Pablo Cevallos Estarellas (UNESCO-IIEP)

"Tensiones en la configuración de la educación comparada e internacional. El caso de Uruguay. Enrique Martínez Larrechea (IUSUR/Uruguayan society of comparative education)

"Estudios comparados en Cuba para la sostenibilidad. Necesidad de su sistematización." Gilberto García Batista (Asociación de Pedagogos Cubanos), Emigdio Rodríguez Alfonso (Universidad Enrique José Varona)

"La educación comparada en las revistas mexicanas de educación (2000-2017)." Marco Aurelio Navarro-Leal (Universidad Autónoma de Tamaulipas/SOMEC), Zaira Navarrete-Cazales (Universidad Nacional Autónoma de México/Sociedad Mexicana de Educación Comparada)

"La influencia supranacional en la investigación comparada de la educación brasileña. Un análisis a través del uso de la periodización." Luis Enrique Aguilar (Universidad de Campinas/SBEC), Ana Elisa Spaolonzi Queiroz Assis (Universidad de Campinas)

"El futuro de la Educación Comparada en América Latina." Armando Alcántara Santuario (Universidad Nacional Autónoma de México)



Memorial Panels

CELEBRATING CIES LEADERS

Over the past two years, our field lost some its guiding lights: Victor Kobayashi, Elizabeth Sherman Swing, Harold Noah, and Don Adams. It is fitting for CIES 2019 San Francisco participants to learn about and reflect on their contributions to CIES and the field of comparative and international education. All are welcome to come to commemorate these past Society leaders in four special sessions organized by colleagues and friends.



Celebrating the contributions of Victor Kobayashi

Tuesday 10AM – 11:30AM Atrium (Level 2), Waterfront D

Victor Nobuo Kobayashi (1932- 2018) was Professor Emeritus of Educational Foundations at the University of Hawai'i Mañoa where he served

several terms as Chair for the Department and as Head of International Education for the College of Education. After an early focus on John Dewey's impact on Japanese education, Kobayashi focus on educational technology. He was an advocate of year-round education and was Dean of Summer Sessions at his university (later becoming President of the North American Association of Summer Sessions). In 2005 he was elected present of the CIES and organized a memorable conference in Honolulu. Kobayashi is remembered as a polymath and conversationalist who could discuss a wide range of subjects with erudition (his Masters was in meteorology!). While CIES president, Kobayashi advocated greater attention to the environment. The panel will be chaired by Oren Pizmony-Levy.



Celebrating the contributions of Elizabeth Sherman Swing

Tuesday 1:30PM – 3PM Atrium (Level 2), Waterfront D

Elizabeth Sherman Swing (1927 – 2018) was Professor

Emerita at St. Joseph's University in Philadelphia where she taught for many years after studying with Professor William Brickman, an early President of CIES, concerning the language issues in Belgium. For her work in this field, she was knighted by the King of Belgium. She was an Honorary Fellow of CIES, recognized for her scholarship, her teaching and her great service to the Society on various committees. She was its first Parliamentarian and Historian for CIES, also writing a foundational chapter of its history. She attended CIES conferences. Vandra Masemann will chair the panel.



Celebrating the contributions of Harold Noah

Tuesday 3:15PM – 4:45PM Atrium (Level 2), Waterfront D

Harold J. Noah (1925-2019) was the second

Editor of Comparative Education Review from 1967-1971. Noah introduced peer review to the journal, and steered the nascent field toward the social sciences. Noah served as CIES President from 1973-74. He taught at Teachers College, Columbia University, from 1964 to 1986 both in comparative education and in economics of education. Noah also served as Dean of Teachers College. In 1969, Harold J. Noah and Max Eckstein published Toward a Science of Comparative Education and Scientific Investigations in Comparative Education, which stirred a lively debate on theories and methods in comparative education. Noah pioneered the use of cross-national comparison, and aimed to build generalized theory. The panel will be chaired by Gita Steiner-Khamsi.



Quality and qualities in development education: Don Adams' life-long contribution to theory and practice

Tuesday 5:00PM – 6:30PM Atrium (Level 2), Waterfront D

Don Adams (1925-2017) became the Comparative

Education Society's seventh president in 1965. He was named an Honorary Fellow in 1998. Adams published widely including in the Comparative Education Review. From his book on Patterns of Education in Contemporary Societies (1964) to Quality and Qualities: Tensions in Education Reforms (2012), he taught, researched and practiced what he termed "Development Education." Neither exactly education in development, nor education and development, nor even quite education for development, the phrase "Development Education captures in a compact and handy form everything that Don Adams devoted his work and life to for 50 or so years. The panel will be chaired by Esther Gottlieb.

Advocacy Committee Events

OF SPECIAL INTEREST

ADVOCACY COMMITTEE EVENTS All listed events are open to all CIES 2019 San Francisco registrants unless indicated as "closed sessions."

Gender & Education Committee Events

BUSINESS MEETING Mon, Apr 15, 1:30 to 3:00pm Street (Level 0) - Grand Ballroom B

SYMPOSIUM

Gender in the Field and in the Society: Looking back, moving forward

Tue, April 16, 8:45am to 12:00pm Atrium (Level 2) - Garden Room A

HIGHLIGHTED SESSION I Feminism, leadership, and agency in education programs for girls of color in the United States

Tue, Apr 16, 1:30 to 3:00pm Bay (Level 1) - Seacliff A

HIGHLIGHTED SESSION II Unlearning gendered lessons: Examining curriculum, teaching, measurement, and girls'

and boys' narratives on schooling Tue, Apr 16, 1:30 to 3:00pm

Bay (Level 1) - Seacliff C

CONSULTATION ON GENDER-TRANSFORMATIVE EDUCATION (in collaboration with Plan International and UNGEI)

Wed, April 17, 5:00 to 6:30pm Bay (Level 1) - Bayview A

UREAG (Under-represented Racial, Ethnic, and Ability Groups) Committee Events

ROUND-TABLE SESSION **Tue, April 16, 1:30 to 3:00pm,** Atrium (Level 2) - Garden Room A **BUSINESS MEETING**

Tue, April 16, 3:15 to 4:45pm Atrium (Level 2) - Garden Room A

GLOBAL VILLAGE KEYNOTE ADDRESS

Diversity in higher education: Reflections, visions, and empowerment | Susan Rae Banks-Joseph

Wed, April 17, 8:00 to 9:30am Bay (Level 1) - Seacliff A

ESSENTIALS SERIES I

Navigating the Academy: The Bumpy Road from Assistant to Associate Professor... and Other Discussions Wed, April 17, 10:00 to 11:30am

Bay (Level 1) - Seacliff A

ESSENTIALS SERIES II

Navigating the Academy: Administrative Leadership from Diverse Leaders and Diverse Student Experiences... and Other Discussions

Wed Apr 17 2019, 1:30 to 3:00pm Bay (Level 1) - Seacliff A

GLOBAL VILLAGE PANEL I

Wed, April 17, 3:15 to 4:45pm Bay (Level 1) - Seacliff A

GLOBAL VILLAGE PANEL II Wed, April 17, 5:00 to 6:30pm Bay (Level 1), Seacliff A

New Scholars Committee Events

ORIENTATION Mon, April 15, 7:30 to 9:00am Atrium (Level 2) - Garden Room A

BUSINESS MEETING Wed Apr 17 2019, 3:15 to 4:45pm Street (Level 0) - Grand Ballroom C



SIG Events Highlighted Sessions & Business Meetings

DISSERTATION MENTORING WORKSHOPS (closed sessions) Mon, April 15, 8:00 to 11:30am Tue, April 16, 8:00 to 11:30am Wed, April 17, 8:00 to 11:30am Bay (Level 1) - Seacliff C

PUBLICATION MENTORING WORKSHOPS (closed sessions) Mon, April 15, 8:00 to 11:30am Tue, April 16, 8:00 to 11:30am Wed, April 17, 8:00 to 11:30am Bay (Level 1) - Seacliff D

SPEED MENTORING FOR CAREERS IN CIE **Tue, April 16, 5:00 to 6:30pm** Bay (Level 1) - Bayview B

ESSENTIALS SERIES I Tips on collaborating with other scholars **Mon, April 15, 1:30 to 3:00pm** Atrium (Level 2) - Waterfront A

ESSENTIALS SERIES II Maintaining wellness and balance in academia **Tue, April 16, 1:30 to 3:00pm** Atrium (Level 2) - Waterfront A

ESSENTIALS SERIES III Academia and womanhood: navigating boundaries, inequities, and relationships **Wed, April 17, 1:30 to 3:00pm** Atrium (Level 2) - Waterfront A

ESSENTIALS SERIES IV Navigating the academic publishing landscape Wed, April 17, 5:00 to 6:30pm Atrium (Level 2) - Waterfront A

ESSENTIALS SERIES V Applying for research grants for early career academics **Thu, April 18, 11:45am to 1:15pm** Atrium (Level 2) - Waterfront A AFRICA SIG Bantaba – Decolonizing education for sustainability: African perspectives **Tue Apr 16 2019, 8:00 to 11:30am** Bay (Level 1) - Bayview A

Business Meeting **Tue Apr 16 2019, 1:30 to 3:00pm** Street (Level 0) - Grand Ballroom A

AFRICAN DIASPORA SIG 2019 Annual Henry M. Levin African Diaspora SIG Lecture given by Dr. Clayborne Carson **Wed Apr 17 2019, 3:15 to 4:45pm**

Street (Level 0) - Grand Ballroom B

Business Meeting Wed Apr 17 2019, 1:30 to 3:00pm Street (Level 0) - Grand Ballroom A

CITIZENSHIP AND DEMOCRATIC EDUCATION SIG

Critical reflections on refugee and immigrant experiences in the global north and south

Mon Apr 15 2019, 1:30 to 3:00pm Bay (Level 1) - Seacliff D

Rethinking global citizenship education within macro and micro levels

Tue Apr 16 2019, 10:00 to 11:30am Bay (Level 1) - Seacliff A

Business Meeting **Tue Apr 16 2019, 10:00 to 11:30am** Street (Level 0) - Grand Ballroom A

CONTEMPLATIVE INQUIRY AND HOLISTIC EDUCATION SIG

Education for sustainability and recovery of our spiritual and child-like Self: the promise of contemplative methods and pedagogies

Tue Apr 16 2019, 3:15 to 4:45 pm Bay (Level 1) - Golden Gate



SIG Events Highlighted Sessions & Business Meetings

Business Meeting **Tue Apr 16 2019, 1:30 to 3:00pm** Street (Level 0) - Grand Ballroom C

CULTURAL CONTEXTS OF EDUCATION AND HUMAN POTENTIAL SIG Rethinking learning sites, and what is educationally valuable in Amdo and Kham Tibetan regions

Wed Apr 17 2019, 3:15 to 4:45pm Bay (Level 1) - Seacliff C

Business Meeting Mon Apr 15 2019, 8:00 to 9:30am Street (Level 0) - Grand Ballroom C

EARLY CHILDHOOD DEVELOPMENT SIG Early childhood development programs at scale Mon Apr 15 2019, 1:30 to 3:00pm Bay (Level 1) - Seacliff B

Nurturing care framework: Building evidence for program implementation and effectiveness Tue Apr 16 2019, 8:00 to 9:30am Atrium (Level 2) - Waterfront D

Business Meeting Wed Apr 17 2019, 10:00 to 11:30am Street (Level 0) - Grand Ballroom B

EAST ASIA SIG Inclusion, representation, and education Mon Apr 15 2019, 3:15 to 4:45pm Bay (Level 1) - Seacliff C

Business Meeting Wed Apr 17 2019, 10:00 to 11:30am Street (Level 0) - Grand Ballroom A

ECONOMICS AND FINANCE OF EDUCATION SIG Education for sustainable development in sub-Saharan Africa Tue Apr 16 2019, 3:15 to 4:45 pm Atrium (Level 2) - Waterfront C

OF SPECIAL INTERES

Business Meeting **Thu Apr 18 2019, 10:00 to 11:30am** Street (Level 0) - Grand Ballroom B

EDUCATION, CONFLICT, AND EMERGENCIES SIG Achieving humanitarian-development coherence in education: Three donor perspectives **Mon Apr 15 2019, 10:00 to 11:30am** Bay (Level 1) - Seacliff B

Expanding educational frameworks for peacebuilding: Evidence from Colombia 2016-2018 **Wed Apr 17 2019, 1:30 to 3:00pm** Bay (Level 1) - Seacliff B

Business Meeting Mon Apr 15 2019, 10:00 to 11:30am Street (Level 0) - Grand Ballroom A

ENVIRONMENTAL AND SUSTAINABILITY EDUCATION SIG Links between consumption, environmental citizenship, and climate change

Tue Apr 16 2019, 3:15 to 4:45pm Bay (Level 1) - Seacliff D

Business Meeting Mon Apr 15 2019, 3:15 to 4:45pm Street (Level 0) - Grand Ballroom B

EURASIA SIG Changes, corruption, and academic integrity in Eurasian higher education Wed Apr 17 2019, 8:00 to 9:30am Bay (Level 1) - Seacliff B

Business Meeting **Mon Apr 15 2019, 10:00 to 11:30am** Street (Level 0) - Grand Ballroom C

GLOBAL LITERACY SIG Literacy, language and foundational skills in Africa: learning in unexpected places

Mon Apr 15 2019, 1:30 to 3:00pm Bay (Level 1) - Seacliff C



SIG Events Highlighted Sessions & Business Meetings

Business Meeting **Tue Apr 16 2019, 10:00 to 11:30am** Street (Level 0) - Grand Ballroom B

GLOBAL MATHEMATICS EDUCATION SIG The equity initiative: The role of gender in math acquisition **Tue Apr 16 2019, 1:30 to 3:00pm** Bay (Level 1) - Seacliff B

Business Meeting **Tue Apr 16 2019, 1:30 to 3:00pm** Street (Level 0) - Grand Ballroom B

GLOBAL MIGRATION SIG Business Meeting **Mon Apr 15 2019, 8:00 to 9:30am** Street (Level 0) - Grand Ballroom B

GLOBALIZATION AND EDUCATION SIG Aluta! African Youth Activism and the Pan-African Revolution Mon Apr 15 2019, 10:00 to 11:30am

Bay (Level 1) - Seacliff A

Educating Middle Classes: A Comparative International Investigation **Mon Apr 15 2019, 3:15 to 4:45pm** Bay (Level 1) - Seacliff B

Business Meeting Wed Apr 17 2019, 8:00 to 9:30am Street (Level 0) - Grand Ballroom B

HIGHER EDUCATION SIG Higher education, development, and sustainability in Latin America **Mon Apr 15 2019, 1:30 to 3:00pm** Bay (Level 1) - Seacliff A

Unleashing the power of higher education institutions to advocate for refugees and at-risk migrants

Mon Apr 15 2019, 8:00 to 9:30am Bay (Level 1) - Seacliff B Business Meeting Wed Apr 17 2019, 8:00 to 9:30am Street (Level 0) - Grand Ballroom C

ICT FOR DEVELOPMENT (ICT4D) SIG Reframing technologies for development: a critical look at everyday practices and new forms of knowledge exchange

Wed Apr 17 2019, 1:30 to 3:00pm Atrium (Level 2) - Garden Room A

Business Meeting **Tue Apr 16 2019, 10:00 to 11:30am** Street (Level 0) - Grand Ballroom C

INCLUSIVE EDUCATION SIG Inclusion and diversity in educational practices, policies, and systems

Wed Apr 17 2019, 10:00 to 11:30am Bay (Level 1) - Seacliff B

Business Meeting Mon Apr 15 2019, 1:30 to 3:00pm Bay (Level 1) - Bayview B

INDIGENOUS KNOWLEDGE AND THE ACADEMY SIG Indigenous knowledge and pedagogy **Tue Apr 16 2019, 1:30 to 3:00pm** (Level 1) - Pacific J

Business Meeting Wed Apr 17 2019, 10:00 to 11:30am Street (Level 0) - Grand Ballroom C

LANGUAGE ISSUES SIG Multilingual teaching in schools and in homes **Wed Apr 17 2019, 1:30 to 3:00pm** Bay (Level 1) - Seacliff C

Quality and inclusivity in language education: Policy, practice, and potentialities

Tue Apr 16 2019, 8:00 to 9:30am Bay (Level 1) - Seacliff B



SIG Events Highlighted Sessions & Business Meetings

Business Meeting Mon Apr 15 2019, 1:30 to 3:00pm Street (Level 0) - Grand Ballroom A

LARGE-SCALE CROSS-NATIONAL STUDIES IN EDUCATION SIG Critical reflections on the development, use and policy impact of international large-scale assessments Wed Apr 17 2019, 5:00 to 6:30pm Bay (Level 1) - Seacliff B

Business Meeting Mon Apr 15 2019, 10:00 to 11:30am Street (Level 0) - Grand Ballroom B

LATIN AMERICA SIG Does mid-level management matter for student achievement? A case study of three Brazilian states **Tue Apr 16 2019, 10:00 to 11:30am**

Bay (Level 1) - Seacliff B

Shaping the education landscape in Latin America: Politics, community, parents, and philanthropy

Tue Apr 16 2019, 8:00 to 9:30am Bay (Level 1) - Seacliff A

Business Meeting Mon Apr 15 2019, 3:15 to 4:45pm Street (Level 0) - Grand Ballroom A

MIDDLE EAST SIG Rethinking citizenship and sustainable development in the Arab region **Tue Apr 16 2019, 1:30 to 3:00pm** Bay (Level 1) - Seacliff D

Business Meeting Mon Apr 15 2019, 3:15 to 4:45pm Street (Level 0) - Grand Ballroom C

PEACE EDUCATION SIG Philosophical and pedagogical perspectives on peace education **Mon Apr 15 2019, 3:15 to 4:45pm** Bay (Level 1) - Seacliff D

OF SPECIAL INTEREST

Business Meeting **Tue Apr 16 2019, 3:15 to 4:45pm** Street (Level 0) - Grand Ballroom C

PHILANTHROPY AND EDUCATION SIG Business Meeting Wed Apr 17 2019, 3:15 to 4:45pm Street (Level 0) - Grand Ballroom A

POST-FOUNDATIONAL APPROACHES TO COMPARATIVE AND INTERNATIONAL EDUCATION SIG Indigenous research and theoretical proposals: towards resistance, decoloniality, and resurgence Wed Apr 17 2019, 10:00 to 11:30am

Atrium (Level 2) - Waterfront E

Business Meeting **Tue Apr 16 2019, 8:00 to 9:30am** Street (Level 0) - Grand Ballroom A

RELIGION AND EDUCATION SIG Religious teaching and learning across diverse cultural settings and contexts

Tue Apr 16 2019, 3:15 to 4:45pm Bay (Level 1) - Seacliff C

Business Meeting **Tue Apr 16 2019, 8:00 to 9:30am** Street (Level 0) - Grand Ballroom B

SEXUAL ORIENTATION AND GENDER IDENTITY AND EXPRESSION (SOGIE) SIG Understanding LGBTQ experiences in educational spaces around the globe **Mon Apr 15 2019, 3:15 to 4:45pm** Bay (Level 1) - Seacliff A

Business Meeting Mon Apr 15 2019, 8:00 to 9:30am Street (Level 0) - Grand Ballroom A



SIG Events Highlighted Sessions & Business Meetings

SOUTH ASIA SIG Education for sustainable development in South Asia Wed Apr 17 2019, 3:15 to 4:45pm Bay (Level 1) - Seacliff B

Business Meeting Wed Apr 17 2019, 8:00 to 9:30am Street (Level 0) - Grand Ballroom A

STUDY ABROAD AND INTERNATIONAL STUDENTS (SAIS) SIG

Building comparative mobility narratives: The intersection of study abroad and international students

Mon Apr 15 2019, 8:00 to 9:30am Bay (Level 1) - Seacliff A

Business Meeting Wed Apr 17 2019, 1:30 to 3:00pm Street (Level 0) - Grand Ballroom B

TEACHER EDUCATION AND THE TEACHING PROFESSION SIG Exploring teacher agency, beliefs, identity, practices and quality

Tue Apr 16 2019, 3:15 to 4:45pm Bay (Level 1) - Seacliff B

Teachers' rights and the right to quality education: Examining the ILO/UNESCO recommendations on the status of teachers and higher-education teaching personnel

Tue Apr 16 2019, 3:15 to 4:45pm Bay (Level 1) - Seacliff A

Business Meeting **Mon Apr 15 2019, 1:30 to 3:00pm** Street (Level 0) - Grand Ballroom C

TEACHING COMPARATIVE EDUCATION SIG The Comparative Education Review: Editorial vision and directions in the field

Tue Apr 16 2019, 8:00 to 9:30am Atrium (Level 2) - Waterfront C Business Meeting **Tue Apr 16 2019, 3:15 to 4:45pm** Street (Level 0) - Grand Ballroom A

YOUTH DEVELOPMENT AND EDUCATION SIG

Ensuring youth voice in sustainable development and effective program/policy development: the potential for engagement through the UNESCO Youth as Researchers Program

Wed Apr 17 2019, 10:00 to 11:30am (Level 1) - Pacific J

Business Meeting Wed Apr 17 2019, 1:30 to 3:00pm Street (Level 0) - Grand Ballroom C

Book Launch, Posters, and PechaKucha Sessions

Three sessions of Book Launches will all take place in Bayview B (Level 1)

Book Launch 1	Monday • 10:00-11:30
Book Launch 2	Tuesday • 10:00-11:30
Book Launch 3	Wednesday • 10:00-11:30

Four sessions of Posters will all take place in the Bayview A/B Foyers

Session 1	Monday • 3:15-4:45
Session 2	Tuesday • 3:15-4:45
Session 3	Wednesday • 3:15-4:45
Session 4	Thursday • 10:00 – 11:30

Three sessions of PechaKucha rapid slide presentations will all take place in Seacliff C (Level 1)

Session 1	Tuesday • 5:00 – 6:30
Session 2	Wednesday • 5:00 – 6:30
Session 3	Thursday • 11:45 – 1:15

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BREAKFAST RECEPTIONS

*Consortium for Pre-Primary Data and Measurement in Africa (CPDMA) & ECD Measure

Monday, April 15 7:30 to 8:30 AM Waterfront E

*World Vision

Garden A

INSTITUTIONAL RECEPTIONS TUESDAY, APRIL 16

Education in Crisis and Conflict Network (ECCN); Basic Education Coalition (BEC); Education Equity Research Initiative (EERI); Inter-Agency Network for Education in Emergencies (INEE); Journal on Education in Emergencies (JEiE); Education, Conflict, and Emergencies SIG; & Peace Education SIG

Tuesday, April 16 – 8:30 to 9:45 PM Garden B

UNESCO International Bureau of Education: Saluting the Cradle of Global Education

Tuesday, April 16 – 8:30 to 9:45 PM Bayview B Foyer

LUNCH RECEPTIONS

*NORRAG Consultative Committee Meeting

Monday, April 15 – 12:30 to 2:00 PM Garden A

Thursday, April 18 – 7:00 to 8:00 AM

University of Pennsylvania; University of Maryland; George Washington University; Florida State University; & George Mason University

Tuesday, April 16 – 8:30 to 9:45 PM Seacliff A

*Juárez and Associates

Tuesday, April 16 – 12:30 to 2:00 PM Waterfront E University of Pittsburgh, Institute for International Studies in Education (IISE)

Tuesday, April 16 – 8:30 to 9:45 PM Garden A

*Language and Learning Foundation

Wednesday, April 17 – 12:30 to 2:00 PM Waterfront E *Stanford ICE Alumni

Tuesday, April 16 – 8:30 to 9:45 PM Waterfront A/B



Institutional Receptions

* = Invite Only

*Teachers College Alumni

Tuesday, April 16 – 8:30 to 9:45 PM Waterfront C/D *NORRAG & Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research

Wednesday, April 17 – 8:30 to 9:45 PM Waterfront C/D

*CIES Honorary Fellows Celebration: Ratna Ghosh & Carlos Alberto Torres

Tuesday, April 16 – 8:30 to 9:45 PM Waterfront E *University of Massachusetts

Wednesday, April 17 – 8:30 to 9:45 PM Waterfront E

INSTITUTIONAL RECEPTIONS WEDNESDAY, APRIL 17

Ubuntu Reception: UREAG Committee; Africa SIG; African Diaspora SIG; Cultural Contexts of Education & Human Potential SIG; and Indigenous Knowledge & the Academy SIG

Wednesday, April 17 – 8:30 to 9:45 PM Waterfront A/B

*Global Reading Network

Wednesday, April 17 – 8:30 to 9:45 PM Garden B

*IMPAQ International

Wednesday, April 17 – 8:30 to 9:45 PM Garden A





Celebrating our 10th anniversary in 2019, the Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research was founded to aid in the social, cultural, and economic development of Ras Al Khaimah, a northern emirate in the United Arab Emirates (UAE). The Foundation is a think-and-do-tank that seeks to generate a world-class body of research on Ras Al Khaimah, the broader UAE, and Arab Gulf region, develop local capacity in the public sector, and engage the community in our work.

Research

The Foundation conducts, supports, and sponsors research related to its priority areas of Education, Arts & Culture, Health and Wellbeing, Community Development, and Philanthropy. Our current projects include studies and symposiaon parental involvement, the reversegender gap, and philanthropy in education.

Collaboration Opportunities

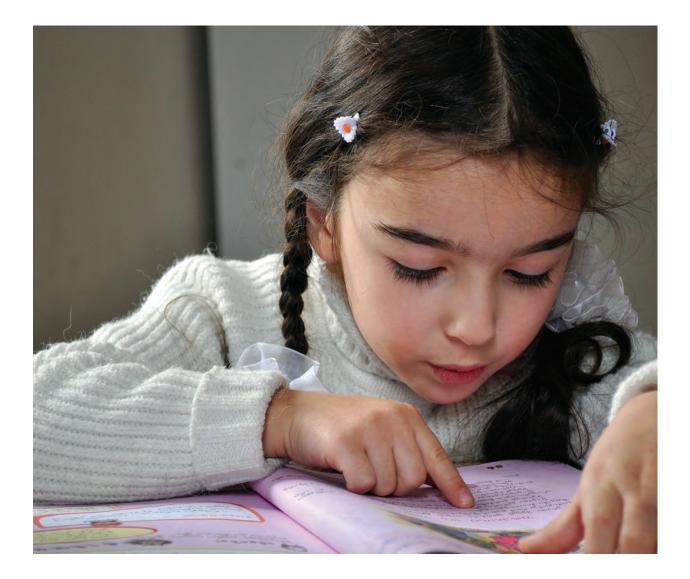
The Foundation supports innovative, high-quality research and data-driven best practices, and highlights works and discussions that impact our community and beyond. To do this we collaborate with internationalscholars and practitioners primarily through our funding and publishing opportunities.

- Funding: We offer competitive grants for doctoral students and visiting scholars to conduct field research in Ras Al Khaimah and the UAE. Submissions are open to international scholars in a wide range of disciplines and professional fields. The annual application deadline is March 1.
- Publishing: We are an open-access, bilingual publisher that seeks to make our work, and that of our visiting scholars, partners, and contributors, more accessible and impactful. The Foundation publishes policy papers, working papers, and blogs, and accepts relevant proposals and submissions for review.

More Information

To learn more about research and funding opportunities available through the Foundation or to become involved, please visit www.alqasimifoundation.com or contact us at grants@alqasimifoundation.rak.ae.





Chemonics is proud to present our work at CIES 2019 on sustainability in conflict or crisis zones, early grade reading, book supply chain, and data- and technologydriven approaches to education.

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Projecto de Alimentação Escolar Comida para o Saber

Inspiring Young Minds in Mozambique



Planet Aid's Food for Knowledge project is improving the academic performance and nutritional status of young Mozambicans. This comprehensive program—implemented by Planet Aid's local partner, ADPP Mozambique, along with Cambridge Education and WISHH—is funded by the U.S. Department of Agriculture under the McGovern-Dole International Food for Education and Child Nutrition Program.

To address literacy challenges in the nation, Food for Knowledge has developed a flagship earlygrade reading program that is helping children begin reading in the local languages of Changana and Rhonga. This program, developed in partnership with the Government of Mozambique, helps to propel forward the national focus on bilingual education and build sustainability through collaboration.

Food for Knowledge is centered on providing a daily nutritious meal to 86,000 primary school children in Maputo Province. It is creating long-term sustainability by training new qualified teachers nationwide, bolstering nutrition understanding among faculty and community members, and making vital improvements to school kitchen and sanitation infrastructure.





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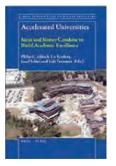
Recent books



The Global Academic Rankings Game. Changing Institutional Policy, Practice, and Academic Life. NY: Routledge, 2016. G. Altbach, M. Yudkevich, L. Rumbley.



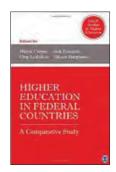
25 Years of Transformations of Higher Education Systems in Post-Soviet Countries. Reform and Continuity. Palgrave Macmillan, 2018. J. Huisman, A. Smolentseva, I. Froumin.



Accelerated Universities. Ideas and Money Combine to Build Academic Excellence. Leiden; Boston: Brill, 2018. P. Altbach, L. Reisberg, I. Froumin.

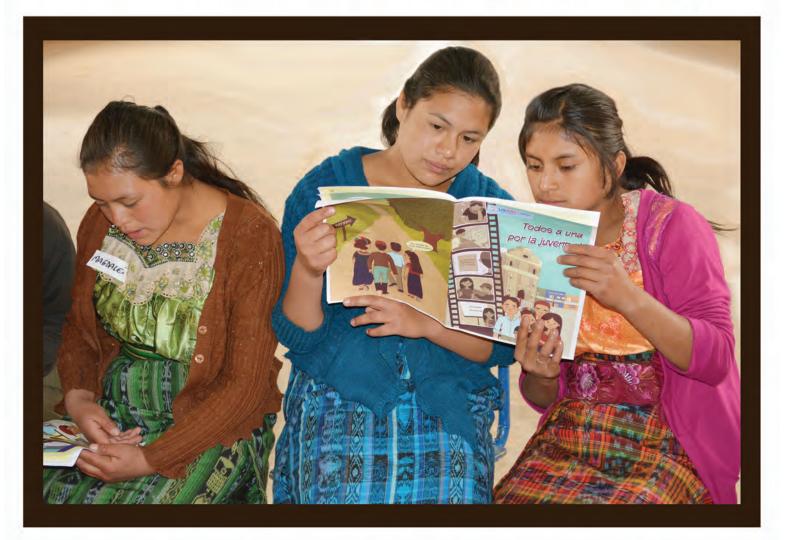


Academic Inbreeding and Mobility in Higher Education. Global Perspectives, 2015. M. Yudkevich, P. Altbach, L. Rumbley



Higher Education in Federal Countries: A Comparative Study. SAGE Publishing India, 2018. M. Carnoy, I. Froumin, O. Leshukov, & S. Marginson.

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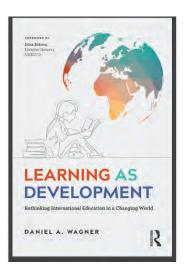
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Attend our Pre-Conference Workshop and visit our table in the Exhibitor Space



Learning as Development

Rethinking International Education in a Changing World

(Routledge, 2018, \$42 on Amazon)

Daniel A. Wagner, UNESCO Chair in Learning and Literacy, and Professor of Education at the University of Pennsylvania

Learning is the foundation of the human experience. It is the common thread across cultures and geographies and forms a continuous and malleable link across the life stages of human development. Disparities in learning access and outcomes around the world have real consequences for income, social mobility, health and well-being. Learning as Development asks us to rethinkinternational education in a changing world.

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"Wagner strikes the rare balance between breadth and brevity. In just 267 pages...he weaves a history of international development, a review of research in the learning sciences, and a novel approach to "learning as development." — Anthropology & Education Quarterly



Sunday, April 14

CONFERENCE PROGRAM

SUNDAY, APRIL 14

001. Prayer/meditation

6:00 to 7:30 pm | Atrium (Level 2) - Garden Room B

002. CIES Board of Directors Meeting [Invite only] 9:00 to 3:30 pm | Atrium (Level 2) - Garden Room A

003. How can integrated, multi-sectoral ECD programming support positive changes in caregiver behaviour that result in improved development outcomes for children aged pre-natal to 3 years old?

Pre-conference Workshop 10:00 to 4:45 pm | Bay (Level 1) - Golden Gate Workshop Organizers: *Chrystal Holt, Save the Children UK*

Holly-Jane Howell, Save the Children 004. Literacy for all: how to use universal design for learning to

promote literacy skills for students with disabilities

Pre-conference Workshop

10:00 to 4:45 pm | Pacific Concourse (Level -1) - Pacific A

Workshop Organizers:

Anne Marie Hayes, Independent Consultant Joshua Josa, US Agency for International Development (USAID) Presenter:

Deepa Srikantaiah, World Learning

005. Exploring book development for children 0-4 Years old with indigenous people's groups and applications of a book quality criteria tool in different contexts

Pre-conference Workshop

10:00 to 4:45 pm | Pacific Concourse (Level -1) - Pacific B Workshop Organizers:

> Catherine Manzano, Save the Children International, Philippines Lois Martin Sucuano, Save the Children

006. Advancing the teaching of comparative and international education: towards communities of practice

Pre-conference Workshop

10:00 to 1:00 pm | Pacific Concourse (Level -1) - Pacific E

Workshop Organizers:

Matthew A.M. Thomas, University of Sydney Lesley Bartlett, University of Wisconsin-Madison Maria E Manzon, National Institute of Education Roozbeh Shirazi, University of Minnesota Donald R. Baum, Brigham Young University Florin Daniel Salajan, North Dakota State University Cathryn Magno, University of Fribourg Will Brehm, Waseda University Anne Campbell, Middlebury Institute of International Studies at Monterey Ameena Ghaffar-Kucher, University of Pennsylvania

007. Gender experts and expertise: connecting education theory and praxis Committee: Gender & Education

Pre-conference Workshop 10:00 to 4:45 pm | Pacific Concourse (Level -1) - Pacific F Workshop Organizers: Caroline (Carly) Manion, OISE, University of Toronto

Kristy Kelly, Drexel University | Columbia University 008. Using R to fit HLM with large-scale assessment data Pre-conference Workshop 10:00 to 4:45 pm | Pacific Concourse (Level -1) - Pacific G Workshop Organizers: Daniel Andres Miranda-Fuenzalida, Universidad Católica de Chile Carlos Cayumán-Cofré, UNESCO Santiago Andrés Sandoval-Hernández, University of Bath Diego Carrasco, Centro de Medición MIDE UC, Pontificia Universidad Católica de Chile 009. Methodology training: USAID Education in Crisis and Conflict Network's (ECCN's) Rapid Education and Risk Analysis toolkit (RERA) and Safer Learning Environments assessment toolkit (SLE toolkit) Pre-conference Workshop 10:00 to 1:00 pm | Pacific Concourse (Level -1) - Pacific I Workshop Organizers: Gwen K. Heaner, USAID Education in Crisis & Conflict Network James Rogan, Exterion/USAID ECCN 010. Mobile surveys and assessments using Tangerine Pre-conference Workshop 10:00 to 1:00 pm | Pacific Concourse (Level -1) - Pacific J Workshop Organizers: Carmen Strigel, RTI International Matt Finholt-Daniel, RTI International / University of Minnesota 011. The 4Ws of education and conflict data: Who has what data? Where can I find it? And why is this so complicated? Pre-conference Workshop 10:00 to 1:00 pm | Pacific Concourse (Level -1) - Pacific K Workshop Organizers: Anne Smiley, FHI 360 Natalie Brackett, International Network for Education in Emergencies Elizabeth S. Buckner, University of Toronto Sean Cremin, FHI 360 **012.** Teacher well-being and the missing piece of the puzzle: rethinking support to teachers in contexts of conflict, crisis and fragility Pre-conference Workshop 10:00 to 4:45 pm | Pacific Concourse (Level -1) - Pacific L Workshop Organizers: Paul Frisoli, FHI 360 Julia Finder Johna, Save the Children Charlotte Louise Bergin, Save the Children Amy Parker, Relief International Minna Peltola, Finn Church Aid

013. Inter-agency skills building workshop: experiences, tools, and skills for planning, implementing, and monitoring ECD parenting programs for children aged 0-5 Pre-conference Workshop

10:00 to 1:00 pm | Pacific Concourse (Level -1) - Pacific M Workshop Organizers: Damaris Wambua, ChildFund Caroline Dusabe, Save the Children Viktoria Sargsyan, World Vision International

Sunday, April 14

Rose Mae Fishman, Plan International USA Diego Adame, LEGO Foundation

014. Cost data analysis of USAID education programs:

practical guidance

Pre-conference Workshop

10:00 to 1:00 pm | Pacific Concourse (Level -1) - Pacific N Workshop Organizers:

Elena Walls, US Agency for International Development (USAID) Caitlin Tulloch, International Rescue Committee Katie Johnston-Davis, US Agency for International Development (USAID)

015. Educators in revolt: global lessons from the recent wave of U.S. teachers' strikes

Pre-conference Workshop 10:00 to 1:00 pm | Pacific Concourse (Level -1) - Pacific O

Workshop Organizers:

Rebecca Tarlau, Penn State University Carol Anne Spreen, New York University Sangeeta Kamat, University of Massachusetts Amherst Lauren Elizabeth Ware Stark, University of Virginia

016. Play workshop: learn to play every day

Pre-conference Workshop 1:15 to 4:45 pm | Street (Level 0) - Plaza

Workshop Organizers: Abigail Bucuvalas, Sesame Workshop Kim Foulds, Sesame Workshop Ana Sofía Cantú-Miller, Sesamo Shanna Kohn, Sesame Workshop

017. Data for adaptive management: an introduction to designing and applying the Collaborating, Learning, and Adapting (CLA) approach

Pre-conference Workshop

1:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific D Workshop Organizers: Nathalie Louge, FHI 360 Fernanda Gándara, School-to-School International Yvonne Cao, FHI 360

018. Co-creating evidence in education: fostering cooperation between educators, researchers, and policymakers to create rigorous education research

Pre-conference Workshop

1:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific H

Workshop Organizers: Bridget Konadu Gyamfi, Innovations for Poverty Action Cynthia Bosumtwi-Sam, Ghana Education Service Sharon Wolf, University of Pennsylvania Bethany Park, Innovations for Poverty Action Adrienne Lucas (University of Delaware)

019. Comparative and international education research made easy using free online data platforms and tools Pre-conference Workshop

1:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific I Workshop Organizers: David C Miller, American Institutes for Research Nathalie Mertes, IEA Marissa Hall, American Institutes for Research Lynn Hu, Stanford University Emily Pawlowski, American Institutes for Research

020. Secondary analysis of publicly available comparative data sets on literacy: challenges and practical applications Pre-conference Workshop

1:45 to 4:45 pm | Street (Level 0) - Regency A Workshop Organizer: Susan Wiksten, UCLA International Institute

021. Liberating learners and teachers: ensuring equitable and sustainable access to books and other learning materials Pre-conference Workshop

1:45 to 4:45 pm | Street (Level 0) - Regency B Workshop Organizers: Aliou Sow, ADEA Maggie De Jongh-Abebe, blueTree Group B.V. Penelope Bender, Burda Education

Penelope Bender, Burda Education Roel De Haas, blueTree Group

022. How to accelerate results in reading and math? Secrets you won't hear elsewhere

Pre-conference Workshop 1:45 to 4:45 pm | Pacific Concourse (Level -1) - Pacific E

Workshop Organizers: Helen Abadzi, University of Texas at Arlington Aglaia Zafeirakou, Senior Consultant - The World Bank

023. SDG 4 strategizing: critical perspectives on the way forward

Pre-conference Workshop 1:45 to 4:45 pm | Pacific Concourse (Level -1) - Pacific J Workshop Organizers: Hugh McLean, Open Society Foundations Antonia Wulff, Education International

024. Best practices in data collection with young children: Lessons from the International Development and Early Learning Assessment (IDELA) Pre-conference Workshop

1:45 to 4:45 pm | Pacific Concourse (Level -1) - Pacific K

Workshop Organizers: Lauren Pisani, Save the Children Frannie Noble, Save the Children Marianne O'Grady, Save the Children

025. Sharing your research with the world

Pre-conference Workshop 1:45 to 4:45 pm | Pacific Concourse (Level -1) - Pacific M Workshop Organizer: Jenny Grant Rankin, University of Cambridge

026. Strengthening the role of qualitative research in education for sustainable development

Pre-conference Workshop 1:45 to 4:45 pm | Pacific Concourse (Level -1) - Pacific N Workshop Organizers: Joan DeJaeghere, University of Minnesota Dominic Richardson, UNICEF

Rachel Hinton, DFID

Maria Brindlmayer, Making Cents International

CONFERENCE PROGRAM

027. Teaching strategies that support students who are learning the language of instruction in multilingual and bilingual classrooms

Pre-conference Workshop 1:45 to 4:45 pm | Pacific Concourse (Level -1) - Pacific O Workshop Organizers: Carol Deshano Da Silva, Save the Children Annie Duguay, Center for Applied Linguistics Julia Frazier, FHI 360 Sarah Strader, FHI 360 Presenter:

Radmila Popovic, World Learning, Inc.

028. Language Issues SIG Fireside Chat

SIG: Language Issues Special Session 2:45 to 4:45 pm | Atrium (Level 2) - Boardroom C

029. Town hall debate on the identity of the CIES 5:00 to 7:00 pm | Street (Level 0) - Grand Ballroom A Chair:

N'Dri Thérèse Assié-Lumumba, Cornell University Discussants:

Erwin H. Epstein, Loyola University Chicago Supriya Baily, George Mason University Matthew A.M. Thomas, University of Sydney Vandra Masemann, OISE/University of Toronto

030. Opening Reception

7:00 to 9:00 pm | Street (Level 0) - Grand Ballroom B/C

MONDAY, APRIL 15

033. Prayer/meditation

6:00 to 7:30 pm | Atrium (Level 2) - Garden Room B

034. Consortium for Pre-Primary Data and Measurement in Africa (CPDMA) & ECD Measure [Invite only]

Breakfast Reception

7:00 to 8:30 am | Atrium (Level 2) - Waterfront E

035. New Scholars Committee Orientation (Breakfast)

Committee: New Scholars/New Scholars Committee 7:30 to 9:00 am | Atrium (Level 2) - Garden Room A

036. Business Meeting: Sexual Orientation and Gender Identity and Expression (SOGIE) SIG

SIG: Sexual Orientation and Gender Identity and Expression (SOGIE) 8:00 to 9:30 am | Street (Level 0) - Grand Ballroom A

Chair:

Oren Pizmony-Levy, Teachers College, Columbia University

037. Business Meeting: Global Migration SIG

8:00 to 9:30 am | Street (Level 0) - Grand Ballroom B Chairs:

> Jamie Lew, Rutgers University Cathryn Magno, University of Fribourg Sophia Rodriguez, University of North Carolina at Greensboro Jamie A. Kowalczyk, Concordia University, Chicago

038. Business Meeting: Cultural Contexts of Education and Human Potential (CCEHP) SIG

SIG: Cultural Contexts of Education and Human Potential (CCEHP) 8:00 to 9:30 am | Street (Level 0) - Grand Ballroom C

Chair:

Cristina Jaimungal, OISE, University of Toronto

039. Language for resilience: sustainable solutions to supporting the resilience of refugees and host communities through language

SIG: Language Issues

Paper Session

8:00 to 9:30 am | Atrium (Level 2) - Boardroom B

Chair:

Vick Ikbowa, UNHCR

Participants:

- Language for Resilience: Interdisciplinary perspectives Mike Solly, British Council; Tony Capstick, University of Reading, UK
- Language, education and the impact of refugees in Uganda Roderick B. Hicks, Africa Educational Trust; Lucy Maina, Africa Educational Trust

The impact of language of instruction on access to quality further education for Syrian refugees – Harry Haynes, British Council; Hala Ahmed, MENA Regional Academic Manager, the British Council

Discussant:

Yvette Hutchinson, British Council

040. Nations and Numbers: The Policy Influence of PISA

SIG: Globalization and Education

- Paper Session
- 8:00 to 9:30 am | Atrium (Level 2) Boardroom C

Chair:

Felicitas Acosta, Universidad Nacional de General Sarmiento Participants:

Reference Societies, PISA and the parliamentary debates on education reform in Portugal – Iris Santos, University of Tampere

Nations and numbers. The banal nationalism of large-scale assessments-Nelli Piattoeva, University of Tampere, Finland; Daniel Tröhler, Prof. Dr.

Building political sustainability through PISA in Argentina – Helena Hinke Dobrochinski Candido, University of Helsinki; Felicitas Acosta, Universidad Nacional de General Sarmiento

041. Chinese formal paper panel session: reforms and practices of talent cultivation model in Chinese universities: from the lens of the new technological revolution 新技术革命背景下 中国大学人才培养模式的改革与实践

Chinese Panel Session

8:00 to 9:30 am | Atrium (Level 2) - Waterfront A

Chair:

Wei Han, Southern University of Science and Technology Participants:

Research on the Cultivation and Management Mechanism of International Innovative Talents in Universities 高校国际创新 人才培养和管理机制研究:以南方科技大学为例 -Wei Han, Southern University of Science and Technology

How to Cultivate Interdisciplinary Talents with Humanistic Qualities in China's Emerging Science and Engineering Universities 中国

新兴理工科大学如何培养兼具人文素养的复合型人 才:世界一流理工科大学文科发展案例研究 - Jinyuan Ma, Southern University of Science and Technology

The impact of the Fourth Industrial Revolution on higher Education innovation 高等教育变革与新时代人才培养: 以第四 次工业革命为背景的探讨 - Qiongqiong Chen, Southern University of Science and Technology; Jie Qiu, Southern University of Science and Technology; Li Liu, Southern University of Science and Technology

Discussant:

Jun Li, Faculty of Education, Western University

042. Contribución de Paulo Freire a la formulacion de politicas de alfabetización y educación de adultos para un desarrollo sustenable.

Spanish Panel Session

8:00 to 9:30 am | Atrium (Level 2) - Waterfront B Discussants:

L. Marcela Gajardo J., FLACSO-Chile John D Holst, The Pennsylvania State University Sergio Cardenas, CREFAL Carlos Alberto Torres, CIES

043. "Global citizenship must change as the world changes": Applying, theorizing and researching critical global citizenship SIG: Globalization and Education

Formal Panel Session

8:00 to 9:30 am | Atrium (Level 2) - Waterfront C

Chair:

Maren Elfert, King's College London

Participants:

The Necessity for Difficult Learnings: A framework for (Inter)national Curriculum Development for Critical Global Citizenship Education – Thashika Pillay, University of Alberta; Carrie Karsgaard, University of Alberta

Putting the International Youth White Paper on Global Citizenship to Work: Participatory research with teachers – Karen Pashby, Manchester Metropolitan University; Louise Sund, Örebro University

Framing Global Citizenship Education as Conviviality and a Response to the Solistalgia of Planetary Vulnerability – *Lynette Shultz, University of Alberta*

(How) can decoloniality inform 'educational (curriculum) knowledge' selection? - Aslam Fataar, Stellenbosch University

044. Effective pedagogy in cultural context

SIG: Teacher Education and the Teaching Profession Formal Panel Session

8:00 to 9:30 am | Atrium (Level 2) - Waterfront D

Chair:

Matthew Jukes, RTI International

Participants:

The role of children's social and emotional competencies in effective teaching of Early Grade Reading in Tanzania – *Matthew Jukes, RTI International*

The perils and promises of listening to parents: Encountering unexpected barriers to improving preschool in Ghana – Sharon Wolf, University of Pennsylvania

Revisiting Comparative Pedagogy - Michele Schweisfurth, University

Monday, April 15

of Glasgow; Matthew A.M. Thomas, University of Sydney; Amy Smail, University of Glasgow

Reflexivities of Discomfort in Teacher Professional Development in Tanzania – Matthew A.M. Thomas, University of Sydney; Frances Vavrus, University of Minnesota

Knowledge Construction in Service-learning: Findings from Chinese College Students – Wenfan Yan, University of Massachusetts Boston; Meilin Yao, Beijing normal university; fangfang guo, beijing normal university; Yulan Li, beijing normal university Discussant:

Lynn W. Paine, Michigan State University

045. Interculturalism worldwide

Paper Session

8:00 to 9:30 am | Bay (Level 1) - Bayview A Chair:

Liz Jackson, University of Hong Kong

Participants:

- Multiculturalism in General Studies in Hong Kong: Towards a Global Cooperation Approach – *Liz Jackson, University of Hong Kong; Cong Lin, University of Hong Kong*
- The Challenges and Opportunities of an Intercultural Bilingual Education School in the Galapagos Islands – Harvey Luna, Southern Methodist University - CORE; Diego Roman, Southern Methodist University; Greses A. Perez-Jöhnk, Stanford University; Zaynab Amelia Gates, UCSD; Amy Doherty, Galapagos Conservancy; Heny Agredo, Dallas Independent School District; Adrian Soria, Aves y Conservacion/BirdLife in Ecuador; Amparito Naranjo, Consejo de Gobierno de Galapagos; Melissa Mesinas, Stanford University; Sebastian Pinto, Aula Maestra
- Liberal arts, personal agency and social justice: a comparative case study of two institutions in Mainland China and Hong Kong – Shan He, University of Nottingham Ningbo China
- Above Barriers: A Survey of Resilient Schools Marina Pinskaya, Center of Social and Economic School Development, Institute of Education, National Research University Higher School of Economics; Aleksandra Mikhailova, National Research University Higher School of Economics, Institute of Education; Roman Zviagintsev, National Research University "Higher School of Economics", Moscow, Russian Federation; Sergey Kosaretsky, leading research fellow, Center of Social and Economic School Development, Institute of Education, National Research University Higher School of Economics
- Measurement and Enhancement of global competencies in the context of Japanese university students – *Maki Tomita, Tohoku University*

046. Roundtable Session (Monday I)

8:00 to 9:30 am | Bay (Level 1) - Bayview B

046-1. Approaches for implementing environmental sustainability education

SIG: Environmental and Sustainability Education Refereed Round-Table Session

Participants:

- The Biosphere 2 story A model for environmental and sustainability education Sally Eva Silverstone, Biosphere Foundation
- The Efficacy of School-focused Approaches in Mainstreaming Education for Sustainable Development – *HAE LIN KIM, Harvard*

CONFERENCE PROGRAM

Graduate School of Education

- Cantor's World A learning game for understanding inter linkages among sustainability, well being and national growth indicators – *Robin Sharma, UNESCO MGIEP*
- Botanical Garden conversations: epistemology in an informal environmental education activity – *Esther do Lago e Pretti, Arizona State University*
- Designing Antigua Green School: Innovation and Renovation in Sustainability Education – Elisa A. Hartwig, Antigua Green School; Luis Ayala, Antigua Green School

046-2. Neuroscience and education: Addressing the global learning crisis

Refereed Round-Table Session

Chair:

Mmantsetsa Marope, UNESCO International Bureau of Education Participants:

- Cognitive neuroscience of education: Promises and challenges *Gréqoire Borst, Université Paris Descartes, France*
- Drawing on the Science of Learning to support the "teacher-asexpert" – Paul Howard-Jones, University of Bristol; Rosianna Jules, Seychelles Institute of Teacher Education
- Education for sustainability: Can neuroscience help? Vivian Reigosa-Crespo, Cuban Center for Neuroscience
- The neuroscience of effective classroom teaching Jiaxian Zhou, Center for Educational Neuroscience, East China Normal University, China
- Cognitive interventions at the beginning of the school: What can they tell us about the future? – Alejandro Maiche, Universidad de la República de Uruguay

046-3. Challenging conventional constructions of gender, activism and accountability

Committee: Gender & Education Refereed Round-Table Session

Chair:

Francesca Salvi, University of Portsmouth

Participants:

Educating Pakistan's daughters: girls' citizenship education and the reproduction of cultural violence in Pakistan – Ann M. Emerson, University of Portsmouth

Female teenage activism in the Chilean student movement – Meghan Kelly, Harvard Graduate School of Education

- School related gender based violence in West Africa: a study of the possibility of accountability and collective action – Jordan J Steiner, Center on Violence Against Women and Children, Rutgers School of Social Work; Anne Spear, University of Maryland
- Teenage fathers and masculinity in South Africa Francesca Salvi, University of Portsmouth; Deevia Bhana, University of KwaZulu-Natal
- Grassroots humanitarianism, refugee artisans and the gendered construction of solidarity Kaylan Schwarz, University of Guelph

046-4. Creating sustainable research practices in comparative & international education

Refereed Round-Table Session

Chair:

Karen Ross, University of Massachusetts Boston

Participants:

- Key question 1: How do post-positivist epistemologies shape what is considered "legitimate" research and thus possibilities for alternative approaches? – Payal P. Shah, University of South Carolina
- Key question 2: How is sustainability of research practices shaped (and constrained) by institutions/structures outside of the research context? – Karen Ross, University of Massachusetts Boston
- Key question 3: What are our responsibilities as teachers of research methodology when addressing these issues with our students? – *Supriya Baily, George Mason University*

Discussant:

Payal P. Shah, University of South Carolina

046-5. Designed for equity: implementation and efficacy of educational access platforms, policy, and practice

SIG: Inclusive Education

Refereed Round-Table Session

Chair:

William Mock, Stanford University

Participants:

- Teacher's Perception Based on Students' Migrant Status and Students' Academic Outcome - Yian Guo, Stanford University; Xuemin Zhao, Stanford University
- Students in MOOCs: A Latent Profile Analysis on Participants in Massive Open Online Courses – Yanxuan Li, Stanford University
- The Exploration of Universities' Independent Recruitment System in China Eleana Mengyuan Hai, Stanford University
- Sustainability in Edtech NGOs: Effective Cross-National Partnerships for Long-term Impact – *Mingwei Ma, Stanford University; William Mock, Stanford University*
- Increasing Student Enrollment in Technical Vocational Education and Training Programs in Mauritius – Lucy Kruske, Harvard University; Angela Hernandez, Harvard University; Alisa Currimjee, Harvard University; Leena Zahir, Harvard University

Presenters:

Yanxuan Li, Stanford University Yian Guo, Stanford University Xuemin Zhao, Stanford University Mingwei Ma, Stanford University

046-6. Evaluation and education for sustainable development (ESD)

SIG: Environmental and Sustainability Education Refereed Round-Table Session

Participants:

- ESD as an evaluative game-changer JOON DEEPIKA, ESD Expert Net and UNESCO MGIEP; Jennifer Krah, ESD Expert Net and WWF; Eureta Rosenberg, Rhodes University Environmental Learning Research Centre, South Africa
- The Development of a Toolkit for Collaborative Evaluation in RCEs Zinaida Fadeeva, UNU RCE and TERI University
- Case study of work with the hybrid evaluation framework in Makana RCE – Tichaona Pesanayi, Rhodes University

046-7. GirlEngage: placing girls in the driver's seat of sustainable education reform

Committee: Gender & Education Refereed Round-Table Session

Participants:

- Education quality is only one piece of the pie: The case for multisectoral approaches to improving education opportunities for girls – Sarah Havekost, Plan International USA
- It takes a village girls' education is not about girls alone Molly Fitzgerald, Plan International USA
- GirlEngage: Designing gender transformative education programs Marcia Odell, Plan International

046-8. Higher education in Eurasia

SIG: Eurasia

Refereed Round-Table Session

Participants:

- Graduate Student Parents in Kazakhstan Aray Saniyazova, Nazarbayev University; Anna CohenMiller, Nazarbayev University Graduate School of Education; Zhanar Saniyazova, Nazarbayev University
- State-university relations: How committed is Ukraine to the Bologna Process? – Nataliia Zakharchuk, University of Saskatchewan
- International universities and their marginalizing impact on local academic communities: A case study of Kyrgyzstan – Hamid Khan, University of Central Asia, Kyrgyzstan
- Regional Prosperity and Transnational Higher Education Growth: Research on the Factors Influencing the Development of Sinoforeign Cooperative Education – *Pengfei Pan, Queensland University of Technology*

046-9. Integrating environmental sustainability in higher education: comparative perspectives

SIG: Environmental and Sustainability Education Refereed Round-Table Session

Participants:

- Challenges of adopting education for sustainable development approaches in higher education: Views of Egyptian teaching staff – Hanan Salah Yusuf Abozaied, American University in Cairo
- Design of a curriculum proposal for development of sustainability competencies in higher education – Dulce María Ramos, Universidad Iberoamericana Ciudad de México; cimenna chao rebolledo, Universidad Iberoamericana; Claudia Celis, Universidad Iberoamericana Ciudad de México; Casandra Guajardo, Universidad Iberoamericana Ciudad de México
- "Education for Sustainability" for, and with, Undergraduate Students: A Community Autoethnography of Teaching and Learning in Mainland China – Xiuying Cai, Xiamen University, China; Wenting Wu, College of Liberal Arts, Xiamen University, China; Ruilin Qin, School of Management, Xiamen University, China; Jiachen Zhang, College of Foreign Language and Culture, Xiamen University; Jiayi Lei, Software School of Xiamen University, China; Chenhao Guan, College of Public Affairs, Xiamen University, China
- Environmental Study Abroad: The Added Value of Environmental Citizenship - Kara Michele Korab, University of Maryland

046-10. Policy, monitoring & evaluation

SIG: Africa Refereed Round-Table Session Participants:

Monday, April 15

- Relationships Between Availability of Human And Material Resources And Academic Performance in Biology Among Secondary School Students in Jigawa State, Nigeria – *MUSTAPHA BASHIR KAZAURE, Jigawa state polytechnic, Dutse.*
- Structured Learning Programmes and Sustainable Change Dhianaraj Chetty, National Education Collaboration Trust (South Africa); Godwin Khosa, National Education Collaboration Trust (South Africa)
- Supporting reading activities in schools and communities and their effects on reading skills in Ethiopia *Alejandro Ome, NORC at the University of Chicago; Varuni Dayaratna, NORC at the University of Chicago; Alicia S. Menendez, University of Chicago*
- Why do private schools consistently outperform public schools in Zanzibar? – Masoud A. Masoud, Ministry of Education and Vocational Training, Zanzibar; Nisma Elias, University of Minnesota

046-11. Teacher agency, internationalization, and higher education

SIG: Middle East

Refereed Round-Table Session

Chair:

Yasamin Alkhansa, University of Sussex,

Participants:

- You Don't See Me, I Won't See You!-Teaching History in Iran under the Islamic Republic - Yasamin Alkhansa, University of Sussex
- OpenEMIS Jordan: Building a resilient Education Management Information System (EMIS) addressing the needs of national and refugee communities – Jon Frederic Kapp, Community Systems Foundation

Discussants:

Muhammad Tariq Khan, Global Partnership for Education Yayoi Segi-Vltchek, UNESCO Dagmar Awad-Gladewitz, GIZ/Yemen

046-12. Technology supported learning

Refereed Round-Table Session

Participants:

- First-time online learners in Myanmar: Understanding perspectives, expectations, experience, and empowerment of English educators in non-formal education – Woomee L Kim, George Mason University; L. Earle Reybold, George Mason University
- Image Spell Check using an Android application to detect and correct spelling mistakes – *Radhika Kapoor, University of Pennsylvania; Paras Doshi, University of Wisconsin-Madison*
- Supercharge Language Learning by Memory Strategies Malihe Eshghavi, University of San Francisco
- Señas de Sentido, Nicaraguan Sign Language app for deaf children and families – Christopher Adam Noel Kurz, Manos Unidas; Patrick Graham, Western Oregon University; Marie Coppola, University of Connecticut; Kyle Duarte, Manos Unidas; Kurt Gagne, Manos Unidas

046-13. Critical explorations of students' and teachers' experiences of intercultural, citizenship, and democratic education

SIG: Citizenship and Democratic Education (CANDE) Refereed Round-Table Session

Chair:

Maureen K Porter, University of Pittsburgh



CONFERENCE PROGRAM

Participants:

Developing active intercultural citizenship through participation in study abroad – *Irina V. Golubeva, UMBC*

Our Experiences are Different Because We are Different: Students' and Teachers' Understandings of Democracy and Citizenship – Allison M. Borden, University of New Mexico

Youth mobilisation as and for sustainable education – Noncedo Madubedube, Equal Education; Roné McFarlane, Equal Education

046-14. Equity, ambition, and omission: can the sustainable development goals be sustained? (parts I and II)

Refereed Round-Table Session Chair:

_nair:

Antonia Wulff, El

Participants:

Financing SDG 4: Context, Challenges, and Solutions – *Tanvir Muntasim, ActionAid; David Archer, ActionAid*

Partners in assessment. New actors and changing alliances in the construction of a global field – *Clara Fontdevila, Universitat Autònoma de Barcelona*

- Education for all open for business? SDGs and public goods vs. private goods *Alexandra Draxler, NORRAG*
- A critical exploration of how language-of-instruction choices affect educational equity – *Lizzi Okpevba Milligan, University of Bath; Zubeda Desai, University of Western Cape; Carolyn J. (Carol) Benson, Teachers College, Columbia University*
- Gender equality, education and development: tensions between global and national policy discourses in postcolonial contexts – Naureen Durrani, University of Sussex; Anjum Halai, Aga Khan University
- Sustainable Development Goals and a Plural-Relational Approach to Inclusive Education Policy – Christopher Johnstone, University of Minnesota; Matthew Schuelka, University of Birmingham; Ghada Swadek, University of Minnesota

Discussants:

Angeline M. Barrett, University of Bristol Aaron Benavot, State University of New York at Albany / UNESCO

047. Multiple paths toward sustainable policymaking: strategies for creating and implementing early grade reading policies in Afghanistan, Pakistan, Kenya, and Uganda Formal Panel Session

8:00 to 9:30 am | Bay (Level 1) - Golden Gate Participants:

EGR Reform in Afghanistan: Building Capacity for Locally-Owned, Sustainable National Policymaking – Susan Ayari, Creative Associates International; Shaifulhaq Rahimi, Deputy Chief of Party, Afghan Children Read; Mohammad Ibrahim Shinwari, Afghanistan Ministry of Education; Alim Ghafary, Afghan Children Read Contracting Officer Representative, USAID

- Creative Associates International: Pakistan Reading Project Naeem Sohail-Butt, Chief of Party, Pakistan Reading Project – *Qaiser Munir, Pakistan Reading Project*
- RTI Kenya Tusome-Joseph Destefano, RTI International
- RTI Uganda Early Grade Reading Interventions Stephen Backman, RTI International

048. Highlighted session: Building comparative mobility narratives: the intersection of studies of study abroad and international students

SIG: Study Abroad and International Students (SAIS)

8:00 to 9:30 am | Bay (Level 1) - Seacliff A

Chair:

Krishna Bista, Morgan State University

Participants:

- Intercultural Competence of Moroccan Students in Ukrainian Higher Education Institutions – Viktoriia Donchenko, George Washington University; Hajar IDRISSI, Graduate School of Education and Human Development, GWU
- The Educational Value of Study Abroad Programs: The Transformation of Cross-cultural Views After Studying Abroad – *Hitomi Maeda, Mejiro University*
- International Student Migration: Young University Students in Brazil Coming from Portuguese-Speaking African Countries – *Silvia Helena Rodrigues, Universidade de Brasília; Wivian Weller, Universidade de Brasilia - UnB*

Discussant:

Rosalind L. Raby, California State University, Northridge

049. Highlighted session: Unleashing the power of higher education institutions to advocate for refugees and at-risk migrants

SIG: Higher Education

8:00 to 9:30 am | Bay (Level 1) - Seacliff B

Participants:

- Unleashing the Power of Higher Education Institutions to Advocate for Refugees and At-Risk Migrants – Bernhard T. Streitwieser, George Washington University; Kathryn Duffy-Jaeger, Rutgers University; Jane Roche, Rutgers University
- Research and Practice Perspectices on Refugees in Higher Education – Varaxy Yi Borromeo, California State University, Fresno

Discussant:

Sonia Languille, Open Society Foundations

050. Dissertation workshop session [Invite only]

8:00 to 11:30 am | Bay (Level 1) - Seacliff C

050-1. Development/NGOs

Committee: New Scholars/Dissertation Workshop

Participants:

- The school and my health- (re)centering young women's voices in peer-led sexual and reproductive health (srh) education in Machakos, Kenya – *Nyaradzai Changamire, University of Massachusetts Amherst*
- Beyond Numbers Framing Quality of Education through Community Participation in Ethiopia – Hanna Girma Wedajo, Ph.D. Student

Responsive health literacy assessments: engaging culture and community for sustained wellness in African diasporic contexts – *OreOluwa Badaki, University of Pennsylvania*

Understanding INGOs building education state capacity in Afghanistan, Problems and Prospects – Farzana Bardai, University of Sussex

Discussant:

Bob W Spires, University of Richmond

Monday, April 15

050-2. Language Policy

Committee: New Scholars/Dissertation Workshop Participants:

- Globalization and Lithuanian higher ducation: Language policies and its impact on national identity - Katie A.R. Hoye, Baylor University
- The promise of language planning in indigenous early childhood education in Mexico - Aldo Anzures Tapia, University of Pennsylvania
- Language wars? Language of instruction policies and post-conflict transitions in Cote d'Ivoire - Michelle Lilly Solorio, Michigan State University
- English Language Capital and its Implications for Higher Education Institutions and Researchers: The Case study of Three African Flagship Universities - Addisalem Tebikew Yallew, University of the Western Cape

Discussant:

Kristina Brezicha, Georgia State University

050-3. Refugee Education

Committee: New Scholars/Dissertation Workshop

Participants:

- School Choice or Circumscribed Choice?: A Case Study in Refugee Education in Marketized Systems
- The Interactions between Anti-Refugee Rhetoric, Monolingual Language Ideologies, and Refugee Literacy in the United States and Australia
- Humanitarianism in the borderscape: Narratives of state sovereignty, borders, and the refugee in Greece1
- Localizing pedagogy in the Democratic Republic of the Congo: Implementing a sustainability curriculum through teacher learning circles

Discussant:

Elizabeth S. Buckner, University of Toronto

050-4. Youth

Committee: New Scholars/Dissertation Workshop

Participants:

The role of education in the reintegration of ex-combatants in Colombia – Maria Paulina Arango, Florida State University

- A Comparison of the Creative Potential of Rural and Urban Adolescents in China - Yiran Zhao, The Pennsylvania State University
- The role of peer educators in HIV prevention at a higher education institution in Johannesburg - Trishana Devi Soni, University of Johannesburg

Discussant:

Jingjing Lou, Beloit College

051. Publication mentoring workshop session [Invite only] 8:00 to 11:30 am | Bay (Level 1) - Seacliff D

051-1. Language Pedagogy

Committee: New Scholars/Publication Workshop Special Session

Participants:

How does English as a medium of instruction (re)shape university students' in-class behavioural patterns? - Meekyoung Mia Kim, University of Cambridge

Creating Spaces for the Empowerment of Young Learners - Kristen

Moriarty, University of Bath

Content and Language Integrated Learning (CLIL) within the trilingual context in Kazakhstan: teachers' conceptions and classroom practices – Laura Karabassova, Nazarbayev University Graduate School of Education

Discussant:

Stephanie Kim, Georgetown University

051-2. International & Intercultural Education - Group B

Committee: New Scholars/Publication Workshop Participants:

- Educational pathfinders? Understanding Western-situated international students' motivation to study in China - Kris Hyesoo Lee, University of Oxford
- Surface, deep and transformation approaches of learning: Chinese students' academic integration in Finland and Germany - Hanwei Li, University of Tampere
- Critical Thinking, Selfhood, and Democratization: A Case Study of Transnational Chinese Undergraduates in the U.S. - Hui Xie, University of California, Los Angeles (UCLA)

Discussant:

Uttam Gaulee, Morgan State University.

051-3. Professional Development & Learning

Committee: New Scholars/Publication Workshop

Participants:

- Teacher Quality and Capability Approach: An Analysis of Female Teacher Experience in a Rural, Malawian Community - Annabelle Rodgers Hardy, E Tennessee State University
- Teacher professional development, self-efficacy, and classroom uses of information and computer technologies (ICT) in Turkey - Elif N. Gokbel, Duquesne University; Rachel A Ayieko, Duquesne University
- Teacher collegiality: A comparative study of two subject-based professional learning communities in a Chinese secondary school - Licui Chen, East China Normal University

Discussant:

Lauren Ila Misiaszek, Institute of International and Comparative Education, Beijing Normal University

051-4. Teachers

Committee: New Scholars/Publication Workshop Participants:

- Unleashing Teachers' Cultural Imagination to Educate for Sustainability: Narrative from a Canada-China Inter-School Reciprocal Learning Setting - Yishin Khoo, University of Windsor
- Portraits of Teachers in Neoliberal Times: Projections and Reflections Generated by Shadow Education Research - Hang B. Duong, Lehigh University
- Teachers' perspectives on critical thinking in the English classroom in Kazakhstani secondary schools - Xeniya Tursunbayeva, Nazarbayev Intellectual Schools

Discussant:

Yoonjeon Kim, University of California, Berkeley

052. CER Editorial Board Meeting [Invite only]

8:00 to 11:30 am | Bay (Level 1) - Training Room

CONFERENCE PROGRAM

053. Knowledge mobilization practices and problems from the global to the local level

SIG: Globalization and Education Formal Panel Session 8:00 to 9:30 am | Street (Level 0) - Plaza

Chair:

D. Brent Edwards Jr., University of Hawaii

Participants:

- Mobilization through (mis)representation: Juxtaposing the promotion, problems, and personification of impact evaluations – D. Brent Edwards Jr., University of Hawaii; Stephanie M Hall, University of Maryland; Jeana E. Morrison, Boston University
- Examining the OECD's role as a global policy influencer of school funding debates - *Glenn Savage, University of Melbourne; Elisa Di Gregio, University of Melbourne*
- 'Becoming European' or 'phasing out' culture: New modes of topological governance and knowledge mobilization – Steven Lewis, Research for Educational Impact (REDI) Centre, Deakin University
- Script-ing Teachers in the language of the T-TESS Evaluation System – Jessica Holloway, Deakin University; Steven Lewis, Research for Educational Impact (REDI) Centre, Deakin University

Discussant:

Bob Lingard, University of Queensland

054. Micro- and macro-level opportunities for and barriers to girls' education: practitioner perspectives on achieving sustainable development goals 4 and 5

Committee: Gender & Education Formal Panel Session

8:00 to 9:30 am | Street (Level 0) - Regency A Chair:

Dan Thakur, Global Affairs Canada, Government of Canada Participants:

- Addressing Gender Inequalities in Education and Building Evidence: The Safe Schools Common Approach – *Tim Murray, Save the Children*
- Bridging macro and micro level responses to gender inequalities in education Pete Simms, Plan International Canada
- Promoting Gender Equality in Refugee Camps Stephanie McBride, World University Service of Canada (WUSC)
- Planning and implementing educational change at the macro-level in support of gender equality in education in conflict-affected contexts - Aya Kibeski, Senior Education Specialist, Global Partnership for Education

Discussant:

Caroline Manion, University of Toronto

055. Navigating an unknowable future: language of instruction, teacher obligations, and aspirations of refugee youth pursuing education within national education settings

SIG: Education, Conflict, and Emergencies Formal Panel Session

8:00 to 9:30 am | Street (Level 0) - Regency B

Participants:

Language and Education for Refugee Students: Navigating an Unknowable Future - *Celia Reddick, Harvard Graduate School of Education*

- Educating towards what future?: Examining how teachers in Lebanon connect educational priorities to future possibilities for their Syrian refugee students. - *Elizabeth Adelman, Harvard Graduate School of Education*
- Firing the imagination: Syrian refugee youths' pathways to their imagined & plausible futures - Vidur Chopra, Harvard University
- : Education in Perpetual Motion: Migration and the educational experiences and decision-making of Syrian young people in Lebanon – Sarah Dryden-Peterson, Harvard Graduate School of Education

Discussant:

Elisabeth King, New York University

056. New theoretical perspectives on resilience & integration

SIG: Education, Conflict, and Emergencies

Paper Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific A

Participants:

Hearing the Education Silences that Emanate from the United Nations International Strategy for Disaster Reduction – *Steve Azaiki, Institute of Science & Technology, Yenagoa*

- The rise of resilience discourse in EiE policies and guidance: For whom and for what? - *Ritesh Shah, University of Auckland; Julia Paulson, University of Bristol; Daniel Couch, University of Auckland*
- The education of the non-citizen child: migration, integration and time Halleli Pinson, Ben-Gurion University of the Negev
- Whose Culture? Whose/which Safety? What Education? A Critical Analysis of Bangladesh's DRR Education. – Sudipta Roy, Indiana University

057. From ESE policy to practice and action in the global/local nexus

SIG: Environmental and Sustainability Education Paper Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific B

Chair:

Ralph Carstens, International Association for the Evaluation of Educational Achievement (IEA)

Participants:

- The Global Role of Environmental Non-Governmental Organization (NGO) in Promoting Local ESE and Nature Protection – *Dafna Gan, Kibbutzim College of Education*
- Teaching Geography with a perspective of Education for Sustainable Development. Analysis of classrooms interactions and reduction of inequalities – *Alain Pache, University of Teacher Education, state of Vaud*
- Redeeming the Environment: Environmental Education for Sustainable Development in Ghana – Frank Okai Larbi, Beijing Normal University

Policy Networking: Examining the Social Relations of Global Governance in ESE Policy Programs – Marcia McKenzie, University of Saskatchewan; Nicolas Stahelin, School of International Training; Alan Reid, Monash University

058. Contemporary research dimensions in international higher education

SIG: Higher Education Paper Session 8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific C

Monday, April 15

Chair:

Maria I Khan, State University of New York at Albany Participants:

- A comparative study of global research networks: predictors of international research collaborations and determinants of Japanese research network effectiveness *Takehito Kamata, University of Minnesota*
- Reconstructing the field of higher education research through an analysis of academic journals – Andrey Lovakov, National Research University Higher School of Economics, Russia; Maria Yudkevich, National Research University Higher School of Economics, Russia; Daria Dubovka, National Research University Higher School of Economics
- Examine transparency in higher education management literature: a comparative view Antigoni Papadimitriou, JHU; Patrícia Moura e Sá, University of Coimbra, Portugal; Rui Pedro Lourenço, University of Coimbra, Portugal
- Review of International Cross-Border Quality Assurance Procedures: A Study of 86 Transnational Importers and Exporters of Higher Education – Maria I Khan, State University of New York at Albany; Jason E. Lane, University at Albany, State University of New York

059. Teachers' in-between policy and practice: issues and consequences

SIG: Teacher Education and the Teaching Profession Paper Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific D Chair:

Iwan Syahril, Sampoerna University

Participants:

- Teach or Not Teach Controversial Public Issues in Taiwan Yu-Han Hung, University of Houston-Downtown; Irene Linlin Irene Chen, University of Houston Downtown
- The Indonesian Teacher Certification Policy: A Case Study of Policy Sense-making – Iwan Syahril, Sampoerna University
- What is the Effect of Teaching in Underserved Schools on Beliefs About Education Inequality and Reform? Evidence from Teach for America – Katharine M Conn, Columbia University; Virginia Lovison, Harvard Graduate School of Education; Cecilia Mo, Vanderbilt University
- The Reconstruction of Teachers' Role in Neoliberal Era, A View from the Jewish Periphery – *Hanita Hadad Cohen, Ben-Gurion University of the Negev*

060. Education quality in Ethiopia and Sierra Leone

Paper Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific E Chair:

Jonathan Marino, University of Wisconsin-Madison Participants:

Education system coherence in Ethiopia: The case of Education Management Information System (EMIS) – Belay Hagos, Addis Ababa University; Amare Asgedom, Addis Ababa University; Tassew Woldehanna, Addis Ababa University; Louise Yorke, REAL Centre, Faculty of Education, University of Cambridge

Improved Family Based Reading through implementing Community Level Assessment The Experience of Emmanuel Development Association (EDA) in Ethiopia – *Tessema Bekele Woldegiorgis*, Emmanuel Development Association

- A Mixed Methods Approach to Analyzing an Early Childhood Development Intervention in Ethiopia – Jonathan Marino, University of Wisconsin-Madison; Satlaj Dighe, University of Minnesota
- Education for all in Sierra Leone: The unintended consequence of problematizing not going to school – *Grace Pai, Guttman Community College - CUNY*

061. Ensuring girls' empowerment to improve education outcome: harnessing the gatekeepers

Committee: Gender & Education

- Formal Panel Session
- 8:00 to 9:30 am | Pacific Concourse (Level -1) Pacific F

Participants:

- The impact of life skills education and mentoring on girls' life outcomes: results from alumnae surveys and a tracer study – *Linda Tran, Room to Read; Lucina Di Meco, Room to Read*
- Shifting gender norms among parents, teachers, and community members in order to promote girls' education outcomes – Sarah Press, Save the Children; Jane Leer, Save the Children - USA

What works to build adolescent girls' knowledge, skills and competencies? Experimental evidence from Niger – Amy Ibold, Mery Corps

Discussant:

Meridith Gould, Independent Consultant

062. Interrogating gender equity in education across the lifespan

Committee: Gender & Education

- Paper Session
- 8:00 to 9:30 am | Pacific Concourse (Level -1) Pacific G Participants:
 - Social Transformation of Minority Women in Pakistan: Opportunities and Challenges – Salma Nazar Khan, Fatima Jinnah Women University, University of Massachusetts; Samina Naseem, Fatima Jinnah Women University
 - Mapping Immigrant Women's Journeys for Education and Opportunities – Sondra Cuban, Western Washington University
 - Gender disparities in early childhood education Sierra Leone Michelle Kearns, University College Dublin; Jennifer Symonds, University College Dublin; Seaneen Sloan, University College Dublin; Ciaran Sugrue, University College Dublin; Dympna Devine, University College Dublin
 - Gender equity integration in education and out-of-school youth interventions in Guatemala *Gabriela Nunez, Juarez and Associates*
 - Understanding the impact of a grassroots Microfinance intervention on girls' informal and formal education in rural India – *Rebecca Gordon, University of Cambridge*

063. Institutionalizing policies in higher education

SIG: Higher Education

Paper Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific H

Chair:

Angel Oi Yee Cheng, Lehigh University

Participants:

Influence of UNESCO Chairs Program Partnerships in HK & the U.S.A.

- CONFERENCE PROGRAM
- on International Mindedness among University Students Angel Oi Yee Cheng, Lehigh University
- Promoting Entrepreneurship for Sustainable Development of Higher Education in Afghanistan – Hassan Aslami, University of Massachusetts
- Reforming of University Governance in China: Findings from Tsinghua University – Hongying Xiao, Tsinghua University; Wenfan Yan, University of Massachusetts Boston; Shengyao Jiang, Tsinghua University; Jie Fu, Tsinghua University

064. Internationalization of education in Japan: challenges and opportunities

SIG: East Asia

Formal Panel Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific I

Chair:

Minako McCarthy, Educational Foundations at University of Hawaii at Manoa

Participants:

Purposes and Challenges of Super Global High School (SGH) program – Yasuko Shimojima, Tokyo Gakugei University

The challenge of Equity for Foreign-National Students in Internationalization in Japan – *Minako McCarthy, Educational Foundations at University of Hawaii at Manoa*

Benefits and Challenges of International Baccalaureate Education in Japan – Yuko Ida, Educational Foundations at University of Hawaii at Manoa

Teachers' Perceptions in Implementing "p4cHI" in Japan: A Case Study in Miyagi – Aya Watanabe, Educational Foundations at University of Hawaii at Manoa

Discussant:

Baoyan Cheng, University of Hawai'i at Mānoa

065. Governance, systems and policy for ECE programming

SIG: Early Childhood Development Paper Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific J

Participants:

Early Childhood Education: Evidence and considerations for programming in Asia – Katherine Anne Merseth, RTI International; Yasmin Sitabkhan, RTI International; Jennifer Spratt, RTI International; Eileen Dombrowski, RTI International; Tara Weatherholt, RTI International

Exploring Collaboration in National Early Childhood Development Systems: Comparing the Cases of Jamaica and Guyana – Amlata Persaud, Teachers College, Columbia University

Participatory adaptation of an early childhood development parenting program in Kenya – *Rose Mae Fishman, Plan International USA*

Scalability and Sustainability of Early Childhood Education (ECE): Evidence from National Reform of Pre-Primary education in Ethiopia – Janice Heejin Kim, University of Cambridge

066. Adult education: practice, theory, and debate

Paper Session 8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific K Chair: Richard Desjardins, University of California, Los Angeles Participants:

- Training and Well-being of Working Adults in Russia Natalia Karmaeva, Higher School of Economics; Andrei Zakharov, National Research University Higher School of Economics
- The growth of employer-supported adult education and its role in mitigating unequal chances to participate *Richard Desjardins, University of California, Los Angeles*
- Why Do they Enhance Lifelong Learning? Sociological Investigation on the Elders' Learning Actions and Processes – Amy Shumin Chen, Tatung University General Education Center
- Converts to Enterprise: Ideology in the Development of Entrepreneurship Education – Sam Oldham, The University of Melbourne
- Tertiary expansion and financial aid system evolution: Comparative evidence from U.S. and China *Po Yang, Peking University*

067. Applied research results from collaboration between research institutions and project implementers: child literacy development pilots in Laos and Guatemala

Formal Panel Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific L Participant:

> Development and Qualitative Evaluation of the Child Literacy Development Model in Laos – *Kaitlin Carson, AIR; Jamie McPike, American Institutes for Research*

Presenters:

Cornelia Sage, Catholic Relief Services Liza Marie Castillo Barrios, Catholic Relief Services Kaitlin Carson, AIR Jamie McPike, American Institutes for Research

068. Financing education: an overview of the landscape

SIG: Economics and Finance of Education Formal Panel Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific M Chair:

Suezan Lee, US Agency for International Development (USAID) Participants:

USAID's literature review: Who provides the majority of financing for education? Who pays, and what do they pay for? – *Caitlin Hurley, US Agency for International Development (USAID)*

- Education Public Expenditures-Samer al Samarrai, World Bank Financing inclusive education – Beifith Kouak Tiyab, Pole de Dakar
- Lessons learned from East Asia on policymaking Harry Anthony Patrinos, World Bank

How does Blockchain fit, if at all, into Education Finance and Value for Money Assessments? – *Christine Harris-Van Keuren, SALT Analytics*

Human capital for growth: rethinking the contribution of education from comparative perspective – Pavel Sorokin, National Research University Higher School of Economics; Isak Froumin, Institute of Education HSE

069. How to generate and use knowledge and evidence for education policy reform: perspectives on the potential of GPE's new financing mechanisms Formal Panel Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific N

Chair:

Karen Mundy, Toronto University

Participants:

- Knowledge and Innovation Exchange Design Blueprint *Ian* Macpherson, Global Partnership for Education
- Assessment of National Learning Assessment Systems in Ethiopia Ramya Vivekanandan, Global Partnership for Education
- Advocacy and Social Accountability funding mechanism design blueprint - Mesaye Demessie, Ministry of Education, Ethiopia
- Citizen-led Assessments: the experience of People's Action for Learning – Sara Ruto, People's Action for Learning (PAL) Network

Discussant:

Manos Antoninis, UNESCO

070. Teaching in diversity

Paper Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific O Chair:

Motoko Akiba, Florida State University

Participants:

- Impact of National Professional Standards on teachers' performance Sidra Rizwan, Allama Iqbal Open University; Afshan Huma, Allama Iqbal Open University, Islamabad, Pakistan
- Teacher Compensation Inequities in Central American Rural Schools – Nhat-Dang Do, University of California, San Diego; Maxie Gluckman, University of California, San Diego
- Traveling Professional Development Model: Sustainability and Adaptation of Lesson Study in a U.S. Context – *Motoko Akiba, Florida State University; Cassie Howard, Florida State University* Effects of school organizational capacity on teacher professional
- learning in China Liang Huang, Southeast University

071. Business Meeting: Education, Conflict, and Emergencies SIG

SIG: Education, Conflict, and Emergencies

10:00 to 11:30 am | Street (Level 0) - Grand Ballroom A Chair:

Diana Rodríguez Gómez, Universidad de los Andes, Colombia

072. Business Meeting: Large-Scale Cross-National Studies in Education SIG

SIG: Large-Scale Cross-National Studies in Education 10:00 to 11:30 am | Street (Level 0) - Grand Ballroom B Chair:

Andres Sandoval-Hernandez, University of Bath

073. Business Meeting: Eurasia SIG

SIG: Eurasia

10:00 to 11:30 am | Street (Level 0) - Grand Ballroom C Chair:

Chris Whitsel, North Dakota State University

074. Monitoring for quality improvement in early childhood care and education settings SIG: Early Childhood Development

Formal Panel Session

10:00 to 11:30 am | Atrium (Level 2) - Boardroom B Chair:

Michelle Neuman, University of Pennsylvania

Participants:

- Using the IDELA-Classroom Environment tool to monitor and improve ECCD center quality – Jonathan Seiden, Save the Children; Caroline Dusabe, Save the Children
- Quality of early childhood education in Colombia: Results from a national study – Carolina Maldonado, Universidad de los Andes, Colombia; Catalina Rey, Universidad de Los Andes; Eduardo Escallón, Universidad de Los Andes; Ana María Nieto, Consultant; Angy Mateus, Instituto Colombiano de Bienestar Familiar (ICBF); Hirokazu Yoshikawa, New York University; Liliana A. Ponguta, Yale University; Sharon Lynn Kagan, Teachers College, Columbia University

Quality of early childhood education in Brazil: Adaptation of MELQO Laura Ogando, University of Sao Paulo/ Ribeirao Preto – Beatriz Abuchaim, Fundação Maria Cecília Souto Vidigal; Daniel Domingues Santos, University of Sao Paulo; Alejandra Meraz Velasco, Fundação Maria Cecília Souto Vidigal

Discussant:

Abbie Raikes, University of Nebraska

075. Principles travel: context matters

SIG: Teacher Education and the Teaching Profession Formal Panel Session

10:00 to 11:30 am | Atrium (Level 2) - Boardroom C Chair:

Gerald LeTendre, Penn State University

Participants:

- Program Coherence Around Four Thematic Pillars: Building Conceptual and Structural Coherence – Kirsti Klette, University of Oslo; Inga Jenset, University of Oslo
- Teacher education policies and programs in Chile: The case of Diego Portales School of Education – *Paula Louzano, Universidad Diego Portales; Cristian Cox, University Diego Portales*
- Working together to strengthen teacher education: Experiences from academia and clinical practice – Annette Mitiche, University of Goteborg; Maria Jarl, University of Goteborg; Tommy Gustafsson, University of Goteborg
- A new strategy for teacher education in Hungary Emese Nagy, Eszterházy Károly University

Overview of the Collaboration – *Rachel Lotan, Stanford University* Discussant:

Ira Lit, Stanford University

077. Chinese formal paper panel session: development and challenge of the postgraduate education 研究生教育的发展 与挑战

Chinese Panel Session

10:00 to 11:30 am | Atrium (Level 2) - Waterfront A

Chair:

Zhanjun Wang, Beijing Institute of Technology

Participants:

Gender Differences in the Process of Doctoral Students' Socialization 博士生社会化过程中的性别差异---基于全国博士质 量调查问卷分析 - Hongjie Chen, School of Education, Peking University; Wenqin Shen, Peking University

Data-driven Graduate Education Management - University Instruction Monitoring as an Example 数据驱动的研究生教育管理---以大学教学监测为例 - Weifeng Qiao, International Center for

Monday, April 15

CONFERENCE PROGRAM

Engineering Education, Tsinghua University

- A New Type of Postgraduate Education's Quality Assurance: Five-inone Evaluation System 研究生教育质量保障新类型: " 五位一体"评估体系 - Zhanjun Wang, Beijing Institute of Technology; Xiaodong Wang, Beijing Institute of Technology; Jing Liu, Beijing Institute of Technology
- Status, Disparities and Path of "World-class University" Construction in China 中国"世界一流大学"建设的现状、差距与路 径:基于中、美、英、德、日等国的比较 - Jinlong Li, University of Science and Technology of China

Discussant:

Jun Li, Faculty of Education, Western University

078. Retos para la formación y evaluación docente en México a partir de la reforma educativa

Spanish Panel Session

- 10:00 to 11:30 am | Atrium (Level 2) Waterfront B
 - Chair:

Maria Teresa Tatto, Mary Lou Fulton Teachers College, Arizona State University

Participants:

- Transformaciones institucionales, tradiciones de conocimiento e investigación en la formación docente en México – Una reseña Maria Teresa Tatto, Mary Lou Fulton Teachers College, Arizona State University; Ivet Parra-Gaete, ASU
- La OCDE y la reforma educativa mexicana. La domesticación de políticas internacionales – *Yazmin Cuevas, UNAM; Tiburcio Moreno, UAM*
- Retos de un modelo de tutoría docente: El Caso de Sonora Lucrecia Santibanez, Claremont Graduate University; Susan Parker, University of Maryland; Guadalupe Carmona, University of Texas at San Antonio; Bernardo Hugo Naranjo, Proyecto Educativo SC; Adriana Ordoñez, INEE
- Motivaciones para elegir la docencia como profesión: Caso de los aspirantes a la Licenciatura en Educación Primaria en Escuelas Normales – Alejandra Priede, California State University, Long Beach; Jihan Garcia Poyato, Universidad Autónoma de Baja California; Graciela Cordero, Universidad Autónoma de Baja California
- Toma de Decisiones en la Reforma Educativa 2013 en México y Papel de los Programas de Evaluación a Gran Escala Israel - *Morneo Salto, University of Cambridge*

Discussant:

Thomas Luschei, Claremont Graduate University

079. Refugee education: SEL and language interventions for learning

SIG: Education, Conflict, and Emergencies Formal Panel Session

10:00 to 11:30 am | Atrium (Level 2) - Waterfront C

Chair:

Sarah Dryden-Peterson, Harvard Graduate School of Education Participants:

Language of Instruction and Refugee Learners: A Mixed-Methods Study of the Tusome Intervention and Language Options in Kakuma Refugee Camp – Brown Onguko, RTI International; Benjamin Piper, RTI International; Sarah Dryden-Peterson, Harvard Graduate School of Education; Vidur Chopra, Harvard University; Celia Reddick, Harvard Graduate School of Education

Brain Games as a Low-Cost Targeted, Complementary Intervention: Impacts on Children's Social-Emotional Outcomes among Syrian refugees in Lebanon – Lindsay Brown, Global TIES for Children, New York University; Ha Yeon Kim, New York University; Carly Tubbs Dolan, New York University Global TIES for Children; Stephanie M Jones, Harvard Graduate School of Education; Sol Prieto Bayona, International Rescue Committee; Jeannie Annan, International Rescue Committee; J. Lawrence Aber, New York University Steinhardt

Vulnerable or Susceptible? Universal Social-Emotional Program Impacts on Girls and Refugees in Boko Haram-affected Niger – Ha Yeon Kim, New York University; Lindsay Brown, Global TIES for Children, New York University; Manyari Montes De Oca, New York University; Jeannie Annan, International Rescue Committee; Kiruba Murugaiah, International Rescue Committee; J. Lawrence Aber, New York University Steinhardt

080. Learning outcome for marginalized students

Paper Session

10:00 to 11:30 am | Atrium (Level 2) - Waterfront D Chair:

Lauren Marston, University of Cambridge

Participants:

- Accelerating learning outcomes for Marginalized community students: Concurrent evaluation of Learning Acceleration program of Government of Odisha, India – Shashiranjan Jha, IPE Global; Shalender sharma, IPE Global; Sanjay Singh, Department of Education, Government of Bihar
- Understanding Mechanisms for a Sustained Program Impact: A Quasi-Experimental Evaluation of the McGovern-Dole International Food for Education Program in Mali – *Elnaz Safarha, IMPAQ International; Kajal Gulati, IMPAQ International*
- Conditional cash transfers (CCTs): improving lives through education in Jamaica? – *Lauren Marston, University of Cambridge*

Long-Term Consequences of Parents' Gender-related Stereotype about Mathematics Success: A Propensity Score Matching Approach – Wenjuan Sang, Indiana University

Capability approach, equalisation of educational opportunities and sustainable development David Nongrum, DERT, Department of Education – Dany Lyngdoh, Department of Education, Government of Meghalaya; Shashiranjan Jha, IPE Global

081. Language and meaningful learning of content in secondary and post-secondary contexts

SIG: Language Issues

Paper Session 10:00 to 11:30 am | Atrium (Level 2) - Waterfront E

Chair:

Stephen Bahry, OISE, University of Toronto

Participants:

- The relationship among mathematics score variation, language, and socioeconomic status in the Basque Autonomous Community – Jennifer Michele Altavilla, Stanford University; Paula Elosua, University of the Basque Country, Spain
- Novi Hominem: From a marginalized Colombian high school to a sustaining Hum[x]anity in English language teaching – Yecid Ortega, University of Toronto

Monday, April 15

English Medium Instruction in Brazil Simone Sarmento, Universidade Federal do Rio Grande do Sul (UFRGS) – Laura Knijnik Baumvol, Universidade Federal do Rio Grande do Sul (UFRGS); Lucas Henrique Fogaça Marebgo, UFRGS/Brazil Integrating Linguistic Rights and Critical Thinking in STEAM Subjects – Zehlia Babaci-Wilhite, UC-Berkeley

082. Building and sustaining a searchable, open-source database on l1-based multilingual education research

SIG: Language Issues

Formal Panel Session

10:00 to 11:30 am | Bay (Level 1) - Bayview A

Participants:

Methodology used to create the MLE database enabling systematic review of multilingual education studies – *Lajiadou Lajiadou, Teachers College, Columbia University*

Critical review of instruments of multilingual learner assessment-Erina Iwasaki, Teachers College, Columbia University

Models of L1-based MLE: Evidence from a decade of research – Kevin M. Wong, New York University

Language policy reviews and critiques - Carolyn J. (Carol) Benson, Teachers College, Columbia University

Discussant:

Kimmo Kosonen, SIL International

083. Book launch session I

Book Launch Session

10:00 to 11:30 am | Bay (Level 1) - Bayview B

Participants:

Global Perspectives on International Student Experiences in Higher Education: Tensions and Issues – *Krishna Bista, Morgan State University*

Questioning Allegiance: Resituating Civic Education – Liz Jackson, University of Hong Kong

Global Adaptations of Community College Infrastructure – Uttam Gaulee, Morgan State University.

Indigenous knowledges and learning: Vital contributions to sustainability (special issue of the International Review of Education –IRE) – *Miye N. Tom, Independent Scholar; Stephen Roche, UNESCO; Tiffanie Hardbarger, Northeastern State University*

Deaf education beyond the western world – *Maria Brons, Royal Dutch Kentalis*

Ecosystems in R+D+i in Latin American Education – Ismael Tabilo, SUMMA Laboratory of Education Research and Innovation for Latin America and the Caribbean

Cultivating dynamic educators: case studies in teacher behavior change in Africa and Asia - Sarah Pouezevara, RTI International

Japanese Education in a Global Age: Sociological Reflections and Future Directions – Akiyoshi Yonezawa, Tohoku University

Second Language Acquisition: Methods, Perspectives and Challenges-Doris Baker, Southern Methodist University

The Struggle for Citizenship Educationin Egypt: (Re)Imagining Subjects and Citizens – Jason Nunzio Dorio, University of California, Los Angeles (UCLA)

084. New Directions in Education in Emergencies Data

SIG: Education, Conflict, and Emergencies Formal Panel Session 10:00 to 11:30 am | Bay (Level 1) - Golden Gate

Chair:

Christine Capacci-Carneal, USAID Middle East Bureau Participants:

- Mapping education data in Middle Eastern crisis contexts: What we learned and where to go from here *Anne Smiley, FHI 360*
- Linking aid statistics and humanitarian aid flows to track financing of refugee education Manos Antoninis, UNESCO; Yuki Murakami, UNESCO

Education under attack: New directions for analyzing attacks on students, educators, and educational facilities – *Amy Kapit, New York University*

Using citizen-led assessment tools to measure learning for refugee children – Hannah-May Wilson, People's Action for Learning (PAL) Network

Discussant:

Dana Burde, New York University

085. Highlighted session: Aluta! African Youth Activism and the Pan-African Revolution

SIG: Globalization and Education

10:00 to 11:30 am | Bay (Level 1) - Seacliff A

Chair:

Rhoda Nanre Nafziger-Mayegun, Penn State University Participants:

The FeesMustFall Movement and Youth Activism in South Africa – Salim Vally, University of Johannesburg

The Post-Aluta Generation? Emergent Permutations of Student Politics in Nigeria – Krystal Strong, University of Pennsylvania

Youth voices: Rising from the soul of Burkina Faso-Nicole Webster, Penn State University

Activating Youth Civic Action: Reflections from the Field Rhoda Nanre – Nafziger-Mayegun, Penn State University

Presenters:

Rhoda Nanre Nafziger-Mayegun, Penn State University Krystal Strong, University of Pennsylvania Salim Vally, University of Johannesburg Nicole Webster, Penn State University

Discussant:

Sangeeta Kamat, University of Massachusetts Amherst

086. Highlighted session - Achieving humanitarian-development coherence in education: three donor perspectives

SIG: Education, Conflict, and Emergencies

10:00 to 11:30 am | Bay (Level 1) - Seacliff B

Chair:

Ritesh Shah, University of Auckland

Participants:

Humanitarian-Development Coherence in Education: A Conceptual Framework and Recommendations for the U.S. Government – Susan Nicolai, Overseas Development Institute

Considerations for Fostering Humanitarian-Development Coherence in Education: an EU perspective – Eduardo Fernandez-Zincke, Section Humanitarian Affairs, Delegation of the European Union to the United Nations

Discussant:

Anjuli Shivshanker, USAID Education Office, Education in Conflict and Crisis

CONFERENCE PROGRAM

087. Cultural imperialism: philanthropy and education in sub-Saharan Africa.

Formal Panel Session

10:00 to 11:30 am | Street (Level 0) - Plaza Chair:

Robert Arnove, Indiana University

Participants:

Educational borrowing as negotiation: Reexamining the imagined and actual roles played by US philanthropists in designing British colonial education in Africa – *Shoko Yamada, Nagoya University*

Rockefeller Foundation in Southern Rhodesia: American Philanthropy and Higher Education in Sub Saharan Africa – Fungisai Musoni, The Ohio State University

The influence of US foundation on universities in Africa. Towards an anglicized world? – Fabrice Jaumont, Fondation Maison des Sciences de l'Homme

Global White South – Christopher S. Collins, Azusa Pacific University; Alexander Jun, Azusa Pacific University

Discussant:

Esther E. Gottlieb, Ohio State University

088. Is UNESCO still 'the conscience of the United Nations'? Sustaining a role for UNESCO in the 'sustainable development' agenda

Formal Panel Session

10:00 to 11:30 am | Street (Level 0) - Regency A

Chair:

Yoko Mochizuki, UNESCO MGIEP

Participants:

Carving out a niche for UNESCO in the global educational governance debate – *Edward Vickers, Kyushu University*

Social and Emotional Learning (SEL) for sustainable development: Potentials and pitfalls - *Yoko Mochizuki, UNESCO MGIEP*

Changing the classroom landscape: ESD-embedded textbooks – Lorna Down, UNESCO MGIEP

Discussants:

Eleni Christodoulou, Georg Eckert Institute for International Textbook Research

Vicki Zakrzewski, Education Director, Greater Good Science Center, University of California, Berkeley

089. Socially sustainable educational mobility: rethinking the ethics and politics of student mobilities in higher education Formal Panel Session

10:00 to 11:30 am | Street (Level 0) - Regency B Chair:

Peidong Yang, Nanyang Technological University, Singapore Participants:

Questioning Socially Sustainable Educational Mobilities: A Critical Examination of the Intersections of Student Mobilities and Institutional Partnerships – *Le-Ha Phan, University of Hawaii at Mānoa*

Citizens of Nowhere? Exploring the Incongruences and Instabilities of Citizenship for Differently Mobile Students in UK Universities – *Kirsty Finn, Lancaster University*

"Destination Asia": Assembling Socially Sustainable International student mobilities - Mayumi Ishikawa, Osaka University; Ravinder Sidhu, University of Queensland, Australia

Is Socially Sustainable Educational Mobility Realized? The Case of Brain Circulation of Asian Students and Japanese Companies – *Yuriko Sato, Tokyo Institute of Technology*

Sustainable recruitment of academically elite foreign students in Singapore? An empirical examination of multiple social fields – Luke Lu, Nanyang Technological University, Singapore

Discussant:

Cora Lingling Xu, Keele University

090. Minding the gaps: with more sub-Saharan African governments introducing free secondary school education, what barriers persist for marginalized girls?

Committee: Gender & Education

- Formal Panel Session
- 10:00 to 11:30 am | Pacific Concourse (Level -1) Pacific A Chair:

Sandra Spence, Camfed USA

Participants:

Mind the gaps... What will it take to get all girls in school and learning? – Nora Fyles, UN Girls' Education Initiative (UNGEI); Sarah Winfield, UNGEI

Tanzania's abolition of secondary school fees: who benefited and what remains to deliver quality secondary education for all? - Stuart Johnson, Camfed International; Jose Liht, Campaign for Female Education (CAMFED) International; Sandra Spence, Camfed USA

Will the poorest girls benefit from abolishing secondary school fees in Malawi? – Asma Zubairi, Research for Equitable Access and Learning (REAL) Centre, University of Cambridge; Pauline Rose, University of Cambridge

Next steps in advocacy and stakeholder engagement to ensure girls in Kaduna State, Nigeria benefit from free secondary education – Habiba Mohammed, Centre for Girls' Education

Discussant:

Pauline Rose, University of Cambridge

091. School leadership and its consequences Paper Session

10:00 to 11:30 am | Pacific Concourse (Level -1) - Pacific B

Chair:

Fauzanah F El Muhammady, McGill University

Participants:

Between the Lines: Narrative Inquiry and Educational Leadership Preparation Across International Settings – Jonathan Damiani, Nagoya University of Commerce & Business; Douglas Wieczorek, Iowa State University

Leadership Roles in Institutional Transformation for the Future Sustainability of Indonesia's Islamic Higher Education Institutions (IHEIs) – Fauzanah Fauzan El Muhammady, McGill University

Teacher Retention and Working Conditions in Low-Fee Private Schools in Ghana: The Role of School Leaders – Paula A. Cordeiro, University of San Diego; Corinne Brion, University of Dayton

Educational Administration Research in Comparative Education 1995-2018 – Joseph Flessa, OISE, University of Toronto; Gisele Cuglievan Mindreau, OISE University of Toronto; Daniela Bramwell, University of Toronto

Academic staff's engagement in internationalization of higher education in Vietnam – *Diep Thi Bich Nguyen, Deakin University*

092. Human rights and refugee education

Paper Session

- 10:00 to 11:30 am | Pacific Concourse (Level -1) Pacific C Participants:
 - Engaging Parents/Caregivers to Support Children's learning through the Home Learning Techniques Initiative for Syrian Refugees in Lebanon and Turkey – *Shezleen Vellani, Concern Worldwide*
 - How German teacher candidates in Dresden understand their role in their secondary school-aged Syrian refugee students' lives – Sarah Elina Heineken, Bowling Green State University
 - Human Rights and the Right to Education: Concepts and Critique Nooruddin Shah, University of Maryland
 - Refugees as Producers of Research and Knowledge Staci B Martin, Portland State University
 - Increasing Refugee Students' Legal Literacy in South Korea and in Germany: A Curriculum for Teachers through Universal Design for Learning – Violet Kim, University of Heidelberg, Germany

093. Teachers' professional and social status: a global review

SIG: Teacher Education and the Teaching Profession Paper Session

10:00 to 11:30 am | Pacific Concourse (Level -1) - Pacific D

Chair:

Jack Rossiter, Young Lives / University of Oxford

Participants:

- The cultural Significance of Nordic Teacher Recruitment Patterns since 1880: Analyzing continuity and sustainability of the "folk" discourse – Jesper Eckhardt Larsen, University of Oslo
- The Impact of a Service-Focused Teaching Corps on Participants' Career Pathways and Aspirations: Evidence from Teach for India – Katharine M Conn, Columbia University; Virginia Lovison, Harvard Graduate School of Education; Cecilia H. Mo, University of California, Berkeley
- Working Conditions of Teachers in Low- and Middle-Income Countries Fei Yuan, Harvard Graduate School of Education – David Evans, World Bank

094. From research to practice

Paper Session

- 10:00 to 11:30 am | Pacific Concourse (Level -1) Pacific E Participants:
 - Researchers Crossing Borders: Narrowing the Research- Field-Policy Gap? - Gadi Bialik, Tel Aviv University; Rony Ramot, Tel-Aviv University
 - What We Really Know About Educational Research and Development - Rony Ramot, Tel-Aviv University; Gadi Bialik, Tel Aviv University
 - :The Absurdity of Top-Down and Outside-In:breaking boundaries between educational research and educational practice – Daniel Gregson, University of Sunderland; Trish Spedding, SunderlandUniversity; Margaret (Maggie) Gregson, University of Sunderland
 - Moving from evidence to policy and practice: Improving urban education in East Africa – *Catherine S. Asego, APHRC; Maurice Mutisya, African Population and Health Research Center (APHRC)* Public-Private Partnerships to drive change in Thailand – an

evaluation of Chevron's Enjoy Science Program – Nitika Tolani, MSI; Idalia Rodriguez-Morales, Management Systems International; Sean Kelly, MSI

095. Unpacking resilience: a social-ecological approach to understanding the 'best practice' strategies, supports, and resources that foster adolescent learning & wellbeing

SIG: Youth Development and Education Formal Panel Session

- 10:00 to 11:30 am | Pacific Concourse (Level -1) Pacific F Participants:
 - Setting the stage: The importance of building resilience in adolescents for improved learning and wellbeing *Meridith Gould, Independent Consultant*
 - Resilience building for adolescents through education and empowerment Amanda Moll, CARE USA
 - The role of family and community in socioeconomic resilience for vulnerable adolescents - *Nikhit D'Sa, Save the Children*
 - A systems approach to building resilience through improved education for marginalized adolescent girls – *Amy Ibold, Mery Corps*

Discussant:

Emily Leys, Partners in Scale

096. Exploring refugee student experiences in higher education

SIG: Higher Education

Paper Session

10:00 to 11:30 am | Pacific Concourse (Level -1) - Pacific G

Participants:

- Higher Education for Refugees: Developing Employment Pathways & Autonomy – *Nina Elizabeth Weaver, Southern New Hampshire University*
- Long-term outcomes from a pilot project assessing the academic credentials of Syrian refugees in Canada *Bryce Loo, World Education Services*
- Mapping Tertiary Education for Syrian Refugees in Four Coutries in the MENA Region: Policies, Practices and Perspectives – Hana Addam El-Ghali, American University of Beirut
- The Moral Hazard of Remittances and Education *Hiba Anwar,* University of Maryland

Discussants:

Marko Grdosic, Open Society Foundations Sonia Languille, Open Society Foundations

097. Better "M" for better "E": What is the price of data ownership?

Formal Panel Session

10:00 to 11:30 am | Pacific Concourse (Level -1) - Pacific H Participants:

> Building MOE capacity in national learning assessments: Journey towards self-reliance in Ethiopia – Tahir Gero, USAID/Ethiopia; Yilikal Wondimeneh Demissie, National Educational Assessment and Examination Agency, National Education Assessment Director, Ministry of Education, Government of Ethiopia

> Getting to ownership and use of information: the case of Uganda in Ministry-led Early Grade Reading Assessment and Action Research – Tracy Brunette, RTI International; Sarah Natunga, National

Monday, April 15

CONFERENCE PROGRAM

Curriculum Development Centre, Government of Uganda; Amos Opaman, Uganda National Examinations Board

Establishing the practice of evidence-based policy development in South Africa through large scale RCTs – Stephen Taylor, Department of Basic Education, South Africa; Carien Vorster, Education Project Management Specialist, USAID/South Africa

Discussants:

Christine Beggs, Room to Read Elena Walls, US Agency for International Development (USAID)

20 Asian commenting intermetional studies

098. Asian comparative international studies

SIG: Higher Education

Paper Session

10:00 to 11:30 am | Pacific Concourse (Level -1) - Pacific I Chair:

Justin Sanders, University of Osaka

Participants:

- 50 years of US-Japan study abroad: Knowledge and connectivity transcending national and regional borders Sarah Renee Asada, Kyoritsu Women's University
- A cross-case analysis of internationalization at national universities in Singapore and Japan *Justin Sanders, University of Osaka*
- Strategic priorities of small nations: Lessons from Israel and Singapore in building legitimacy Sowmya Ghosh, University of Arizona; – *Hilla Tal, Ben-Gurion University of the Negev*
- English-medium Instruction in Japan, South Korea, and Mongolia – Analysis on policies and practices in private universities – Sainbayar Gundsambuu, Osaka University

099. Neoliberal policies impacting higher education

SIG: Higher Education

Paper Session

- 10:00 to 11:30 am | Pacific Concourse (Level -1) Pacific J Chair:
 - Kayum Ahmed, Columbia University

Participants:

- Ideologies and Values in Latin American Higher Education: A Critical Discourse Analysis of Interviews with Top Leaders – *Pilar Mendoza, University of Missouri; Lisa Dorner, University of Missouri Columbia*
- Neoliberalism in the name of subsidiarity: contradictory policies in tertiary education – Aristotelis Zmas, Aristotle University of Thessaloniki

Performance Funding for Community Colleges: A Catalyst or Impediment to Academic Freedom and Scholarly Inquiry? – Michael Lanford, University of Southern California

The Unsustainability of the White Liberal University: On Black Pain, Epistemic Coloniality, and the Rise of Radical Student Movements – Kayum Ahmed, Columbia University

100. Impact of the global university

SIG: Higher Education

- Paper Session
- 10:00 to 11:30 am | Pacific Concourse (Level -1) Pacific K

Chair:

Nadiia Kachynska, University of Toronto, OISE Participants: University Excellence as a Global Script: Conceptualizing an 'Ideal Typical University Model' – *Nadiia Kachynska, University of Toronto, OISE*

Toward a global understanding of affirmative action: Lessons from Brazil – Jeana E. Morrison, Boston University

- University mergers: Are they a valid option for Korean universities? Su Youn Byoun, Busan University of Foreign Studies
- Transition, Reform or Transformation? Mapping out the Discursive Space of African Renaissance in African Higher Education – *Michael Cross, University of Johannesburg*

The impact of university prestige in the employment process. A field experiment – *Georgiana Mihut, Boston College*

101. Promoting environmental sustainability education in higher education

SIG: Environmental and Sustainability Education

- Paper Session
- 10:00 to 11:30 am | Pacific Concourse (Level -1) Pacific L Chair:

Dafna Gan, Kibbutzim College of Education

Participants:

- Disciplinary robustness: Distinctions, diversity, and divisions in expertise among sustainability studies and environmental studies faculty – *Michael C. Russell, Centenary University Center for Sustainability*
- Towards a more sustainable future: Education for Sustainable Development, funding and capacity building of educators and trainers in Higher Education – Adesuwa Vanessa Agbedahin, University of the Free State
- Teacher Education Programs for Sustainable Development Education in a Hyper-Nationalist Israeli Education System – Jane Dechtiar, Ben Gurion University of the Negev; Halleli Pinson, Ben-Gurion University of the Negev; Assaf Meshulam, Ben-Gurion University of the Negev

102. Literacy programs in Latin America: analyzing early grade reading practices both in and out of school

SIG: Global Literacy

- Paper Session
- 10:00 to 11:30 am | Pacific Concourse (Level -1) Pacific M

Participants:

- A randomized controlled trial to compare two dissemination models for innovative ideas in policy development – *Antonio Arreaga, Juarez & Associates; Leslie Vanessa Rosales de Veliz, Juarez and Associates*
- Discontinuity in reading skills in Chilean unmotivated readers Montserrat Cubillos, University of Maryland
- Facilitating effect of letter size and inter-letter spacing on word recognition in young below-average readers. – Rosa Hilda Cueto, Universidad Iberoamericana (UNIBE); Cesar Arredondo, Universidad Iberoamericana (UNIBE)
- Impact evaluation of Espacios para Crecer (epc), an after school program, in Nicaragua – Catalina Torrente, Mathematica Policy Research; Emilie Bagby, Mathematica Policy Research; Ivonne Padilla, Mathematica Policy Research; Nancy Murray, Mathematica Policy Research; Steve Glazerman, Mathematica Policy Research
- 103. Identifying and addressing challenges faced by more vulnerable students

Monday, April 15

SIG: Large-Scale Cross-National Studies in Education Formal Panel Session

10:00 to 11:30 am

Pacific Concourse (Level -1) - Pacific N

Participants:

- Access to literacy and numeracy in Francophone Africa Nic Spaull, Stellenbosch University
- Educational trajectories in children from low socio-economic status in PISA participant countries. – Jaime Balladares, OECD TJA Fellowship; Daniel Salinas, OECD
- Does test-based accountability affect equity in education? Panel estimates from PISA. - *Rodrigo Torres, Institute of Education, University College London*
- School testing culture and teacher satisfaction William Smith, University of Edinburgh; Jessica Holloway, Deakin University

104. Student experiences in higher education

Paper Session

10:00 to 11:30 am | Pacific Concourse (Level -1) - Pacific O Chair:

Alice Yuen Chun Te, University of Hong Kong

Participants:

- Graduate Students' Relationships with Advisors in Korean Higher Education: Power and Distance – Jae-Eun Jon, Hankuk University of Foreign Studies; Heeyoung Lee, Korea Univesity; Eunyoung Kim, Seton Hall University
- The impact of international students on institutions' efficiency at SUNY campuses – Phung Dan Nguyen, State University of New York at Albany
- International Students' Participation Patterns in Learning Communities in Higher Education: A Comparative Analysis Between National Trends and Indiana University Bloomington – Esen Gokpinar-Shelton, Indiana University
- Why and how Hong Kong students crossing border to study in Mainland universities – a case of east-east student mobility – Alice Yuen Chun Te, University of Hong Kong
- Autoethnographic Reflections of an International Graduate Teaching Assistant's Co-Teaching Experiences – Huong L Nguyen, University of Arkansas; Kristina M. Howlett, Department of Curriculum and Instruction University of Arkansas

105. Plenary session: Sustaining the development-relevance of education and learning: The work of UNESCO International Bureau of Education

11:45 to 1:15 pm | Street (Level 0) - Grand Ballroom A Chair:

Anthony Mackay, IBE-UNESCO & National Center on Education and the Economy

Plenary Speakers:

Mmantsetsa Marope, UNESCO International Bureau of Education Hans D'Orville, UNESCO

Barry McGaw, IBE-UNESCO & University of Melbourne Conrad Hughes, International School of Geneva, Switzerland

106. Plenary session" WU Yi-fang (吴贻芳) the United Nations and Educational Development: Legacy and Inspiration for a Sustainable Globe

11:45 to 1:15 pm | Street (Level 0) - Grand Ballroom B Chair: Jun Li, Faculty of Education, Western University

Plenary Speakers:

- Baocun Liu, Institute of International and Comparative Education,
- Beijing Normal University

Rong Zhang, Nanjing Normal University Zhixin Su, California State University, Northridge

Di Yang, Nanjing Normal University

Huangi Qian, Nanjing Normal University

Discussant:

Ruth Hayhoe, OISE/University of Toronto

107. Plenary session: Introduction to California education

11:45 to 1:15 pm | Street (Level 0) - Grand Ballroom C

Chair: David Plank, Stanford University Plenary Speakers: Linda Darling-Hammond, Stanford University Chris Edley Jr., The Opportunity Institute

108. Plenary session: Diversity, sustainability, and education 25 years after the Salamanca Statement

11:45 to 1:15 pm | Level -1 - Pacific D/E/F

Chair:

Kate Lapham, Open Society Foundations Plenary Speakers: Lani Florian, University of Edinburgh Daniel Mont, Centre for Inclusive Policy Joyce Malombe, Wellspring Advisors

109. NORRAG Consultative Committee Meeting [Invite only]

12:00 to 2:00 pm | Atrium (Level 2) - Garden Room A

110. Business Meeting: Language Issues SIG SIG: Language Issues

1:30 to 3:00 pm | Street (Level 0) - Grand Ballroom A Chair:

Carolyn J. (Carol) Benson, Teachers College, Columbia University

111. Business Meeting: Gender & Education Committee [open to all]

Committee: Gender & Education

- 1:30 to 3:00 pm | Street (Level 0) Grand Ballroom B
- Chairs:

Catherine Vanner, McGill University Emily W. Anderson, Florida International University

112. Business Meeting: Teacher Education and the Teaching Profession SIG

SIG: Teacher Education and the Teaching Profession

1:30 to 3:00 pm | Street (Level 0) - Grand Ballroom C

Chair:

Gerardo Joel Aponte-Martinez, University of Texas Rio Grande Valley

113. Contextual inquiry & reading programs: using evaluation tools to understand impact

- SIG: Global Literacy
- Paper Session

1:30 to 3:00 pm | Atrium (Level 2) - Boardroom B

Participants:

A USAID toolkit for contextual inquiry and understanding for literacy interventions: The Literacy Landscape Assessment toolkit (LLA) – Hank Healey, US Agency for International Development (USAID);

Eirini Gouleta, US Agency for International Development (USAID); Melissa Chiappetta, US Agency for International Development (USAID); Emily Morris, University of Minnesota

- Improving early grade reading fluency in Arabic: Lessons from piloting a new curriculum in the United Arab Emirates – Elisabeth Wilson, Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research; Holly A Cook, Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research
- A reading revolution on the southern tip of Africa Jade Jacobsohn, Nal'ibali Trust
- Outcomes of a longitudinal study of an early grade reading program in Nepal – James Macneil, World Education, Inc.; Cristine Smith, University of Massachusetts Amherst; Catharine Morgan, World Education, Inc.

114. Parental engagement in early learning systems: findings from Pakistan, Tanzania, Liberia and Ethiopia Formal Panel Session

1:30 to 3:00 pm | Atrium (Level 2) - Boardroom C

Participants:

- Parental aspirations for early learning preparedness: evidence from Punjab on sustaining enrollment with engagement – Baela Raza Jamil, Idara-e-Taleem-o-Aagahi (ITA); Saba Saeed, Idara-e-Taleemo-Aagahi (ITA); Kate Anderson, Brookings Institution
- The role of parental involvement in pre-primary education in Ethiopia – Tirussew Teferra, Addis Ababa University; Belay Hagos, Addis Ababa University; Tassew Woldehanna, Addis Ababa University; Jack Rossiter, Young Lives / University of Oxford; Pauline Rose, University of Cambridge
- How weak client power leads to system misalignment in early childhood education in Liberia – Alina Lipcan, Oxford Policy Management; Joanna Harma, Independent Consultant; Zara Majeed, Oxford Policy Management Ltd.
- Parental Engagement in Early Learning Systems: The case of Tanzania Yasmin Sitabkhan, RTI International; – *Richard Shukia, University* of Dar es Salaam; Bidemi Carrol, RTI International; Aneth Komba, Tanzania Institute of Education

Discussant:

Sharon Wolf, New York University

115. New Scholars Essentials: Tips on collaborating with other scholars [open to all]

Committee: New Scholars/New Scholars Committee

1:30 to 3:00 pm | Atrium (Level 2) - Waterfront A

Presenters:

Yonah Hisbon Matemba, University of the West of Scotland Ayesha Khurshid, Florida State University Barbara Dennis, Indiana University Karen Ross, University of Massachusetts Boston Payal P. Shah, University of South Carolina Discussants:

W. Y. Alice Chan, McGill University Katherine Cierniak, Indiana University

116. "Jitegemee" - educating vulnerable youth in Kenya for sustainability

SIG: Africa Formal Panel Session 1:30 to 3:00 pm | Atrium (Level 2) - Waterfront B Chair:

CONFERENCE PROGRAM

Jacqueline Mosselson, University of Massachusetts Amherst Participants:

- Mind the Gap: Moving from Dependency to Sustainability Verity Norman-Tichawangana, University of Massachusetts, Amherst
- Aligning Rehabilitation Curriculum with National Standards to ensure Sustainability – *Beverley Bell, University of Massachusetts, Amherst*
- The School and My Health- (Re)Centering Young Women's Voices in Peer-Led Sexual and Reproductive Health (SRH) Education. – Nyaradzai Changamire, University of Massachusetts Amherst
- Development Evaluation in action: meeting the challenges of donor versus beneficiary responsive monitoring and evaluation for dynamic and sustainable programming – David Bell, Clark University; Martina Amoth, Jitegemee Children's Program

Discussant:

Jacqueline Mosselson, University of Massachusetts Amherst

117. Learning from learning profiles: implications for learning goals and equity

Formal Panel Session

1:30 to 3:00 pm | Atrium (Level 2) - Waterfront C Chair:

Lant Pritchett, Harvard University

Participants:

- Learning equity requires more than equality: leaning goals and achievement gaps between the rich and the poor in five developing countries – *Maryam Akmal, Center for Global Development; Lant Pritchett, Harvard University*
- 15 Years of Education in Indonesia: Rising Enrollment and Flat Learning Profiles – Amanda Beatty, Mathematica Policy Research; Emilie Berkhout, Amsterdam Institute for International Development; Luhur Bima, SMERU Research Institute; Thomas Coen, Mathematica Policy Research; Menno Pradhan, University of Amsterdam; Daniel Suryadarma, SMERU Research Institute

Linear learning profiles: where is the S curve? – *Michelle Kaffenberger, Research on Improving Systems of Education; Lant Pritchett, Harvard University*

118. Promoting inclusive social development in Japanese public schools

SIG: East Asia

Formal Panel Session

1:30 to 3:00 pm | Atrium (Level 2) - Waterfront D

Participants:

- ICT Policy Initiatives and Inclusive Education Gerald LeTendre, Penn State University
- Inclusivity and Collectivity in Japanese Early Childhood Education – Akiko Hayashi, Meiji University; Joseph Tobin, University of Georgia
- Increasing Inclusion through Problem Solving Catherine Lewis, Mills College
- Education for Foreign-Born Students at Japanese schools–Inclusive or Collective? – Riho Sakurai, Hiroshima University

Discussant:

Chris Bjork, Vassar College

119. Using evidence to accelerate progress in girls' education: from systematic reviews to program mapping

Committee: Gender & Education

Monday, April 15

Formal Panel Session

1:30 to 3:00 pm | Atrium (Level 2) - Waterfront E Chairs:

> Erin Ganju, Managing Director, Echidna Giving Dana Schmidt, Echidna Giving

Participants:

- What we learn about girls' education from interventions that don't focus on girls *David Evans, World Bank; Fei Yuan, Harvard Graduate School of Education*
- Policies and interventions to remove gender-related barriers to girls' school participation and learning in LMICs: A systematic review – Stephanie Psaki, Population Council; Barbara Mensch, Population Council; Nicole Haberland, Population Council; Erica Chuang, Population Council
- Accelerating progress in girls' education through evidence: Open access program mapping of the girls' education ecosystem – Nicole Haberland, Population Council; Stephanie Psaki, Population Council; Meredith Kozak, Population Council; Barbara Mensch, Population Council
- Intergenerational Resemblance in STEM Subjects and Gender Differences: The Case of England – Hyun Kyoung Ro, Bowling Green State University; Frank Fernandez, University of Houston; Ben Alcott, University of Cambridge; Dina Ghazzawi, University of Houston

Discussant:

Matthew Jukes, RTI International

120. Young people's perceptions of issues related to global citizenship, environmental sustainability, diversity and civic engagement since 2009. Results from ICCS.

SIG: Citizenship and Democratic Education (CANDE) Formal Panel Session

1:30 to 3:00 pm | Bay (Level 1) - Bayview A

Chair:

Gabriella Agrusti, LUMSA University, Rome, Italy

Participants:

- Exploring IEA ICCS 2016 Data to Measure Progress towards UN SDG Target 4.7 – Andres Sandoval-Hernandez, University of Bath; Daniel Andres Miranda-Fuenzalida, Universidad Católica de Chile; Ralph Carstens, International Association for the Evaluation of Educational Achievement (IEA)
- Student perceptions and contexts for civic learning of issues related to environmental sustainability – Julian Fraillon, Australian Council for Educational Research

Trends in attitudes towards minority groups and diversity at school. An analysis of tolerance using ICCS 2016 and 2009 data. – Falk Brese, IEA; Clara Beyer, The International Association for the Evaluation of Educational Achievement

Young people's trust in institutions and their dispositions toward civic engagement since 2009 – *Wolfram Schulz, Australian Council for Educational Research*

Discussant:

Paulina Korsnakova, IEA

121. Business Meeting: Inclusive Education SIG

SIG: Inclusive Education

1:30 to 3:00 pm | Bay (Level 1) - Bayview B Chair:

Kate Lapham, Open Society Foundations

122. Mission possible! Understanding and overcoming barriers to technical education in Latin America and the Caribbean SIG: Latin America

Formal Panel Session

- 1:30 to 3:00 pm | Bay (Level 1) Golden Gate Participants:
 - Technical education and professional training in Latin America: Challenges and opportunities – *Maria Oviedo, Inter-American Dialogue; Ariel Fiszbein, Inter-American Dialogue*
 - Evidence of barriers to access and completion of technical education in LAC Ana Florez, FHI 360

Case study: Creating sustainable change in technical education in Jamaica – *Delize Williams, Vocational Training Development Institute*

Discussant:

Michael Lisman, US Agency for International Development (USAID)

123. Highlighted session: Higher education, development, and sustainability in Latin America

SIG: Higher Education

- 1:30 to 3:00 pm | Bay (Level 1) Seacliff A Chair:
 - Jorge Enrique Delgado, University of Pittsburgh

Participants:

- International student mobility: Experiences at an Argentinean university and their goals of socio-economic development and sustainability, from a long-term perspective – *Gabriela Judith Silvestre, University of Pittsburgh*
- Research with Impact: Is It Really Happening? Gus Gregorutti, Andrews University; Monica Irene Camacho Lizarraga, Centro de Investigación y Docencia Económicas (CIDE)
- Partnerships, Knowledge Transfer, and Collaborative Programming in Panama Nanette Archer Svenson, Tulane University
- Global or Local Models? "Extensión" and Transfer Offices in Latin American Universities - Pedro Pineda, INCHER University of Kassel
- The Reformist Role of Higher Education' Student Revolts in Argentina during the First Globalization Wave (1880-1929) revisited – *Hector R. Gertel, Instituto de Economia y Finanzas*

Discussant:

Tristan McCowan, University College London

124. Highlighted session: Early childhood development programs at scale: examining the evidence for program and system effectiveness

SIG: Early Childhood Development

1:30 to 3:00 pm | Bay (Level 1) - Seacliff B

Chairs:

Katherine Anne Merseth, RTI International Benjamin Piper, RTI International

Participants:

The role of primary school contexts in supporting sustained longterm impacts of the Quality Preschool for Ghana intervention-Sharon Wolf, University of Pennsylvania; J. Lawrence Aber, New York University Steinhardt; Jere R. Behrman, University of Pennsylvania; Edward Tsinigo, Innovations for Poverty Action

Longitudinal impacts of the medium-scale Tay intervention in Kenya: Resisting fadeout e Nderu, RTI International; Benjamin Piper, Katherine Anne Merseth, RTI International

Data-driven early education expansion: Bhuta – Lauren Pisani, Save the Children; Nar Ch Karma Dyenka, Save the Children; Sara Da

Kindergarten outcomes: pre-literacy skills and building continuity between grades in Ghana Marcia Davidson, FHI 360; – *Emily Miksic, FHI 360*

125. Highlighted session: Literacy, language and foundational skills in Africa: learning in unexpected places SIG: Global Literacy

1:30 to 3:00 pm | Bay (Level 1) - Seacliff C

Participants:

- Local-language adult literacy and skills that matter in rural Ghana Joel Trudell, SIL Africa
- Numeracy and literacy programming for women in Senegal: Local knowledge for successful skills development- *Elisabeth Gerger, SIL Africa*
- Acquisition of foundational skills through the local language in a rural preschool in Kenya *Angela BECKER, SIL Africa*

Foundational skills development through an online reading community in South Africa – Barbara Trudell, SIL Africa; Gary Cowman, SIL Africa

Discussant:

Nancy Taggart, US Agency for International Development (USAID)

126. Highlighted session: Critical reflections on refugee and immigrant experiences in the global north and south SIG: Citizenship and Democratic Education (CANDE)

1:30 to 3:00 pm | Bay (Level 1) - Seacliff D

Chair:

Bradley Levinson, Indiana University

Participants:

Examining policy designs influence on two new immigrant destinations schools' responses to immigrant students – Kristina Brezicha, Georgia State University

- Towards Transnational Citizenship Learning: Chinese Birth Tourism in Global Migration – Yidan Zhu, The University of British Columbia
- Breathing Democratic Air: North Korean Refugees' Sociocultural Learning about Democracy – *Jungwon Kim, UCLA*

Through a Girl's Eyes: Youth Social Ontologies of Citizen Identity Among Jordanian and Arab Refugee Students in Jordan's Double-Shift Secondary Schools – *Patricia K Kubow, Indiana University*

127. CER Advisory Board Meeting [Invite only]

1:30 to 3:00 pm | Bay (Level 1) - Training Room

128. Perceptions of sustainability from the Global-South: curriculum and textbooks in Malaysia, Mexico, India, and Pakistan.

Formal Panel Session

1:30 to 3:00 pm | Street (Level 0) - Plaza

Participants:

Sustainability and National Ideology – Yver Melchor, Loyola University Chicago

(In)tolerance, Nation building and Education for Sustainability -

CONFERENCE PROGRAM

Serene Ismail, Loyola University Chicago

- Education for Sustainable Development (ESD) in Malaysia: Reorienting educational efforts for sustainable development in Malaysia – *Pravindharan Balakrishnan, Loyola University, Chicago*
- Economic socialization and education in two countries: A content analysis of sixth grade social studies curriculum – Karen Moran Jackson, Soka University of America; Aditi Lal, Soka University of America

129. More than a meal: successes and challenges of several modalities of school meals to improve learning Formal Panel Session

1:30 to 3:00 pm | Street (Level 0) - Regency A

Participants:

- A pre-school based integrated agriculture-nutrition package to improve nutrition and education outcomes – Patricia Tibbetts, Save the Children
- Obesity prevention through active play and nutrition education at school Seung Lee, Save the Children USA
- Improving post-lunch attendance and nutritional status in Nepal Sarah Bramley, Save the Children

130. Strengthening early childhood education planning: introducing a new MOOC for ECE stakeholders

SIG: Early Childhood Development

Formal Panel Session

1:30 to 3:00 pm | Street (Level 0) - Regency B Chair:

Suzanne Grant Lewis, International Institute for Educational Planning (IIEP) UNESCO

Participants:

Review of ECE in Education Sector Plans and Analyses – Christin McConnell, Global Partnership for Education

Designing an ECE planning MOOC: A collaborate process across partners – Hannah Maddrey, UNESCO

Presenting the ECE Planning MOOC Hsiao Chen Lin, UNICEF

Discussant:

Raphaelle Martinez, Global Partnership for Education

131. Cross-national data research

Paper Session 1:30 to 3:00 pm | Pacific Concourse (Level -1) - Pacific A

Chair:

Hajime Mitani, Rowan University

Participants:

- Cross-national differences in young adults' civic engagement: the role of educational environments – Heewon Moon, Seoul National University, Korea; Soon Young Oh, Seoul National University; Soo-Yong Byun, Penn State University
- Rethinking International Rankings: A Focus on the Achievement Gap Reduction – *Hajime Mitani, Rowan University*
- A Cross-National Comparison for Understanding the Relationship between the Schwartz Human Values and Variations in PISA Achievements – Pascale Sarah Benoliel, Bar Ilan University; Izhak Berkovich, Faculty member, Open University of Israel
- How aims for PISA-derived scientific literacy are actualized in National Primary Science Curricula in China and Finland – yan wang, University of Helsinki; Jari Lavonen, University of Helsinki;

Kirsi Tirri, University of Helsinki

Teacher education for gifted and talented from a comparative perspective – *Roxana G. Reichman, Gordon Academic College of Education, Israel*

132. Perspectives on competencies

SIG: Higher Education

Paper Session

1:30 to 3:00 pm | Pacific Concourse (Level -1) - Pacific B Chair:

Sujung Kim, Graduate Center, City University of New York Participants:

- Competences university graduates are expected to have in the age of global mobility: Comparison between the EU, China, and Japan *Yukari Matsuzuka, Hitotsubashi University*
- Fostering Intercultural and Global Competence: Potential for Transformational Learning through Short-Term Study Abroad in Africa – Mary Gathogo, University of Illinois at Urbana-Champaign
- The Impacts of Different Accommodation Patterns on the Intercultural Competence of Chinese Post-graduate Students: A Case Study of Hopkins-Nanjing Center – Xiaoqing Wang, Graduate School of Education, Peking University; Yinjiao Qu, Graduate School of Education, Peking University; Wei Lu, China Institute for Educational Finance Research, Peking University
- Critical Pedagogy of Humanities & the Empowerment of Students and Instructors in Community College Settings in the U.S. – Sujung Kim, Graduate Center, City University of New York

133. Teaching and leadership for social justice in Jordan, Lebanon, Palestine and Turkey

SIG: Middle East

Paper Session

1:30 to 3:00 pm | Pacific Concourse (Level -1) - Pacific C Chair:

Julia Mahfouz, University of Idaho

Participants:

- Providing justice in classrooms: A snapshot of refugee education in Turkey, – Jordan and Lebanon Bilgehan AYIK, UCLA /GSE&IS/ MA Candidate
- Mapping the Expertise, Skills and Professional Development Needs of Displaced Syrian Teachers in Lebanon – Maya Maddah, American University of Beirut; Hana Addam El Ghali, American University of Beirut

Social Justice Leadership and the Interplay of a Unique Social Cultural Context: A Successful Case Study in a Lebanese School – Julia Mahfouz, University of Idaho

Renewing the Palestine education system from the ground up Hanan Ramahi, University of Bethlehem

Lebanese Teacher Unions Turbulent Times: Their Challenges and Resistance – Emma Ghosn, University of Toronto; Rima Karami Akkary, American University of Beirut

134. TVET and workforce education

Paper Session

1:30 to 3:00 pm | Pacific Concourse (Level -1) - Pacific D

Chair:

Ikuru Nogami, University of Tokyo Participants:

Monday, April 15

- Improving the Relevance of Technical and Vocational Education and Training in Kenya: Lessons for Developing Economies in Sub-Saharan Africa and Beyond – Saki Malose, Harvard Graduate School of Education; Zina Gabriella Noel, Harvard Graduate School of Education; Janet Shin, Harvard Graduate School of Education; Evan Townsend, Harvard Graduate School of Education
- The potential and challenges of community-based technical and vocational education and training (TVET) *Ikuru Nogami, University of Tokyo*

College students' input on internship and study: a theoretical model and empirical analysis – FEIFEI ZHU, BEIJING ACADEMY OF EDUCATION SCIENCES; Xiaohao DING, Peking University

Sustainability of a community partnership school: Reflection on the organizational change process – Rashmi Sharma, University of West Florida; Guofang WAN, University of West Florida

Reflections and goal setting: A powerhouse Merger that Transforms Students to Self-regulated Learners – Sarwat Nauman, Institute of Business Management; Nasreen Hussain, Institute of Business Management

135. Harnessing the intersections of child protection and education in emergencies for improved learning outcomes SIG: Education, Conflict, and Emergencies

Formal Panel Session

1:30 to 3:00 pm | Pacific Concourse (Level -1) - Pacific E Participants:

Integrating Child Friendly Spaces and Learning Opportunities in Emergency First Response – Sarah Press, Save the Children

- Contextualizing Holistic Play-Based Early Learning and Child Protection Interventions for Rohingya Refugees in Cox's Bazar – Devon McLorg, BRAC USA
- Incorporating Rapid Education Risk Analysis into Emergency Response Programs – Ashley Henderson, US Agency for International Development (USAID)

Discussant:

Dana Burde, New York University

136. How school in Russia's mass education system reproduce inequality

Formal Panel Session

1:30 to 3:00 pm | Pacific Concourse (Level -1) - Pacific F

Chair:

Martin Carnoy, Stanford University

Participants:

- Diverging school missions and principals' roles in the age of nationalism and academic competition – Andrei Zakharov, National Research University Higher School of Economics
- How middle schools view students' prospects and shape students' trajectories – Tatiana Khavenson, National Research University Higher School of Economics

Teachers' attitudes toward mathematics and student equity in Russian classrooms – Galina Larina, National Research University Higher School of Economics

Discussants:

Alexander Sidorkin, California State University at Sacramento Isak Froumin, Institute of Education HSE

CONFERENCE PROGRAM

137. Empowerment, catharsis, & the written word: learning from refugees, deportees, and adult learner

SIG: Global Literacy Paper Session

- 1:30 to 3:00 pm | Pacific Concourse (Level -1) Pacific G Participants:
 - Why mainstreaming adult literacy failed in Canada Maren Elfert, King's College London; Jude Walker, University of British Columbia
 - We dream a world: A case study of literacy practices and reading growth of refugee newcomer young women – Amy Guillotte, University of Pennsylvania; Amy Elizabeth Pelissero, Global Village Project; Cassie Leymarie, Global Village Project
 - Plurigraphic revitalization: Maya script from colonial suppression to present-day actions – *Gabriela Borge Janetti, University of California, Berkeley*

138. The role of teachers in conflict-affected countries

SIG: Education, Conflict, and Emergencies Paper Session

- 1:30 to 3:00 pm | Pacific Concourse (Level -1) Pacific H Participants:
 - - No Policies and No Politics: Israeli Teachers, Asylum Seeker Pupils, and Remobilized Strategies of Avoidance and Depoliticization – Manya Kagan, Ben-Gurion University of the Negev; Halleli Pinson, Ben-Gurion University of the Negev; Lynn Schler, Ben-Gurion University of the Negev
 - Teachers are THE Heroes: Teachers in the War Zone "Case of Syria" Maryam Sadat Sharifian, James Madison University
 - Educating for sustainable peace in Myanmar Mary Shepard Wong, Azusa Pacific University

139. Examining the effects of student learning and mobility

SIG: Higher Education

Paper Session

- 1:30 to 3:00 pm | Pacific Concourse (Level -1) Pacific I Chair:
 - Paul McNeel Garton, Michigan State University

Participants:

Typology of concepts studying domestic student mobility – *Rita Kasa, Nazarbayev University; Ali Ait Si Mhamed, Nazarbayev University; Adil Ashirbekov, Nazarbayev University Graduate School of Education*

Universities as Borders: Contextualizing Student Mobility within Immigration and Border Control Debates – Paul McNeel Garton, Michigan State University; Adam Grimm, Michigan State University

140. Studying the Global Education Reform Movement through the lenses of a Policy Instruments Approach

SIG: Globalization and Education

Formal Panel Session

1:30 to 3:00 pm | Pacific Concourse (Level -1) - Pacific J Chair:

Antoni Verger, Universitat Autònoma de Barcelona

Participants:

The political sociology of policy instruments and education policy change: Toward a research agenda – Andreu Termes, Universitat Autònoma de Barcelona

- The Eclectic Production of Standardized School Assessments: Assemblage of Techniques, Rationales and Actors in the Case of Chile – Alejandra Falabella, University Alberto Hurtado; Claudio Ramos Zincke, Universidad Alberto Hurtado
- Test-Based Accountability and School Choice in Spain: Reforming education Through Policy Instruments. – Marcel Pagès Martín, Universitat Autònoma de Barcelona; Miriam Prieto, Universidad Autónoma de Madrid
- Test-based accountability as an 'empty vessel': the adoption, recontextualization and retention of a contested policy instrument in the Norwegian school system – *Marjolein Camphuijsen*, *Universitat Autònoma de Barcelona; Jorunn Møller, University of Oslo; Guri Skedsmo, University of Oslo*
- The Evolution of Test-based Accountability in Dutch Schools: What We Can Learn Comparing the Experiences of Primary and Secondary Schools – Natalie Browes, Universitat Autònoma de Barcelona; Antoni Verger, Universitat Autònoma de Barcelona

Discussants:

Christian Ydesen, Aalborg University Jaakko Kauko, University of Tampere, Finland

141. Getting there: Achieving scale and sustainability through long-term investment and a commitment to iterative, incremental growth

General Pool

Formal Panel Session

- 1:30 to 3:00 pm | Pacific Concourse (Level -1) Pacific K Participants:
 - Equality, Trust and Vision: 20 Years of Collaboration in Zambia Jennifer Kennedy, Education Development Center
 - Transforming youth education for employment in Rwanda: A decade's lessons Melanie Sany, Education Development Center
 - 12 years of building scale and sustainability in literacy: The case of Mali *Thelma Khelghati, EDC*
 - Together we progress: Institutionalization and sustainability of education quality improvement over 12 years in the Philippines – *Ces Ochoa, Education Development Center (EDC)*

142. ESE in elementary schools: students' and teachers'

perspectives, emotions, and sense of place SIG: Environmental and Sustainability Education Paper Session

1:30 to 3:00 pm | Pacific Concourse (Level -1) - Pacific L Chair:

Shankar Musafir, UNESCO

Participants:

- Environmental Change and Human-Earth Relationships in UNESCO Frameworks and Ghanaian and Malawian School Curricula: A Comparison – Susanne Ress, University of Bamberg; Sophia Friedson-Ridenour, University of Wisconsin-Madison; Nancy Kendall, University of Wisconsin-Madison; Yaa Oparebea Ampofo, University of Wisconsin-Madison
- Student Emotional Response to the Lesser Kestrel ESE Program Dafna Gan, Kibbutzim College of Education; Adiv Gal, Kibbutzim College of Education, Technology and the Arts
- No country for possums: young people's nativist views Rajesh Ram, University of Auckland, Faculty of Education and Social Work

Education for sustainability through long-term monitoring of Sense of Place – Noa Avriel Avni, Dead Sea & Science Center; Ricardo Rozzi, University of North Texas ; Universidad de Magallanes; Alan Berkowitz, Cary Institute of Ecosystem Studies; Miri Lavi-Neeman, THE ARAVA INSTITUTE FOR ENVIRONMENTAL STUDIES

143. Community colleges, TVET institutions, and global counterparts: challenges towards sustainability for vocationally oriented jobs

SIG: Higher Education Formal Panel Session

Formal Panel Sess

1:30 to 3:00 pm | Pacific Concourse (Level -1) - Pacific M Participants:

- Community Colleges, TVET, and Global Counterparts: Institutional Conversions and Academic Drift – *Rosalind L. Raby, California State University, Northridge*
- Quality Assurance for TVET Articulation towards Sustainable Development: Learning from experiences in Chile. – *Francisca Gómez Gajardo Francisca Gomez-Gajardo, Universidad Autónoma de Chile*
- Capabilities and Social Justice through Technical and Vocational Education in Taiwan: Goals, Achievements and Future Challenges – Leping Mou, OISE, University of Toronto
- Investigating the Experience of International Graduates of Ontario Colleges to Navigate Two-Step Immigration System to Secure Career Employment – *Oleg Legusov, OISE, University of Toronto*
- Analysis of the Challenges that Chinese Technical and Vocational Institutions Face As They Try to Develop Long-term Cooperation with Industry – Yanan Zhou, Jiangsu Vocational Institute of Architectural Technology

144. Global case studies of peace education

SIG: Peace Education

Paper Session

1:30 to 3:00 pm | Pacific Concourse (Level -1) - Pacific N Chair:

Nomisha Kurian, Faculty of Education, Cambridge University & Global Affairs, Yale University

Participants:

- Higher education, peacebuilding and sustainability: The case of peace and conflict studies programs in two Kenyan universities *Maurice Sikenyi, University of Minnesota-Twin Cities*
- Peace education for sustainable tomorrow: A deeper look at the primary classrooms – Mehreen Ashraf, Allama Iqbal Open University, Islamabad, Pakistan; Afshan Huma, Allama Iqbal Open University, Islamabad, Pakistan

The Caring Classroom: The Possibilities and Perils of Peace Education in an Indian School – *Nomisha Kurian, Faculty of Education, Cambridge University & Global Affairs, Yale University*

Trauma-Informed Schools and Inclusive Classrooms: Supporting Refugee Children - Jan Stewart, University of Winnipeg

145. Teachers as leaders and as learners

Paper Session

1:30 to 3:00 pm | Pacific Concourse (Level -1) - Pacific O Chair:

Mowafaq Ali Qadach, Ono Academic College Participants:

Monday, April 15

- Instructional Leadership and Teachers' Intent to Leave: A Comparative Study between Arab and Jewish Schools – *Mowafaq Ali Qadach, Ono Academic College; Chen Schechter, Bar Ilan University; Rima'a Da'as, Department of education, AL- Qasemi, Academic College of Education*
- Do multiple-school jobs affect teachers' performance? Evidence from Brazil – Gregory Elacqua, IDB; Luana Marotta, Stanford University
- Non-Intrusive AI and Cloud based technology intervention for improving teacher efficiency and learning outcomes – Virendra Singh Nirban, BITS Pilani, Pilani, Rajasthan, India; Tanu Shukla, BITS Pilani, Pilani, Rajasthan, India; Divya Dosaya, BITS Pilani, Pilani, Rajasthan, India; MOUNIKA PRASHANTHI VAVILALA, BITS Pilani, Pilani, Rajasthan, India

The nature and enactment of teacher leaders' agency in lesson study facilitation – Cassie Howard, Florida State University; Motoko Akiba, Florida State University

From Southern Brazil to Southern Spain: narratives of professional development from teachers of English as an Additional Language – William Kirsch, Federal University of Rio Grande; Simone Sarmento, Universidade Federal do Rio Grande do Sul (UFRGS)

146. Film Festivalette: Leave No Trace [Screening 1]

1:30 to 3:30 pm | Landmark Embarcadero Center Cinema (off-site): Floor Promenade (Level 3) - 1 Embarcadero Center

147. Business Meeting: Latin America SIG

- SIG: Latin America 3:15 to 4:45 pm | Street (Level 0) - Grand Ballroom A
- Chair:

Kevin James Spence, Kent State University

148. Business Meeting: Environmental and Sustainability Education SIG

SIG: Environmental and Sustainability Education

3:15 to 4:45 pm | Street (Level 0) - Grand Ballroom B Chair:

Dafna Gan, Kibbutzim College of Education

149. Business Meeting: Middle East SIG

- SIG: Middle East
- 3:15 to 4:45 pm | Street (Level 0) Grand Ballroom C Chair:

Hanan Ramahi, University of Bethlehem

150. Measuring Impact of Early Childhood Education

SIG: Early Childhood Development Paper Session

- 3:15 to 4:45 pm | Atrium (Level 2) Boardroom B Chair:
 - Erika Keaveney, NORC at the University of Chicago Participants:
 - Cognitive Impacts of Early Childhood Education (ECE) on Primary School Students in México – Idalia Rodriguez-Morales, Management Systems International; Cesangari Lopez Martinez, Stanford University
 - First Steps Early Child Development Intervention in Rwanda: the persistence of effects over time and the role of caregiver selfefficacy – Patricia Justino, Institute of Development Studies; Marinella Leone, Institute of Development Studies; Pierfrancesco Rolla, Institute of Development Studies at University of Sussex;

CONFERENCE PROGRAM

MONIQUE Abimpaye, Save the Children Rwanda; Diane Uwamahoro,, Save the Children Rwanda; Richard Germond, Save the Children

Long-term effects of preschool education of different modalities on schooling in lower secondary education: Evidence from rural Cambodia – *Chiaki Miwa, Hiroshima University*

Cognitive interviewing techniques to facilitate recall among young children in developing contexts – *Erika Keaveney, NORC at the University of Chicago*

151. Gender-responsive pedagogies in girls' education

Committee: Gender & Education

Paper Session

3:15 to 4:45 pm | Atrium (Level 2) - Boardroom C

Participants:

Intersectionality and the Barriers and Boosters of Women's Access to Work in Pakistan - Meri Ghorkhmazyan, World Learning

- Promoting Access And Participation Of Vulnerable Girls In Poorly Resourced Community Day Secondary Schools In Malawi-An Action Research Case Study – *Limbani Eliya Nsapato, Edukans Foundation*
- Gender responsive pedagogy in Pakistan Fatima Bint Tufail, University of Minnesota
- Eliminating FGM/C keeps girls in school: a holistic, community-based approach – Amy Maglio, Women's Global Education Project; Lillian Messih, Women's Global Education Project

152. Meet the Editors [open to all]

Formal Panel Session

3:15 to 4:45 pm | Atrium (Level 2) - Garden Room A

Discussants:

Bjorn H. Nordtveit, University of Massachusetts Amherst Stephen P. Heyneman, Vanderbilt University Tristan McCowan, University College London Stephen Roche, UNESCO

153. Improving the teaching of reading: lessons from multiple perspectives

Formal Panel Session

3:15 to 4:45 pm | Atrium (Level 2) - Waterfront A

Chair:

Mmantsetsa Marope, UNESCO International Bureau of Education Participants:

- Improving the teaching of reading: Lessons from multiple perspectives – John Comings, All Children Reading: A Grand Challenge for Development
- Aligning curriculum and assessment in early reading education Peter Afflerbach, University of Maryland
- Assessing early literacy outcomes in Burkina Faso and Senegal: Using DHS and PASEC to combine access and quality – *Nic Spaull, Stellenbosch University; Adaiah Keren Lilenstein, Stellenbosch University*
- Getting it right from the start: Some cautionary notes for early reading instruction in African languages *Elizabeth Pretorius, UNISA*
- The children left behind: A reading program that works Beatriz Diuk, National Scientific and Technical Research Council (CONICET), Buenos Aires

154. Is China up for its responsibilities to globalization? Exploring Chinese higher education policies, practices, and programs from critical perspectives

SIG: Globalization and Education

Formal Panel Session

3:15 to 4:45 pm | Atrium (Level 2) - Waterfront B Chair:

Xiuying Cai, Xiamen University, China

Participants:

Exploring China's education policies from the perspective of global citizenship education – *Denian Li, School of Public Affairs, Xiamen University, China*

Exploring higher education for sustainable development in Chinese universities from the perspective of a heuristic model – Fang Huang, Institute of Education, Xiamen University, China

- Exploring " Education with Global Vision" in Chinese universities from the perspective of undergraduate education – Yanting Hu, Institute of Education, Xiamen University, China
- Exploring China's contribution to the developing world in crossborder education – Jiaxing Wang, Institute of Education, Xiamen University, China

Exploring the role of student affairs office in enhancing the cultural experiences of international students in China – *Robert Kaniki, Institute of Education, Xiamen University, China*

155. Using rapid feedback evaluation methods to increase teacher and parent engagement in education

Formal Panel Session

3:15 to 4:45 pm | Atrium (Level 2) - Waterfront C Chair:

Molly Jamieson Eberhardt, Results for Development Institute Participants:

Why large-scale early grade reading programs need Rapid Feedback evaluation approaches – *Melissa Chiappetta, US Agency for International Development (USAID)*

Using mixed methods to improve community engagement activities in the Lecture Pour Tous early grade reading program in Senegal – Emilie Bagby, Mathematica Policy Research; Arjun Upadhyay, Results for Development Institute

How communities and schools are working together to increase parent engagement as part of the Tusome Pamoja program in Tanzania – *Taylor Salisbury, Results for Development*

Discussants:

Melissa Chiappetta, US Agency for International Development (USAID)

Emilie Bagby, Mathematica Policy Research Arjun Upadhyay, Results for Development Institute

156. Migration, displacement and education: building bridges, not walls: presenting the 2019 global education monitoring report

General Pool

Formal Panel Session

- 3:15 to 4:45 pm | Atrium (Level 2) Waterfront D Participant:
 - Migration, Displacement and Education: Building Bridges, Not Walls – Manos Antoninis, UNESCO; Katherine Redman, UNESCO Global Education Monitoring Report

Monday, April 15

Discussants:

Dan Thakur, Global Affairs Canada, Government of Canada Sarah Dryden-Peterson, Harvard Graduate School of Education Mandy Manning, Joel E. Farris High School Adrienne Pon, Office of Civic Engagement and Immigrant Affairs: City of San Francisco

157. Student admissions and learning in higher education

SIG: Higher Education

Paper Session

3:15 to 4:45 pm | Atrium (Level 2) - Waterfront E

Chair:

Susan Taylor, University of Massachusetts Dartmouth

Participants:

- A Comparative Analysis of Higher Education Entrance Examination: A case study of Chinese Gaokao and Nigeria – WASSCE/UTME. OGUNNIRAN MOSES OLADELE, BEIJING NORMAL UNIVERSITY.; Emmanuel Olusola Adu, University of Fort Hare
- Assessment of student learning outcomes in a university setting: The case of the University of Wisconsin – Madison Xiaoyu Xie, Northeast Normal University
- Quality of University Service and Student Satisfaction: From Chinese College Student Perception – *Lili Wang, School of Educational Science ,Harbin,Normal University,CHINA; Wenfan Yan, University of Massachusetts Boston*
- International service-learning: a thematic analysis of student outcomes – Susan Taylor, University of Massachusetts Dartmouth; Lisa Unangst, Boston College

158. TVET, skills development and the world of work: researching institutions, policy frameworks and policy change Formal Panel Session

Formal Panel Session

3:15 to 4:45 pm | Bay (Level 1) - Bayview A Chair:

Maia Chankseliani, University of Oxford

Participants:

- Improving the Relevance of Technical and Vocational Education and Training in Kenya: Lessons for Developing Economies in Sub-Saharan Africa and Beyond – Saki Malose, Harvard Graduate School of Education; Zina Gabriella Noel, Harvard Graduate School of Education; Janet Shin, Harvard Graduate School of Education; Evan Townsend, Harvard Graduate School of Education
- Conceptualizing skill formation systems in developing African countries today – *Stephanie Matseleng Allais, University of the Witwatersrand*
- Dual study programs and their transfer potential: Beyond Germany? – Justin J.W. Powell, University of Luxembourg; Nadine Bernhard, Humboldt University of Berlin
- Limitations of the Rights-Based Approach to Education: Evidence from TVET policy Reforms in Chile – Oscar Valiente, University of Glasgow; Adrian Zancajo, University of Glasgow

Discussant:

Antoni Verger, Universitat Autònoma de Barcelona

159. Roundtable Session (Monday II)

3:15 to 4:45 pm | Bay (Level 1) - Bayview B

159-1. Ethnicity and language issues in schools SIG: Eurasia

Refereed Round-Table Session

Participants:

- Looking at Heterogeneity in Urban Schools: Examining Intra- and Interethnic Affinities in Almaty Public Schools – Elise S Ahn, University of Wisconsin-Madison / Edgewood College; Juldyz Smagulova, KIMEP University
- Research on Russian language and literature Teaching of Russian Primary School Based on System of D.B. Elkonin – V.V. Davidov xu baoqiao, Department of Primary Education, Shanghai Normal University
- Word Calc For Kyrgyz And Russian Languages As Sustainable Mechanism To Improve Reading Skills In Primary Grades In Kyrgyz Republic – Chinara Omurkulova, Branch of Chemonics International Inc in Kyrgyz Republic; Tolon Omuraliev, Branch of Chemonics International Inc in Kyrgyz Republic
- Diffusing Linguistic Experience: Contextualizing the Growth of the EIL Education Movement in Turkey and Pakistan – Benjamin Warren Oliver, Florida State University

159-2. Examining decolonization, spatialities of race, and safe space

SIG: Cultural Contexts of Education and Human Potential (CCEHP) Refereed Round-Table Session

Participants:

- Embodying Borders: Teachers' Spatializations of Race and Power Daphne Martschenko, University of Cambridge
- From Decolonization to Rehumanization Maung Nyeu, Harvard University
- "The search for comfort or challenge?": An auto-ethnographic interrogation of desires for a safe space in higher education EunKyoung CHUNG, Teachers College, Columbia University; Yeonghwi Ryu, Teachers College, Columbia University

159-3. Nurturing care: building evidence for program implementation and effectiveness_session II

SIG: Early Childhood Development Refereed Round-Table Session

Chair:

Lauren Pisani, Save the Children

- Helping children in vulnerable communities in West Bank to reach their full developmental potential: A quasi-experimental study – Viktoria Sargsyan, World Vision International; Hana Rabadi, World Vison
- Monitoring Quality of Reach Up and Learn for Families Affected Conflict and Crisis in the Middle East – *Katie Maeve Murphy, International Rescue Committee; Katelin Wilton, IRC; Susan Walker, University of the West Indies, Jamaica; Alice Wuermli, University of California, Davis; Hirokazu Yoshikawa, New York University*
- Integration of Early Learning and Responsive Care into a Health-Care System in India: Results from an Evaluation Spanning Multiple Levels – Anaga Ramachandran, NYU; Aparna Chakravorty, Centre for Learning Resources; Harini Raval, Centre for Learning Resources; Chittaranjan Kaul, Centre for Learning Resources; Hirokazu Yoshikawa, New York University
- Improving learning outcomes: More resources or improved efficiency? – Élisé Wendlassida Miningou, Global Partnership for

Monday, April 15

Education

Discussant: Shawn Powers, World Bank

159-4. Remaking education: beyond the classroom

SIG: Contemplative Inquiry and Holistic Education Refereed Round-Table Session

Participants:

- Daoism in educating: Exploring nature as a metaphor for teaching and learning Wilma Maki, Independent
- Personal Mindfulness Practices and Educational Leadership–A Qualitative Study – Dong Jin Kim, Washington State University; Kerry Robinson, University of North Carolina Wilmington; Julia Mahfouz, University of Idaho
- Building Sustainability through Mindfulness Dong Jin Kim, Washington State University
- Self-directed Learning through the Eyes of a Mindfulness Practitioner: Non-judgment, Non-becoming, and Non-control – *Cuong Nguyen, International University*

159-5. Shifting paradigms on sustainable development: complexities of teaching and youth education

SIG: Middle East

Refereed Round-Table Session Chair:

Sobhi Tawil, UNESCO

Participants:

- Attitudes and Empowerment in Rural Upper Egypt: A Comparative Study of Students in Community and Government Schools – Fatma Said Abdelkhalek, Budapest University of Economics and Technology; Ray Langsten, Social Research Center / American Univ in Cairo
- Development Paradoxes and Education 2030 in the Arab World Sobhi Tawil, UNESCO
- The social and emotional aspects of teacher leadership: How do teachers develop a paradigm shift? *Emma Ghosn, University of Toronto*
- The Impact of School Culture on Parental Perception of Education in Rural Schools, – *Egypt Noha Nagy Mahmoud, American University in Cairo*

159-6. The challenges of approaching a sustainable minority education

SIG: Language Issues Refereed Round-Table Session

Participants:

- Mother-tongue Education in the Process of Sustainable Social Structuration – Jia Luo, Yunnan Normal University
- School Budget and Resource Allocation of Bilingual Education in China: Lessons from Different Bilingual Programs in Yunnan Province – *Xue Zhang, Yunnan Normal University*
- Anti-Poverty Movement through Education: A Comparative Study of American Indians and "Zhi Guo" Minority Nationality Groups in Yunnan Province – Yao Chen, Yunnan Normal University

159-7. Youth activism, engagement and the development of new civic learning spaces across six countries

SIG: Citizenship and Democratic Education (CANDE) Refereed Round-Table Session

CONFERENCE PROGRAM

Participants:

- Youth activism: A comparative perspective across six countries Marta Fulop, Institute of Cognitive Neuroscience and Psychology of the Hungarian Academy of Sciences / Eötvös Loránd University; – Dina Kiwan, University of Birmingham
- Education about and for youth activism: A comparative perspective across six countries – Jasmine B.-Y. Sim, National Institute of Education, Nanyang Technological University, Singapore; Ian Davies, University of York
- Patterns and variations of pedagogical practice for youth civic engagement and activism across six countries – Andrew Peterson, University of Birmingham; Mark Evans, OISE, University of Toronto

159-8. Critical analyses of civic education and young people's sense of citizenship, civic attitudes, and participation

SIG: Citizenship and Democratic Education (CANDE)

Refereed Round-Table Session

Chair:

Erica B. Sausner, Penn State University

Participants:

- Can civic education foster regime-supporting citizens? A comparative study between Mainland China and Hong Kong students' political attitude and participation. *Yiping Wang, The Education University of Hong Kong*
- Civic Engagement Across the Disciplines Mary Anderson, The University of Tampa; Theoni Soublis, The University of Tampa
- Civic engagement of college students in China YUXIN LYU, Tsinghua University
- The Individualized, Passive yet Patriotic Citizens: Chinese High School Students' Perspectives of Good Citizens – *Jia Jiang, University of California, Los Angeles (UCLA)*

159-9. Gendered experiences in higher education

Committee: Gender & Education Refereed Round-Table Session Chair:

Meseret F Hailu, University of Denver

Participants:

- Asian women in academia in the United States: their leadership labyrinth and responsive strategy – *Dao T Nguyen, University of Pittsburgh*
- Can I become an excellent researcher? A qualitative study on the participation of female doctoral students in science and engineering *chao li, Peking University*
- Sexual harassment in higher education in Canada and China: legal procedures and sanctions *Ran Zhang, Peking University; Hans G. Schuetze, University of British Columbia*
- The politicized experiences of women engineering faculty in Puerto – Rico Meseret F. Hailu, The Ohio State University; Monica Cox, The Ohio State University; Ebony O. McGee, Vanderbilt University; Joyce Main, Purdue University

159-10. Gender issues and equity

SIG: Africa

Refereed Round-Table Session

Participants:

Conversations in the Literature (2005-2017): Girls and Women Forcibly Involved in Armed Groups in Northern Uganda – *Michelle*

Savard, Concordia University; Sonia Michaelsen, University of Montreal

- Safe Learning in Sierra Leone: an RCT and mixed-methods evaluation of an integrated education program in West Africa – *Michelle Kearns, University College Dublin; Dympna Devine, University College Dublin; Ciaran Sugrue, University College Dublin; Jennifer Symonds, University College Dublin; Seaneen Sloan, University College Dublin*
- Structural and process quality in public and private pre-schools: evidence from Cote d'Ivoire – *Laura Helene Moscoviz, Ark Education Partnerships Group; Julie Bélanger, Ark Education Partnerships Group*

159-11. The ALIGN Platform panel: shifting gender norms through education

Committee: Gender & Education Refereed Round-Table Session

Chair:

Paola Pereznieto, Research Associate Overseas Development Institute Participants:

- Comprehensive sexuality education as a strategy to shift gendered norms among young people in Mexico City – Angelica Garcia, MexFam.org; Shelly Makleff, PhD candidate, London School of Hygiene and Tropical Medicine (LSHTM)
- 'Sticky' Norms and Coping Strategies: Lessons from the Girls' Education Challenge Fund – Sophie Amili, Coffey Evaluation and Research Consultant
- Exploring the impact of the Visionaria for Schools programme on gender norms held by students and teachers – *Melissa Wong Oviedo, M&E Consultant Visionaria Network; Paul Spurzem, Executive Director Visionaria Network*
- Tackling stereotypes and gender bias in higher education institutions in Puntland through digital empowerment – *Guled Salah, Founder and Director SIDRA Institute; Fardowsa Ahmed Gambol, Gender Researcher SIDRA Institute*

159-12. Educational technology and social accountability

SIG: ICT for Development (ICT4D) Refereed Round-Table Session

Participants:

- ICTs Improve Social Justice Education: Transgenders in Pakistan Muhammad Waqar Ahmad, NATO Association of Canada
- New Media Convergence, Environmental Education and Social Change: The BGreen Media Literacy Project – Fadia Nordtveit, Isenberg School of Management

Using Automation and Chatbot Technology to Engage Communities and Improve Transparency and Accountability in the Textbook Supply Chain – Sarah Ruth Andersson, JSI; Estelle Day, World Education

Discussants:

Sarah Ruth Andersson, JSI Muhammad Waqar Ahmad, NATO Association of Canada

159-13. Girls' economic empowerment: results of a global project and insights in the underlying partnership

Committee: Gender & Education Refereed Round-Table Session Chair: Ryan Hebert, Room to Read

Participants:

Girls' Economic Empowerment: implementation results across 2

- countries Linda Tran, Room to Read; Ryan Hebert, Room to Read Girls' Economic Empowerment: implementation results across 4
- countries Nicola Hughes, Plan International UK
- Girls' Economic Empowerment: partnership and Thought Leadership results Aukje te Kaat, Aflatoun International

159-14. Teachers and teaching

SIG: East Asia

Refereed Round-Table Session

Chair:

Taeyeon Kim, Michigan State University

Participants:

- Effects of Transformational Leadership Behaviors on Teachers' Perceived Leader Effectiveness and Their Job Satisfaction – Xinxin Ma, 18769718497; Shujie Liu, 15563743386; Lingqi Meng, 13173182557
- Exploring the role of collaborative enquiry in promoting teachers' professional development and reflective practice in rural Southwest China *Dini Jiang, University of Bristol*
- Integrated language teaching course design: measuring the efficacy of motivation, peer feedback, flipped class, and mobile-learning technologies in an EFL course – *Toshiyuki Hasumi, Ming Chuan University*
- Profiles of Urban vs. Rural School Principals in China: A Comparative Study– Zhixin Su, California State University, Northridge; Jian Wang, Shanghai Normal University; Dan Mao, Shanghai Normal University; Jody Dunlap, California State University, Northridge; Jianhua Chen, Shanghai Normal University
- The Talent Cultivation Mode of Japanese Independent Graduate Institute – WANG XI TONG, Institute of International and Comparative Education, BNU

159-15. Laying the foundation for resilient higher education systems in post-conflict environments: the case of Afghanistan SIG: Higher Education

Refereed Round-Table Session

Chair:

Uzma Anzar, FHI 360

Participants:

- The Afghanistan Higher Education System: Identifying Points of Resilience..... Sayed Jamil Mir, USAID-Kabul
- 2. Building Relevant Academic Programs and Improving Research Capacity in Emerging Skill, Post-Conflict Higher Education Systems – *Kevin McNamara, Purdue University*
- A Centralized Purse versus Local Autonomy: Establishing Fiscal Independence and Transparency in Post-Conflict Higher Education Institutions in Afghanistan – Joseph B Berger, University of Massachusetts Boston
- Where Have All the Students Gone? Tracing the Lives and Livelihoods of Graduates of USWDP Supported Academic Programs in Afghanistan – *Wael Moussa, FHI 360*

Discussant: John Gillies, FHI 360

160. Neoliberalism and Globalization

SIG: Globalization and Education



Monday, April 15

Paper Session

3:15 to 4:45 pm | Bay (Level 1) - Golden Gate Chair:

Irving Epstein, Illinois Wesleyan University

Participants:

- Neoliberal Economics in Teachers' Discourse in post-Soviet Russia – Elena Elena Minina, Institute of Education, Higher School of Economics
- Teach for Nepal: a global education reform movement at the intersections of neoliberal and postcolonial entanglements Sahara Pradhan, University of Massachusetts Amherst
- Governmentality and global citizenship in higher education exports Cathryn Bennett, University of North Carolina, Greensboro
- Questioning the Magic Pill: A Critical Discourse Analysis of International Organisations' Entrepreneurship Education Policy – May Amiel, Tel Aviv University; Miri Yemini, Tel Aviv University; Nina Kolleck, Freie Universität Berlin

161. Highlighted session: Understanding LGBTQ experiences in educational spaces around the globe

SIG: Sexual Orientation and Gender Identity and Expression (SOGIE) 3:15 to 4:45 pm | Bay (Level 1) - Seacliff A

Chair:

Oren Pizmony-Levy, Teachers College, Columbia University Participants:

- Homophobia in Catholic schools: A comparison of teachers' rights and experiences in Canada and Australia – Tonya D. Callaghan, University of Calgary Werklund School of Education; Lisa van Leent, Queensland University of Technology Faculty of Education
- LGBTQ Student Experiences across Latin America: Comparative Results from Seven National School Climate Studies – Joseph Kosciw, GLSEN; Adrian Zongrone, GLSEN
- Queer Pedagogy: celebrating same-sex families in the schools spaces Manuel Lopez Pereyra, Universidad iberoamericana

162. Highlighted session: Educating Middle Classes: A Comparative International Investigation

SIG: Globalization and Education

3:15 to 4:45 pm | Bay (Level 1) - Seacliff B

Participants:

- Learning Progressivism, Learning Privilege: Critical Thinking and Social Distinction in A Brazilian Upper Middle Class School – *Ricardo Boklis Golbspan, University of Wisconsin - Madison*
- What Does It Mean to be Middle Class? Schooling, Language, and Social Class in Senegal – *Teresa Speciale, University of Wisconsin-Madison*
- Between the Pearl River Delta and the Midwest: Transnational Student Mobility, Class and Racial Transformations – Shanshan Jiang, University of Wisconsin-Madison

Discussant:

Susan L. Robertson, University of Bristol

163. Highlighted session: Inclusion, representation, and education

SIG: East Asia

3:15 to 4:45 pm | Bay (Level 1) - Seacliff C Chair:

CONFERENCE PROGRAM

Yi Sun, University of Massachusetts Amherst- Center for International Education

Participants:

- Comparative Analysis of Media Discourse on Sex Education in China and the UK — A Corpus-based Critical Discourse Analysis – Zhongyu Wei, Harvard Graduate School of Education
- Educational Equality and Equity in China: Moving Beyond Multicultural Education – Ana Esther Garner, University of Illinois Urbana-Champaign; Wei Liu, University of Illinois at Urbana-Champaign

Global Citizens and their Complicated Neighbors: Incorporating North Korea in South Korean History Education – Hyungryeol Kim, Seoul National University; Stephanie Kim, Georgetown University

- Stigmatization associated with disability and special education: The experiences of Japanese parents of school-aged children with disabilities *Misa Kayama, University of Mississippi; Wendy Haight, University of Minnesota-Twin Cities*
- Dancing in fetters: A national scenario of China's English-language academic journals in the humanities and social sciences – *Mengyang LI, The University of Hong Kong*

164. Highlighted session: Philosophical and pedagogical perspectives on peace education

- SIG: Peace Education
- 3:15 to 4:45 pm | Bay (Level 1) Seacliff D Chair:
 - Heather Kertyzia, University for Peace

Participants:

- A proposal for change based on student and faculty perceptions of peace pedagogy within a peace and conflict studies program – *Heather Kertyzia, University for Peace*
- Conceptualization of peace and (de)formation of peace sensitivity in a context of foreign language teaching – *Mustafa Ozturk, Hacettepe University*

Critical Peace Pedagogies at the American Center for Civil and Human Rights and the Canadian Museum for Human Rights - *Ion Vlad, The University of San Francisco*

Peace Education as Improvisation: Theory and Practice from Music and Bakhtinian Dialogue – *Hilary Cremin, Reader, Faculty of Education, University of Cambridge*

166. Soft skills help girls grow up: practical results demonstrate significant progress

Formal Panel Session

3:15 to 4:45 pm | Street (Level 0) - Plaza Chair:

Nicole Haberland, Population Council

Participants:

Preparing Adolescent Girls For Teen Life Transitions:Direct Evidence of Successful Transitions – Patriciah Muigai, Asante Africa Foundation; Carolyne Sunte, Asante Africa Foundation

- Are life skills universally distributed? Can they be taught? Evidence from multi-country baseline analysis and RCT in India – Lucina Di Meco, Room to Read
- From Education to Employment: How Girls' Education is the Key to Advancing Women's Leadership in STEM Fields in Asia – Jane Sloan, The Asia Foundation; Elizabeth Silva, The Asia Foundation

Monday, April 15

Integrating Life Skills Into Girl-Centered Programming for Systemic Change – Denise Dunning, PhD, Rise Up, Executive Director; Josie Ramos, Rise Up / Public Health Institute

167. Sesame Street in the Syrian response region

SIG: Education, Conflict, and Emergencies

- Formal Panel Session
- 3:15 to 4:45 pm | Street (Level 0) Regency A

Participants:

- WASH UP! Syrian Response: Promoting Life-Saving Health Lessons through the Muppets – Shanna Kohn, Sesame Workshop; Kara Koch, Sesame Workshop
- The ECD Humanitarian Response Pilot: Building a Knowledge Base for ECD Programs in Emergency Settings – *Kim Foulds, Sesame Workshop*
- Sesame Workshop and the IRC's Refugee Initiative Estee Bardanashvili, Sesame Workshop

168. Strategies for studying and promoting gender equity in preservice teacher education in Mozambique

Committee: Gender & Education Formal Panel Session

3:15 to 4:45 pm | Street (Level 0) - Regency B

Participants:

- Understanding gender-based violence (GBV) at four IFP campuses in Mozambique – Lisa J Starr, McGill University; Heloisa Speranza Modesto, CODE; Alcina Sitoe, Associação Progresso
- What can a preservice teacher do with a cellphone? A study of media message cellphilms *Claudia Mitchell, McGill University; Celia Zandamela, MINEDH*
- Composite video as a digital dialogue tool for addressing gender equality in teacher education in Mozambique – Jennifer Thompson, Durham University; Chanceler Penicela, Associação Progresso

Discussant:

Catherine Vanner, McGill University

169. Indigenous and southern voices

Paper Session

3:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific A Chair:

LAURA EDWARDS, Xavier University

Participants:

Truth, reconciliation and expanded roles for indigenous elders at universities Colleen Price, Vancouver Island University; – Roger Boshier, University of British Columbia

- Indigenous Education in Russia: Current Educational Policies vs. Public Views – Daria Khanolainen, Kazan Federal University; Yulia Nesterova, The University of Hong Kong; Elena Semenova, Kazan Federal University
- Driven to Extinction: contextualizing early childhood education an access point for learning in rural southern Tanzania *LAURA EDWARDS, Xavier University*
- State-directed school intervention in Santee: A comparative case? Aprille Phillips, Southern Oregon University

170. Cost effectiveness analysis for sustainable education policy SIG: Economics and Finance of Education

Formal Panel Session

3:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific B Chair:

Annie Duflo, Innovations for Poverty Action

- Participants:
 - Comparative cost-effectiveness analysis: What works to increase student attendance around the world? *Robert Rogers, Abdul Latif Jameel Poverty Action Lab (J-PAL)*
 - How an international research and policy nonprofit translates CEA methodology to fieldwork around the world *Bethany Park, Innovations for Poverty Action*
 - Measuring the cost-effectiveness of the Quality Preschool for Ghana (QP4G) program – Edward Tsinigo, Innovations for Poverty Action; Sharon Wolf, University of Pennsylvania
 - Cost-effectiveness analyses: A funders'/implementers' perspective Elena Walls, US Agency for International Development (USAID)
 - The Relationship among Type Of Education, Creative Thinking and Social Competence of children: A Cost-Effectiveness Analysis for Homeschooling in Israel. – *Michal Unger madar, Bar Ilan University, Israel*

Discussant:

Cynthia Bosumtwi-Sam, Ghana Education Service

171. Teachers as change agents

- Paper Session
- 3:15 to 4:45 pm | Pacific Concourse (Level -1) Pacific C Chair:

Francine de Clercq, University of the Witwatersrand

Participants:

- Teachers' Perspectives and Practice of Assessment for Learning: Insights from Classrooms in Tanzania – Anjum Halai, Aga Khan University; Veronica Sarungi, Aga Khan University; Therese N. Hopfenbeck, Oxford University
- Teacher development for reducing educational inequalities in South Africa: Do we have a theory of change? – *Francine de Clercq, University of the Witwatersrand; Yael Shalem, Wits School of Education*
- Teacher Learning and Leadership for Student Learning and Education for Sustainability: Lessons from Ontario, Canada – Carol Campbell, Ontario Institute for Studies in Education, University of Toronto; Anna Yashkina, Independent Researcher; Ann Lieberman, Stanford University; Lindy Amato, Ontario Teachers' Federation
- QITABI Teacher Coaching model: A sustainable model to reform teaching and learning in Lebanese classrooms – Iman Assi, Ministry of Education and Higher Education (MEHE) Lebanon; Eva Kozma, World Learning

172. Internationalization and sustainability efforts in higher education

SIG: Higher Education

Paper Session

3:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific D Chair:

Meeri A Hellsten, Stockholm University

Participants:

Challenges of Knowledge Diplomacy in the Age of Sustainability: A case of university internationalization in South Africa – *Nelson M Nkhoma, University of the Western Cape*

Monday, April 15

- Commodity value chain analysis as a sustainability education process: Case studies from South Africa and Sweden. – Eureta Rosenberg, Rhodes University Environmental Learning Research Centre, South Africa; Presha Ramsarup, Wits University; Åsa Westermark, Jonkoping University
- Sustainable Internationalisation of Higher Education: Long term promises and short term delivery? – *Meeri A Hellsten, Stockholm University; Susanne Kreitz-Sandberg, Stockholm University*
- Internationalizing social sciences in China: The disciplinary development of sociology at Tsinghua University - *Meng Xie, Renmin University of China*

173. Early childhood/primary ed

SIG: Africa

- Paper Session
- 3:15 to 4:45 pm | Pacific Concourse (Level -1) Pacific E Chair:

Nozomi Sakata, University College London, Institute of Education Participants:

- Analysis of Student Achievement Growth Using Equating in Item Response Theory: A Case of Malawi – *Kyoko Taniguchi, Nagoya University; Haruhiko Mitsunaga, Nagoya University, Japan*
- Stakeholders' Contributions to Education in Kaduna City, Nigeria: Perceptions of Displaced Children and Local Stakeholders. – Bodunrin Ifeoluwa Akinrinmade, Florida State University; Damilola Rebecca Adejumo, University of Ibadan
- Education for a Changing World: A Study of Cognitive Flexibility in Rwandan Primary Schools – *Stephen Hamilton Bayley, University of Cambridge*
- Changes in the employment status of public primary school teachers in Francophone sub-Saharan Africa: The case of Burkina Faso – Martial Dembélé, University of Montreal; Mathias Kyelem, Universite de Koudougou
- Impact evaluation of large scale early childhood development and education program in Kenya Moses Ngware, African Population and Health Research Center (APHRC); – Njora Hungi, African Population and Health Research Center (APHRC); Nelson Gichuhi Muhia, African Population and Health Research Center (APHRC)

174. Implementation findings from three different approaches to social emotional learning in Brazil early education SIG: Early Childhood Development

Paper Session

3:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific F

Chair:

Paul Frisoli, FHI 360

Participants:

Lessons learned from the large-scale implementation of a socialemotional learning program in Brazilian primary schools – *Emily C. Hanno, Harvard Graduate School of Education; Dana McCoy, Harvard Graduate School of Education; Vladimir Pinheiro Ponczek, São Paulo School of Economics; Christine Campos de Xavier Pinto, São Paulo School of Economics; Gabriela Fonseca, São Paulo School of Economics; Natália Zanetti Marchi, São Paulo School of Economics; Renee Lamoreau, Harvard Graduate School of Education*

Implementation of an early intervention to improve executive function in São Paulo, Brazil: A randomized trial of Brain Games

CONFERENCE PROGRAM

- Sophie Barnes, Harvard Graduate School of Education; Rebecca Bailey, Harvard Graduate School of Education; Alexandra Brentani, University of Sao Paulo; Dana McCoy, Harvard Graduate School of Education; Stephanie M Jones, Harvard Graduate School of Education
- SEL kernels for early childhood in Brazil: Adaptation and implementation findings from focus groups and field testing with local teachers - *Rebecca Bailey, Harvard Graduate School* of Education; Sonya Rose Temko, Harvard Graduate School of Education; Ana Luiza Colagrossi, Instituto D'Or de Pesquisa e Ensino; Thelma Ramirez, Harvard Graduate School of Education; Stephanie M Jones, Harvard Graduate School of Education; Dana McCoy, Harvard Graduate School of Education; Alexandra Brentani, University of Sao Paulo

Discussant:

Nikhit D'Sa, Save the Children

175. Representation, inclusion, and positionality: African diaspora experiences across educational spectrum SIG: African Diaspora

Paper Session

3:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific G Chair:

Jeana E. Morrison, Boston University

Participants:

- Representing Black Agency: A Critical Analysis of Brazilian and U.S. Secondary School History Textbooks – C. Darius Gordon, University of California, Berkeley
- The literacy practices and cultural production of Afrodiasporic young people in Toronto *Emmanuel Tabi, University of Toronto*
- Being Black and international in the United States: A case for inclusion for Black African international students in American higher education – Ademola Alabi Akinrinola, University of Illinois at Urbana-Champaign; Seun Adebayo, National University of Ireland Galway

176. Developing life skills among youth: programmatic approaches and research evidence

SIG: Youth Development and Education

Formal Panel Session

3:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific H Chair:

Clemencia Cosentino, Mathematica Policy Research Participants:

- Showcasing learnings from efforts to scale life skills development in Africa and Asia Swetha Sridharan, Mathematica Policy Research
- Assessing higher order thinking skills in secondary schools: An exploration of the Uganda Certificate of Education examinations – Mauro Giacomazzi, Luigi Giussani Institute of Higher Education
- Introducing life skills development programming in schools in post-conflict areas of Uganda – *Rehmah Kasule, Century Entrepreneurship Development Agency*
- Building an evidence base on Sport for Development for youth Juliana Zapata, UNICEF-Office of Research; Nadia Jessop, UNICEF-Office of Research
- Factors Influencing Sports Involvement of Adolescents in China: A Four-Dimension Model – *Lei Zhang, Sports Deparment, Renmin University of China*

177. Food for education: strategies for sustainable school meals programs

Formal Panel Session

- 3:15 to 4:45 pm | Pacific Concourse (Level -1) Pacific I
 - Participants:
 - Evidence-based support for school meal programs Arlene Mitchell, Global Child Nutrition Foundation
 - Beoog Biiga II (BBII), Tomorrow's Child, Burkina Faso Desire Yameogo, Save the Children
 - Invest for Education Development in the Highlands (IDEA) of Guatemala – Lucrecia Mendez, SCI

178. Gender and social transformation

Paper Session

- 3:15 to 4:45 pm | Pacific Concourse (Level -1) Pacific J Chair:
 - Peter Muyingo, RTI International

Participants:

- Does Higher Education in China Help to Change Rural Female's Disadvantaged Status? -An Analysis Based on Chinese College Student Survey – Ruilin Li, Institute of Education Tsinghua University; Wenting Lan, Tsinghua University/visiting in University of Michigan; Liang Li, Tsinghua University
- Female educational leadership: the politics of working and leading in disadvantaged communities – Janine Joan Le Roux, University of Johannesburg; Juliet Christine Perumal, University of Johannesburg
- The inter-relationship between learning outcomes, SRGBV and the main variables that are known to mediate these outcomes *Peter Muyingo, RTI International*
- Women's support systems as mechanisms of sustainable social transformation in India – Nicole Mittenfelner Carl, University of Pennsylvania; Sharon Ravitch, University of Pennsylvania; Taylor Hausburg, University of Pennsylvania

179. Cross-national studies on teaching and teacher education

SIG: Teacher Education and the Teaching Profession Paper Session

3:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific K Chair:

Olivia G. Carr (Murray), Vanderbilt University Participants:

- An intercultural research on Chinese Language Teachers' professional development in Germany: A Hamburg's case study – Ping Ren, Guangzhou University, University of Hamburg; HUI LIU, Guangzhou University
- Pre-service and in-service teacher education and teacher self-efficacy in Brazil: Insights from TALIS 2013 – Gabriela Miranda Moriconi, Carlos Chagas Foundation; Paula Louzano, Universidad Diego Portales; Barbara Barbosa Born, Stanford University
- Teacher Education in Latin America and in sub-Saharan Africa: A public versus private institutions analysis – Adriana Morales-Perlaza, Universite de Montreal; Geneviève Sirois, University of Montreal
- Teaching without boundaries: A case study of a TPEG school Olivia G. Carr (Murray), Vanderbilt University
- Teacher collegiality: A comparative study of two subject-based professional learning communities in a secondary school in China – Licui Chen, East China Normal University

180. Randomized Controlled Trials (RCTs) in education: revisiting the promises of the RCT method

Formal Panel Session

3:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific L Chair:

Gita Steiner-Khamsi, Teachers College, Columbia University Participants:

- The strengths and shortcomings of RCTs: REAP's experiences in China - Prashant Loyalka, Stanford University
- Randomized Controlled Trials: Limitations for explaining and improving learning – Moses Oketch, University College London

Don't Throw the Baby Out with the Bath Water: How to extract the best outcomes from your RCT – Dana Burde, New York University; Elisabeth King, New York University

Discussants:

Pauline Rose, University of Cambridge Radhika Gorur, Deakin University

181. Higher education evaluation

- Paper Session
- 3:15 to 4:45 pm | Pacific Concourse (Level -1) Pacific M Participants:
 - Students' evaluation of university teaching: a comparison of four American world-class universities – *Yajing Jiang, ShanghaiJiaotong University*
 - How U.S. students' geo-cultural knowledge and intercultural receptiveness is impacted through contact with international teachers – DeLacy Ganley, Claremont Graduate University; Stacy Kula, Azusa Pacifc University; David Kallemeyn, Claremont Graduate University

Meaning of Internationalization in the Doctoral Education: A Qualitative Exploratory Extreme Case Study at a Business PhD Program in the U.S. – Wendan Li, University of Hawaii at Mānoa

182. Strengthening parenting and the role of caregivers: a sustainable approach to young children's success in early childhood

Formal Panel Session

- 3:15 to 4:45 pm | Pacific Concourse (Level -1) Pacific N Participants:
 - Development of the Rwanda National Parenting Curriculum *Katherine Thomas, Mott MacDonald, Inc.*
 - Testing two approaches to engaging parents of pre-primary students in Kenya - Cat Henny, RTI International
 - Examining the roles of caregivers of early childhood education: Syrian refugee and vulnerable host community children in Jordan and Lebanon – Bassel Akar, Notre Dame University - Louaize; Erik Van Ommering, Caritas Austria
 - Expanding Nurturing Care for Early Learning-Opportunities for School Readiness – *Tobias Opiyo, Catholic Relief Services*
 - Reading right from the start! Building capacity to disseminate evidence-based tools for parents to actively participate in their children's learning – Jean Beaumont, EduconnectJA; Melody A. Williams, EduConnectJA/LAC Reads Capacity Program

Discussant:

Daniel Waistell, Cambridge Education



Monday, April 15

Monday, April 15

ONFERENCE PROGRAM

183. Collective memory in the Mekong: schooling, history, and politics in an era of regionalization

SIG: Citizenship and Democratic Education (CANDE) Formal Panel Session

3:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific O Chair:

Yuto Kitamura, University of Tokyo

Participants:

- The UNESCO Shared Histories curriculum: Paradoxes and possibilities - Rosalie Metro, University of Missouri-Columbia
- Constructing memory in Cambodia: "Cautious resistance and calculated conformity" - Will Brehm, Waseda University
- Vietnamese citizenship and citizenship curriculum: An examination of peoplehood stories - Hang B. Duong, Lehigh University

Discussant:

Yeow-Tong Chia, University of Sydney

184. Poster Session I

3:15 to 4:45 pm | Bay (Level 1) - Bayview A/B Foyers

184-1. General Pool Posters

Participants:

- Educating for a Sustainable Future: Creating and Investing in Corporations that Embrace Impact Performance - Leslie Elizabeth Sekerka, Menlo College; Derek Stimel, UC Davis; Cara Barr, NewDay Investment Techologies; Doug Heske, NewDay Investment Techologies
- Should Public-Education Omissions be completed by Public-Private-Partnerships? Normative Considerations and Legal Praxis as reflected in the Israeli Case-Study. - Yael Kafri, Tel Aviv University, Israel; Israela Elimelech, Tel Aviv University, Israel
- Dismantling Myths about the Meritocracy in Korea Namgi Park, Gwangju National University of Education
- How does English as a medium of instruction (re)shape university students' in-class behaviours? - Meekyoung Mia Kim, University of Cambridge
- Talking About Sustainability in Mathematics Teacher Preparation in Finland and the United States - Susan Wiksten, UCLA International Institute
- Accountability in Education in India Graham Harrison, The World Bank; - Maulshree Gangwar, World Bank
- A comparative analysis of the internationalization of the higher education curriculum in South Korea and Indigenous nations within North America - Sohyeon Bae, Michigan State University; Sarah Owocki, Michigan State University
- A Comparative study on the importance of non-academic factors for university admissions in the United States and Japan - Noboru Miyoshi, Hiroshima University; Junichi Nagata, Hiroshima University; Toshihiko Sugihara, Hiroshima University
- A mixed-methods study of adopting diverse affection education in literature into general Chinese literature teaching for university freshmen in Taiwan - Pin-Ru Su, Institute of Education, National Cheng Chi University
- An Alternative Pedagogical Approach for Bridge Programs for Internationally Trained Healthcare Practitioners - Esen Gokpinar-Shelton, Indiana University

Analysis of ICT in Teaching and Learning in Formal Education System

in Developing Countries with Special Focus on Pakistan - sana ghazi, University of Pennsylvania

- An Analysis of the Teaching for Mastery reforms in Mathematics in the United Kingdom - Christopher Gyngell, Harvard Graduate Schools of Education; Hannah Blausten, Harvard Graduate Schools of Education; Hannes Aichmayr, Harvard Graduate School of Education; Natalie Spengler, Harvard Graduate School of Education
- An approach to addressing gender inequalities: is there a need for increased women's empowerment in Senegal? - Mame Diara Ndiaye, Cornell University
- A Narrative Inquiry into the Experience of Being a Beginning Teacher in Rural China - Shanshan Hua, McGill University
- An assessment of the impact of Gender Responsive Pedagogy Teacher Training (GRPTT) - Pete Simms, Plan International Canada
- An Empirical Study on the Influence Factors of Positive Organizational Behavior of Chinese Primary and Secondary School Teachers - Miao Juan, 786599300@qq.com; Fu Shujing, Want to be a member
- Animals have Feelings, Too: Humane Education in Pakistan Sunnya khuram Khan, University of Toronto
- An international perspective on teaching reflective practice Amy Lewis, George Mason University
- A Phenomenological Investigation of the International Student Arrival Experience - Brit Wagner, University of Wisconsin-Madison
- A proposed international matrix for comparison and commoditization of international tertiary educational models - Shu-Chen Tsai, University of Toronto
- A Quantitative Analysis of the Impact of Study Abroad Programs on Intercultural Competence – Shingo Hanada, Toyo University
- Arabic language offline e-resources to support teacher professional development and sustain reading intervention in public-schools -Mirvat Said Merhi, World Learning
- A Regression Discontinuity Approach to Find a Fluency Benchmark for Second Grade in Spanish in Guatemala - Leslie Vanessa Rosales de Veliz, Juarez and Associates; Fernando Ernesto Rubio, Juarez and Associates
- A role-play simulation game to understand theoretical foundations of International Development Education: Creating and Funding projects. - Tani Snyder, Florida International University; Carol Sanjines, Florida International University; Fernanda Pineda, FIU
- Aspiration of School Choice and Enrollment for Early Childhood Education (ECE) in Rural Bangladesh - Md Jahangir Alam, Doctoral Candidate, Kobe University
- Assessment of Predictive Validity of Entrance Teacher Exams in Mexico Using A Two-Methodology Approach: Implications for Teacher Evaluation Reform - Mariana Barragan Torres, UCLA
- A Study of Teachers' Perceptions about the Influence of Challenging Factors on Students' Disruptive Behaviors in Early Childhood Classrooms - Jan Alam, Beijing Normal University, China
- Autopsy of a Policy: The Model "One Computer Per Student" in the countries of Mercosur - Geovana mendes, UDESC
- Bangladesh Ethnic Minority Children Educational Skill Enhancement in Bangladesh - Ranak Chandra Mohanta, Counterpart International

Bollywood's New Heroes: An Analysis of the Role of Popular Media in

shaping India's Discourse on Privatization – Radhika Kumar, Miss Can youth use dance as a driving force for change ? – LaIndia Santos-Phillips, University of Pennsylvania GSE

- Child migrant trauma & promoting resilience through school-based interventions – Magali Kathleen Garcia-Pletsch, University of Pennsylvania
- Climate change and girls' secondary education: review of impact in eastern and southern Africa – *Erin Kelly-Weber, Middlebury Institute of International Studies at Monterey*
- Collaboration: a model of sustainable change Dhianaraj Chetty, National Education Collaboration Trust (South Africa); Kabelo Mosate, National Education Collaboration Trust (South Africa); Sipumelele Lucwaba, National Education Collaboration Trust (South Africa)
- Country-level Indicators and Adult Learning Strategies: Adult and Workforce Education Policy Implications – *Elizabeth Anne Roumell, Texas A&M University*
- Craft Education in India: Cultural Sustainability within a Global World - Eddie Boucher, University of Nevada, Las Vegas
- Creating and Sustaining Interest in Study Abroad in Rwanda at Indiana University - Beth Lewis Samuelson, Indiana University Bloomington
- Creating an improvement network to enhance the results obtained by an English language learning program in a rural community – Maria Paz Collao, Fundacion Educacional Oportunidad; Trinidad Castro Amenábar, Fundación Educacional Oportunidad
- Culturally appropriate curriculum: A look at Pacific Islander education in Arkansas – Laura Romig, University of Pennsylvania
- Difference between the Best in West and East: Comparative Analysis of School-Education systems in Scandinavian & East Asian Countries – Tanu Shukla, BITS Pilani, Pilani, Rajasthan, India; Virendra Singh Nirban, BITS Pilani, Pilani, Rajasthan, India; Kalyan Kumar Kameshwara, University of Bath; Eliana Osorio, University of Bath
- Disaggregation and mapping of PISA math scores by social class Marissa Miller, University of Pennsylvania - Graduate School of Education
- Discussing risk factors of interrupted education access to Rohingya refugee children and exploring methods to buffer risk factors of displacement – Anahita Kumar, University of Pennsylvania
- What Makes Teachers Stay: Factors Influencing Teacher Retention in Rural China – Aidi Bian, Teachers College, Columbia University; Mengya Qu, Teachers College

184-2. South Korean alternative schools for North Korean defectors

SIG: East Asia

Chairs:

Clara Sangyeon Do, Harvard Graduate School of Education Eunbi Lee, Harvard Graduate School of Education

185. Film Festivalette: China Blue [Screening 1]

4:00 to 5:30 pm | Landmark Embarcadero Center Cinema (off-site): Floor Promenade (Level 3) - 1 Embarcadero Center

186. Film Festivalette: Leave No Trace & discussion with Bioneers Director Joshua Fouts [Screening 2]

6:00 to 9:00 pm | Landmark Embarcadero Center Cinema (off-site): Floor

Promenade (Level 3) - 1 Embarcadero Center

187. Film Festivalette: Leave No Trace [Screening 3]

9:30 to 11:30 pm | Landmark Embarcadero Center Cinema (off-site): Floor Promenade (Level 3) - 1 Embarcadero Center

TUESDAY, APRIL 16

188. Prayer/meditation

6:00 to 7:30 pm | Atrium (Level 2) - Garden Room B

- **190. Business Meeting: Post-foundational Approaches to Comparative and International Education SIG** SIG: Post-foundational Approaches to Comparative and International Education
- 8:00 to 9:30 am | Street (Level 0) Grand Ballroom A Chair:

Christopher Mark Kirchgasler, The University of Kansas

191. CIES Membership System Training Demo (Open to SIG/ Committee Leaders and All CIES Members) I

8:00 to 9:30 am | Street (Level 0) - Grand Ballroom B

192. Business Meeting: Global Mathematics Education SIG SIG: Global Mathematics Education

8:00 to 9:30 am | Street (Level 0) - Grand Ballroom C Chair:

Brianna Ashley Kurtz, University of Central Florida

193. International and international baccalaureate (IB) schools Paper Session

8:00 to 9:30 am | Atrium (Level 2) - Boardroom B Participants:

> Two Secondary History Teachers' Perceptions on Enacting and Embedding Global Citizenship Education in IB and CCSS Curriculum – Brooke BT Phan, University of California, Los Angeles

> Contextually effective international baccalaureate implementation – Michael Thier, International Baccalaureate; Kristine L. Chadwick, Inflexion; Jandee L. Todd, Inflexion

Experiences of Teachers of South Asian Descent in International Schools – Juthi Jamila, OISE, University of Toronto

The Education and Experience of Chinese Nationals in Secondary Schools in the United States – Ann Marie Frkovich, Concordia University Chicago; Constance McCabe, Lake Forest Academy

194. Interrogating the Chilean large-scale school desegregation reform: Possibilities, challenges and implications for global education policy and research

SIG: Globalization and Education Formal Panel Session

8:00 to 9:30 am | Atrium (Level 2) - Boardroom C

Chair:

Alejandro Carrasco, Centro de Estudios Avanzados sobre Justicia Educacional, Pontificia Universidad Católica de Chile

Participants:

A new national school assignment system in Chile: Improving integration through access? – Ngaire Honey, Pontificia Universidad Católica de Chile; Alejandro Carrasco, Centro de Estudios Avanzados sobre Justicia Educacional, Pontificia Universidad Católica de Chile



- How do families and school administrators react to a policy oriented to increase school inclusion? – *Cristián Bellei, Centre for Advanced Research in Education University of Chile; Mariana Contreras, CIAE, University of Chile; Fabián Guarjardo, Centre for Advanced Research in Education, University of Chile; Manuel Canales, CIAE, University of Chile; Victor Orellana, Centro de Investigacion Avanzada de Educacion, Universidad de Chile*
- Disturbing school segregation: Convictions and tensions of principals against a school inclusion policy – María Teresa Rojas, Centro de Desarrollo de Liderazgo Educativo, Universidad Alberto Hurtado; Alejandra Falabella, University Alberto Hurtado; Natalia Salas, Centro de Desarrollo de Liderazgo Educativo, Universidad Autónoma de Chile
- Mapping the middle-classes responses to the Chilean desegregation reform: Resistances, ambivalences and opportunities – Macarena Hernández, Pontificia Universidad Católica de Chile; Alejandro Carrasco, Centro de Estudios Avanzados sobre Justicia Educacional, Pontificia Universidad Católica de Chile

Discussant:

Antoni Verger, Universitat Autònoma de Barcelona

195. Chinese formal paper panel session: understanding the quality and equality of education in Chinese societies 理解華 人社會基礎教育的質素與均等

Chinese Panel Session

8:00 to 9:30 am | Atrium (Level 2) - Waterfront A

Chair:

Esther Sui Chu HO, The Chinese Uni of Hong Kong

Participants:

- The Quality and Equality of Basic Education in Chinese Societies: Insights from PISA 華人社會基礎教育的質素與均等:從 PISA的啟示 - Esther Sui Chu HO, The Chinese Uni of Hong Kong
- Social Reproduction under Globalization: Effects of family capital on transnational higher education choice in mainland China 全球 化下的社會再生產: 家庭資本對跨國高等教育選擇 的影響 Liyuan Chen, Graduate School of Education, Shanghai Jiao Tong University
- Do migrant peers affect students' academic achievment? Evidence and Mechanism 流動兒童同伴能影響學生的學業表現 嗎? 證據和機制 – Wei Wu, Faculty of Education, the Chinese University of Hong Kong

Discussant:

Esther Sui Chu HO, The Chinese Uni of Hong Kong

196. Educación inclusiva para jóvenes rurales de Guatemala, modelo puentes

Spanish Panel Session

8:00 to 9:30 am | Atrium (Level 2) - Waterfront B

Participants:

Diplomado Emprender con Éxito – *Laura Veronica Valdez, Individual* Educación Alternativa – *Deisy Alarcon, Asociación Grupo Ceiba* Formación técnica vocacional, Empleo y Emprendimiento – *Eunice Martinez, FUNDAP*

Evaluación - Marco Saz, Juárez & Associates

197. Highlighted session: The Comparative Education Review: editorial vision and directions in the field

SIG: Teaching Comparative Education 8:00 to 9:30 am | Atrium (Level 2) - Waterfront C

CONFERENCE PROGRAM

Chair:

- Bjorn H. Nordtveit, University of Massachusetts Amherst Presenters:
 - Kathryn M. Anderson-Levitt, University of California, Los Angeles (UCLA)

Gerardo Blanco, University of Connecticut Amita Chudgar, Michigan State University Mei Lan Frame, University of Massachusetts Amherst Dongbin Kim, Michigan State University Francine Menashy, University of Massachusetts Boston Jacqueline Mosselson, University of Massachusetts Amherst Sahara Pradhan, University of Massachusetts Amherst Hanni Thoma, University of Massachusetts Amherst

198. Highlighted session: Nurturing care framework: building evidence for program implementation and effectiveness_ session l

SIG: Early Childhood Development

- 8:00 to 9:30 am | Atrium (Level 2) Waterfront D
 - Chair:
 - Ana Nieto, UNICEF

Participants:

- Reality of integrating Nurturing Care/ ECD in health facilities: PATH's experience in measuring integration of Nurturing Care/ ECD across three countries *Tanya Lalwani, PATH*
- Improved Child Development Outcomes among 0-5 Years Old Children from Scaled Up, Multisector Programming in Armenia – Program Evaluation – *Karine Abelyan, World Vision International; Viktoria Sargsyan, World Vision International*
- Building Brains: Evidence from Bhutan and Ghana Sara Dang, Save the Children; Lauren Pisani, Save the Children; Romilla Karnati, Save the Children; Caroline Dusabe, Save the Children
- Emerging Evidence on ECD Parenting Programming Improving Health Outcomes at the Household, Community and Sub-National Systems' Levels in Kenya and Zambia – Jennifer Vu, Independent consultant; Damaris Wambua, ChildFund

199. The Americas: Who wins and loses in education?

SIG: Latin America

Formal Panel Session

- 8:00 to 9:30 am | Atrium (Level 2) Waterfront E
 - Chair:

David Plank, Stanford University

Participants:

- Academic Inbreeding and International Mobility in the Brazilian Higher Education System – Luis Grochocki, Stanford University
- Elite Universities and Regional Entrepreneur Networks in Brazil Michelle Reddy, Stanford University; Leonardo Barbosa e Oliveiro, Universidade Federal de Minas Gerais
- Trends and Transitions in the Internationalization of Higher Education: The Case of Brazil – *Isabel Sacks, Stanford University*
- Costs and Benefits of Public Education: The Case of Mexico Sebastian Guevara, Stanford University
- Impact of Local School District on School Resource Allocation Koki Matsumoto, Stanford University

200. Highlighted Session: Africa SIG Bantaba

SIG: Africa 8:00 to 11:30 am | Bay (Level 1) - Bayview A



Chair:

Martial Dembélé, University of Montreal Participant:

Participant

Decolonizing Education for Sustainability: African perspectives – Chizoba Imoka, OISE, University of Toronto; Heba EL-Deghaidy, American University in Cairo; Jose Cossa, Peabody College, Vanderbilt University; Walden University; Kabba Colley, William Paterson University; Malak Zaalouk, The American University in Cairo; Michael Cross, University of Johannesburg; N'Dri Thérèse Assié-Lumumba, Cornell University; Nii Addy, McGill University; Geeta Balli Motilal, University of Witwatersrand

Discussants:

Mary Drinkwater, OISE, University of Toronto Anne Mungai, Adelphi University Ademola Alabi Akinrinola, University of Illinois at Urbana-Champaign Laura Quaynor, Lewis University Rebecca Y. Bayeck, Penn State University

201. Roundtable Session (Tuesday VI)

8:00 to 9:30 am | Bay (Level 1) - Bayview B

201-1. Active youth engagement in program design, data collection, and analysis: strong positive data

Refereed Round-Table Session

Chair:

Richard Mabala, TAMASHA, Retired Director - HakiElimu Board Director

Participants:

Youth develop 21st century analytical skills while collecting ground truth (data) in youth development program – Gloria Mushi, Asante Africa Foundation - Tanzania, Monitoring and Evaluation Coordinator; Ewald Tesha, Asante Africa Foundation - Tanzania

Participatory action research method actively engaging adolescent girls; Evidence of Success – *Richard Mabala, TAMASHA, Retired Director - HakiElimu Board Director; Annagrace Felix Rwehumbiza, TAMASHA, Tanzania*

Evidence from Nepal: Can school children reliably collect rural household data in developing countries? – *David Bunn, Univ of CA* - *Davis*

201-2. Educational technology, responsible educator, and learning engagement

SIG: ICT for Development (ICT4D) Refereed Round-Table Session

Participants:

How does tablet affect students' engagement: A Literature Review – Yuhan Xiong, Penn State University; Chang Liu, Penn State University

- Improving Early Grade Reading Performance Through Web-based Leveled Reading Tool in the Kyrgyz Republic – Shahzad Mithani, Chemonics International; Baktygul Ismailova, Chemonics International
- Project PRISM: Empowering Educators for the Future of Learning Rose Mary Grace Sagun, Harvard University

An Impact Evaluation of the first phase of National Basic Ability Construction Project of HEIs in Western and Central China – Wenqi Qiu, Peking University; Wei Ha, Peking University

Discussants:

Rose Mary Grace Sagun, Harvard University Yuhan Xiong, Penn State University

201-3. Moving beyond 'north' and 'south' in international research collaboration

SIG: Higher Education

Refereed Round-Table Session Chair:

Creso Sa, University of Toronto

Participants:

Decolonizing Research and Knowledge Generation in/on Africa – Upenyu Silas Majee, University of Wisconsin-Madison

Power Dynamics in International Research Collaborations in Kazakhstan – Aliya Kuzhabekova, Nazarbayev University

Pursuing Decolonized Research Collaboration Models – Gus Gregorutti, Andrews University; Pedro Pineda, INCHER University of Kassel; Bernhard T. Streitwieser, George Washington University

Research Collaboration Patterns of Highly Cited Researchers in Brazil – *Magdalena Martinez, Ontario Institute for the Studies of Education, University of Toronto*

Discussant:

Magdalena Martinez, Ontario Institute for the Studies of Education, University of Toronto

201-4. Planning, legitimacy, and sustainability in international branch campuses

SIG: Higher Education

Refereed Round-Table Session

Participants:

The Case of UNLV Singapore: Lessons Learned from an International Branch Campus Closure – Jennifer S Weinman, University of the Pacific

The International Branch Campus 2.0: Developing a Charter between the Home Institution and the Host Country – *Melody Su, University of Southern California*

- Long-Term Sustainability in International Branch Campuses Michael Lanford, University of Southern California
- Bringing the Mountain to Mohammed: Problematizing International Branch Campuses – Lauren E Clarke, Sampoerna University; (NFN) Soepriyatna, Sampoerna University

201-5. (En)countering the pre-owned future of public education

SIG: Globalization and Education Refereed Round-Table Session

Chair:

Sam Sellar, Manchester Metropolitan University Participants:

- Educational Reform: Conceptualizing the uses and abuses of the future *J-C Couture, J-C Couture Manchester Metropolitan University/University of Alberta*
- Students Crossing the Impasse of an Enclosed Future *Penelope Jean Stiles, University of Alberta*

The imagined public of schooling Greg Thompson, Queensland University of Technology; - Kalervo Gulson, University of New South Wales; Bob Lingard, University of Queensland

Tuesday, April 16

CONFERENCE PROGRAM

201-6. Meaning and significance of education reinterpreted in new societal contexts

SIG: Globalization and Education Refereed Round-Table Session Chair:

Hugh Mclean, Open Society Foundations

Participants:

- Education alone does not support democracy, but the right educational content might – *Cosmin Marian, Department of Political Science Babes-Bolyai University, Romania; Jeffrey Sommers, University of Wisconsin-Milwaukee and Visiting Professor, the Stockholm School of Economics in Riga*
- Selection in Education as the Wider Context of the Segregation of Roma Pupils in Hungary – Péter Radó, Social Sciences and Pedagogy-Psychology Faculties of Eötvös Lóránd University, Budapest
- Marketization and social division in access to public educational services Daniel Pop, Open Society Foundations

201-7. Pathways to self-reliance and sustainability: reflections from USAID program implementation

Refereed Round-Table Session

Participants:

- A framework for self-reliance from a systems perspective John Gillies, FHI 360
- Managing expectations on system-level improvement of donor programs – Amber K. Gove, RTI International
- Sustainability and capacity building in the conflict context Eileen St. George, Creative Associates International
- Institutional capacity and sustainability in education policy *Haiyan Hua, World Education, Inc.*
- Design for purposeful planning for sustainability and scale Joshua A. Muskin, Geneva Global
- Systems and stakeholder empowerment for sustainability Rachel Christina, Education Development Center (EDC)

Discussant:

Patrick Glenn Collins, US Agency for International Development (USAID)

201-8. Addressing youth employment and unemployment: different approaches

SIG: Youth Development and Education Refereed Round-Table Session

Participants:

- Fostering agribusiness entrepreneurship for Kenyan youth through practice-based education John Munyui Muchira, Florida State University
- Employability of Indian youth through Skill oriented Higher Education – Navdeep Kaur, government; – Deepti Sharma, government
- Education for sustainability: Addressing youth unemployment through research and data analysis training in Nigeria – Bridget Azubuike, Univeristy of Oxford; Seun Adebayo, National University of Ireland Galway
- The Need for Addressing Youth Unemployment in Yemen Jinsol Lee, University of Pennsylvania

201-9. Building sustainable relationships in the practice of comparative & international education research

Refereed Round-Table Session

Chair: Peiwei Li, Springfield College

Participants:

- Time, space, and the sustainability of research relationships Karen Ross, University of Massachusetts Boston
- Research sustainability and the struggle for solidarity Peiwei Li, Springfield College
- Money Talks. Money Walks: The Sustainability of Collaborative Research in the Context of Wealth Disparity – Barbara Dennis, Indiana University

Discussant:

Barbara Dennis, Indiana University

201-10. Journey to scale: a digital game based learning approach for children in humanitarian settings

SIG: Education, Conflict, and Emergencies

Refereed Round-Table Session

Chair:

Stefanie Kendall, US Agency for International Development (USAID) Participants:

- A comprehensive multi-country research programme to evaluate and inform Can't Wait to Learn's development and scale – Felicity Brown, War Child Holland; Jasmine Turner, War Child Holland; Thomas J. De Hoop, American Institutes for Research; Kate Radford, War Child Holland; Andrea Jetten, War Child Holland; Mark J.D. Jordans, War Child Holland
- Journey to scale: Value for money of education in emergency programmes - Amir Jones, Independent consultant
- Taking education innovations to scale: Challenges and opportunities – Ian Gray, Gray Dot Catalyst; Hannah Reeves Ring, American Institutes for Research

Presenters:

Felicity Brown, War Child Holland Jasmine Turner, War Child Holland Hannah Reeves Ring, American Institutes for Research Ian Grav, Grav Dot Catalyst

Amir Jones, Independent consultant

Discussant:

Christine Capacci-Carneal, USAID Middle East Bureau

201-11. Migration and Marginalized Communities

SIG: Globalization and Education Refereed Round-Table Session

Chair:

Shuning Liu, Ball State University

Participants:

- Everyday Border Crossings: Citizenship, Migration and Education in American Schools - Gabrielle Oliveira, Boston College
- Cultural adaption of Chinese rural village ethnic minorities relocating to the fringes of larger ethnic minority towns – Daniel Earl Leitch, University of Wisconsin-Platteville; Lindon Yang, University of Wisconsin-Platteville; Chuan Earl tian, University of Wisconsin-Platteville

Transformative Notions of Development Lead to Sustainable

Tuesday, April 16

Development of Marginalized Communities - Nazia Bano, Ryerson University

A new framework for transnational education: findings from a systematic literature review – *Leslie Gautsch, University of California, San Diego; Maxie Gluckman, University of California, San Diego; Megan Hopkins, University of California, San Diego*

201-12. Women's educational narratives as students, parents, teachers and leaders

Committee: Gender & Education Refereed Round-Table Session

Chair:

Juliet Christine Perumal, University of Johannesburg Participants:

- A investigation of female teachers' experiences on leadership paths in China – Shali Liu, University of Pittsburgh
- Dilemmas, emancipation and transformation: narratives of mothers from an alternative school in China- Xiangyan Liu, Peking University
- A systematic review of literature of women in educational leadership in South Africa – Juliet Christine Perumal, University of Johannesburg; Graeme Edwards, University of Johannesburg
- 'Capable' mothers and their daughters' access to education Aliya Khalid, University of Cambridge

201-13. Evidence-based advocacy for girls' secondary education: how Malala fund partners advance local approaches to reach global goals

Committee: Gender & Education Refereed Round-Table Session

Participants:

- Development of tools for teachers to provide psychosocial support and social emotional learning to Syrian refugee girls in Turkey – *Gamze Karadag, Mavi Kalem*
- Building an empowering mentoring model for girls and boys to strengthen secondary education in India *Jyotsna Jha, Centre for Budget and Policy Studies*
- Identifying trends and barriers to girls' secondary education in Pakistan to influence schools and legislators to improve governance and accountability – *Kaneez Zehra, Society for Access to Quality Education*

201-14. Beyond schooling: reimagining education, development and empowerment for third world girls

SIG: Cultural Contexts of Education and Human Potential (CCEHP) Refereed Round-Table Session

Participants:

- Unstitching Third World Girls and Education Derrika Hunt, University of California, Berkeley
- Education will change the world, but for who? Aimoni Tumung, Parijat Academy, India
- Our Own Epistemologies Will Save Us: Notes from a Third world Girl Seuti Teron, Handique Girls College, India; Aimoni Tumung, Parijat Academy, India

Discussant:

Sunita Agrawal, Dispur College, India

201-15. Saving education system from collapse in complex emergencies - The case of GPE support to Yemen

SIG: Middle East Refereed Round-Table Session

Participant:

Saving education system from collapse in complex emergencies – The case of GPE support to Yemen – Muhammad Tariq Khan, Global Partnership for Education; Yayoi Segi-Vltchek, UNESCO; Dagmar Awad-Gladewitz, GIZ/Yemen

202. Education for social entrepreneurship and youth participation In Egypt, Jordan, Morocco, and UAE

SIG: Middle East

Paper Session

8:00 to 9:30 am

Bay (Level 1) - Golden Gate

Chair:

Shaimaa Mostafa Awad, The American University in Cairo Participants:

- Transforming Beliefs to Support Women Economic Empowerment (Womenomics) – Mayyada Abu Jaber, Non profit
- How to foster social enterprise education to promote a socially aware and sustainable economy: An exploratory study in Egyptian schools – *Heba Abdel-Fadeel Hassanein, The American University in Cairo*
- Exploring a newly developed measure to assess school-aged children's school interest in Jordan – Antje von Suchodoletz, New York University Abu Dhabi; Rana Dajani, Hashemite University; Randa Mahasneh, Hashemite University
- The Growth and Transformation of K-12 Education in the United Arab Emirates – Susan M. Kippels, Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research; Natasha Y. Ridge, Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research

203. Highlighted session: Shaping the education landscape in Latin America: politics, community, parents, and philanthropy SIG: Latin America

8:00 to 9:30 am | Bay (Level 1) - Seacliff A

Participants:

- How philanthrocapitalists impact decision making of public education in Brazil: the cases of São Paulo, Pará and Pernambuco states – Theresa Adrião, State University of Campinas (UNICAMP); Camilla Croso, Latina American Campaign for the Right to Education; Thais Rodrigues Marin, University of Campinas - Brazil
- School choice in the City of Buenos Aires. What values are at stake? Verónica Gottau, Universidad de San Andrés
- The vicissitudes of the Mexican Education Reform Carlos Ornelas, Universidad Autónoma Metropolitana; Centro de Cooperación Regional para la Educación de Adultos en América Latina y el Caribe (CREFAL)
- Yo Resisto, Tú Resistes, Todos Resistimos: Modes of Resistance Displayed by U.S.-Born Children of Deported Parents in Tijuana, Mexico. – Sandra Lourdes Candel, University of Nevada, Las Vegas

204. Highlighted session: Quality and inclusivity in language education: policy, practice, and potentialities

SIG: Language Issues

8:00 to 9:30 am | Bay (Level 1) - Seacliff B

CONFERENCE PROGRAM

Participants:

- Opportunities and challenges of language plan early childhood education in Mexico - Aldo University of Pennsylvania
- Education for sustainability: The impact of lar mediating inclusivity and quality education
- Grenadines Sarah-Lee Gonsalves, University of remission Cultivating metacognition in foreign literature classrooms: a practitioner's perspective – Andrew P. Wu, University of Pennsylvania

205. Dissertation workshop session [Invite only]

8:00 to 11:30 am Bay (Level 1) - Seacliff C

205-1. Comparative Methods

Committee: New Scholars/Dissertation Workshop

Participants:

- Language for an unknowable future: refugee children's and families' experiences with language in exile – *Celia Reddick, Harvard Graduate School of Education*
- Navigating the aims of education: A comparative study of transnational education and development projects *Elena Toukan, OISE, University of Toronto*

Discussant:

Frances Vavrus, University of Minnesota

205-2. Global Engagement

Committee: New Scholars/Dissertation Workshop Participants:

- A Methodological Approach to Global Education Policy Research. Studying International Education Hubs Comparatively – Marvin Erfurth, University of Muenster, Germany
- Global Engagement of U.S. Research Universities in the 21st Century - Haelim Chun, University of Minnesota
- Universities going global? Comparative perspectives on the internationalization of postgraduate education in Brazil and Finland Bernardo Sfredo Miorando, Universidade Federal do Rio Grande do Sul
- Instructional and Teaching Practices for Global Citizenship Debbie Shin, UCLA

Discussant:

Gilbert A. Valverde, State University of New York at Albany

205-3. Inclusive Education

Committee: New Scholars/Dissertation Workshop Participants:

- An Exploration of Disability Representation in University Policies. -Fadzayi Marcia Maruza, University of Western Cape
- Information and Communication Technologies for Inclusion in Vietnam – Chau Cao, Waseda University
- Perceptions of Teachers in Trinidad and Tobago on Inclusive Education – *Chelseaia Charran, The University of Texas at Austin* Discussant:
- Christopher Johnstone, University of Minnesota

205-4. Inequality and Education

Committee: New Scholars/Dissertation Workshop Participants:

- Repertoires of learning in a society in uncertain transitions: re-conceptualizing educational inequality and change in contemporary – *China Xin Xiang, Harvard University*
- Experience of Minoritized International Students in Ontario Elite Private Boarding Schools - *Soo Kyung Min, OISE, University of Toronto*
- Traditional values and local community in formal educational system in Senegal: A year as a high school teacher in Thies – *Maguette Diame, University of Massachusetts, UMass, Amherst*
- Promoting women's empowerment through grassroots solidarity: A case study of Mothers' Associations in Benin – *Leva Rouhani, University of Ottawa*

Discussants:

Alla Korzh, School for International Training (SIT) Graduate Institute Sandra Sirota, University of Connecticut

Viktoriya Ladygina, Oscar Romero School for the Deaf

205-5. Intercultural Education and Study Abroad

Committee: New Scholars/Dissertation Workshop Participants:

- Community Impact of Study Abroad: A Critical Ethnographic Case Study in Northern Thailand – *Lauren Collins, University of Denver* Intercultural education in a Language Instruction for Newcomers to
- Canada program Erica Amery, University of Calgary

Presenter:

Yusuf Ikbal Oldac, Oxford University

Discussant:

Esther E. Gottlieb, Ohio State University

206. Publication mentoring workshop session [Invite only]

8:00 to 11:30 am | Bay (Level 1) - Seacliff D

206-1. Gender & Race Studies - Group A

Committee: New Scholars/Publication Workshop Participants:

- Studying Between the Pearl River Delta and the Midwest: Transnational Student Mobility, Class, and Racial Transformations – Shanshan Jiang, University of Wisconsin-Madison
- Toward a global understanding of affirmative action Jeana E. Morrison, Boston University
- Militarization and Masculinities: Gendered Citizenship in Post-war Sri Lanka – Thursica Kovinthan Levi, University of Ottawa

Discussant:

Maryjo Benton Lee, South Dakota State University

206-2. Adult Education

Committee: New Scholars/Publication Workshop Participants:

- The Role of Numeracy and Literacy Skills across Gender and Countries – Giannina Vaccaro, University of California, Irvine (UCI)
- A case study of Chinese university instructors' perceptions and teaching practices of critical thinking – *Xiaoli Liu, University of Calgary*

Discussant:

Antigoni Papadimitriou, JHU

206-3. Governance & Policy Studies

Committee: New Scholars/Publication Workshop Participants:

Tuesday, April 16

- Understanding External Policy Influences In Pakistani Higher Education – Aamir Taiyeb, OISE, University of Toronto
- Mixed-form governance in the strong state: The dynamics in developing national testing policy in South Korea *Taeyeon Kim, Michigan State University*
- Not Always a Trade-off: Access, Quality, and the Global Learning Crisis - Sarah Kabay, New York University Steinhardt

Discussant:

M. Najeeb Shafiq, University of Pittsburgh

206-4. International & Intercultural Education - Group A

Committee: New Scholars/Publication Workshop

Participants:

- Social Capital Generation through Interaction between Civil Society Organizations and International Students in Japan: Qualitative Case Study in the Kansai Area – *Polina Ivanova, Ritsumeikan University*
- The Impact of Internationalization on Teaching and Learning: A Qualitative Exploratory Extreme Case Study in a Business PhD Program – Wendan Li, University of Hawaii at Mānoa
- Understand China's discourse on South-South cooperation and China-Africa higher education linkages – Yi Sun, University of Massachusetts Amherst- Center for International Education

Discussant:

Krishna Bista, Morgan State University

207. Business Meeting: Awards Committee [Invite only]

8:00 to 9:30 am | Bay (Level 1) - Training Room Chair:

Joan DeJaeghere, University of Minnesota

208. International higher education scholarships and sustainable development: exploring sustainability across theory and practice

Formal Panel Session

8:00 to 9:30 am | Street (Level 0) - Plaza

Chair:

Anne Campbell, Middlebury Institute of International Studies at Monterey

Participants:

Scholarships in the sustainable development agenda: Distinct theories of change and differentiated ideas of sustainability – Anne Campbell, Middlebury Institute of International Studies at Monterey; Emelye Neff, Middlebury Institute of International Studies

Regional student mobility as a sustainable development strategy in Africa: Examining the lived experiences of regionally mobile scholarship recipients – Aryn Raye Baxter, Arizona State University; Yeukai Mlambo, Arizona State University; Atota Halkiyo, Arizona State University

Sustainability and global affairs in the 21st Century: Evidence from the Schwarzman Scholars Program – Frederico Menino, Schwarzman Scholars Program

Pathways to sustainability: The role of transparency in selection for scholarship programming – *Bridget Barry, Institute of International Education*

Presenter:

Yeukai Mlambo, Arizona State University

209. Educational approaches to preventing violent extremism Formal Panel Session

8:00 to 9:30 am | Street (Level 0) - Regency A

Chair:

Yulia Nesterova, The University of Hong Kong Participants:

Mapping the role of international organisations in Preventing Violent Extremism through Education: a comparative analysis of discourses and practices – *Eleni Christodoulou, Georg Eckert Institute for International Textbook Research*

Understanding prevention of violent extremism through youth perspectives: Lessons from UNESCO MGIEP project #YouthWagingPeace - Yulia Nesterova, The University of Hong Kong

'Citizen of nowhere': Troubling the counterterrorism role of global citizenship education – *Nicole Nguyen, University of Illinois-Chicago*

Constructing the resilient citizen: A case of education policies and the fight against extremism in Pakistan – *Tania Saeed, Lahore University of Management Sciences (LUMS)*

Discussant:

Daniel Couch, University of Auckland

210. Empirical research on impacts of study abroad in developing countries

SIG: Study Abroad and International Students (SAIS) Formal Panel Session

8:00 to 9:30 am | Street (Level 0) - Regency B Chair:

Nobuko Kayashima, Japan International Cooperation Agency Participants:

- The impact of study abroad in Indonesian universities Naoki Umemiya, Japan International Cooperation Agency
- Empirical research on the factors for the preferences of study abroad destination *Shimpei Taguchi, Japan International Cooperation Agency*

What kinds of impacts are made to university development by study abroad experiences of the universities' academic staff? A preliminary analysis – Atsushi Tsujimoto, Japan International Cooperation Agency

Exploring the development progress and emerging trends of international student-related research since 21st century: A scientometric and visualized analysis via CiteSpace – *Xiaoli Jing, McGill University*

211. Sustaining and scaling community solutions: leveraging ecosystem-appropriate ICTs to enhance social inclusion and achieve learning outcomes

Formal Panel Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific A Participants:

Global case studies: effective learning outside the classroom – Matt Capobianco, The Rumie Initiative

Leveraging mobile technology to promote parental engagement in learning among refugees and host communities in Jordan – Rachel Heavner, Worldreader

- Adaptive ICT solutions for teacher professional development and coaching program in India's madrassas schools – *Radmila Popovic, World Learning, Inc.*
- Apps for Home School that Bridge the Gender Gap in Northern Nigeria – Jennifer Agbaji, The Basileia Vulnerable Persons Rights Initiative
- Discussant:

Gabriel Verkade, Global Scaled Sales Solutions for YouTube & Google Video

212. Reimagining life skills: UNICEF's global framework on skills, from theory to practice

Formal Panel Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific B

Chair:

Manuel E Cardoso, UNICEF / Teachers College, Columbia University Participants:

- UNICEF's Global Skills Framework: A four-dimensional and systems approach to life skills *Bassem Nasir, UNICEF*
- Gender responsiveness of UNICEF's Global Skills Framework and its potential to address gender gaps in life skills development – Ingrid Sanchez-Tapia, UNICEF; Maria Jose Ogando Portela, University of Oxford
- The Experiential Learning Objects (xLOBs): Innovation in life skills development in Palestine – Osama Mimi, Birzeit University; Marwan Tarazi, Birzeit University; Bassem Nasir, UNICEF

Discussant:

Dominic Richardson, UNICEF

213. Transnational perspectives on higher education

SIG: Higher Education

Paper Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific C Chair:

Courtney Collins, American University

Participants:

- Factors Influencing Internationalization: A Case Study at a Research-Oriented Japanese University – *Mina Mizumatsu, Tohoku University*
- Learning Experiences of Social Science Students at a Transnational University in Vietnam – Ngoc Lan Thi Dang, Vietnamese-German University; Christina W. Yao, University of Nebraska-Lincoln; Courtney Collins, American University

Transnational Academic Capital: How returning faculty influence the teaching and research at Chinese campus? – Jiani Zhu, Graduate School of Education, Shanghai Jiao Tong University

Higher Education and Cultural Diplomacy? China's One Belt, One Road Initiative – Jack Lee, University of Bath; William Yat Wai Lo, Education University of Hong Kong; Dana Abdrasheva, Education University of Hong Kong

214. Education, virtue, and happiness: eastern and western perspectives

SIG: East Asia

Formal Panel Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific D

Participants:

The teacher as guide: the Junzi and the Wounded Healer - Hunter

CONFERENCE PROGRAM

McEwan, University of Hawaii

- Mind and virtue in learning: Evidence for Western and Confucian models Jin Li, Brown University
- Bildung and education: Two perspectives on human perfection Krassimir Stojanov, Catholic University of Eichstaett, Germany
- Memorization and repetition as a learning approach in Confucian pedagogy: Similarities and differences between Eastern and Western approaches – *Baoyan Cheng, University of Hawaii at Mānoa*
- Education, virtue, and happiness: the role of contemplation in Eastern (Buddhist) and early Western (Aristotelian) educational traditions – *Heinz-Dieter Meyer, State University of New York at Albany*

215. Assessing learning across contexts: How to design learning assessments, for what purpose, and what can they tell us about student, school and teacher performance? Formal Panel Session

Formal Pa

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific E Chair:

Yvonne Cao, FHI 360

Participants:

- Ghana Learning Progress Against Curriculum Expectations (PACE) Assessments: Building Ghana's capacity to provide differentiated support to struggling schools – *Rachel Hatch, FHI 360; Yvonne Cao, FHI 360*
- Classroom-based reading assessments: Strategies to improve relevance, utilization and sustainability - *Christine Beggs, Room* to Read
- Holistic assessments to inform education in the immediate response to emergencies: Learning from Pilots in Uganda and Kenya – *Allyson Krupar, Save the Children*

Discussant:

Melissa Chiappetta, US Agency for International Development (USAID)

216. Evidence based and culturally meaningful early childhood development programming and research in the Syrian response context

SIG: Early Childhood Development Formal Panel Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific F Chair:

Hirokazu Yoshikawa, New York University

- Developing a culturally relevant Sesame Street in the Syrian response region – Kim Foulds, Sesame Workshop; Reem Zada, Jordan Pioneers
- Measuring caregiver wellbeing, parenting, and child socioemotional development in Syrian refugee and Jordanian host families – Casey Moran, New York University; Alice Wuermli, New York University; Kate Schwartz, New York University Steinhardt; Joyce Rafla, New York University; Hirokazu Yoshikawa, New York University
- Measuring and predicting early childhood development and its implications for the design of a home visiting program in Jordan – Alice Wuermli, University of California, Davis; Pia Zeinoun, American University Beirut; Kate Schwartz, New York

Tuesday, April 16

University Steinhardt; Anaga Ramachandran, NYU; Joyce Rafla, New York University; Casey Moran, New York University; Hirokazu Yoshikawa, New York University

Discussant:

Katie Maeve Murphy, International Rescue Committee

217. Thinking global, educating local: sustainability education in New York City

SIG: Environmental and Sustainability Education Formal Panel Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific G Chair:

Carine Verschueren, Teachers College, Columbia University Participants:

- NYC DOE's Office of Sustainability: Organizational Systems, Strategy, & Vision – Meredith Mcdermott, Department of Education, New York City
- Emerging Institutionalization of ESE in NYC K-12 Public Schools Carine Verschueren, Teachers College, Columbia University
- From Policy to Action: Improving Schools Sustainability in New York City – Thaddeus T. Copeland, Department of Education, New York City

How Green is the Big Apple? Social Inequality and School Engagement with Sustainability Education – Oren Pizmony-Levy, Teachers College, Columbia University

218. Drinking water, sanitation & hygiene in schools - global baseline report 2018 and country case studies Formal Panel Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific H Participants:

> UNICEF and WHO Joint Monitoring Program (JMP) SDG Baseline Report on WASH in Schools – Tom Slaymaker, UNICEF; Christie Chatterley, UNICEF

- Use of WASH in Schools data at national, subnational and school level in the Philippines *Bella Monse*, *GIZ*
- Drinking Water, Sanitation and Hygiene in Schools in India Srinivas Chary, ASCI; Malini Reddy, ASCI
- SDG Baseline for WASH in Primary Schools in Bangladesh & Next Steps for Improvement – Seung Lee, Save the Children - USA

219. Crossing borders: educational journeys, barriers, and intercultural experiences of rural and urban youth

SIG: Youth Development and Education

Paper Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific I

Participants:

- Education for sustainable development: What can we learn from refugee experiences? Wadzanai Faith Mkwananzi, Postdoctoral Fellow, University of the Free State
- An exploratory case study on rural Cambodian border youth: social and educational barriers with implications for development – *Bob W Spires, university of richmond; Jeremy Tost, Colorado Mesa University*

220. Approaches to improving teaching quality

SIG: Teacher Education and the Teaching Profession Paper Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific J

Chair:

Sarah R. Lillo, Southeast Missouri State University Participants:

- Equipping Teachers to Identify Appropriate Globally-rounded Texts Sarah R. Lillo, Southeast Missouri State University
- Influences on Primary Teachers' Pedagogical Practices and Implications for Conceptualizing Teacher Professional Development: An ethnographic study in Tanzania – *Kristeen B Chachage, University of Minnesota*
- Re-imagining primary teacher preparation in Mozambique: introducing literacy mentoring as a transformative practice in Institutos de Formação de Professores – Misty Sailors, University of Texas at San Antonio; James Hoffman, University of Texas at Austin; Alcina Sitoe, Associação Progresso; Elsa Goia, Instituto de Formação de Professores de Chitima, Mozambique; Heloisa Speranza Modesto, CODE
- "We are learning with our children": Teachers' Efforts to Implement a New Curriculum in Kazakhstan – Natallia Yakavets, University of Cambridge Faculty of Education

221. Public and private early childhood education in sub-Saharan Africa

SIG: Early Childhood Development

Formal Panel Session 8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific K

Chair:

Donald R. Baum, Brigham Young University

Participants:

- Private Early Childhood Education in Sub-Saharan Africa: A Cross-Country Descriptive Analysis – *Jimmy Edward Hernandez, Brigham Young University; Donald R. Baum, Brigham Young University*
- Costing for good quality ECE in Liberian schools Joanna Harma, Independent Consultant; – *Alina Lipcan, Oxford Policy Management*

An examination of executive function skills in primary 1 students from Liberia – Tara Weatherholt, RTI International; Jennifer K. Pressley, RTI International; Michael Willoughby, RTI International

Investigating Private Pre-schooling in Nairobi: Links between Cost, Equity, and Quality – *Donald R. Baum, Brigham Young University* Discussant:

Katherine Anne Merseth, RTI International

222. Sustainable financing for education: why should tax justice be part of the solution

SIG: Economics and Finance of Education

Formal Panel Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific L

Chair:

Steven J. Klees, University of Maryland

- The risks of fragmentation of global financing mechanisms for education David Archer, ActionAid
- Why is tax Justice an alternative to privatisation of education? Maria Ron Balsera, ActionAid
- Breaking Barriers: ensuring access to free, quality public education Asmara Figue, ActionAid

CONFERENCE PROGRAM

State-Market Discourses and Higher Education Financing: Addressing Equity and Sustainability – *Jinusha Panigrahi, Centre for Policy Research in Higher Education (CPRHE), India*

Discussant:

Michael Gibbons, Wellspring Advisors

223. Cross-national perspectives on schooling and religious identities within institutions and individuals

SIG: Religion and Education

Paper Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific M

Chair:

Kusha Anand, UCL Institute of Education

Participants:

- Democracy, Religion and Civic Education Among Religious Zionist Female Adolescents in Israel - Zehavit Gross, Bar Ilan University
- Faith Communities and Educational Cultural Capital Transmission Elizabeth Jill Claassen Thrush, Claremont Graduate University
- Theory of Seven Spiritual Identities: A Framework for Inclusive Religious and Non-Religious Education for Sustainable and Transformative Change – Mubina Hassanali Kirmani, Towson University; Barbara Steele, Towson University; selamawit Tadesse, Catholic Relief Services
- A Reconsideration of Embodiment and Learning in Classical Islamic Schools In North and West Africa – *Helen N. Boyle, Florida State University*

Discussant:

Tatsuya Kusakabe, Hiroshima University

224. Critical pedagogy and curriculum

SIG: Africa

Paper Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific N Chair:

Maureen K Porter, University of Pittsburgh

Participants:

- A sustainable and economical solution to learning: Using mobile technology to enhance learning transfer *Corinne Brion, University of Dayton*
- Teaching critical thinking in domain-specific courses: Does an explicit instructional approach promote transfer? – Dawit Tibebu Tiruneh, East China Normal University; Xiaoqing Gu, East China Normal University; J. Michael Spector, University of North Texas
- The Construction of Africa in American High school Social Studies Textbooks - *Herve Touorizou Some, Ripon College*

225. Education, youth, peace and security - lessons from the "The Missing Peace: Progress Study on Youth, Peace and Security."

SIG: Youth Development and Education Formal Panel Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific O

Participants:

"The Missing Peace" – towards participatory inclusive research with young people. – *Graeme Simpson, InterPeace*

Youth, Peacebuilding and the Role of Education – *Mieke Lopes Cardozo, University of Amsterdam*

Collaborative learning and innovative community building in Medellin, Colombia. – Joan C. Lopez, Fundacion E.P.A, Resisto y Pinto

Analysis of UNICEF-supported peacebuilding programs with a focus on youth & education approaches Anna Azaryeva Azaryeva, UNICEF

226. Gender & Education Committee (GEC) Symposium. Gender in the Field and in the Society: Looking back, moving forward Committee: Gender & Education

8:45 to 12:00 pm | Atrium (Level 2) - Garden Room A Chairs:

> Karen Monkman, DePaul University Nancy Kendall, University of Wisconsin-Madison

227. Business Meeting: Citizenship and Democratic Education (CANDE) SIG

SIG: Citizenship and Democratic Education (CANDE) 10:00 to 11:30 am | Street (Level 0) - Grand Ballroom A Chair:

Ehaab Dyaa Abdou, McGill University

228. Business Meeting: Global Literacy SIG

SIG: Global Literacy

10:00 to 11:30 am Street (Level 0) - Grand Ballroom B

Chair:

Craig Geddes, Plan International

229. Business Meeting: ICT for Development (ICT4D) SIG

- SIG: ICT for Development (ICT4D) 10:00 to 11:30 am | Street (Level 0) - Grand Ballroom C
 - Chair:

Haijun Kang, Kansas State University

230. Innovating assessment: devising a holistic assessment for education cannot wait in Syria

SIG: Education, Conflict, and Emergencies Formal Panel Session

10:00 to 11:30 am | Atrium (Level 2) - Boardroom B

Chair: Amy Jo Dowd, Save the Children

articipante:

- Participants:
 - Language assessment in Arabic diglossia: current practices, challenges and prospects – *Reem Khamis-Dakwar, Adelphi University*
 - Devising assessments based on psychometric principles: Secondary analyses of literacy, numeracy, and social-emotional assessment data in the Syrian response region – Carly Tubbs Dolan, New York University Global TIES for Children; Roxane Caires, Global TIES for Children, New York University; Ha Yeon Kim, New York University

Piloting a holistic learning assessment in Syria: Exploring the psychometric properties, feasibility, and implications for future operationalization in Syria. – *Clay Westrope, Save the Children; Carly Tubbs Dolan, New York University Global TIES for Children* Discussant:

Manuel E Cardoso, UNICEF / Teachers College, Columbia University

231. Experiences intercultural education and equity in Latin America

SIG: Latin America Paper Session 10:00 to 11:30 am | Atrium (Level 2) - Boardroom C



Tuesday, April 16

Participants:

- Between functional and critical interculturalism: recent shifts in Intercultural and Bilingual Education Policy in Peru – *Gisele Cuglievan Mindreau, OISE University of Toronto*
- Dreaming big: Perceived challenges and resilience in education – Maxie Gluckman, University of California, San Diego; Jessica Miguel, University of California, San Diego
- Interculturality for Sustainability as a Personal and Collective Experience Ilse Brunner, Centro de Cooperación Regional para
 - la Educación de Adultos en América Latina y el Caribe (CREFAL); – Marc Georges Klein, Independent researcher; Elizabeth Santos, independent Psychotherapist
- "To recover the land is to recover everything!": Misak model of decolonizing intercultural bilingual education in Colombia – Susan Roberta Katz, University of San Francisco
- "Vas subir al BI o bajar al BGU?": Inclusive policies and the creation of new forms of inequity Tiago Bittencourt, University of Minnesota

232. Chinese formal paper panel session: experiences and research on Chinese rural education reform and development "中国农村教育改革与发展: 经验与研究"

中国农村软育以单-Chinese Panel Session

10:00 to 11:30 am | Atrium (Level 2) - Waterfront A

Chair:

Yuyou Qin, China Institute of Rural Education Development, Northeast Normal University

Participants:

- The Main Contradiction and Strategic Choice of Rural Education in China in the New Era 新时代我国农村教育主要矛盾 与战略抉择 – Yuyou Qin, China Institute of Rural Education Development, Northeast Normal University
- Multidimensional Inspection and Path Selection on Reform of Teachers Mobility between Urban and Rural Areas 城乡教师 流动改革的多维审视与路向选择 - Haibo Yu, Northeast Normal University
- The General Teacher Education Oriented to Primary Schools: Creating and Improving the Free Teacher Education Policy 全科小学教 师定向培养研究---免费师范政策执行的创生与改进 -Defang Sun, Hangzhong Normal University
- Aspiring for Education with Fainess and Quality 追求公平而有质 量的教育:新时期城乡义务教育质量差距的影响因 素与均衡策略-Xiaohua Zong, Nanjing University
- System Logic of the Policy "Gap" Phenomenon in Integration of Urban and Rural Education 城乡教育一体化政策"落差"现 象的制度逻辑 - Yongkun Fan, Northeast Normal University

233. Educación, trabajo y desarrollo en Ecuador

Spanish Panel Session | 10:00 to 11:30 am Atrium (Level 2) - Waterfront B

Chair:

BETTY ESPINOSA, FLACSO Ecuador

Participants:

Fábricas de mercados y resistencias en Ecuador: formateo a la nueva gestión pública e incidencias en la sociedad y el ambiente – *BETTY ESPINOSA, FLACSO Ecuador*

Cierre de miles de escuelas rurales y debilitamiento de las comunidades indígenas: Ecuador 2007-2017 – MILTON LUNA, Pontificia Universidad Católica del Ecuador (PUCE)

- Trabajo infantil y educación no formal en Ecuador Veronica Egas, Pontificia Universidad Católica del Ecuador
- El modelo de modalidad dual en el Ecuador María Belén Albornoz, FLACSO Ecuador

Artefactos de modernidad. Transformación de las escuelas rurales en el Ecuador - Veronica Puruncajas, FLACSO Ecuador

234. Multiple roles of religion in building security, trust, and belonging within educational institutions and pupils SIG: Religion and Education

Paper Session

10:00 to 11:30 am | Atrium (Level 2) - Waterfront C

Chair:

Laurence Wolff, Self-employed

Participants:

- Corruption in Nigerian Christian Universities Robert H Osburn, Wilberforce Academy; Maurice Sikenyi, University of Minnesota-Twin Cities
- Belonging to Quebec and English Canada as Muslims The perspectives of the highly-educated Uyghur immigrants – *Maihemuti Dilmurat Dilimulati, McGill University*
- Creating Muslimness in unrecognized Madrasas in South Asia Tatsuya Kusakabe, Hiroshima University
- Sacred spaces as spaces of resistance: Sanctuary churches, sanctuary schools, and the use of symbolic power *Bruce Collet, Bowling Green State University*

Discussant:

Sumaia Al-Kohlani, United Arab Emirates University

235. Celebrating the contributions of Victor Kobayashi

10:00 to 11:30 am | Atrium (Level 2) - Waterfront D Chair:

Oren Pizmony-Levy, Teachers College, Columbia University Presenters:

Wilma Maki, Independent Zehlia Babaci-Wilhite, University of California, Berkeley D. Brent Edwards Jr., University of Hawaii Ligia Toutant, University of California, Los Angeles (UCLA)

236. Creating sustainable high-quality early learning settings: standards, implementation and assessment

Formal Panel Session 10:00 to 11:30 am | Atrium (Level 2) - Waterfront E Chair:

Octavio Augusto Pescador, Juarez and Associates

Participants:

- Piklerian pedagogy and praxis: Theoretical foundations of quality in early learning settings *Peter Mangione, WestEd; Elsa Chahin, Pikler/Loczy USA*
- Assessing quality in early childhood education programs in international contexts – *Gary Resnick, Juarez & Associates; Sara Montolla, Juarez & Associates*
- Determinants of quality in early childhood development in Jamaica: the role of stakeholders and implementation expertise – Jean Beaumont, EduconnectJA

237. Book launch session II

Book Launch Session 10:00 to 11:30 am | Bay (Level 1) - Bayview B



CONFERENCE PROGRAM

Participants:

- Critical global citizenship education: globalization and the politics of equity and inclusion (a series of 4 books) Carlos Alberto Torres, CIES
- Homophobia in the Hallways: Heterosexism and Transphobia in Canadian Catholic Schools – *Tonya D. Callaghan, University of Calgary Werklund School of Education*
- Learning at the bottom of the pyramid: Science, measurement, and policy in low-income countries – Dan Wagner, University of Pennsylvania; Suzanne Grant Lewis, International Institute for Educational Planning (IIEP) UNESCO; Hughes Moussy, IIEP/ UNESCO
- Making Global Learning Universal: Promoting Inclusion and Success for All Students. - Hilary Landorf, Florida International University
- Responding to Learner Diversity and Difficulties Stacey Nataha Jillian Blackman, University of the West Indies
- Sharing Your Education Expertise with the World: Make Research Resonate and Widen Your Impact – Janny Grant Rankin, University of Cambridge
- Spirituality and English Language Teaching: Religious Exploration of Teacher Identity, Pedagogy, and Context. – Mary Shepard Wong, Azusa Pacific University
- Writing Support for International Graduate Students Shyam Sharma, State University of New York at Stony Brook
- Comparing post-socialist transformations: purposes, policies, and practices in education. Oxford: Symposium Books – Maia Chankseliani, University of Oxford

238. Schooling in conflict & post-conflict societies: the politics of knowledge

SIG: Education, Conflict, and Emergencies Paper Session

10:00 to 11:30 am | Bay (Level 1) - Golden Gate

Participants:

- If you build it, they will learn: Non-state actors envisioning and implementing sustainable schooling and curriculum amidst conflict in Myanmar – Andrew Swindell, University of California, Los Angeles
- New Radicalization Model: Salafis' Way of Educating Young Bosnian Muslims into Extremism – Amra Sabic-El-Rayess, Teachers College, Columbia University; Natasha Mansur, Penn State University
- Mechanisms of Institutional Interaction in Post-Genocide Education: An Examination of Secondary Social Studies Education – *Petrina Davidson, Lehigh University*
- A descriptive analysis of Islamic State curriculum narrative and educational intentions implemented in northern Iraq between 2014 and 2017. – Olivier Arvisais, Université du Québec à Montréal (UQAM); Patrick Charland, Université du Québec à Montréal (UQAM); Vivek Venkatesh, CONCORDIA UNIVERSITY; Stéphane Cyr, Université du Québec à Montréal (UQAM); Chirine Chamsine, Université du Québec à Montréal (UQAM)
- Unlearning civil war: educational reforms, youth identities and postconflict reconstruction in Sierra – *Leone Christiana Kallon-Kelly, University of Pennsylvania*

239. Highlighted session: Rethinking global citizenship education within macro and micro levels

SIG: Citizenship and Democratic Education (CANDE) 10:00 to 11:30 am | Bay (Level 1) - Seacliff A

- Chair:
 - Patricia K Kubow, Indiana University

Participants:

- Inside global education The conceptual constitution of key terms – Heela Goren, Institute of Education University College London; Miri Yemini, Tel Aviv University; Claire Maxwell, Institute of Education University College London
- On citizenship education and thick cosmopolitanism: evidence from two schools in Bogotá, Colombia – *Maria Lucia Guerrero Farias, Universidad de los Andes*
- Typology of typologies of global citizenship education: Methodological, epistemological and ontological implications of the descriptive imperative – Karen Pashby, Manchester Metropolitan University; Vanessa Andreotti, University of British Columbia; Sharon Stein, University of British Columbia; Marta da Costa, Manchester Metropolitan University
- From national security to global sustainability: Rethinking citizenship education in the diaspora - Andrea Dyrness, University of Colorado Boulder

240. Highlighted session: Does mid-level management matter for student achievement? A case study of three Brazilian states SIG: Latin America

10:00 to 11:30 am | Bay (Level 1) - Seacliff B

Chair:

Martin Carnoy, Stanford University

Participants:

- The relevance of mid-level management practices in student achievement in the state of Ceará/Brazil – Ana Paula Pereira, Stanford University; Lucas Hoogerbrugge, Stanford University
- What makes for effective educational regional and municipal management: The case of Pernambuco state, Brazil – Pedro G Dantas, Stanford University; Flávio Cireno, Enap - Escola Nacional de Administração Pública
- Management practices and sub-state administration value-added – evidences from the state of São Paulo/Brazil – *Filipe Recch, Stanford University*

Discussant:

Martin Carnoy, Stanford University

241. Business Meeting: Publications Committee [Invite only]

10:00 to 11:30 am | Bay (Level 1) - Training Room

Chair:

Chris Bjork, Vassar College

Discussants:

Bjorn H. Nordtveit, University of Massachusetts Amherst Erin Murphy-Graham, University of California, Berkeley Kristen J Molyneaux, MacArthur Foundation

242. Letting communities take charge: a randomized controlled trial on sustaining schools in remote villages in Afghanistan SIG: Education, Conflict, and Emergencies

Formal Panel Session 10:00 to 11:30 am Street (Level 0) - Plaza

Tuesday, April 16

Chair:

Dana Burde, New York University

Participants:

- Presentation #1: Community-based education policy of Afghan Ministry of Education: Renewed Commitment to CBE and guidance for sustainability – Jalaludin Atayee, Afghanistan Ministry of Education
- Presentation #2: Randomized controlled trial impact evaluation in conflict-effected region: The case of ALSE in Afghanistan (2014 – 2018) – *Cyrus Samii, New York University*
- Presentation #3: Capacitating village-level community institutions for the sustainability of education services – Otgonjargal Okhidoi, New York University
- Presentation #4: Letting communities take charge: Key areas of analysis and results – *Joel Middleton, University of California, Berkeley*

243. Educational technology in sub-Saharan Africa: toward access, innovation and equality of learning opportunities

- SIG: ICT for Development (ICT4D)
- Formal Panel Session
- 10:00 to 11:30 am | Street (Level 0) Regency A Chair:
 - Chair:
 - John Comings, All Children Reading: A Grand Challenge for Development

Participants:

- Built to Last: How Sub-Saharan African Countries are Leveraging Technology to Strengthen Educational Ecosystems – Mary Burns, Education Development Center (EDC)
- Scalability and Digital Education: Outcomes or Access? Corrin Varady, IdeasSolution
- Sustainable Education in South Africa: The SPARK Model *Jocelyn Logan-Friend, SPARK Schools*
- ICT4D, Policy Landscapes, and Practice Arenas: National Research and Education Networks and ICT Diffusion in African Higher Education – Ane Turner Johnson, Rowan University

244. Effective teaching in rural schools: examining local knowledge, sustainable development, and scientific agency within a multi-national curricular program

SIG: Environmental and Sustainability Education Paper Session

10:00 to 11:30 am | Street (Level 0) - Regency B Chair:

Erin Murphy-Graham, University of California, Berkeley Participants:

Training and teaching for inclusive development: Combining community knowledge and science content in rural Honduras – Elena Durán-López, UC Berkeley; Rebecca Shareff, UC Berkeley

- A network of development: A comparative study of agro-science units in a rural Honduran secondary curriculum – *Rebecca Shareff, UC Berkeley*
- A look at science education for sustainable development: Enhancing capacity to participate in knowledge processes in Zambia's PSA program – Emily Lample, Vanderbilt University

Discussant:

245. Measurement and critique of sustainability Paper Session

10:00 to 11:30 am | Pacific Concourse (Level -1) - Pacific A Chair:

Friedrich Huebler, UNESCO Institute for Statistics (UIS) Participants:

How to measure implementation of education for sustainable development: Methodology for SDG indicator 4.7.1 – Friedrich Huebler, UNESCO Institute for Statistics (UIS)

Strengthening capacities for Education for Sustainable Development in Southern Africa – Yovita N Gwekwerere, Laurentian University; Overson Shumba, Copperbelt University; Cecilia Mukundu, University of Zimbabwe; Walter Chingwaru, Bindura University of Science Education

Sustainability and social justice: Revisiting an education quality framework – Leon P. Tikly, University of Bristol; Angeline M. Barrett, University of Bristol

Looking Ahead: A Critical Review of Global Education Projections -Carina Omoeva, FHI 360; Sean Cremin, FHI 360

246. Immigration and identity

- Paper Session
- 10:00 to 11:30 am | Pacific Concourse (Level -1) Pacific B Chair:

Toyotor

Toyotomi Morimoto, Waseda University

- Participants:
 - Language and cultural maintenance efforts among Japanese Americans in incarceration camps during World War II – Toyotomi Morimoto, Waseda University
 - Mediating and Legitimating Shame as Education and Policy Making in a Post-Truth Era – Ethan Chang, University of California, Santa Cruz; Jill Koyama, University of Arizona; Julie Kasper, University of Arizona

Unheard Stories of Canadian Immigrant Muslim Students Living in Liminal Spaces. – Afshan Amjad, Aga Khan University

Diversity in Asian American communities and their educational outcomes: a cultural and structural co-ethnic model – Stacy Kula, Azusa Pacifc University; Zaynah Rahman, Claremont Graduate University; Susan Paik, Claremont Graduate University; Lorine E Saito, University of Redlands; Matthew A. Witenstein, University of Dayton

247. Adopting socio-historical approaches towards understanding citizenship education in east Asia

SIG: Citizenship and Democratic Education (CANDE) Paper Session

10:00 to 11:30 am | Pacific Concourse (Level -1) - Pacific C Chair:

Woomee L Kim, George Mason University

Participants:

Educative legitimation and the nationalization of Chinese state paternalism – *Gregory Fairbrother, The Education University of Hong Kong*

Cultivation of the New Nationals: Transformation of the Middle School Discipline during the Late Qing Dynasty and the Republican Period – *Mao Jun, Central Academy of Fine Arts*

Reflections on Citizenship and Values Education in Singapore:

Paulo Blikstein, Columbia University

Towards more openness and participation? - Yeow-Tong Chia, University of Sydney; Jia Ying Neoh, University of Sydney, Sydney School of Education and Social Work

Role of Higher Education in Democratization in East Asia: By comparing cases, 'Candlelight Struggle' and 'Umbrella Revolution' – Shinui Kim, University of Pennsylvania

248. Issues of identity, internationalization and leadership in higher education in Iran and Arab states

SIG: Middle East

Paper Session

10:00 to 11:30 am | Pacific Concourse (Level -1) - Pacific D Participants:

- De-Westernization of Iranian Universities: Islamization, Indigenization, and Internationalization of Higher Education in the Islamic Republic of Iran – *Golnar Mehran, Alzahra University; Fariba Adli, Alzahra University*
- Teaching, curriculum and internationalisation at time of war: The case of Syrian – HE Olena Fim'yar, University of Cambridge; Jo-Ann Dillabough, University of Cambridge; Colleen McLaughlin, Faculty of Education, University of Cambridge, UK; Zeina Al Azmeh, University of Cambridge; Shaher Abdullateef, Syrian academic supported by the Council for At-Risk Academics (Cara); Musallam Abedtalas, Syrian academic supported by the Council for At-Risk Academics (Cara); Fateh Shaban, Syrian academic supported by the Council for At-Risk Academics (Cara); Abdul Hafiz Adbulhafiz, Hasan Kalyoncu University, Gaziantep, Turkey
- The Realities and Challenges of Regionalization of Higher Education in the Arab States – *Hayfa Jafar, University of Toronto; Jane Knight, University of Toronto - OISE*
- Identity Interrupted: A Study of Palestinian Space and Education in Lebanon – Sarah Ikhlass Shedeed, Teachers College, Columbia University
- Associate and Assistant Deans in the Middle East: Careers, Roles and Responsibilities in United Arab Emirates University – Mohamed A. Nur-Awaleh, Illinois State University; Shaikah Al-Taneiji, United Arab Emirates University

249. Increasing girls' school enrollment and retention in Malawi and Tanzania

Committee: Gender & Education

Formal Panel Session | 10:00 to 11:30 am

Pacific Concourse (Level -1) - Pacific E

Participants:

The Apatseni Mwayi Atsikana Aphunzire project (Malawi) – *Jeffrey Goveia, Save the Children*

Impact evaluation of Apatseni Mwayi Atsikana Aphunzire (Evaluation design and baseline results) - *Alicia S. Menendez, University of Chicago*

The Waache Wasome project (Tanzania) – Lilian Badi, World Education Inc.

Impact evaluation of Waache Wasome (Evaluation design and baseline results) – Alejandro Ome, NORC at the University of Chicago

250. Thirteen years of higher education development in Afghanistan - the challenge of sustainability

General Pool Formal Panel Session

CONFERENCE PROGRAM

10:00 to 11:30 am | Pacific Concourse (Level -1) - Pacific F Chair:

Joseph B Berger, University of Massachusetts Boston Participants:

Overview of the Context and Analytic Framework – David R. Evans, University of Massachusetts

Developing Graduate Education Structures and Degrees – Shane Hammond, University of Massachusetts Amherst; Benita Barnes, College of Education, University of Massachusetts Amherst

Creating University Autonomy – Joseph B Berger, University of Massachusetts Boston; Mujtaba Hedayet, Ph.D. Student

Developing Structures for Quality Assurance and Accreditation - Sayed Ahmad Javid Mussawy, University of Massachusetts Amherst

Discussant:

Lawrence R. Goldman, FHI 360

251. How teachers make sense of professional development: a transnational examination of usable knowledge Formal Panel Session

- 10:00 to 11:30 am | Pacific Concourse (Level -1) Pacific G Participants:
 - The Learning4Teaching Project: Building a transnational conceptual framework for teacher sense-making in professional development – Donald Freeman, University of Michigan
 - Systemic access to professional development in Chile, Turkey, and Qatar: Providers' and teachers' perspectives – Anne-Coleman Webre, University of Michigan; Will Toledo, University of Nevada
 - Uptake from professional development in three countries: Teachers' perspectives on what they learn - *Claudia Cameratti, University of Michigan; Donald Freeman, University of Michigan*
 - What is usable knowledge in professional development? A case study of Qatari teachers' perspectives within a school-based reform – Martha Epperson, University of Michigan; Andwatta Barnes, University of Michigan; Ana Mireya Diaz, University of Michigan

Discussant:

Denise Murray, Macquarie University (emerita)

252. Changing Japan's education in a global era: reflective research and future vision

- SIG: East Asia
- Formal Panel Session
- 10:00 to 11:30 am | Pacific Concourse (Level -1) Pacific H Participants:
 - Internationalization of Japanese Higher Education: Incremental Change in a Dynamic Global Environment – *Beverley A Yamamoto, Osaka University*
 - Diverging Academic Trajectories of Immigrant Students in Japan: The Possibilities of In-and-Out of School Policies and Practices – Tomoko Tokunaga, Gunma Prefectural Women's University; Misako Nukaga, University of Tokyo

Meritocracy, Modernity, and the Completion of Catch-up: Some Problems and Paradoxes - Takehiko Kariya, University of Oxford

Discussant:

Joseph Tobin, University of Georgia

Tuesday, April 16

253. Teacher advocacy

Paper Session

- 10:00 to 11:30 am | Pacific Concourse (Level -1) Pacific I
 - Chair:
 - Tara Beteille, World Bank

Participants:

- China's reform of teacher education institutions: a critical case study of policy implementation – Jun Li, Faculty of Education, Western University
- Culturally-sustaining professional development on Latin America and the Caribbean – Sarah Mathews, Florida International University; Sherrie Rhodes Beeson, Florida International University
- Teacher Pay-for-Performance (PFP) Systems: What works? Where? And how? – Mary Breeding, World Bank; Tara Beteille, World Bank; David Evans, World Bank

254. Global citizenship, learning, and sustainable development: making (new) connections

Formal Panel Session

10:00 to 11:30 am | Pacific Concourse (Level -1) - Pacific J

Chair:

Mmantsetsa Marope, UNESCO International Bureau of Education Participants:

- Educating for the 21st century: Seven global challenges Conrad Hughes, International School of Geneva, Switzerland
- Global citizenship education, the rule of law and a culture of lawfulness – Felisa Tibbitts, Teachers College, Columbia University
- Citizenship and global citizenship education in conflict settings: A case study of Palestine *Kefah Barham, Northumria University-Center for International Development*
- Global citizenship and sustainable development: Challenges and prospects - Keith Malcolm Lewin, University of Sussex
- Solistalgia, Conviviality, and Youth Engagement: What can global citizenship education offer on a suffering planet – *Lynette Shultz, University of Alberta*

255. ECE and literacy outcomes

SIG: Early Childhood Development

Paper Session

- 10:00 to 11:30 am | Pacific Concourse (Level -1) Pacific K Participants:
 - Duration of Attendance in Early Childhood Education and Care and Fourth Grade Reading Achievement – Ji-hye Kim, Penn State University; Jee Bin Ahn, Penn State University; Hansol Woo, Penn State University
 - Parents' Involvement on Children's Emerging Literacy Outcomes Maria Jimena Cosso, New York University
 - Analysis of the potential uses of the Early Human Capability Index as a large scale monitoring tool for early child education – Daniel Domingues Santos, University of Sao Paulo; Cristian Zanon, Federal University of Rio Grande do Sul; Ricardo Primi, Universidade Sao francisco; Laura Ogando, University of Sao Paulo/ Ribeirao Preto
 - How Small is Small? Effectiveness of Small Groups in Learning: A Case of Tayari Early Childhood Program – Evangeline Nderu, RTI International; Tabitha Kilonzo Nduku, RTI International; Moses Oyagi, RTI International; Domnick Okullo, RTi International

256. Master's education in east Asia: access, learning, and employment SIG: Higher Education

Formal Panel Session

- 10:00 to 11:30 am | Pacific Concourse (Level -1) Pacific L
 - Participants:
 - Exploring Factors of Master's Degree Pursuit in Hong Kong Jisun Jung, The University of Hong Kong
 - Shifting Purposes and Learning Processes of Massified Master's Education in Taiwan – Jason Cheng-Cheng Yang, National Chiayi University, Taiwan; Sheng-Ju Chan, National Chung Cheng University, Taiwan
 - Dynamism of internationalization in master's education in Japan – Yangson Kim, Hiroshima University; Sae Shimauchi, Waseda University, Japan
 - Understanding the master's degree in the labor market: the case of South Korea - Soo Jeung Lee, Sejong University, South Korea; Jisun Jung, The University of Hong Kong
 - Gender, institution type and access to doctoral education: based on a national survey of Chinese master students – *Wenqin Shen, Peking University; Lingyu Liu, Peking University*

257. The power of teaching

Paper Session

10:00 to 11:30 am | Pacific Concourse (Level -1) - Pacific M Chair:

> Sanjay Nanwani, Universidad de Los Andes / Harvard Graduate School of Education fellow

Participants:

- Teaching Mathematics: Teachers Tensions to Implement and Sustain Financial Literacy in the Romanian Education System – Annie Savard, McGill University; Daniela Caprioara, Ovidius University of Constanta, Romania; Alexandre Soares Cavalcante, McGill University
- Exploring New Methods of Teaching by Considering Pre-Service Science Teachers' Pedagogical Orientations. – Aviwe Sondlo, University of Johannesburg
- Learning to teach with critical pedagogies and the intersecting identities – Samina Naseem, Fatima Jinnah Women University; Salma Nazar Khan, Fatima Jinnah Women University, University of Massachusetts; Anam Iqbal, Fatima Jinnah Women University
- Cultivating democratic citizenship education in post-conflict Colombia: teachers' conceptions and practices in marginalized communities of Cali – Sanjay Nanwani, Universidad de Los Andes / Harvard Graduate School of Education fellow

258. Impacts of ECE programs

SIG: Early Childhood Development

Paper Session

10:00 to 11:30 am | Pacific Concourse (Level -1) - Pacific N

Chair:

Lucas Heinkel, Results for Development

Participants:

Can Parenting Programs Give Children Wings?: Findings from an Impact Evaluation of Parenting Program in Roma Communities in Serbia – Lucas Heinkel, Results for Development; Kavita Hatipoglu, Results for Development Institute

First Two Years at School in Brazil: Child Development and

CONFERENCE PROGRAM

Educational Policy – TIAGO BARTHOLO, Federal University of Rio de Janeiro; Mariane Campelo Koslinski, Federal University of Rio de Janeiro

Predictors of early childhood developmental outcomes: The importance of quality ECDE services – Patricia Kitsao-Wekulo, African Population and Health Research Center (APHRC); Maurice Mutisya, African Population and Health Research Center (APHRC); Joan Wanjira Njagi, African Population and Health Research Center (APHRC); Moses Ngware, African Population and Health Research Center (APHRC)

259. Building the evidence base for accelerated education

SIG: Education, Conflict, and Emergencies Formal Panel Session

10:00 to 11:30 am | Pacific Concourse (Level -1) - Pacific O Chair:

Martha Margaret Hewison, UNHCR

Participants:

Language and Literacy in Ugandan Accelerated Education Programmes: - Lindsey Allene Hall, Save the Children

- children's experiences and perspectives of Accelerated Education Programmes and post-primary opportunities in protracted refugee/host community contexts, Uganda. – *Jessica Oddy, Save the Children UK*
- Speed School Moving an Accelerated Education Program towards sustainability and formal government adoption – *Jessica Lowden, Geneva Global Inc*
- Sharing our experience reviewing and analyzing the PASS+ program using the framework of the AEWG 10 principles *Romain Cardon, Plan International*
- Impact evaluation of the Speed School programme Anne Breivik, Stromme Foundation

Discussant:

Sabrina Muire Hervey, Education Above All/Educate A Child

260. Plenary session: Sanctuary: California's response to refugee and undocumented children

11:45 to 1:15 pm | Street (Level 0) - Grand Ballroom A Chair:

Bruce Collet, Bowling Green State University

Plenary Speakers:

Michael Lerner, Tikkun Magazine Genevieve Negron-Gonzales, University of San Francisco Rebecca Cheung, University of California-Berkeley Luis Fernando Macias, California State University – Fresno

261. Plenary session: What would 20th century American leaders of comparative education say about education for sustainability in the 21st century?

11:45 to 1:15 pm | Street (Level 0) - Grand Ballroom B

Chair:

Erwin H. Epstein, Loyola University Chicago

Discussants:

Wesley Null, Baylor University Liping Bu, Alma College Justyna Wojniak, Pedagogical University of Cracow David Plank, Stanford University Irving Epstein, Illinois Wesleyan University 262. Plenary session: Can U.S. higher education internationalize? Perspectives past and present

11:45 to 1:15 pm | Street (Level 0) - Grand Ballroom C Chair:

Kevin Kinser, Penn State University

Plenary Speakers: Mitchell Stevens, Stanford University Cynthia Miller-Idriss, American University

263. Plenary session: To measure the treasure: contributions from the UNESCO Institute of Statistics and the Global Education Monitoring Report

11:45 to 1:15 pm | Level -1 - Pacific D/E/F Chair:

Manos Antoninis, UNESCO

Plenary Speakers: Luis Crouch, RTI International Silvia Montoya, UNESCO Institute for Statistics Pauline Rose, University of Cambridge

264. Meeting: Save the Children [Invite only]

11:45 to 1:15 pm | Bay (Level 1) - Training Room Chairs: Frannie Noble, Save the Children

Julee Allen, Save the Children

265. Juárez and Associates [Invite only]

Lunch Reception | 12:30 to 2:00 pm Atrium (Level 2) - Waterfront E

266. Film Festivalette: Human Flow [Screening 1]

1:00 to 3:30 pm | Landmark Embarcadero Center Cinema (off-site): Floor Promenade (Level 3) - 1 Embarcadero Center

267. Business Meeting: Africa SIG

SIG: Africa 1:30 to 3:00 pm | Street (Level 0) - Grand Ballroom A Discussant: Jose Cossa, Peabody College, Vanderbilt University; Walden University

268. Business Meeting: Study Abroad and International Students (SAIS) SIG

SIG: Study Abroad and International Students (SAIS)

1:30 to 3:00 pm | Street (Level 0) - Grand Ballroom B Chair:

Krishna Bista, Morgan State University

269. Business Meeting: Contemplative Inquiry and Holistic Education SIG

SIG: Contemplative Inquiry and Holistic Education 1:30 to 3:00 pm | Street (Level 0) - Grand Ballroom C

Chair:

Amanda Fiore, University of Maryland

270. Networking for sustained education reform: lessons from the network of education policy centers

SIG: Eurasia Formal Panel Session

1:30 to 3:00 pm

Atrium (Level 2) - Boardroom B

Chair:

Aleesha Taylor, Herald Advisors



Tuesday, April 16

Participants:

- The school leadership and governance in Azerbaijan from the comparative study perspective – Elmina Kazimzade, Center for Innovations in Education; Ulviyya Tofiq Mikayilova, ADA University, Baku, Azerbaijan
- Civil society how to survive and thrive in closing societies Batuhan Aydagul, Education Reform Initiative
- Civil society organizations influence on education policy development through direct work with schools and teachers – Svetlana Jurko, Network of Educational Policy Centers

Discussant:

Hugh Mclean, Open Society Foundations

271. Faculty members and doctoral students abroad

SIG: Higher Education

- Paper Session
- 1:30 to 3:00 pm | Atrium (Level 2) Boardroom C
 - Chair:

Gabriela Valdez, University of Arizona Participants:

- Mandatory Training for Faculty-Lead Study Abroad: Imperative or Inessential? – Stephen P. Wanger, Oklahoma State University; Aleigha Mariott, Oklahoma State University; Megan Pitt, Oklahoma State University; Jeff Simpson, Oklahoma State University
- Short-Term Faculty Exchange Programs: Is Mutuality Experienced in South-North Academic Partnerships? – Santiago Castiello-Gutiérrez, University of Arizona; Magda Bustos Aguirre, Universidad de Guadalajara; Gabriela Valdez, University of Arizona
- Study abroad? What about work abroad? Dialogues with international faculty working at a Korean university – Dongbin Kim, Michigan State University; Sung-Sang Yoo, Seoul National University; Heekwon Son, MyungGi University; Erin Luyendyk Sonneveldt, Michigan State University
- Doctoral students' learning experiences: a study on Mainland students studying PhD program in Hong Kong – Jiahui Lyu, The Chinese University of Hong Kong; Lai Manhong, The Chinese University of Hong Kong

272. Roundtable Session (Tuesday I)

1:30 to 3:00 pm | Atrium (Level 2) - Garden Room A

272-1. Community-based and multi-sectoral ECE programming SIG: Early Childhood Development

Refereed Round-Table Session Chair:

Holly-Jane Howell, Save the Children

Participants:

Assessing and improving the quality of learning and care at community-based early childhood development centers in Malawi and Tanzania – Ronald Kimambo, Firelight Foundation; Sadaf Shallwani, Firelight Foundation; Amina Abubakar, Pwani University, Kilifi, Kenya

Community-based organizations' experiences, successes, and challenges in using Care for Child Development – Reports from Tanzania and Zambia – Beatrice Matafwali, University of Zambia; Ronald Kimambo, Firelight Foundation; Sadaf Shallwani, Firelight Foundation

Integrated, multi-sectoral ECD programming and the Nurturing Care

Framework - Holly-Jane Howell, Save the Children

Assessing Children's Executive Functions in Low-Income Contexts – Stephen Hamilton Bayley, University of Cambridge; Mahsa Ershadi, Boston College; Julia Hermida, National University of Hurlingham, Buenos Aires, Argentina

272-2. Creating global citizens amongst vulnerable populations: an exploration on the role of empathy and social connection

Refereed Round-Table Session

Participants:

- Reaching the Hardest-to-Reach: Social Connection and Education through Mentor Programs for Teen Moms in eSwatini – *Collen Masibhera, Bantwana Initiative of World Education*
- The AYEDI Pathway Model: Reducing Child Labor through Compassionate Support and Skill Building – *Moriah Bauman, World Education, Inc.*
- Supporting Mother-Baby Pairs with Early Childhood Stimulation and Parenting Skills in Zimbabwe – Kayla Caldwell, World Education, Inc.

272-3. ECE systems-level policy analysis

SIG: Early Childhood Development Refereed Round-Table Session

Chair:

Vanika Grover, Michigan State University

Participants:

- Open Society Foundation's supported Situation Analysis of services for infants and young children at risk and with disabilities in Serbia – Dragana Sretenov, Open Society Foundations
- Policy discourses in early childhood education in India Vanika Grover, Michigan State University
- Research Trends in Preschool Educational Administration Basing on Scival – Gong Quan, National Chengchi University, Taiwan
- Sustainability, Efficiency & Quality: Analysis of Institutional Pathway and Modality of Chinese ECE Development in the Passed 40 Years – Yumei Han, Southwest University; Wenfan Yan, University of Massachusetts Boston; Ling Li, Southwest University

272-4. Global-Local Tensions of Globalized Education

SIG: Globalization and Education

Refereed Round-Table Session

Chair:

M. Fernanda Astiz, Canisius College

- Challenges faced by Singapore teachers implementing differentiated instruction – Tang T. Heng, National Institute of Education, Nanyang Technological University, Singapore
- Chinese Returning Doctoral Student: How Does the Social Capital Earned in the U.S. Influence their Job-Seeking Experience in China – Yuejia Wang, University at Buffalo
- Cross-cultural Collaboration within Global Competition: US Teachers' Perceptions of "Best Practices" in Hong Kong and Macau – Wei Liu, University of Illinois at Urbana-Champaign; Allison Witt, University of Illinois
- How Finland has engaged in global education development? Helena Hinke Dobrochinski Candido, University of Helsinki; Sari Eriksson, University of Helsinki

CONFERENCE PROGRAM

272-5. Institutionalizing conflict sensitivity in education-a look at our progress to date

SIG: Education, Conflict, and Emergencies Refereed Round-Table Session Chair

Cornelia Janke, EDC/ECCN

Participants:

- Tracking the outcomes of INEE's Training of Trainers in Conflict Sensitive Education – *Kelsey Shanks, University of Exeter*
- Moving beyond trainings: A 'learning path' on Conflict Sensitive Education – *Noemi Gerber, War Child Holland*
- Online Training in Conflict Sensitive Education Nour Mounajed, Education in Crisis and Conflict Network
- "Empowering the Voiceless: Knowledge Production and Pedagogical Innovation Through Community of Practice for Inclusive, Equitable and Sustainable Development of Education" – Mariko Gakiya, Harvard university; Catalina Laserna, Parenting Journey

272-6. Nurturing care framework: lessons learned from developing and adapting integrated ECD programs

SIG: Early Childhood Development Refereed Round-Table Session Chair:

Ana Nieto, UNICEF

Participants:

- Reality of integrating Nurturing Care in health facilities: PATH's experience in with the integration of ECD across four countries Matthew Frey, PATH
- Integrating early stimulation and responsive caregiving into health systems – Romilla Karnati, Save the Children; Caroline Dusabe, Save the Children; Sara Dang, Save the Children
- Reaching Syrian refugee parents through the Health Sector in Jordan to promote nurturing care for young children – *Muna Abbas, Head* of Mission - Plan International Jordan
- Adapting Reach Up and Learn for Families Affected by Conflict and Crisis in the Middle East – Katelin Wilton, IRC; Katie Maeve Murphy, International Rescue Committee; Iman Ibrahim, IRC; Anas Tahhan, IRC; Ayat al Aqra, IRC; Ghassan Issa, Arab Resource Collective; Susan Walker, University of the West Indies, Jamaica; Christine Powell, University of the West Indies, Jamaica

272-7. Role of comparative studies in education policy Refereed Round-Table Session

Refereed Round-Table Se

Participants:

- A comparative study of English learning strategies among non-English majors in Mainland China and Taiwan – *Meihua Zhu, Jimei University, National Chengchi University*
- Problematizing the Promise of Comparative Research for Policy Making: Cross-reading Cross-cultural Data of Three Nordic Research Projects Tuuli From, University of Helsinki; – Saija Volmari, University of Helsinki; Jenni Helakorpi, University of Helsinki
- The question of translatability of education in comparative and international education studies – *Byoung-gyu Gong, Arizona State University*
- A Comparative Analysis of Frameworks for 21st Century Competences in Mainland China and United States: Implications for National

Policies Li Deng, Institute of International and Comparative Education, East China Normal University; – *Zhengmei Peng, Institute of International and Comparative Education, East China Normal University*

A Comparative Study on Educational Inspectorate Evaluation Indicator Systems in Four Countries – *Hechuan SUN, Chair Professor of Shenyang Normal University, China, Expert of China National Inspectorate in Education; Lu Wang, Institute of International and Comparative Education, Beijing Normal University; Xiaodong Wang, Beijing Institute of Technology; Yang Wang, Shenyang Agriculture University; Wenzhao Liu, East Institute*

272-8. UREAG Round-Table

Committee: UREAG (Under-represented Racial, Ethnic, and Ability Groups)

Refereed Round-Table Session

Chair:

Giselle D Martinez Negrette, University of Wisconsin-Madison Participants:

- Language Instruction for Newcomers to Canada (LINC) Case Studies on Social Outcomes and Related Stories of Former Participants – Oscar Michael Vergara, University of Calgary
- The relationship between of teacher quality, student gender, ethnicity, social economic status, and student performance in math, language arts and science. – Abdi Gass, Golis University; Mohamed A. Nur-Awaleh, Illinois State University; John Rugutt, Illinois State University
- Ti'tooqan Cuukweneewit: An Innovative Alternative Teacher Education Experience Leading to State Certification – Susan Rae Banks, Washington State University

"Who are we serving?": Dual Language Programs and the Sustainability of Equitable Education – Giselle D Martinez Negrette, University of Wisconsin-Madison

272-9. Sustainability, stability, and adaptation in transcultural learning environments

SIG: Cultural Contexts of Education and Human Potential (CCEHP) Refereed Round-Table Session

Participants:

- Internationally Educated Nurses and Soft Skills in the Workplace Marcia Kim, University of Calgary
- The Changing Nature of Working in the Age of Immigration: Exploring Settlement Workers' Workplace Learning Experiences in Canada – *Jingzhou Liu, University of Calgary*
- Critical Thinking in Cross-Cultural Contexts: The Voice of University Instructors in China Xiaoli Liu, University of Calgary
- Intercultural Approaches in Language Instruction for Newcomers to Canada (LINC) Programs – *Erica Amery, University of Calgary*

Presenters:

Marcia Kim, University of Calgary Jingzhou Liu, University of Calgary Xiaoli Liu, University of Calgary Erica Amery, University of Calgary

273. New Scholars Essentials: Maintaining wellness and balance in academia [open to all]

Committee: New Scholars/New Scholars Committee 1:30 to 3:00 pm | Atrium (Level 2) - Waterfront A

Tuesday, April 16

Presenters:

Caroline (Carly) Manion, OISE, University of Toronto Annie E. Montague, University of British Columbia Tom Elwood Culham, City University of Seattle in Vancouver Jing Lin, University of Maryland

Discussant:

Kari Grain, UBC

274. Leadership skills as a predictor of improved learning outcomes for girls

Formal Panel Session

1:30 to 3:00 pm | Atrium (Level 2) - Waterfront B Participants:

- Leadership skills development and sustainable changes in learning outcomes – Brittany Davis, CARE USA
- Life skills for adolescents as a game changer for a sustainable education equation fit for the 21st century – Mbuso Jama, World Vision International
- Learning for new roles in life an analysis of leadership skills development in Somalia Yussuf Omondi, CARE Somalia

Access, Attendance and Retention in Haiti – *Lotte Marianne Pires* Renault, CARE USA; Pierre Philippe Wilson REGISTE, American Evaluation Association; Todd Ritter, CARE USA

275. Learning and adaptability in permanently unstable environments: getting to improved education outcomes in the Democratic Republic of Congo (DRC).

Formal Panel Session

1:30 to 3:00 pm | Atrium (Level 2) - Waterfront C

Chair:

Jean Marie Mangobe Bomungo, Ministere de l'Education Primaire, Secondaire et Professionelle

Participants:

Permanent Instability: The Norm for Implementing Education Programming in the Democratic Republic of Congo (DRC) – Souleymane Kante, Chemonics International

The Show Must Go On: Adaptive Management at the Heart of ACCELERE!1 – Sonia Arias, Chemonics International

Evidence and Learning for Improved Impact in Access, Reading, and Governance – Jean Pierre Sangwa, US Agency for International Development (USAID)

276. Celebrating the contributions of Elizabeth Sherman Swing

1:30 to 3:00 pm | Atrium (Level 2) - Waterfront D

Chair:

Vandra Masemann, OISE/University of Toronto Discussants:

Beverly Lindsay, University of California Ruth Hayhoe, OISE/University of Toronto Kassie Freeman, African Diaspora Consortium Iveta Silova, Arizona State University Norma Tarrow, California State University, Long Beach

277. Roundtable Session (Tuesday III)

1:30 to 3:00 pm | Bay (Level 1) - Bayview A

277-1. Scaling up and sustainability in education

Refereed Round-Table Session

Participants:

Scaling solutions through partnership - An assets-based approach

to strengthening resilience in South Sudan – Daniel Deng, Management Systems International; Munazza Siddiqui, Management Systems International; Nitika Tolani, MSI

- Beyond Sustainability, Towards Regeneration: What is the Education of Our Times? – Lynn Murphy, Independent; Karen Mundy, Toronto University; Erin Murphy-Graham, University of California, Berkeley; Jose Cossa, Peabody College, Vanderbilt University; Walden University
- Saving the Endangered Link between "Education" and "Sustainability": A literature review – Mark W Langager, International Christian University
- Sustainability and Scale: Two Sides of the Same Coin Diana Woolis, Carey Institute for Global Good

277-2. Schooling, identities, and subjectivities

Refereed Round-Table Session

Participants:

- Crossing the border for school: an ethnographic observation of a daily practice on the border of Mexico and the United States *Kristin Kew, New Mexico State University*
- Am I Beijinger? : Social identity construction/confusion of rural migrant children in Beijing schools – Chen Jiaxin, National Institutes of Educational Policy Research, East China Normal University
- "My Favorite Place In School": Comparing The Traditional School And The Progressivist School – Ivan Vilela Ferreira, University of Brasilia; Ingrid Dittrich Wiggers, Universidade de Brasília
- Sowing the Seeds of Love: Dialogic Interactions for Social Change Liz Murray, University of San Francisco

277-3. Sustainability in a mobile education world--at scale

Refereed Round-Table Session

Participant:

1) Preconditions for Sustainability – *Kurt David Moses, FHI 360* Presenters:

Joy Cheng, FHI 360 Brian D. Dooley, FHI 360

277-4. Teacher preparation and professional development in the Chilean context

SIG: Teacher Education and the Teaching Profession

Refereed Round-Table Session

Participants:

- Teacher preparation: what can a teaching-practice reform leave us? Maria Margarita Ulloa, Universidad del Bío-Bío
- Preservice ELT teachers towards teaching practice to enhance sustainable education – CLAUDIA ANABALÓN TOLEDO, UNIVERSIDAD DEL BIO-BIO

English Language Teaching BA program students' research skills: a divorce between content and professional knowledge – *José Gabriel Brauchy, Universidad del Bío-Bío*

Teachers' Professional Learning in the Chilean context - Roxana Balbontin, Universidad del Bío Bío

277-5. Regional and national perspectives on the processes and outcomes of citizenship education

SIG: Large-Scale Cross-National Studies in Education Refereed Round-Table Session



CONFERENCE PROGRAM

Chair:

Nicola Savvides, University of Bath

Participants:

- Trust and Civic Self-Efficacy among Colombian Adolescents in Challenging Contexts – Gabriel Velez, University of Chicago; Ryan Knowles, Utah State University
- Examining how environmental and sustainability factors influence civic and citizenship achievement in Bulgaria: A hierarchical linear model – *Erika Kessler, Teachers College, Columbia University*
- Understanding Factors Affecting Students' National and European Dimensions of Citizenship – *Nicola Savvides, University of Bath; Andres Sandoval-Hernandez, University of Bath; Maria Magdalena Isac, University of Groningen; Ellen Claes, KU Leuven University*

277-6. Building a sustainable future for our children: comparative studies in early childhood education from China and Norway

SIG: Environmental and Sustainability Education Refereed Round-Table Session

Chair:

AiHua Hu, Western Norway University of Applied Sciences Participants:

- International continuous professional development of kindergarten principals and government officials within ECE: A collaboration between China and Norway in ESD – *AiHua Hu, Western Norway University of Applied Sciences; Minyi Li, Beijing Normal University*
- How key Decision-makers Understand Early Childhood Education for Sustainability: An explorative study in rural China – *TianXue Duan, Beijing Normal University; YiMeng Wang, BeiJing Normal University*
- Taoism Encounters the Deep Ecology: China meets Norway Pin YE, Beijing Normal University; Minyi Li, Beijing Normal University
- How did political, academic and professional voices negotiate in early childhood education for sustainability in a state visit to China? – Kristine Hoffman Aahaug, Western Norway University of Applied Sciences
- Implementing ESD through PBLs in kindergarten: pedagogy and practice – Xuehua Qiu, ShenZhen No.3 kindergarten; Minyi Li, Beijing Normal University; jingyi xu, ShenZhen No.3 kindergarten

Presenters:

Pin YE, Beijing Normal University

TianXue Duan, Beijing Normal University

YiMeng Wang, BeiJing Normal University

Kristine Hoffman Aahaug, Western Norway University of Applied Sciences

277-7. Critical pedagogy for sustainable education

Refereed Round-Table Session

Participants:

- Sustaining education through engaging texts: Using graphic novels as tools for reading and language learning amongst the struggling ELL readers – *Lisa C Delgado Brown, Oklahoma City University*
- Multilingualism and the Sustainable Development Goals -- Many Languages One World (MLOW) - Kathleen Stein-Smith, Fairleigh Dickinson University, Metropolitan Campus
- Is curriculum slippage a threat to sustainable learning? *Lina Dong, The Education University of Hong Kong; Bob Adamson, The*

Education University of Hong Kong

Systemic Thinking approach as a methodology for a quality Education for Sustainable Development – Wendy Quetzal Morel Schramm, ESD Expert Net / Humboldt University

277-8. Educational development

SIG: East Asia

Refereed Round-Table Session

Chair:

Takehito Kamata, University of Minnesota

Participants:

- Chinese Higher Vocational Education Development and Reform Yi Zhou, University of California, Riverside
- Curricular reform as social imaginary and institutional restructuring: implications for the international and comparative education study – Chin Ju Mao, National Taiwan Normal University
- Projections on Regular Higher Education Expansion in the Next 15 to 30 Years *Sijie Yu, Teachers College, Columbia University*
- The Comparative Research on Top Global University Project in Japan and Double-class Project in China – *Catherine Geng, Xiamen Universtiy, China*

277-9. Putting youth at the center of youth development: Lessons learned from youth engagement

SIG: Youth Development and Education

Refereed Round-Table Session

Participants:

- The Komo Learning Centres "Do It Yourself" Clubs: Putting the Youth Back in Positive Youth Development – *Matthew French, Komo Learning Centres; David Kafambe, Komo learning centers*
- Youth at the Centre: Youth-led Accountability and Advocacy in Education for Sustainability: Promising Practices from Honduras, Nepal, Rwanda and Zimbabwe – Katherine Begley, CARE USA; Ellen Chigwanda, CARE USA Education Team; Etobssie Wako, CARE USA
- Youth Voices Rethinking the War on Drugs: a case study of transnational youth engagement for sustainable social justice – *Theo Di Castri, Catalyst*
- Harnessing the diffusion effect to catalyze youth leadership identity formation in India Taylor Hausburg, University of Pennsylvania

278. Roundtable Session (Tuesday VII)

1:30 to 3:00 pm | Bay (Level 1) - Bayview B

278-1. Resilience and social-emotional learning in education conceptualized by and for young children

General Pool Refereed Round-Table Session

- The Role of the Philosophy for Children in the Ethics Education of Waikiki Elementary School – Jianhui Zhang, University of Hawaii at Mānoa; Amber Makaiau, University of Hawaii at Manoa
- World through the Eyes of Children: A Qualitative Study of Preschool Children's Understanding of the World – Anu Sachdev, East Stroudsburg University
- Adapting social emotional learning for successful implementation in diverse international contexts: a contextualization toolkit – Sonya Rose Temko, Harvard Graduate School of Education; Sophie Barnes, Harvard Graduate School of Education; Rebecca Bailey,

Harvard Graduate School of Education; Stephanie M Jones, Harvard Graduate School of Education

Informal Spaces - Incorporating Young Learners' Literacy Practices -Rabani Garg, University of Pennsylvania

278-2. This one's for the girls: designing educational opportunities that promote gender equality

Refereed Round-Table Session

Participants:

- "Females Don't Need to be Reluctant:" Employing Design Thinking to Harness Creative Confidence and Interest in STEAM – Kathy Liu Sun, School of Education and Counseling Psychology; Rie Kijima, Stanford University
- Girls in STEAM: A Design Thinking Approach to Closing the Gender Gap in Japan – Audra Wingard, Stanford University
- Understanding the Gender Gap: A Comparative Analysis of Aptitude, Behavior, and Con-fidence in Mathematics and Science of Japanese Students – *Tamila Pashaee Alamdari, Stanford Graduate School of Education; Joanna Shruti Sundharam, Stanford Graduate School of Education*
- Surviving, Thriving, or Redesigning the System: Strategies for Change from Female STEM Undergraduates – Sara Jordan-Bloch, Stanford University; Nadine Skinner, Stanford University
- Gender Disparities in Education, Empowerment, and the Job Market in Brazil – Joanna French, Stanford Graduate School of Education; Isabela Pinto, Stanford University

278-3. Innovations in peace education

SIG: Peace Education Refereed Round-Table Session

Chair:

Anna Azaryeva Valente, Teachers College, Columbia University Participants:

- Peace Education Curriculum Development in Myanmar: Seeking Sustainability in Process and Outcome – Grace Michel, Education for Transformation
- Teaching peace and human rights around the world Kimberley Daly, George Mason University
- The Role of Peace Education Through Science in Promoting Environmental Sustainability – *Pamelia Nahar Khaled, University* of Toronto
- Vasudhaiva Kutumbakam; The world is one family Kamiya Kumar, Teachers College, Columbia University

278-4. Framing empowerment and resilience for girls and women

Committee: Gender & Education

Refereed Round-Table Session

Chair:

Monique Kwachou, SARChi Chair in Higher Education & Human Development Research Programme- University of the Free State Participants:

- Approaches to women's economic and knowledge empowerment through non-formal education in Bangladesh and India – Savon Jackson, The George Washington University
- What is an 'empowering education' if women's empowerment is conceptualised from a capabilities-informed African-feminist perspective? - *Monique Kwachou, SARChi Chair in Higher*

Tuesday, April 16

Education & Human Development Research Programme-University of the Free State

Learning from the experiences of a girls' empowerment program participants in Uganda – Veronika Rozhenkova, UCLA, World Policy Analysis Center; Skye Allmang, UCLA, WORLD Policy Analysis Center

278-5. Exploring factors shaping teachers' and students' civic knowledge and civic attitudes

SIG: Citizenship and Democratic Education (CANDE) Refereed Round-Table Session

Chair:

Irina V. Golubeva, UMBC

Participants:

- Non-Formal Education and Civic Engagement: The Case of the Pre-College Program in Myanmar – *Heidi Nicole Bloom, PhD Student*
- Some Assembly Required: A How (Not) to Build Guide to Democracy Matthew Regan, University of Maryland; – Hang Minh Le, University of Maryland
- The role of the education system for civic knowledge achievement in 15 OECD countries *Raphaela State Schlicht-Schmälzle, Michigan State University*
- Civic Engagement and the Struggle of Modernizing Society in Qatar: How High School Students' Bridging and Bonding Mindsets Affect Achievement – *Hessa Al-Thani, Teachers College, Columbia University*

278-6. Beyond scripted lessons - exploring diverse socialemotional learning practices and research approaches

SIG: Education, Conflict, and Emergencies

Refereed Round-Table Session

Chair:

Janet Shriberg, Creative Associates

- Setting the stage for moving beyond scripted lessons Nina Weisenhorn, US Agency for International Development (USAID); Anjuli Shivshanker, USAID Education Office, Education in Conflict and Crisis
- How do we effectively work with teachers to build social emotional competencies and well-being in real life situations? April Coetzee, War Child Holland
- Supporting teacher well-being in Iraq Julia Finder Johna, Save the Children
- Does an integrated yet explicit SEL approach support teacher wellbeing? - Susan Ayari, Creative Associates International
- Can SEL reduce stress levels and build resilience? Matt Streng, Mercy Corps
- How do we know if teachers are well? Exploring and validating a teacher social-emotional well-being measure *Paul Frisoli, FHI 360; Fernanda Soares, FHI 360*
- The cost-effectiveness of two teacher professional development models on instructional practices and students' outcomes: Evidence from DFID EiE in Nigeria – Adane A Miheretu, University of Massachusetts Amherst; Silvia Díazgranados Ferrans, International Rescue Committee

CONFERENCE PROGRAM

278-7. Innovative approaches to teaching and learning in conflict-affected contexts

SIG: Education, Conflict, and Emergencies Refereed Round-Table Session

Chair:

neriman coskun, The University of Sydney

Participants:

- An Arts-Based Investigation of Nation and Identity in Afghan Youth Heddy K Lahmann, New York University
- Psychosocial Wellbeing and Socio-Emotional Learning in the Syrian Refugee Response: Challenges and Opportunities – *Michaelle Marie Tauson, Save the Children - UK; Emma Soye, University of Sussex*
- Blockchain for Education: Emerging Opportunities in Urban Refugee Education - Fung Ling Ong, Rohingya Women Development Network
- Sustainable Teacher Training in Refugee Camps: Social Media Networks and Gender Equity – Negin Dahya, University of Washington; Sarah Dryden-Peterson, Harvard Graduate School of Education; Dacia Douhaibi, York University; Olivier Arvisais, Université du Québec à Montréal (UQAM)

278-8. Perspectives on education from South East Asia

Refereed Round-Table Session

Participants:

- Knowledge travels: A study in South East Asia Sumita Ambasta, Teachers College, Columbia University
- A Binary Branching Theory Ngo Thanh Nhan, Temple University
- Common features of South-East Asian music seen through an educational music processor – Anh-Thu Gia Phan, Teacher's College, Columbia University; My Liêm Thi Nguyên, Sàigòn University
- Digital Technology and Perceptions on Use: An analysis of higher education faculty in Asia – *Kevin Anthony Henderson, Teachers College, Columbia University*
- Making Environmental Policy work in Philippines Kazuaki Iwabuchi, Teachers College, Columbia University
- Is Community Education the most effective way in changing Communal Behavior and Awareness towards Sustainability? – Prasanti Widyasih Sarli, Institute Teknology Bandung, Indonesia

278-9. Engaging governments to ensure sustainability; three case studies of civil society efforts to promote gender and girls' education

Committee: Gender & Education Refereed Round-Table Session

Participants:

- Experiences working with government to promote gender and girls' education in U.S. foreign policy *Bethany Johnson, Basic Education Coalition*
- Experiences working with government to integrate and mainstream life skills programs that serve girls *Lucina Di Meco, Room to Read*
- Experiences with capacity building for international leaders of systems-change for girls' education – Christina Kwauk, Brookings Institution
- Transforming Agency, Access, and Power: TAAP and inclusive

approaches to education and leadership development – Deepa Srikantaiah, World Learning; Meri Ghorkhmazyan, World Learning

Discussant: Nadya Karim-Shaw, World Learning

278-10. Technology education, learning, and sustainable development: Exploring the links

Refereed Round-Table Session

Chairs:

Mmantsetsa Marope, UNESCO International Bureau of Education Participants:

Ron Smith, Education Intitatives, Salesforce.org

Mary Burns, Education Development Center (EDC)

Julia Mossbridge, Northwestern University

Anthony Mackay, IBE-UNESCO & National Center on Education and the Economy

Discussant:

Keith Malcolm Lewin, University of Sussex

278-11. Higher education SIG roundtable 4

SIG: Higher Education

Refereed Round-Table Session

Participants:

- Impacts of Vietnamese University Faculty Members Studying Abroad - Hang Thuy Nguyen, Waseda University
- International Linkages and Networking Initiatives of the Lyceum-Northwestern University: Basis for Improvement -Centered Intervention Model – VERONICA FONTANILLA AQUINO, Lyceum Northwestern University; Armando Aquino
- Maintaining and Sustaining a South Asian American/South Asian International Student Identity Model – *Sridevi Rao, The Pennsylvania State University*

Rethinking Standardized Testings and Examining Alternatives Approaches to Higher Education Admissions Decisions: From Tests-Driven to Tests-Optional to Opportunity-Driven Admissions Process – Liying Tan, University of Maryland

Well-being of international students in the UK: three- wave longitudinal study – Eman Saad M Alharbi, Cardiff University

278-12. Education reform and privatization in diverse contexts Refereed Round-Table Session

- Implications of Personalized Learning Service to Educational Public Service Reform: Experiences and Lessons from 'ShuangShi Service' in Beijing – Ling Chen, School of Education Technology, Beijing Normal University; Jing Liu, Advanced Innovation Center of Future Education, Beijing Normal University
- National trends and international implications of education privatization in the U.S. – Frank M. Adamson, California State University, Sacramento; Meredith Galloway, State University of California, Sacramento
- The Public Opinion in Sweden on Educational Restructuring and Governing by International Large-Scale Assessments. – Sverker S:son Lindblad, University of Gothenburg; Lennart Nilsson, University of Gothenburg; Mårten Lindblad, Acondo, Gothenburg

279. Empowering perspectives on community education, literature, and special education in Egypt

SIG: Middle East Paper Session 30 to 3:00 pm | Ba

1:30 to 3:00 pm | Bay (Level 1) - Golden Gate Participants:

- A Comparative Study of Core Academic Skills in Community and Government Schools in Rural Upper-Egypt Ray Langsten, Social Research Center / American Univ in Cairo; – Fatma Said Abdelkhalek, Budapest University of Economics and Technology; Tahra Hassan, Social Research Center / American Univ in Cairo
- Community Education Project Leadership: Perceptions of Empowerment in an Egyptian NGO – Aisha Khairat, The American University in Cairo
- Egypt: A Special Education Policy Discourse Analysis Alia Adel Ammar, Drexel University/The American University in Cairo; - Mary Jean Tecce DeCarlo, Drexel University
- Girls' Empowerment in Children's Literature: How girl's roles in their communities are represented in Arabic story books *Eman Maher Harb, American University in Cairo*

280. Highlighted session: Feminism, leadership, and agency in education programs for girls of color in the United States Committee: Gender & Education

1:30 to 3:00 pm | Bay (Level 1) - Seacliff A

Chair:

Shabnam Koirala-Azad, University of San Francisco

Participants:

- Creating a research hub for community accountable research with young women of color – *Chitra Aiyar, Sadie Nash Leadership Project; Ja'Dell Davis, Sadie Nash Leadership Project*
- "To be our best selves": critical dialogue with girls of color about their experiences in a social justice leadership program – *Tashal Brown, Michigan State University*
- Girls of color as agents of change in the San Francisco Bay Area Marylin Zuniga, Roses in Concrete Community School; Leslie Clark, University of San Francisco; Monisha Bajaj, University of San Francisco
- Post-secondary pathways for young women of color Rowena Tomaneng, Berkeley City College

Discussant:

Stephanie Sears, University of San Francisco

281. Highlighted session: The equity initiative: the role of gender in math acquisition

SIG: Global Mathematics Education

1:30 to 3:00 pm | Bay (Level 1) - Seacliff B

Participants:

Gender Patterns in Mathematics Achievement in the Early Years: Results from the Tayari Early Childhood Development Program in Kenya – Yasmin Sitabkhan, RTI International; Benjamin Piper, RTI International

Are girls' math skills different than boys'? Evidence from an early grade numeracy assessment in five countries – Shirin Lutfeali, Save the Children; Clara Pava, Save the Children

Can we close the gender gap in mathematics? Lessons learned from Secondary Schools in Ethiopia – Fernanda Gandara, School-to-School International Discussant:

Andrea Bertone, FHI 360

282. Highlighted session: Unlearning gendered lessons: examining curriculum, teaching, measurement, and girls' and boys' narratives on schooling

Committee: Gender & Education 1:30 to 3:00 pm | Bay (Level 1) - Seacliff C

Chair:

Shirley J Miske, Miske Witt & Associates Inc.

Participants:

- Educating boys for gender justice/Boys developing a critical feminist consciousness – Anshu Jain, Studyhall Foundation; Urvashi Sahni, Study Hall Educational Foundation (SHEF)
- Resisting playing the dropout: Girl narratives and performances on staying in school *Emily Morris, University of Minnesota*
- Bringing boys into the script: Male narratives and performances on leaving school – Ahmad Ali Mohamed, Ministry of Education and Vocational Training, MoEVT
- Treading carefully: Methodological considerations when measuring safety and gender-responsiveness – Nancy Pellowski Wiger, Miske Witt & Associates, International; Nancy Kendall, University of Wisconsin-Madison

Discussant:

Joan DeJaeghere, University of Minnesota

283. Highlighted session: Rethinking citizenship and sustainable development in the Arab region SIG: Middle East

- 1:30 to 3:00 pm | Bay (Level 1) Seacliff D Chair:
 - Patricia K Kubow, Indiana University

Participants:

- Promoting Global Education in the University towards the SDG of Quality Education: A Reflective Applied Research – *Nagwa M. Megahed, Ain Shams University and Yorkville University*
- Rethinking Education for citizenship in the Arab region: Transformation, forced migration and nationalism – Jason Nunzio Dorio, University of California, Los Angeles (UCLA); Bassel Akar, Notre Dame University - Louaize
- A Vision for the Future: Sustainable Development in Saudi Arabian Educational System - Walaa Bunaiyan, University of Denver; Ahmed M. Mukhtar, University of Missouri
- Education for sustainable development: A means for infusing social responsibility in higher education in Egypt *Heba EL-Deghaidy, American University in Cairo*

284. Business Meeting: Ad-hoc Committee on Social and Policy Engagement [Invite only]

1:30 to 3:00 pm | Bay (Level 1) - Training Room

Chair:

Lesley Bartlett, University of Wisconsin-Madison Discussants:

Dan Wagner, University of Pennsylvania Gustavo E. Fischman, Arizona State University Cathryn Magno, University of Fribourg Mark Ginsburg, University of Maryland Nancy Kendall, University of Wisconsin-Madison

Tuesday, April 16

CONFERENCE PROGRAM

285. What does value for money mean when it comes to educating a child?

Formal Panel Session

1:30 to 3:00 pm | Street (Level 0) - Plaza

Participants:

- DFID's Approach to Value for Money: Lessons from First 7 Years of Implementation – Rachel Hinton, DFID
- GPE's Approach to Value for Money: A Case for Complexity and Sustainability – Kouassi Soman, GPE
- Harmonizing Value for Money across Donors: BE2 Cost Measurement Guidance Note – *Elena Walls, US Agency for International Development (USAID)*
- USAID's approach to Value for Money: Let's See Where the Money Goes - Christine Harris-Van Keuren, SALT Analytics

Discussants:

Alaka Holla, Strategic Impact Evaluation Fund Dominic Richardson, UNICEF

286. Education and industry linkages and partnerships for youth success

SIG: Youth Development and Education Formal Panel Session

1:30 to 3:00 pm | Street (Level 0) - Regency A

Chair:

Stanley Currier, IREX

Participants:

- Linking Industry with Youth through Youth-Led Labour Market Assessments – *Nina Oduro, IREX*
- Making the Case to Build Strategic Partnerships that Enhance Youth Employability: The USAID Morocco Career Center Model – Jeffrey Ben Matu, FHI 360

Design Day Challenges: Encouraging Student Innovation to Solve Local Industry Problems - *Stanley Currier, IREX*

Youth Recruitment for Entry-Level Positions at Microsoft – Godwell Khosa, Microsoft

Connecting the dots: Linking industry demands with educational measures to prepare youth for the digital economy – Sabeen Faizullah, Education Development Center; Rebecca Povec Pagel, Education Development Center (EDC); Tania Tzelnic Dunlap, Education Development Center; Rebecca Jackson Stoeckle, Education Development Center

Discussant:

Nancy Taggart, US Agency for International Development (USAID)

287. Educational technology on the edge: e-reader, GIS, mobile

apps, and gaming SIG: ICT for Development (ICT4D) Paper Session 1:30 to 3:00 pm | Street (Level 0) - Regency B Chair: Haijun Kang, Kansas State University

Participants:

Effects and feasibility of a combined e-reader and empowerment intervention: Results of a randomized controlled trial of GirlsRead! Zambia – Barbara Mensch, Population Council; Nicole Haberland, Population Council; Michael Mbizvo, Population Council; Rachel Heavner, Worldreader; Natalie Jackson, Population Council; Nachela Chelwa, Population Council; Pamela *Nyirenda, Population Council; Erica Soler-Hampejsek, Consultant; Erica Chuang, Population Council; Laura Ross Perry, Worldreader; Jean Digitale, Consultant; Lisa Polen, Population Council*

- Fifth Grade Students Help to Protect Endangered Species with Mobile Phones and GIS Technology – Adiv Gal, Kibbutzim College of Education, Technology and the Arts
- Towards learning sustainability: English mobile learning in China – Haijun Kang, Kansas State University; Xi Lin, East Carolina University
- Youth-led solutions to improve community literacy: Research from the Evoke Literacy Pilot Program – *Michelle Oetman, World Vision; Michelle S Malecki, World Vision, All Children Reading*

Discussants:

Nicole Haberland, Population Council Michelle Oetman, World Vision

288. Early numeracy skills and impact on later mathematics achievement

SIG: Global Mathematics Education Paper Session

- 1:30 to 3:00 pm | Pacific Concourse (Level -1) Pacific A Participants:
 - Numeracy classroom practices and developmental progressions in low and high performing pre-primary schools in Kenya – Moses Ngware, African Population and Health Research Center (APHRC); Njora Hungi, African Population and Health Research Center (APHRC)
 - Numeracy skills and executive functioning in kindergarten as predictors of Grade 3 mathematics achievement in Ontario, Canada – Magdalena Janus, McMaster University; Caroline Reid-Westoby, Offord Centre for Child Studies, McMaster University; Michaela Couttie-Klasen, Offord Centre for Child Studies, McMaster University; Linda M. Platas, San Francisco State University

Relationships between spatial and numeracy skills: Tasks and contexts – Linda M. Platas, San Francisco State University; Seon-Hye Moon, San Francisco State University

289. Resilient voices: gender, race, and place across the African diaspora

SIG: African Diaspora

- Paper Session
- 1:30 to 3:00 pm | Pacific Concourse (Level -1) Pacific B

Chairs:

Nafees M. Khan, Clemson University

Derrika Hunt, University of California, Berkeley

- CSOs reflecting culture: Nicaraguan Creole cultural resilience and its parallels in community resilience *Erica B. Sausner, Penn State University*
- Localized Diaspora: School Intergration and its Implications for Black Neighborhoods in the United States – *Larissa Malone, Greenville University*
- (Un)packing For My Return Home: An investigation of motivation for mobility from an African American woman U.S. Teacher – *Tiffany Lachelle Smith, University of Minnesota*
- At the intersections of race, gender and mathematics: How policy frames women of color Michelle Hawks, University of Alberta

IVI Tuesday, April 16

290. Dialogue and social transformation in schools

SIG: Peace Education

Paper Session

1:30 to 3:00 pm | Pacific Concourse (Level -1) - Pacific C Chair:

Heather Kertyzia, University for Peace

Participants:

- Relational Transformation through Dialogue: Restorative meetings between disputing students and the teacher/facilitator in a secondary school in the UK – *Toshiyasu Tsuruhara, Research Associate, University of Cambridge*
- Self-segregation, structural isolation or natural socialization?: The challenge for social integration at a unified school in divided Cyprus. *Marios Antoniou, Open University of Cyprus*
- 'Students Can Change a School': the role of youth leadership in building a school culture of peace – *Cheryl Duckworth, Nova Southeastern University*
- Students' Perception of a Negotiation Program for Jewish and Palestinian-Israeli High School Students – Rachel Tal, The Amal Network; Norma Tarrow, California State University, Long Beach; Ido Oren, Tel Aviv University

291. ECE workforce and system development

SIG: Early Childhood Development Paper Session

1:30 to 3:00 pm | Pacific Concourse (Level -1) - Pacific D Chair:

Lucy Bassett, University of Virginia

Participants:

- Defining Effective ECE Leadership and Applying Principles to the Zimbabwe Context: What Are We Learning? – Lucy Bassett, University of Virginia; Jennifer Locasale-Crouch, University of Virginia; Yoko Nagashima, World Bank; Tapfuma Ronald Jongwe, World Bank Zimbabwe
- ICDS Leadership Development: Systemic capacity building for implementing ECD – Anandita Ghosh, Centre for Learning Resources,; Aparna Chakravorty, Centre for Learning Resources; Harini Raval, Centre for Learning Resources; Chittaranjan Kaul, Centre for Learning Resources; Anaga Ramachandran, NYU
- Strengthening and supporting the early childhood workforce: a needs assessment tool Denise Bonsu, Results for Development; Kavita Hatipoglu, Results for Development Institute; Michelle Neuman, University of Pennsylvania

292. The relationship between fidelity of implementation and learning: what the data tells us

Formal Panel Session

1:30 to 3:00 pm | Pacific Concourse (Level -1) - Pacific E Chair:

Carina Omoeva, FHI 360

Participants:

- Examining fidelity of implementation at the systems-level: Assessing learning and uptake from capacity-building events among diverse stakeholders – Juan Luis Córdova, USAID/LAC Reads Capacity Program Regional Director Juárez and Associates
- 2nd Generation Multi-Country Project Implementation Monitoring System: What have we learned about implementation fidelity, program quality and reading outcomes? – *Pinaki Joddar, Room* to Read

- Fidelity of implementation of early grade reading programs: What to measure? And is there a link with learning outcomes? *Yvonne Cao, FHI 360; Wael Moussa, FHI 360*
- Collective impact approaches to promoting early childhood reading development for disadvantaged children around the globe – *Kouider Mokhtari, University of Texas at Tyler; Mariam Britel-Swift, US Agency for International Development (USAID); Mariam Dahbi, Harvard University; Mohammed Elmeski, American Research Institutes*

Discussant:

Amy Mulcahy-Dunn, Encompass LLC

293. Implementing and sustaining systemic educational change - a three year study of the challenges and key issues SIG: Eurasia

Paper Session

- 1:30 to 3:00 pm | Pacific Concourse (Level -1) Pacific F
- Chair: Katerina Bodovski, Penn State University

ticinants:

Participants:

- Under the Implementation: The Tensions, Possibilities and Dynamics of Reform – Colleen McLaughlin, Faculty of Education, University of Cambridge, UK; Janet Helmer, Nazarbayev University; Nazipa Ayubayeva, Nazarbayev Intellectual Schools; Olena Fim'yar, University of Cambridge; Xeniya Tursunbayeva, Nazarbayev Intellectual Schools; Kairat Kurakbayev, Nazarbayev University Graduate School of Education
- The Changing Role of Language in Kazakhstani Secondary Education – Bridget A. Goodman, Nazarbayev University Graduate School of Education; Moldir Makenova, Master's student at Graduate School of Education, Nazarbayev University; Laura Karabassova, Nazarbayev University Graduate School of Education; Laila Saparbekkhyzy Abdimanapova, Nazarbayev University
- Seismic Shifts in Teaching and Assessment Practices in Kazakhstan Liz Winter, University of Cambridge Faculty of Education; Natallia Yakavets, University of Cambridge Faculty of Education; Zhadyra Makhmetova, Nazarbayev University; Kathy Malone, Nazarbayev University; Zhanyl Zhontayeva, Nazarbayev University; Zarina Khamidulina, Nazarbayev Intellectual Schools
- Exploring National Educators' Understanding and Use of International Large Scale Assessments in Kazakhstan – Duishonkul Shamatov, Nazarbayev University; Jason Sparks, NU

Discussant:

Maria Teresa Tatto, Mary Lou Fulton Teachers College, Arizona State University

294. Investing in transition: a path to sustainable early childhood development and education

SIG: Early Childhood Development Formal Panel Session

- 1:30 to 3:00 pm | Pacific Concourse (Level -1) Pacific G Participants:
 - A national study of over-enrollment and repetition in Primary 1 grade in Uganda: What's the role of pre-primary? – Tara Weatherholt, RTI International; Rehemah Nabacwa, RTI International; Rachel Jordan, RTI International; Luis Crouch, RTI International; Jennifer K. Pressley, RTI International
 - Locally made toys for supporting smooth pre-primary to primary school transition for Children with Disabilities Sean Kosal,

CONFERENCE PROGRAM

Catholic Relief Services (Cambodia)

Supporting school readiness of minority language children in Laos through community-owned programs – *Cornelia Sage, Catholic Relief Services*

295. Macro sociology of higher education

Paper Session

1:30 to 3:00 pm | Pacific Concourse (Level -1) - Pacific H Chair:

Aizat Nurshatayeva, University of Pittsburgh

Participants:

For-profit higher education in Brazil: Comparisons and implications – Robert Evan Verhine, Universidade Federal da Bahia

Effects of the shift to English-only instruction on college outcomes: Evidence from Central Asia – *Aizat Nurshatayeva, University of Pittsburgh; Lindsay Page, University of Pittsburgh*

Affect, geopolitics of knowledge and quality assurance in higher education – Riyad Shahjahan, Michigan State University; Gerardo Blanco, University of Connecticut

What 'diversity' says and does in institutional mission statements: applying – Sara Ahmed in trans-national context Lisa Unangst, Boston College

296. The OECD's Defining Role in Education: Its Historical Rise, Global Impact and Comparative Perspectives

SIG: Globalization and Education Formal Panel Session

1:30 to 3:00 pm | Pacific Concourse (Level -1) - Pacific I

Chair:

Christian Ydesen, Aalborg University

Participants:

- What can we learn about global education from historical studies of the OECD? Christian Ydesen, Aalborg University
- Why do some international assessments succeed, and others do not? - Oren Pizmony-Levy, Teachers College, Columbia University
- How a European 'Fear of Falling Behind' Strategy Turned Global: Exploring performativity of the transnational turn in European school policy – John Benedicto Krejsler, Danish School of Education, Aarhus University
- OECD, PISA and the internationalization of schooling: the cases of the countries from the Southern Cone *Felicitas Acosta, Universidad Nacional de General Sarmiento*

Discussant:

Antoni Verger, Universitat Autònoma de Barcelona

297. Highlighted session: Indigenous knowledge and pedagogy

SIG: Indigenous Knowledge and the Academy

1:30 to 3:00 pm | Pacific Concourse (Level -1) - Pacific J Participants:

Participants:

- Indigenous Resources and Pedagogical Practices for Sustainable Holistic Education - Maung Nyeu, Harvard University
- Literacy practices in Warri gameplay among adult players in New York City – *Rebecca Y. Bayeck, Penn State University*
- Storytelling as a decolonial research methodology Marc Kuly, University of Winnipeg

Discussant:

Tutaleni I. Asino, Oklahoma State University

298. The turn towards narrative methodologies in comparative and international education

Formal Panel Session

1:30 to 3:00 pm | Pacific Concourse (Level -1) - Pacific K

Chair:

Laura Seithers, University of Minnesota

Participants:

- Critical Ethnographic Narrative Analysis: The "E" in CENA Anna Kaiper, Pennsylvania State University
- Centering Relationships and Crossing Borders in Narrative Inquiry – Laura Wangsness Willemsen, Concordia University, Saint Paul; Judith Merinyo, Project Zawadi Tanzania
- The Possibilities and Perils of Narrative Inquiry in Refugee Education Research – Elisheva Cohen, University of Minnesota

Discussant:

Frances Vavrus, University of Minnesota

299. Socio-emotional learning

- Paper Session
- 1:30 to 3:00 pm | Pacific Concourse (Level -1) Pacific L

Participants:

- Exploring and measuring the relationship between the school's learning environment and learning outcomes: results from Cambodia, Uganda & Zimbabwe – *Lisa Zook, InformEd International; Sine Christensen, Save the Children Norway; Cameron Ryall, InformEd International*
- How can Social and Emotional Learning be culturally and contextually relevant?: Educators' and Caregivers' perspective from Fanteakwa, Ghana – *Jisun Jeong, George Washington University*
- How Pencils of Promise is using a contextualized Social and Emotional Learning program as a pillar for quality teacher support – Allie Simmons, Pencils of Promise; KC Kennedy, Pencils of Promise
- Missing link Among Sociocultural, Education System and Rights to be Heard Lead to Student Absenteeism – *Maximlee Ritzenberg, University of California, San Francisco; Bagus Yaugo Wicaksono, Save the Children Indonesia; Alekya Tummala, Save the Children US; Diana Debi Timoria, Save the Children Indonesia*
- A cross-country analysis of the association between parents' participation in school management and student achievement Jutaro Sakamoto, Michigan State University

300. Disentangling why children cannot read: Introducing USAID's new oral language module

SIG: Global Literacy

Formal Panel Session

- 1:30 to 3:00 pm | Pacific Concourse (Level -1) Pacific M Participants:
 - Investigating Malawi's reading gap Melissa Chiappetta, US Agency for International Development (USAID)

Diagnosing Reading Challenges in Zambia - Dana Kelly,

Management Systems International (MSI); Abdullah Ferdous, MSI Discussant:

Pooja Reddy Nakamura, American Institutes for Research

301. Policy and debate in South Africa Paper Session



Tuesday April 16

1:30 to 3:00 pm | Pacific Concourse (Level -1) - Pacific O

Chair:

Shireen Motala, University of Johannesburg

Participants:

- Educational Funding and Equity in South African Schools : Rethinking current models and approaches – Shireen Motala, University of Johannesburg; David Michael Carel, Stellenbosch University, RESEP
- Coloniality of education in South Africa: a decolonial critique Raimond Nyapokoto, University of Pretoria; – *Trace Chipinda, University of South Africa*
- Spatial justice and sustainable access to basic education in South Africa – Hopolang Selebalo, Equal Education; Rubeena Parker, Equal Education Law Centre; Roné McFarlane, Equal Education

302. Business Meeting: Teaching Comparative Education SIG SIG: Teaching Comparative Education

3:15 to 4:45 pm | Street (Level 0) - Grand Ballroom A

Chair:

Anne Campbell, Middlebury Institute of International Studies at Monterey

303. Business Meeting: Peace Education SIG

SIG: Peace Education

3:15 to 4:45 pm

Street (Level 0) - Grand Ballroom C

Chair:

Kevin Kester, Keimyung University, Daegu, KR

304. Investigating institutions: immigrants, experiences, and "cultural diversity"

SIG: Cultural Contexts of Education and Human Potential (CCEHP) Paper Session

3:15 to 4:45 pm | Atrium (Level 2) - Boardroom B Chair:

Maung Nyeu, Harvard University

Participants:

Institutional Pressures and their Effects on Three High School Immigrant Girls' Success in Mathematics – Amanda E. Lowry, Rutgers University

Social and Emotional Competence: A Comparative Study of Teacher Trainings for Better Teacher-Student Relationships – Aditi Lal, Soka University of America

Towards a culturally sustaining mentorship for culturally diverse faculty members in higher education – Yiting Chu, University of Louisiana at Monroe; Weijia Wang, University of Washington

305. What's love got to do with it? Social and emotional skills in sustaining learning in low-income and post-conflict contexts Formal Panel Session

3:15 to 4:45 pm | Atrium (Level 2) - Boardroom C

Chair:

Aaron Benavot, State University of New York at Albany / UNESCO Participants:

The representation of women in history textbooks: – Rwanda, Uganda, and Kenya S. Garnett Russell, Teachers College, Columbia University; Lydia Namatende-Sakwa, Teachers College, Columbia University; Sarah Julianne Lewinger, Teachers College, Columbia University

The teaching of "difficult" history: Dilemmas in the enactment of SEL in divided societies - James H. Williams, George Washington University; Mady McClay, George Washington University Organizational culture and school climate matter in social and emotional learning - Lauren Edwards, RTI International; Julianne Norman, RTI International; Elizabeth Randolph, RTI International Making global education goals sustainable, 1990-2018: From reading and mathematics to social-emotional learning - Colette Chabbott, George Washington University Discussants: Jordan Naidoo, UNESCO Matthew Jukes, RTI International 306. Business Meeting: UREAG (Under-represented Racial, Ethnic, and Ability Groups) Committee [open to all] Committee: UREAG (Under-represented Racial, Ethnic, and Ability Groups) 3:15 to 4:45 pm | Atrium (Level 2) - Garden Room A Chair: Pavan John Antony, Adelphi University 307. Latin America sustainable education: involving all the stakeholders SIG: Latin America Paper Session 3:15 to 4:45 pm | Atrium (Level 2) - Waterfront A Participants: Mexican Secondary Education Reform and Epistemologies of the South: Toward a Practice of Sustainable Democratic-Ecological Citizenship - Bradley Levinson, Indiana University Strengthening local and national capacities: the road to sustainability

– Lucrecia Mendez, SCI; Caroline Godoy, SCI; Hugo Lopez, MINEDUC

Supporting Sustainable Environmental Development through Steven Locke, University of Wyoming

308. Multilingual education in diverse contexts: reading, achievement, assessment, identity, and policy analysis SIG: Language Issues

Paper Session

3:15 to 4:45 pm | Atrium (Level 2) - Waterfront B

Chair:

Carolyn J. (Carol) Benson, Teachers College, Columbia University Participants:

Promoting early literacy through mother tongue story books: evidence the Bangladesh Children's Book Initiative – Deba Chakma, Save the Children; Kirsten Mucyo, Education Advisor, Save the Children; Mo Mo Shey, Save the Children

Language, learner achievement and identity in Complementary Basic Education in Ghana: a case study sean higgins, University of Sussex; - Kwame Akyeampong, University of Sussex

Framing language in education policy: six factors to analyze multilingual policies – *Pierre De Galbert, Harvard Graduate School of Education*

Teaching for the Future: National Teachers' Perspectives on Language of Instruction in Refugee Education – *Celia Reddick, Harvard Graduate School of Education*

Assessing Early Grade Reading Comprehension in Morocco: Five

CONFERENCE PROGRAM

Years of Measurements and Results – Mariam Dahbi, Harvard University

309. Highlighted session: Education for sustainable development in sub-Saharan Africa

- SIG: Economics and Finance of Education
- 3:15 to 4:45 pm | Atrium (Level 2) Waterfront C Chair:

Sajitha Bashir, World Bank

Participants:

- Differentiated improvements in access to basic education in sub-Saharan Africa – Elizabeth Ninan Dulvey, World Bank; Marlaine Lockheed, Princeton University; Sajitha Bashir, World Bank; Martin Moreno, Independent Consultant
- What is the learning crisis in sub-Saharan Africa? And what to do about it. – Marlaine Lockheed, Princeton University; Natasha de Andrade Falcao, World Bank; Martin Moreno, Independent Consultant
- Teachers in sub-Saharan Africa Jee-Peng Tan, Independent Consultant; - Sajitha Bashir, World Bank; Natasha de Andrade Falcao, World Bank
- Student progression and learning in early grades in sub-Saharan Africa – Sajitha Bashir, World Bank; Elizabeth Ninan Dulvey, World Bank; Martin Moreno, Independent Consultant

Discussant:

Joel Samoff, Stanford University

310. Celebrating the contributions of Harold Noah

3:15 to 4:45 pm | Atrium (Level 2) - Waterfront D

Chair:

Gita Steiner-Khamsi, Teachers College, Columbia University

311. Critical and feminist analyses of policy and media discourses

Committee: Gender & Education

Paper Session

3:15 to 4:45 pm

Atrium (Level 2) - Waterfront E

Participants:

- Female Turkish students' perception of patriarchy in Turkey's higher educational settings Mariana Shekarian, University of Ottawa
- Gender in Ballad of Mulan and Disney's Mulan Meng Xiao, OISE, University of Toronto
- Gender inclusion and teacher education in Finland and Sweden: comparative perspectives on theoretical foundations, local practices and challenges – Susanne Kreitz-Sandberg, Stockholm University; Meeri A Hellsten, Stockholm University; Elina Lahelma, University of Helsinki, Faculty of Education
- Modernity and misogyny: girls' education in the crosshairs of nationalist ideologies Supriya Baily, George Mason University
- 'What will I do with a girl?' Contested bodies and discourses: girls' education, child labor and child marriage in Bangladesh – Natasha Mansur, Penn State University

312. Roundtable Session (Tuesday IV)

3:15 to 4:45 pm | Bay (Level 1) - Bayview A

312-1. Higher education

SIG: Africa Refereed Round-Table Session

Participants:

- Addressing private and public interests for sustaining Africa's emerging private, graduate higher education sector: The case of Ghana – Stephen Armah, Ashesi University; Nii Addy, McGill University
- Gender differences in barriers to participation in higher education for final year secondary school students in Yaoundé Cameroon – *Tongtong Zhao, CES, University of Warwick*
- 'Othering' Experiences of Black African International Student (BAIS) in UK Higher Education – Solomon Amare Zewolde, UCL/IOE

312-2. Investigating ideologies shaping citizenship education in formal curricula and non-formal educational spaces

SIG: Citizenship and Democratic Education (CANDE) Refereed Round-Table Session

Chair:

Anna Sera, Indiana University

Participants:

- Decolonizing Museum Education: The Voice of the Other in Tension with Cultures, Constructs, and Critical Museum Pedagogies – *Maureen K Porter, University of Pittsburgh*
- Ideological Composition of the Classroom: Testing effects of polarization on perceptions of open classroom climate *Ryan Knowles, Utah State University*
- The moral education curriculum in the United Arab Emirates: providing a framework for social cohesion – *Gregory V Massara, Lehigh University*

312-3. Learning, curriculum & pedagogy

SIG: Africa

Refereed Round-Table Session

Participants:

- Does cultural context matter? Digital games and learning in the South African educational environment – *Rebecca Y. Bayeck, Penn State University*
- Learning from students: Zambian multigrade community schools Lori Imasiku, Andrews University
- When community learning centers matter: An introduction of the Bridge program in Sub-Saharan Africa – Sangkyoo KANG, Pennsylvania State University; Soo-Yong Byun, Penn State University
- Healing our communities: making peace education practical in post-genocide Rwanda *Ginny Morrison, Karuna Center for Peacebuilding*
- Peace multiplier effect: integration of peace and values education in Rwanda's national curriculum – *Enoch Ssemuwemba Nsubuga, Aegis Trust*

312-4. Re(questioning) critical concerns through qualitative research

Refereed Round-Table Session

- Resistance, Disruption, and Parrhesia: Towards a New Methodological Approach to Researching Islamophobia in International Education – Amanda Richey, Kennesaw State University
- Humanistic Education and Social Responsibility in Alumni from Jesuit Universities in Mexico. An Exploratory Study – *Hilda Ana Maria Patino, Professor*

Researcher's positionality and reflexivity in researching girls and violence in India – Kusha Anand, UCL Institute of Education

"The climate crisis is a crisis of culture": How can educators center critical discussions about climate change in schools? – Naivedya Parakkal, University of Michigan, Doctoral student

312-5. Research-practice partnerships for sustainability: lessons from New York City

SIG: Environmental and Sustainability Education Refereed Round-Table Session

Chair:

Carine Verschueren, Teachers College, Columbia University Discussants:

Meredith Mcdermott, Department of Education, New York City Thaddeus T. Copeland, Department of Education, New York City Oren Pizmony-Levy, Teachers College, Columbia University Mordechai Miron, Tel Aviv University

Darren Rabinowitz, Teachers College, Columbia University

312-6. Role of higher education in society

Refereed Round-Table Session

Participants:

The diminishing social role of universities in conflict-affected societies – the case study of Iraq. – *Hayfa Jafar, University of Toronto*

Public Mission of Higher Education Institutions in China–Content Analysis based on University Charter – Dongfang Wang, Tianjin Normal University; Lei Guan, Tianjin Normal University

- Homogenization of higher education institution on the face of sustainable development in Mongolia – Zoljargal Dembereldorj, National University of Mongolia
- The Influence of Global University Rankings on Performance Funding – Edmund Adam, University of Toronto, Ontario Institute for Studies in Education

312-7. Student mobility reflections on learning

SIG: Study Abroad and International Students (SAIS) Refereed Round-Table Session

Chair:

Wendan Li, University of Hawai'i at Mānoa

Participants:

- Critical reflective questioning while studying abroad: Promoting sustainability and deepening critical consciousness – *Jill Manske, Michigan State University*
- International students making sense of their learning in an American culture and language program in higher education *Xinyue Zuo, University of Massachusetts, Amherst*
- The Space In-between: The Materiality and Sociality of the International Branch Campus in China – Kris Hyesoo Lee, University of Oxford

Discussant:

Carihanna Janay Morrison, City University of New York

312-8. Teacher education

SIG: Africa

Refereed Round-Table Session Participants:

Decentralizing and contextualizing teacher continuous professional development in Rwanda - increasing effectiveness of CPD for

Tuesday, April 16

equitable learning – Kyoko Yoshikawa Iwasaki, independent researcher; Ryuichi Sugiyama, PADECO Co., Ltd.; Yumiko Ono, Waseda University; Sayaka Matsuzuki, PADECO Co., Ltd; Kenji Ohara, PADECO Co., Ltd

- Mentoring primary-secondary teachers in the Democratic Republic of the Congo: One program's journey in designing learner-centered pedagogy – Jennifer Lund, Indiana University
- Quality and Sustainable Education for Out of School Children: Experiences of the Speed School Program in Ethiopia Alemayehu - Hailu Gebre, Geneva Global

312-9. Understanding international student experiences and complexities

SIG: Study Abroad and International Students (SAIS) Refereed Round-Table Session

Participants:

- International students' experiences developing leadership capacity on host campuses - David Hoa Khoa Nguyen, IUPUI
- Reconciling Multiple Identities Experiences of International Undergraduate Students in the United States – Yi Meng, Penn State University
- Headbump or Headway? American Students' Engagement with their International Peers on Campus – Uttam Gaulee, Morgan State University.; Benjamin Welsh, Morgan State University

Discussants:

Krishna Bista, Morgan State University Chris R. Glass, Old Dominion University

312-10. Teachers and curriculum in schools

SIG: Eurasia

Refereed Round-Table Session

Participants:

- Becoming a Teacher in Kyrgyzstan Aisulu Totobaeva, Independent scholar; Totukan Dyikanbaeva, Osh State University
- From "Defectology" towards Inclusion: Policies and Practices of Inclusive Education in Georgia – Sophia Gorgodze, National Assessment and Examinations Center; Ilia State University;; Rusudan Chanturia, UN Association of Georgia
- Technology integration barriers: Turkish social studies teachers' perspectives – Emin Kilic, Independent Scholar; Bulent Tarman, Independent Scholar; Hasan Aydin, Florida Gulf Coast University

313. Innovation Fund Panel: Academic and Non-Academic Career Preparation [Open to all]

3:15 to 4:45 pm | Bay (Level 1) - Bayview B

Chair:

Felisa Tibbitts, Teachers College, Columbia University Discussants:

Jorge Enrique Delgado, University of Pittsburgh Fernanda Pineda, FIU

314. Highlighted session: Education for sustainability and recovery of our spiritual and child-like Self: the promise of contemplative methods and pedagogies SIG: Contemplative Inquiry and Holistic Education

3:15 to 4:45 pm | Bay (Level 1) - Golden Gate

Participants:

Education for sustainability: Contemplative methods revitalizing our child-like awareness and kindness to mother nature - Denise

Tuesday, April 16

CONFERENCE PROGRAM

McHugh, University of Maryland, College I of Maryland

Learning through head, heart and hands: nat (Waldorf) schools in China – *Yifan Sun, Un*

Contemplative techniques for sustainable lea study of China and the United States – An of Maryland

- Personal sustainability: We are Nature! A Daoist perspective and contemplative exploration in a Canadian University – Neha Shivhare, Simon Fraser University; Tom Elwood Culham, City University of Seattle in Vancouver
- The role of Theraveda Buddhism after conflict and the need to reconnect to nature in Cambodia – Annie Rappeport, University of Maryland

315. Highlighted session: Teachers' rights and the right to quality education: examining the ILO/UNESCO recommendations on the status of teachers and highereducation teaching personnel

SIG: Teacher Education and the Teaching Profession

3:15 to 4:45 pm | Bay (Level 1) - Seacliff A

Chair:

Noah W. Sobe, Loyola University Chicago

Participants:

- Advocating for teachers' rights: The role of the Joint ILO/UNESCO Committee of Experts and the 1966/1997 Recommendations concerning Teaching Personnel – *Frances Vavrus, University of Minnesota*
- Improving the teaching profession through the monitoring of teacher-related targets: The role of UNESCO *Sonia Guerriero, UNESCO*
- Advocating for change in the teaching profession: The case of the 2017 National Teacher Policy in Uganda *Victoria Kisaakye, UNESCO*

Discussant:

Antonia Wulff, El

316. Highlighted Session: Exploring teacher agency, beliefs, identity, practices and quality

SIG: Teacher Education and the Teaching Profession

3:15 to 4:45 pm | Bay (Level 1) - Seacliff B

Chair:

Xeniya Tursunbayeva, Nazarbayev Intellectual Schools Participants:

- Capability Approach and Teacher Quality: An Analysis of Female Teacher Experience in a Rural, Malawian Community – Annabelle Rodgers Hardy, E Tennessee State University
- Content and Pedagogical Characteristics of US and Chinese Elementary Mathematics Lessons in Contexts of Teaching Reform – Jian Wang, Texas Tech University
- Continuities and Transformations of Argentina's Teacher Education: Policies and Reforms since the Mid-Eighties – Paula Razquin, Universidad de San Andres; Gustavo E. Fischman, Arizona State University

Factors that shape English teachers' beliefs about critical thinking in Kazakhstan. – *Xeniya Tursunbayeva, Nazarbayev Intellectual Schools* Does negative teacher behavior influence student's critical thinking? – Samvet Kuril, Indian Institute of Management, Ahmedabad, India; Vijaya Sherry Chand, Indian Institute of Management, Ahmedabad, India; Rukmini Avadhanam, University of Minnesota

317. Highlighted session: Religious teaching and learning across diverse cultural settings and contexts

SIG: Religion and Education 3:15 to 4:45 pm | Bay (Level 1) - Seacliff C

Chair:

Yonah Hisbon Matemba, University of the West of Scotland Participants:

- A Calling to Teach. How it Emerges and Develops in Teachers Across the Americas – Cristobal Madero, University of California, Berkeley / Universidad Alberto Hurtado, Chile
- Religious identify and religious education reform in transnational contexts Yonah Hisbon Matemba, University of the West of Scotland
- Non-formal Religious Education Among Dutch Pakistani Youth in the Netherlands – Yusra Akhtar, Individual; Hulya Kosar Altinyelken, University of Amsterdam
- Comparative Analysis of Contemporary Functions of Islamic K-12 Schools from Around the World – *Derya Dogan, Indiana University* Discussant:

Nita Kumar, Claremont McKenna College

318. Highlighted session: Links between consumption, environmental citizenship, and climate change

SIG: Environmental and Sustainability Education

- 3:15 to 4:45 pm | Bay (Level 1) Seacliff D
 - Chair: Michael C. Russell, Centenary University Center for Sustainability

Participants:

- Environmental sustainability in a Nordic civic and citizenship education context: from the perspectives of students, teachers and school leaders - Saiki Lucy Cheah, Teachers College, Columbia University; Lihong Huang, Oslo Metropolitan University
- Exploring and understanding the development of 'climate change capabilities' among Colombian smallholder farmers exposed to new technologies in agriculture *Marcela Ramos, University of Bristol*
- Through the eyes of students planet-wide: Reconceptualizing climate change education for sustainable development (ESD) – Carrie Karsgaard, University of Alberta; Debra Davidson, University of Alberta; Dylan Hall, University of Alberta; Elizabeth Dowdell, University of Alberta

320. Re-thinking pedagogy in teaching and teacher education

SIG: Teacher Education and the Teaching Profession Paper Session

- 3:15 to 4:45 pm | Street (Level 0) Plaza
 - Chair:

Mikko Niemelä, University of Helsinki

Participants:

- A teacher educator's effort to approach the critical work of integrating teaching for global competence in a teacher education course – *Kathleen Ramos, George Mason University*
- Can Teacher Learning Help Student Collaboration? A Cross-national

Study on Teachers' Professional Development and Students' Collaborative Problem Solving Skills – Hansol Woo, Penn State University; Ji-hye Kim, Penn State University; Jee Bin Ahn, Penn State University

- Conceptualizing Teacher Education for Social, Cultural, and Ethnic Diversity in China – *Reyila Hadeer, Michigan State University; Christopher B. Crowley, Wayne State University; Min Yu, Wayne State University*
- Teacher's integrative pedagogical knowledge: Applying Lee Shulman's theory of pedagogical content knowledge to the context of curriculum integration – *Mikko Niemelä, University of Helsinki*

321. Educational technology and faculty development

SIG: ICT for Development (ICT4D)

Paper Session

3:15 to 4:45 pm | Street (Level 0) - Regency A

Chair:

Matt Finholt-Daniel, RTI International / University of Minnesota Participants:

- Evaluating the impact of the project "Sustainable use of ICT for improving the quality of primary education in rural Mongolia"
 Sukhbaatar Javzan, University of Finance and Economics, Mongolia; Shinobu Yume Yamaguchi, Tokyo Institute of Technology; Li Shengri, Tokyo Institute of Technology; Bat-Erdene Regsuren, Academcy for education development, Mongolia
- Study on Self-Regulated Learning Processes for Professional Development using ICT: A Case of Primary School Teachers in Mongolia – Yiqiong Mai, Tokyo Institute of Technology; Shinobu Yume Yamaguchi, Tokyo Institute of Technology; Jun-Ichi Takada, Tokyo Institute of Technology; Shengru Li, Tokyo Institute of Technology
- Using technology to open the black box of the classroom to Government – sustainable implementation of Tangerine:Tutor at scale in Sierra – Leone Kayode Sanni, Cambridge Education; Daniel Waistell, Cambridge Education; Matt Finholt-Daniel, RTI International / University of Minnesota
- WordScientists.org | Using technology to make literacy a means to promote peace and justice in the world. – Jacob Bronstein, National Education Support Trust, USA; Jasmine Williams, Teachers College; Mary Fionula Mckenna, National Education Support Trust (NEST) USA

Information and Communication Technologies (ICTs) in Education and Educational Continuity of People with Disabilities(PWD) and Inclusion in Vietnam – *Chau Cao, Waseda University*

Discussants:

Mona Younes, INEE Jacob Bronstein, National Education Support Trust, USA Chau Cao, Waseda University

322. Education and social change after 40 years of development in China

SIG: East Asia

Formal Panel Session

3:15 to 4:45 pm | Street (Level 0) - Regency B

Participants:

Youth skills training and its effect on employment and well-being in China: a longitudinal investigation – Jennifer Adams, Drexel

Tuesday, April 16

University

- Networked for Quality: The Chinese teaching research system and the formative evaluation of teachers in China *Tanja Sargent, Rutgers Graduate School of Education*
- Effects of Younger Siblings on Parental Educational Investment: Evidence of Resource Dilution from Contemporary China – Shuang Chen, Princeton University

The Gender Attitude of Youth: How Gansu Rural Youth Perceive Family and Marriage – Yuping Zhang, Lehigh University; Peggy A. Kong, Lehigh University

Discussant:

Rebecca Clothey, Drexel University

323. The internationalization of higher education: conceptualizations, strategies, and consequences

SIG: Higher Education

Formal Panel Session 3:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific A Chair:

Francisco Ramirez, Stanford University

Participants:

International university as an identity Yasemin Soysal, University of Essex; - Roxana-Diana Baltaru, The University of Warwick

- Celebrating the global: internationalization as a global model *Elizabeth S. Buckner, University of Toronto*
- The global race towards a "world class" university? An examination of university mission statements worldwide – *Seungah Lee, Stanford University*
- "Internationalize or perish": unpacking the impetus to internationalize at universities around the world – S. Gabriela Gavrila, Stanford University; Seungah Lee, Stanford University
- Gender segregation among academic faculty: a study of elite higher education institutions across 13 countries – Mana Nakagawa, Facebook; Christine Min Wotipka, Stanford University; Elizabeth S. Buckner, University of Toronto

324. Effects and operation of publicly subsidized private schools in different contexts

SIG: Globalization and Education Formal Panel Session

3:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific B Chair:

Antoni Verger, Universitat Autònoma de Barcelona Participants:

- Private subsidized schools' logics of action in the Chilean education market - Adrian Zancajo, University of Glasgow
- False promises of autonomy and innovation: the case of English Academies Maija Salokangas, Trinity College Dublin
- Supply-Side Subsidies for Private Schools: Exploring School Leaders' Logics of Action in Marginalized Contexts in the City of Buenos Aires. – Mauro Moschetti, Universitat Autònoma de Barcelona; Carolina Snaider, Columbia University
- Publicly subsidized private schools in Quebec, Canada: exploring immigrant families' behavior and strategies in the Montreal context. – Véronique Grenier, Université de Montréal
- The Role of Contracted Schools in Colombia: How do They Work, in What Contexts, and Who Benefits from Them? *Claudia Milena*

Tuesday, April 16

Diaz Rios, University of Toronto Discussant: David Plank, Stanford University

325. Exploring gender in peace and human rights education

SIG: Peace Education

Paper Session

3:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific C

Chair:

Helal Dhali, McGill University

Participants:

Gender issues in post-conflict peace education: Case study of Aceh, Indonesia – Hannah Katherine D'Apice, Stanford University

Human Rights Education Through a Gendered Lens – Katie Zanoni, University of San Francisco

Incremental Transformation: Education for Gender Equality and Peace in Post-war Sri Lanka – *Thursica Kovinthan Levi, University* of Ottawa

326. The role of evidence in advancing policy to raise learning outcomes equitably for sustainable development

Formal Panel Session

3:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific D Chair:

Pauline Rose, University of Cambridge

Participants:

- How partnerships between researchers, DFID advisers and government can contribute to societal impact; case studies from ESRC-DFID's Raising Learning Outcome programme – *Laura Savage, DFID*
- Maximizing research impact for quality education: A case study of the Honduran Tutorial Learning System or SAT secondary education program – *Erin Murphy-Graham, University of California, Berkeley*
- The role of education research in policy decision-making processes: evidence from South Africa – *Nompumelelo Lungile Mohohlwane, Dept of Basic Education South Africa*
- Global knowledge networks and international education development: The case of the Education for All Global Monitoring Report – *Robyn B. Read, University of Toronto*
- 327. Developing and using classroom observation instruments to improve early grade reading (EGR): experiences, lessons learned and guidance

SIG: Global Literacy

Formal Panel Session

3:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific E

Chair:

Alison Pflepsen, URC-CHS

Participants:

Classroom observations for different purposes: Guidance and recommendations for effective and sustainable adaptation and use of classroom observation instruments – Ashley Clayton Hertz, URC-CHS Consultant; Emily Kochetkova, URC-CHS (Consultant)

Observation for monitoring or observation for coaching: same or different? - Julia Frazier, FHI 360

Users, functions and findings: The evolution of classroom observation tools for literacy instruction in Uganda – *Rachel Jordan, RTI International*

CONFERENCE PROGRAM

The Stallings Classroom Snapshot Observation System: measuring change in teachers' use of classroom time for an EGR initiative in Ghana – Andrew Epstein, Social Impact

Discussant:

Rebeca Martinez, US Agency for International Development (USAID)

328. New philanthropy: "disruption" and the implications for education development (I)

Formal Panel Session

3:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific F

Chair:

Alexandra Draxler, NORRAG

Participants:

- The promises and challenges of diverse philanthropic camps in education: A view from the funders – *Megan Haggerty, International Education Funders Group*
- The Evolution of Silicon Valley Philanthropy: "Disruption" and the Implications for Educational Development – *Lara Patil, Independent*
- "Foundations are everywhere, all the time": New philanthropy's diffuse approach to education policy-making Marina Avelar, Institute of Education, University College London

Discussant:

Karen Mundy, Toronto University

329. A global research on the use of open school data, for more sustainable ways to administer educational services, to manage schools and involve community stakeholders Formal Panel Session

3:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific G

Chair:

Muriel Poisson, International Institute for Educational Planning (IIEP) UNESCO

Participants:

Punjab Monitoring and Implementation Unit (PMIU) in Pakistan – Kashmali Khan, Adam Smith International

My School initiative, Australia - Stanley Rabinowitz, Pearson

Accountability in Education in action: Evidence-based school improvement in Malawi, Africa – Samantha Ross, Link Community Development International

Open School Data Initiatives in Latin America – Alejandra Brito, Consultant

Moving Teachers to Malawi's Remote Communities: A Data-Driven Approach to Teacher Deployment – Salman Asim, World Bank; Joseph Chimombo, US Agency for International Development (USAID); Dmitry Chugunov, World Bank; Ravinder Gera, World Bank

330. Theoretical and empirical approaches to building peace amidst conflict

SIG: Education, Conflict, and Emergencies Paper Session

3:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific H Participants:

> The role of education in the reintegration of ex-combatants in Colombia and sustaining peacebuilding – *Maria Paulina Arango, Florida State University*

Those who stay: Sustaining community schools in the Central African

Republic's civil conflict – Elena Toukan, OISE, University of Toronto Exploring the teaching of divided histories in conflict-affected societies: Sharing experiences and learning between Northern Ireland and Lebanon – Tony Gallagher, Queen's University Belfast; Gavin Duffy, Queen's University Belfast; Gareth Robinson, Queen's University Belfast; Bassel Akar, Notre Dame University - Louaize

Achieving educational rights and justice in conflict affected contexts: 4As and 4Rs – *Mieke Lopes Cardozo, University of Amsterdam; Ritesh Shah, University of Auckland*

331. Eco-pedagogy, place, & permaculture in the age of posttruth: how do we midwife a biophilic society?

SIG: Environmental and Sustainability Education Paper Session

3:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific I Chair:

Lesley Bartlett, University of Wisconsin-Madison

Participants:

Localism and Sustainable Education – *Liz Jackson, University of Hong Kong*

Ecopedagogical responses to Global Environmentalism's Discursive Perplexity: A critical view from Mexico – *Daniel Dominguez Valles, UCLA*

- Post-truth D/development S/sustainability pedagogies: An ecopedagogical analysis – Greg W Misiaszek, Beijing Normal University
- Hospicing The Necrophilic Civilization: Can Educational Policy Centered Around Eco-literacy Birth A Biophilic Society? – David Epstein, University at Albany

Discussant:

Vanessa Andreotti, University of British Columbia

332. Educational inequalities, student outcomes and societal impact. Insights from international large-scale assessments in education

SIG: Large-Scale Cross-National Studies in Education Paper Session

3:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific J

Chair:

Yifan Bai, American Institutes for Research

Participants:

- Achievement gaps between immigrant and native students across education systems: Evidence from TIMSS 2015 – Ebru Erberber, American Institutes for Research; Yuan Zhang, American Institutes for Research; Yifan Bai, American Institutes for Research; Yemurai Tsokodayi, American Institutes for Research; Marissa Hall, American Institutes for Research; Frank Torres Fonseca, American Institutes for Research
- Language at home and language at school: Where does a mismatch matter? Cross-national evidence from PIRLS 2016 – Yuqi Liao, American Institutes for Research; Marissa Hall, American Institutes for Research; Yifan Bai, American Institutes for Research
- The level of functional literacy and students' educational and noneducational characteristics – Anastasiya Kapuza, Higher School of Economics; Anastasia Getman, National Research University Higher School of Economics, Moscow, Russia; Tatiana Chirkina, National Research University Higher School of Economics

Combining Access and Quality Statistics for Low-Income Countries

Tuesday, April 16

in Francophone Africa – Adaiah Keren Lilenstein, Stellenbosch University; Nic Spaull, Stellenbosch University

Rethinking cause and effect: Analyzing economic growth and PISA scores over a period of fifteen years – Yariv Feniger, Ben-Gurion University of the Negev; Michael Atia, Ben-Gurion University of the Negev

333. Sustainability/development

SIG: Africa

Paper Session

- 3:15 to 4:45 pm | Pacific Concourse (Level -1) Pacific K
- Chair:

Herve Touorizou Some, Ripon College

Participants:

- Sustainable Financing of Education in Africa: Beyond Peak Aid? Keith Malcolm Lewin, University of Sussex
- Educating African Architects: A Step Toward Building a Sustainable Future – Cierra Mantz, Soka University of America
- Teacher education as a nexus for endogenous pedagogic innovation: exploring a systems model for scale-up – Angeline M. Barrett, University of Bristol; Francis William, University of Dodoma

Community Participation for Sustainable School Development in Tanzania: The Parent-Teacher Partnership – Joan-Ndaambuyo Melchior Minja, Cambridge Education/ Mott MacDonald

334. Strengthening data for better education systems

SIG: Economics and Finance of Education Formal Panel Session

3:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific L Participants:

What role for Education Management Information Systems? Supporting the strengthening of EMIS at country level – Silvia Montoya, UNESCO Institute for Statistics

- How does GPE support EMIS? Current investments and future initiatives – Margaret Irving, Global Partnership for Education
- A view from the ground: The Gambian experience Elias Wakjira, Ministry of Education, Ethiopia; Alpha Bah, Ministry of Education, The Gambia
- Economic evaluation of delivering integrated school-based health programmes in Cambodia and Ghana – *Guillaume Trotignon*, *Sightsavers; Imran Khan, Sightsavers*

335. Conceptualizations and possibilities of inclusion and diversity

in education

SIG: Inclusive Education

Formal Panel Session

3:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific M Chair:

Matthew Schuelka, University of Birmingham

Participants:

- The Experience of Inclusion in Danish Schools between Politicization and Pedagogical Ideals – Thomas Thyrring Engsig, UC of Northern Denmark, Research Program on Children and Youth at Risk and Inequalities in Life Opportunities
- Sociocultural perspectives on curriculum, pedagogy and assessment: Implications for participation, belonging and building inclusive schools and classrooms in Aotearoa/New Zealand – *Missy Morton*,

Tuesday, April 16

CONFERENCE PROGRAM

The University of Auckland

- Does everybody suffer? Inclusive and Special Education and the Question of Equity in Education portrayed by teachers in Finland – Juho Honkasilta, University of Helsinki
- The gravity of the status quo: considering resistances to inclusive education for students with disabilities *Roger Slee, University of South Australia*

Discussant:

Christopher Johnstone, University of Minnesota

336. Disparities in educational outcomes

SIG: East Asia

Paper Session

3:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific N

Chair:

Ye Liu, King's College London

Participants:

- Academic efficacy of low academic achievers: Double jeopardy in Korean school context? – Sara Lee, Korea University; Suehye Kim, Center for Social Cohesion Education, Korea University
- Compensatory Advantage and the Use of After-school Tutorials *Min-Hsiung Huang, Academia Sinica*
- Inequality and Inequity of Access to Chinese Upper-Secondary Education – Dayu Yang, The Ohio State University; Gerald W. Fry, University of Minnesota
- Rural-urban disparity in educational achievement and its explanations in China: evidence from PISA 2015 – *Teng Yuan, University of Hong Kong*
- The Influence of Internal Migration on Chinese Students' Academic Achievement – Minda Tan, Pennsylvania State University; Katerina Bodovski, Penn State University; Yangyang Wang, Pennsylvania State University

337. Reforming pedagogy to support the development of critical thinking skills: evidence from universities in Ghana, Kenya and Botswana

SIG: Higher Education Formal Panel Session

3:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific O

Participants:

Learning to Think Critically: Do University Faculties Make A Difference? – Christopher Kwaah, University of Cape Coast; Caine Rolleston, Ucl

Transforming higher education for critical thinking: catalysts and barriers in Kenya, Ghana and Botswana – *Tristan McCowan, University College London*

The case for structural reforms to support pedagogical reform in higher education in Africa: The case of the University of Botswana – Richard Tabulawa, University of Botswana

Pedagogical reform within universities: The crucial question of faculty identities and motivations – Rebecca Schendel, UCL Institute of Education

Discussant:

Wadzanai Faith Mkwananzi, Postdoctoral Fellow, University of the Free State

338. Poster Session 2

3:15 to 4:45 pm | Bay (Level 1) - Bayview A/B Foyers

Participants:

- Disengaged teachers in professional development activities: a case under an international cooperation project in Vietnam – *Risa Otsu, University of Pennsylvania; Atsushi Tsukui, International Development Center of Japan*
- Does test preparation work? Grounded theory research of TOEFL-iBT preparation programme in a Chinese educational institution Yuanyue Hao, University of Oxford; New Oriental Education & Technology Group

Early Childhood Education Programs in the Los Angeles Unified School District: (LAUSD): Prekindergarten in highlight Janaina – Vargas de Moraes Maudonnet, Universidade de Sao Paulo - USP; Theresa Adrião, State University of Campinas (UNICAMP)

- Early marriage in Nepal Pitambar Acharya, Tribhuvan University, Nepal
- Eco-Socialism Education in Cuba *Timothy Duane Reedy, University* of Maryland-College Park
- Educating the (diverse!) masses: Incorporating global competence into education for immigrant communities and their host communities – A. Munise Gultekin, University of Pennsylvania; Aimee Perera, University of Pennsylvania
- Educational Expectation from Adolescence to Young Adulthood: A Latent Growth Modelling Analysis – Esther Sui Chu HO, The Chinese Uni of Hong Kong; Kwok Wing Sum, The Chinese Uni of Hong KOng
- Education in mother tongue not a Myth: learning from private sector and mainstreamed in Bangladesh – *Meherun Nahar, Save the Children - Bangladesh*
- Effect of inquiry-based teaching and school climate on science learning: evidence from the Program for International Student Assessment (PISA) – *Ricardo Gómez, Universidad de Antioquia; Ana María Suárez, Universidad de Antioquia; Niyereth Vásquez, Universidad de Antioquia*
- Embodied confidence as life-long cultural capital: Children's Onstage performances in parents' eyes in northeast China – XIANYU ZHANG, East China Normal University; XUAN DONG, East China Normal University
- Empowerment and Capacity Development for Parents of LGBTI Persons in Asia – Cody Freeman, Faculty of Learning Sciences & Education, Thammasat University
- Enhancing Performance on National Exams: A Review of the Liberian Education System – Judit Llavina Serra, Harvard Graduate School of Education; Komal Thakkar, The Fletcher School; Jannate Sebbah Temsamani, Jara Worldwide / Harvard Graduate School of Education; Ghazi Taimoor Mirza, Harvard Graduate School of Education
- Environmental management, education and female participation in indigenous lands in the Northeast of Brazil *Ana Paula Ferreira Lima, Malala Fund*
- Environmental Study Abroad: New Paths Forward in Sustainability Kara Michele Korab, University of Maryland
- Examining course use and academic achievement through learning analytics *Minh T. Pham, University of Missouri*
- Experiences of first year students at Nazarbayev University, using Tinto's model of academic and social integration – Aray Saniyazova, Nazarbayev University

- Exploring the impact of parental education on adults' skills with PIAAC - Emily Pawlowski, American Institutes for Research; Jaleh Soroui, American Institutes for Research
- Faculty Perceptions of Graduate Education Abroad Jacob Lemon, Michigan State University
- From "Respecting Teachers" to "Democratic and Equality": the Dissolution of Teachers' Authority - LIli WANG, Graduate School of Education , Peking University , China
- Gender stereotypes and middle-school children's self-perception: a comparison of mothers' and their children's reports - Elif Ozen, private practice; Nihal Yeniad, Asst Prof.; Bengu Borkan, Bogazici University
- Growing the local book industry: The experience of a publishing collaborative in Rwanda - Sofia COzzolino, Save the Children; Katherine Uwimana, Save the Children
- Heteroglossic Ideology Challenged: Impact of bilingual education on immigrant family dynamics - Xiong Her, University of Pennsylvania Graduate School of Education; Meilin Raquel Chong, University of Pennsylvania
- How Beliefs Shape Teacher Engagement in Professional Development Nikolemae De La Rosa, University of California, San Diego; - Maxie Gluckman, University of California, San Diego; Katharine Summers, Students Helping Honduras
- How does China's central government TVET reform policy transfer into to local practices - Jo Lizhou Wang, Harvard Graduate School of Education; Josiah Chan, Harvard School of Education; Charlotte Evans, Harvard School of Education
- How to protect what we do not know? Prior knowledge about fungi in two levels of education in Brazil - Nelson Menolli Junior, Instituto Federal de Ciencia e Tecnologia de Sao Paulo; Esther do Lago e Pretti, Arizona State University; Cibele Bender Raio, Universidade Estadual do Norte do Paraná
- Immigrants' perceived benefits of participating in English as a second language courses at a neighborhood resource center in Jupiter, Florida - Melanie Oates, Florida International University Graduate Student; Andressa Scussel, Florida International University Graduate Student
- Impact Evaluation: Online Education for the Sustainable Development Goals - Amber Webb, Head of Programs and Partnerships, SDSN
- Impact of Memory Method in Second/Foreign Language Fluency Development - Malihe Eshghavi, University of San Francisco
- Implicit theories of math abilities cultural and gender differences between German and Chinese fourth-graders - Frederike Bartels, University of Vechta; Xuping Ye, Anhui Normal University; Melanie Kubandt, University of Vechta
- Increase in Education about the Situation in North Korea among South Korean Youth through the use of Narratives - Ye Won Maing, Penn GSE
- Internationalize and privatize for national public purposes: Transnational higher education and the State. A first look at the French case. - Antonina Levatino, Autonomous University of Barcelona (UAB)

Investing in school transport in rural Honduras: Implementation, impact, and evidence - Jennifer Mallman, CRS; Olga Canelas, CRS Issues on Sustainable Development - Mani Ram Sharma, Mahendra

Ratna Campus

- Is the importance of the pre-primary sector undervalued in education planning? A case of pre-primary sector analysis in Nepal – Shota Hatakeyama, Michigan State University; Kenji Kitamura, Teachers College, Columbia University; Dipu Shakya, PhD, Education (ECD) Specialist, UNICEF Nepal; Pemba Tamang, Consultant, UNICEF Nepal
- Language-based educational inequality in the former Soviet Union -Aizat Nurshatayeva, University of Pittsburgh
- Language Policy and teacher education in Angola and Mozambique - Alejandra Villalobos, University of Pennsylvania Graduate School of Education
- Latinos Who Don't Lunch: Latino Student Participation in the School Lunch Program at the San Francisco Unified School District - Lisa Lynette Marquez, University of San Francisco
- Less access to high school in rural China and its impact for sustainable development for economy and social equality - Li Yan, UCLA; Zhe Zhang, UCLA
- Requisitioning Technology Integration in Saudi Educational System, a Systematic Approach - Ahmed M. Mukhtar, University of Missouri; Walaa Bunaiyan, University of Denver
- The impact of an intensive vocational program on the sustainability of quality care provided to institutionalized children in Egypt -Yosr W. Kotb, Wataneya Society, Egypt; Heba Kotb, The American University in Cairo
- Research to Improve the Quality of Early Primary Grade Teaching and Learning in Syria: A Visual Report on the Findings - Jen Steele, equitas education

339. Film Festivalette: Inspirational Shorts [Screening 1]

4:00 to 5:45 pm | Landmark Embarcadero Center Cinema (off-site): Floor Promenade (Level 3) - 1 Embarcadero Center

340. Nepal's national Early-Grade Reading Program - learning from data and experience

SIG: South Asia

Formal Panel Session

5:00 to 6:30 pm | Atrium (Level 2) - Boardroom B

Chair:

Jannie Kwok, USAID

Participants:

- Teacher Training and Support in Nepal's National Early-Grade Reading Program - Puspa Raj Dhakal, Ministry of Education, Science, and Technology, Nepal;; Wendi Ralaingita, RTI International
- School Performance Factors in Nepal's National Early-Grade Reading Program - Lekha Nath Poudel, Center for Curriculum Development, MOEST, Nepal; Uddhav Rai, RTI International

The impact of EGRP-Nepal on native and non-native Nepali speakers - Alicia S. Menendez, University of Chicago; Gregory Haugan, NORC, The University of Chicago

Language Data for Planning in Nepal's National Early-Grade Reading Program – Babu Ram Poudel, Center for Education and Human Development, MOEST, Nepal; Dhan Singh Dhami, RTI International

341. USAID's revised guidance for measuring employment outcomes of youth employment programs SIG: Youth Development and Education



Tuesday, April 16

Tuesday April, 16

Formal Panel Session

5:00 to 6:30 pm | Atrium (Level 2) - Boardroom C Participants:

USAID's Employment Survey for Measuring Outcomes of Youth Employment Programs – Nancy Taggart, US Agency for International Development (USAID)

- USAID's Revised Guidance for Measuring Employment Skills Catherine Honeyman, World Learning
- What Do They Remember? Probing for Recall in an Employment Survey Using Cognitive Interviews for USAID's Employment Programs – Elena Walls, US Agency for International Development (USAID); Mousumi Sakar, Consultant

Presenter:

Mousumi Sakar, Consultant

Discussant:

Nancy Taggart, US Agency for International Development (USAID)

342. Roundtable Session (Tuesday II)

5:00 to 6:30 pm

Atrium (Level 2) - Garden Room A

342-1. Gender (in)equality in ECE settings

SIG: Early Childhood Development Refereed Round-Table Session Chair:

Mary Akinyi Otieno, Kenyatta University

Participants:

- Female teacher preparation in Early Childhood Development as a Driver for Sustainable Societies: A Comparative study of Kenya and Nigeria. – Adefunke Oluwafunmilayo Ekine, Tai Solarin University Of Education, Ijagun, Nigeria; Mary Akinyi Otieno, Kenyatta University
- Fostering Gender Equality with Early Childhood Educators: A Philippine Experience – Cassandra Scarpino, Save the Children; Mariel Joy Sampang, Save the Children; Pamela Mendoza Yamashiro, Save the Children
- Overcoming Issues of Gender and Protection in ECD for Sustainable Development: Learning from Tuwekeze Pamoja, – *Tanzania Kirsten Mucyo, Education Advisor, Save the Children; Margaret Leighton, St Andrews; Julius Massaga, PI for Research, Save the Children Consultant*

342-2. Histories, journeys, and social issues: decolonizing African education

SIG: African Diaspora Refereed Round-Table Session

Participants:

- Embodying Ubuntu and Invoking Sankofa: A Co-Exploration of Social Issues and Critical Mathematics Education with African Nonimmigrant Youth – *Molade Osibodu, Michigan State University*
- Interrogated Histories, Liberated Identities, and Interrupted Power – Derric Ivan Heck, University of Pittsburgh; Maureen K Porter, University of Pittsburgh
- Cultivating Culturally Sustainable Education Reclaiming Ancestral Knowledge through Counter-Narrative – Serian Jeng, Miami University; Dominique M. Brown, Miami University

CONFERENCE PROGRAM

342-3. Peace education around the world

SIG: Peace Education

- Refereed Round-Table Session
- Chair:
 - Kevin Kester, Keimyung University, Daegu, KR

Participants:

Climate Change, Environmental Refugees, and Peace Education for Building Bridges of the Heart – *Jing Lin, University of Maryland; Ayush Pokharel, University of Maryland*

Decolonizing Peace Education in Universities in Korea: A Critique and Some Decolonial Pedagogic Strategies – Kevin Kester, Keimyung University, Daegu, KR; Loughlin Sweeney, Endicott College of International Studies; Kris Hyesoo Lee, University of Oxford

- Understanding conflict transformation dialogue through conversation analysis – Hilary Cremin, Reader, Faculty of Education, University of Cambridge; Toshiyasu Tsuruhara, Research Associate, University of Cambridge
- World Scouting and Youth Activism G. Eric McGinnis, Penn State University

342-4. School quality and curriculum in Eurasia

SIG: Eurasia

Refereed Round-Table Session

Participants:

- Social Emotional Learning and Achievement Oana Ruxandra Apostolescu, Penn State University
- Students Assessment towards Quality of Education in Tajikistan Nazarkhudo Dastambuev, Open Society Institute

342-5. Assessment, accountability and teacher policies. International and national perspectives and developments applied to ILSAs

SIG: Large-Scale Cross-National Studies in Education Refereed Round-Table Session

Participants:

- INVALSI big data come to school Michele Cardone, INVALSI; Patrizia Falzetti, INVALSI; Chiara Sacco, INVALSI
- Cooperation over comparison: a regional large-scale assessment in the Pacific – Nina Tu'i, The Pacific Community (SPC); Torika Taoi, The Pacific Community; Ratieli Kacilala, The Pacific Community; Michelle Belisle, The Pacific Community
- The value of teachers around the world: Why professional capital matters for the future of education – *Heather E Price, Marian University; Kristen Weatherby, Institute of Education, Univ College London*
- Innovations in test development: Automatic Item Generation for LSA *Citlalli Sanchez-Alvarez, UABC*

Discussant:

Eva Klemencic, Educational Research Institute

342-6. Conflict, higher education, and socio-emotional learning

SIG: Education, Conflict, and Emergencies Refereed Round-Table Session

Participants:

Improving Learning and Working Impacts through Evidence-Based Psychological Resilience-Building: A Trauma-Informed Approach To Go Beyond Social Emotional Learning – *Heidi Kar*,

Education Development Center (EDC); Miriam Pahm, Education Development Center, Inc.

- Researching Displacement in Syrian Higher Education: Conflict, Professional Sustainability, and the Security State – Jo-Ann Dillabough, University of Cambridge; Olena Fim'yar, University of Cambridge; Colleen McLaughlin, Faculty of Education, University of Cambridge, UK; Zeina Al Azmeh, University of Cambridge
- Responding to natural disasters and complex emergencies: A crisis of higher education and public health – Luanne K Serieux-Lubin, Independent Scholar and Researcher; Ian A. Lubin, University of California, Riverside; Dominique A. Quarles, University of Georgia
- Instructional Approach using Genres Based on Science in developing Scientific Creativity of Upper Primary Students – Asha Rani Kamalamma, Periyar Tiger Reserve; martin babu Panackal, St. Joseph Academy and higher education and research

342-7. Inside the black box of measure development: a discussion with research-practice partnerships on the development, adaptation, and testing of holistic assessments in the Middle East

SIG: Education, Conflict, and Emergencies Refereed Round-Table Session

Chair:

Silvia Díazgranados Ferrans, International Rescue Committee Participants:

- Identifying and conceptualizing what to assess: Quality of care in humanitarian contexts April Coetzee, War Child Holland
- Adaptation of measures for child and contextual appropriateness: Social-emotional skill assessment – *Nikhit D'Sa, Save the Children; Julia Finder Johna, Save the Children*
- Analysis, interpretation of results and refinement: Academic functioning and well-being assessment – June T. Forsburg, University of Tromso; Camilla Lodi, Norwegian Refugee Council; Sarah Capper, Norwegian Refugee Council; Jon-Håkon Schultz, University of Tromsø
- Development of assessments for use in educational systems at scale: Social-emotional well-being assessment – Deepa Srikantaiah, World Learning; Wafa Kotob, World Learning, Inc.

Discussant:

Roxane Caires, Global TIES for Children, New York University

342-8. International contexts of teacher development

Refereed Round-Table Session

Participants:

- Connecting teachers across classrooms in South Asia Ideas Without Borders - Radhika Kapoor, University of Pennsylvania; Sarah Ali, Ideas Without Borders
- The Mechanism of Performance of Para-Teachers in India: Policy for Quality Teachers - *Mio Morimoto, Waseda University*
- The Fear and Courage of the Incomplete Teachers *Feijun Yu, Chapman University*
- Who is benefitting? International professional development for teachers – William Douglas Edgington, Sam Houston State University; Galina Kitaygorodskaya, Ministry of Education, Science, and Youth Policy of the Komi Republic; Natalia Novokova, Syktyvkar State University
- Building Cross-border Joint-universities in China: A Case Study of Organizational Dilemma Yunyun Qin, University of Hong Kong

Tuesday, April 16

342-9. Protecting and advocating for the right to education and rights through education

SIG: Education, Conflict, and Emergencies Refereed Round-Table Session

- Chair:
- Sabrina Muire Hervey, Education Above All/Educate A Child Participants:
 - Protecting the Right to Education in Insecurity and Conflict: Global Partnership Framework for Research and Advocacy on Law and Policy – Boran Choi, Protect Educatoin in Insecurity and Conflict (PEIC)

Policy dialogue at local and national levels to protect children's right to education – David Mumo, Education Above All-Educate A Child

Dynamic Futures in Gaza: The 'Art' of Dialogue to Empower Youth in Gaza' – Dahlia Mahroof, Al Fakhoora

343. Lessons from teachers' professional development programmes

SIG: Teacher Education and the Teaching Profession Paper Session

- 5:00 to 6:30 pm | Atrium (Level 2) Waterfront A Chair:
 - Diego Degetau, PIPE-CIDE

Participants:

- A quest for characterizing teacher planning: findings of 65 Mexican schools Diego Degetau, PIPE-CIDE; – Luis Medina Gual, Universidad Iberoamericana
- Are model PISA teachers happy? Cross-cultural comparisons Xiaofang Zeng, Texas Tech University
- Cultural Diversity Awareness: Case Studies of American Teacher Candidates – Jessica S. Krim, Southern Illinois University Edwardsville; Susan Breck, Southern Illinois University Edwardsville; Elly Ong, Universiti Teknologi MARA
- Early childhood teachers' lives in context: Implications for intervention effectiveness within early childhood education – Kate Schwartz, New York University Steinhardt; Marc Scott, New York University; Elise Cappella, New York University Steinhardt; J. Lawrence Aber, New York University Steinhardt; Sharon Wolf, University of Pennsylvania; Jere R. Behrman, University of Pennsylvania

344. Libraries to support literacy development: scale, sustainability and impact

Formal Panel Session

5:00 to 6:30 pm | Atrium (Level 2) - Waterfront B Participants:

> A roadmap to reading: Room to Read Vietnam's National Replica Libraries Project – Nuong Nguyen, Room to Read; Patrick Curry, Room to Read

Extending literacy beyond the classroom: Youth groups and library partnerships for sustainability – *Brenda Anjuri, RTI International; Jessica Mejia, RTI International*

Reading for pleasure in Honduran primary schools: Libraries to support reading as a life-long skill - Sergio Ramírez Mena, EDC

Library interventions foster habit of reading – Heather Simpson, Room to Read

Discussant:

Tuesday, April 16

CONFERENCE PROGRAM

Carol Deshano Da Silva, Save the Children

345. Literacy, language, politics and money: impacts on scaling up reading reform programs

Formal Panel Session | 5:00 to 6:30 pm Atrium (Level 2) - Waterfront C

Chair:

Karen Tietjen, Creative Associates International

Participants:

- Political Controversy and Bureaucratic Bargaining Chip: Use of Moroccan Arabic and Delivery of the National Early Grade Arabic Language Program – Fathi El-Ashry, Creative Associates International; Said Amzazi, Minister of National Education, Vocational Training, Higher Education and Scientific Research Kingdom of Morocco
- Paving a Linguistic Path forward in Mozambique Teles de Jesus, Deputy Director, Basic Education, Ministry of Education, Republic of Mozambique; Rosa Paula Dimande, Senior Systems Strengthening Specialist, USAID Vamos Ler! (Let's Read!) Program, Mozambique Creative Associates International
- Questioning an Educational Investment: Learning to Read in Mother Tongue or English? – Mesfin Derash Zeme, Materials Development Specialist, READ II Ethiopia Creative Associates International
- Negotiating Scale-Up: Politics and Processes of Expanding an Early Grade Reading Program in the Democratic Republic of Congo – Laura Harrington, Chemonics International; Jean Marie Mangobe Bomungo, Secrétaire Général Ministry of Primary, Secondary, and Professional Education Democratic Republic of Congo
- Which model to take to scale? Decisions on which bilingual approach and which reading model is most appropriate for Senegal – Sabine Kube-Barth, Cambridge Education; Khady Diop, Senegal Ministry of National Education

Discussants:

Mariam Britel-Swift, US Agency for International Development (USAID)

Penelope Bender, Burda Education

346. Quality and qualities in development education: Don Adams' life-long contribution to theory and practice Formal Panel Session

5:00 to 6:30 pm | Atrium (Level 2) - Waterfront D

Chair:

Esther E. Gottlieb, Ohio State University

Participants:

- Development Education: Policy, Planning, and Practice Esther E. Gottlieb, Ohio State University; Simona Popa, UNESCO International Bureau of Education
- Expand Out, Expanding Up: Educational Trends, Issues, and Policies in Asia - David W Chapman, University of Minnesota
- The Multiple Meanings of Educational Quality for Planning and Evaluation – Mark Ginsburg, University of Maryland
- Sustained Educational Change: Interactive Participatory Processes Catherine Cornbleth, Suny Buffalo
- Making Policies and Producing Plans: Who Benefits? David Plank, Stanford University

Critical Work in Critical Regions: Work in Crisis Countries and Creating the Field of Education in Emergencies – *Maureen Mcclure, University of Pittsburgh*

347. Educational Governance and Policy in Africa

SIG: Africa

- Paper Session
- 5:00 to 6:30 pm | Atrium (Level 2) Waterfront E Chair:

Leon P. Tikly, University of Bristol

Participants:

Affirmative Policies and Marginalized Groups' Access to Education and the Labor Market in Sub-Saharan Africa – Obed Mfum-Mensah, Messiah College

Governance as layering: negotiating school fees and access to free education in public primary schools in contemporary urban Somalilland – *Tobias Gandrup, Institute of Development Policy* (*IOB*), University of Antwerp

Caught in the Web: Global and Local Political Forces and the Monitoring of Teacher Quality in Liberia – Daniel Henry Smith, Rutgers University; Tanja Sargent, Rutgers Graduate School of Education

348. Roundtable Session (Tuesday V)

5:00 to 6:30 pm | Bay (Level 1) - Bayview A

348-1. The first year at school

SIG: Large-Scale Cross-National Studies in Education Refereed Round-Table Session

Chair:

John Boereboom, Christchurch University Participants:

The first year at school Peter Tymms, Durham University

- Children's behaviour in their first year at school and links to learning – Christine Rose Merrell, Durham University; Alina Ivanova, HSE, Moscow; Elena Kardanova, National Research University Higher School of Economics
- Overcoming Disadvantaged in Education: First Two Years at School in Brazil – Mariane Campelo Koslinski, Federal University of Rio de Janeiro; TIAGO BARTHOLO, Federal University of Rio de Janeiro
- Educational achievements of students in primary schools within different contexts – Alina Ivanova, HSE, Moscow; Elena Kardanova, National Research University Higher School of Economics

Discussant:

Isak Froumin, Institute of Education HSE

348-2. The multidisciplinary approach for a sustainable development. the case of cuban education.

Refereed Round-Table Session

Participants:

- Attention to the diversity in the Cuban education system: training teachers in times of educational inclusion. – Caridad Hernández Pérez, University of Pedagogical Sciences "Enrique José Varona" (UCPEJV)
- "Family capital" and academic achievement of Cuban elementary students. – Paul Antonio Torres, Central Institute of Pedagogical Sciences
- Neuroscience and education: Sharing of knowledge and tools. María del Rosario Torres Díaz, Neuroscience Center of Cuba; Vivian Reigosa, Cuban Center of Neuroscience
- Beyond the "third method" for the assessment of developmental dyscalculia. Implications for research and practice. *Vivian*

Tuesday, April 16

Reigosa-Crespo, Cuban Center for Neuroscience

348-3. Frameworks for measuring gender-responsive and equitable education

Committee: Gender & Education Refereed Round-Table Session Chair:

Jan Westrick, Valparaiso University & Miske Witt

Participants:

- Gender-responsive teaching and learning: building inclusive and equitable quality education - Jan Westrick, Valparaiso University & Miske Witt; Shirley J Miske, Miske Witt & Associates Inc.
- How do educational impacts vary by gender? Evidence from rigorous evaluations around the world - Sam Friedlander, Abdul Latif Jameel Poverty Action Lab (J-PAL)
- Sustainability and equity: the social and economic impact of gender inequality in STEM education pathways - Leandra Cate, Penn State University; Starlette Sharp, Penn State University

Toward a framework for measuring life skills: results and lessons learned from a multi-country evaluation and tool piloting process - Ryan Hebert, Room to Read

348-4. Higher education SIG roundtable 3

SIG: Higher Education

Refereed Round-Table Session

Participants:

- Exceptional expectations: The influence of student and parent attainment belief on degree completion outcomes - Sam Hopp, Lehigh University
- Exploring Faculty Agency as a Framework to Critically Examine Internationalization in the Global South - Jennifer Lebron, George Mason University
- How would the Academic Aspiration and Interests among Humanities Students evolve? Evidence from Humanities Honors Program in Peking University - Yuting Shen, Graduate School of Education, Peking University
- The effects of tightening financial management of research grants on the level and structure of Chinese universities' research funds 2008-2016 – Wei Ha, Peking University; Xinyue Zhang, Peking University

348-5. Investigating how digital technologies shape understandings of citizenship and civic attitudes

SIG: Citizenship and Democratic Education (CANDE) **Refereed Round-Table Session**

Chair:

Brooke BT Phan, University of California, Los Angeles

Participants:

- Digital Citizenship in a Teacher Preparation Program as a Way to Sustain Future Education - Irene Linlin Irene Chen, University of Houston Downtown; Yu-Han Hung, University of Houston-Downtown
- Students' citizenship competence learning in cloud classroom in China – Wangbei Ye, East China Normal University
- Using Virtual Reality to Tackle Sustainable Development Goals in Language Classrooms - Eunhye(Grace) ko, University of San Francisco; Soohyoung Joo, Seoul Seoil Middle School

348-6. Partnerships in research and knowledge production

Refereed Round-Table Session

Participants:

- From the Birth of a Paper: How Does the Supervisor-Student Relationship Affect the Productivity of Scientific Knowledge? -Xiaona Wang, Peking University
- An effect of international students on the research productivity of American institutions - Wan Yu, Penn State University
- Examining REL Pacific's research-practice partnerships: Challenges and successes - Erin D'Amelio, McREL International

348-7. Programming development concerns in education abroad

SIG: Study Abroad and International Students (SAIS) Refereed Round-Table Session

Chair:

Rosalind L. Raby, California State University, Northridge Participants:

- Personal and communal sustainability and growth among first generation U.S. students in study abroad settings - Mariell Herold, NORTHERN ARIZONA UNIVERSITY; Frances Riemer, Northern Arizona University; Grace Okoli, Northern Arizona University
- Capitalizing on Cuba: Exploration of U.S. Study Abroad Programming in Cuba - Taylor Clay Woodman, University of Maryland
- Students' Journeys Abroad Toward Higher Education from Post-conflict Country of Tajikistan - Nazira N/A Sodatsayrova, Humanities and Social Sciences
- Understanding How Predatory Journals Prey on International Students and Young Scholars - Ryan Michael Allen, Chapman University

348-8. Reflections on cosmopolitanism and education: Developing cosmopolitan sensibilities for a sustainable future SIG: Globalization and Education

Refereed Round-Table Session

Chair.

Erin Murphy-Graham, University of California, Berkeley Participants:

- Understanding the development of students' worldviews: Teaching cosmopolitanism in an undergraduate course - Devanshi Unadkat, University of California, Berkeley
- Interrogating global education programs for U.S.-based high school youth: Applying a critical cosmopolitan framework to practice -Daniele Fogel, student
- The development and validation of a multi-dimensional cosmopolitan worldview scale: an IRT approach - Yidan Zhang, University of California, Berkeley

348-9. Indigenous epistemology, sustainability, and adult education

SIG: Indigenous Knowledge and the Academy Refereed Round-Table Session

Participants:

Expanding Our Paradigm: What can We learn from Indigenous Ways of Learning and Knowing - Tiffany Devol, University of Tennessee - Knoxville; Al Doeve, University of Tennessee - Knoxville; Qi Sun, University of Tennessee, Knoxville

Land education - Austin R. Cruz, University of Arizona

Tuesday, April 16

CONFERENCE PROGRAM

Mayan epistemology, territorial connection, and Buen Vivir: a practical path forward for sustainability education – *Tobias Paul Roberts, Utz Kaslimaal Collective* Native America and Adult Basic Education – *Tabitha Rae Stickel*,

Pennsylvania State University

349. New Scholars Committee: Speed mentoring for careers in CIE [open to all]

Committee: New Scholars/New Scholars Committee 5:00 to 6:30 pm | Bay (Level 1) - Bayview B Invited Speakers:

Paulina Korsnakova, IEA Mark Ginsburg, FHI 360 Amber K. Gove, RTI International Nitika Tolani, MSI Jasodhara Bhattacharya, Think Equal Carina Omoeva, FHI 360 Colette Chabbott, George Washington University Nicholas Burnett, Results for Development Institute William Smith, UNESCO Global Education Monitoring Report Jordene Hale, American Institutes for Research D. Brent Edwards Jr., University of Hawaii Cynthia Miller-Idriss, American University Allyson Krupar, Save the Children / American University

350. Holistic approaches to educating girls and women: lessons from world education programming in Mozambique, Tanzania, and Nepal

- Formal Panel Session 5:00 to 6:30 pm
- Bay (Level 1) Golden Gate
 - Chair:

Haiyan Hua, World Education, Inc.

Participants:

Environmental Conservation and Human Development: Girls' Clubs in the Gorongosa National Park in Mozambique – *Willem Van De Waal, World Education, Inc.*

Mothers and Daughters Learning Together: An integrated approach to address low levels of female literacy in Southern Nepal – *Catharine Morgan, World Education, Inc.; Roopshree Joshi, World Education; Helen Bernadette Sherpa, World Education, Inc.*

Empowering Adolescent Girls and Young Women through Out of School Study Groups in Dar es Salaam – *Liz Allen, World Education, Inc.; Lilian Badi, World Education Inc.*

351. Public health

Paper Session

5:00 to 6:30 pm | Bay (Level 1) - Seacliff A

Chair:

OreOluwa Badaki, University of Pennsylvania

Participants:

Literacy and health: expanding and deepening the intersectional analysis – OreOluwa Badaki, University of Pennsylvania

AIDS Exceptionalism and educational policy and practice in Southern Africa and the Caribbean – *David Bell, Clark University*

Sustainable Health Workforce Development through Applied Learning Methods: An Evaluation Case Study of One Health Field Attachments in Kenya and Rwanda – *Ian Kenneth Allen, University* of Minnesota The Racial and Ethnic Dimensions of Asthma Diagnosis in U.S. School-Age Children – Shelby Gilbert, Florida Gulf Coast University; Simone O'Bryan, Florida Gulf Coast University

"People can know about basics stuffs naturally or without help from other": Bangladeshi Young Men's Experiences of Sexual Health Education – Tauhid Hossain Khan, Ph.D candidate, University of Waterloo

352. Partnership for effective and sustainable in-service training practice at-scale

SIG: Eurasia

Formal Panel Session

5:00 to 6:30 pm $\,\mid\,$ Bay (Level 1) - Seacliff B

Chair:

Amy Bernath, IREX

Participants:

Millennium Challenge Corporation – Isabel Dillener, Millennium Challenge Corporation

Millennium Challenge Account – Georgia Magda Magradze, Millennium Challenge Account-Georgia

Teacher Professional Development Center – Nino Maisuradze, National Center for Teacher Professional Development

International Research and Exchange Board - Amy Bernath, IREX

Ministry of Education, Science, Sports and Culture of Georgia – Irina Abuladze, National Centre for Teacher Professional Development

Discussant:

Sophia Gorgodze, National Assessment and Examinations Center; Ilia State University;

353. PechaKucha session I

5:00 to 6:30 pm | Bay (Level 1) - Seacliff C

353-1. 21st Century skills at the core of education for sustainability Pecha Kucha

Presenter: Marc LeBlanc, IREX

353-2. A Canadian conception of religious literacy

Pecha Kucha Presenters:

> W. Y. Alice Chan, McGill University Hiren Mistry, University of Toronto Erin Reid, McGill University Arzina Zaver, McGill University

353-3. Adult learners experiences of the role of non-formal education as a conduit to poverty reduction and rural development in Ghana

Pecha Kucha Presenter:

Emmanuel Intsiful, Beijing Normal University

353-4. Assessing the relationship between government initiatives and academic performance: the case of basic education students in rural areas in Ghana.

General Pool Pecha Kucha Presenter: Samuel Ofosu Donyina, Beijing Normal University

Tuesday, April 16

353-5. Concept maps and symbolic representations of knowledge and skills of teachers drawn by math teachers in Finland and the United States

Pecha Kucha

Presenter:

Susan Wiksten, UCLA International Institute

353-6. Constructing citizens: from Haiti to Huronia

Pecha Kucha

Presenter:

Gary Pluim, LakeHead University

354. The Washington group questions and leave no girl behind: measuring disability prevalence among out-of-school adolescent girls in sub-Saharan Africa

SIG: Inclusive Education Formal Panel Session

5:00 to 6:30 pm | Bay (Level 1) - Seacliff D

Chair:

Samantha Ross, Link Community Development International Participants:

Transformational empowerment of adolescent marginalised girls in Malawi – *Kate Sykes, Link Community Development International* Strategic approaches to girls' education – *Susan Adu-Areey, World Education Inc.*

Disability as a cause of girls' systematic marginalization and exclusion from education – Amogh Basavaraj, World Education, Inc.; Susan Adu-Areey, World Education Inc.; Kate Sykes, Link Community Development International

Discussant:

Amy Parker, Relief International

355. The (de-)construction of national education systems: transforming education for economic growth and post-national identity?

Formal Panel Session

5:00 to $6:30~pm~\mid~Street$ (Level 0) - Plaza

Chair:

Marcelo Parreira Do Amaral, University of Münster

Participants:

National Education Systems in the Post-national Era: The topological (de-)construction of national education – Marcelo Parreira Do Amaral, University of Münster; Sigrid Hartong, Helmut Schmidt University Hamburg

National education systems between citizenship and (national) identity – Sieglinde Jornitz, German Institute for International Educational Research - DIPF; Susanne Timm, University of Bamberg

Brazilian educational system and the project of a national identity through a common national curricular basis – *Wivian Weller, Universidade de Brasilia - UnB; Joao Luiz Horta Neto, INEP*

A (post-)National Response to the Teacher Shortage in the US – Paul R. Fossum, Univ. of Michigan-Dearborn

356. The equity initiative: building a "solutions menu": effective interventions for children with disabilities

SIG: Inclusive Education Formal Panel Session 5:00 to 6:30 pm | Street (Level 0) - Regency A

Chair:

Hayley Niad, Cambridge Education Participants:

- Impact of Leonard Cheshire's inclusive education model on the learning outcomes of girls with disabilities in the lake region of Kenya – Ola Abu Alghaib, Leonard Cheshire
- Strategies that work: Lessons from All Children Reading projects supporting students who have low vision or are blind – *Kristina Solum, STS International*

Measuring the effect of an early childhood caregiver training on child development outcomes in rural Malawi – *Emma Jolley, Sightsavers*

Leveraging Technology to Support Literacy Outcomes for Learners with Disabilities in Low and Medium-Income Countries – David Banes, Reading within Reach/Global Reading Network

357. The Dissemination and Enactment of Global Educational Reforms in Brazil: unpacking the political economy and (undesired) impacts of test-based managerial accountability SIG: Globalization and Education

Formal Panel Session

5:00 to 6:30 pm | Street (Level 0) - Regency B

Chair:

Antoni Verger, Universitat Autònoma de Barcelona Participants:

How New Philanthropy is Co-producing Education Policy: heterarchical relationships in Brazil – *Marina Avelar, Institute of Education, University College London*

- Public-Private Interface in Brazilian Education Governance: reflections from a subnational analysis – *Helena Hinke Dobrochinski Candido, University of Helsinki*
- Emergence of Test-Based Accountability in Minas Gerais (Brazil): the political economy of a new testing regime – Andreu Termes, Universitat Autònoma de Barcelona

Rationale for School Gaming in Test-Based accountability systems: an analysis of perverse incentives in Brazil – Andreu Termes, Universitat Autònoma de Barcelona; Gerard Ferrer-Esteban, Autonomous University of Barcelona; Antonina Levatino, Universitat Autònoma de Barcelona

Discussant:

Tristan McCowan, University College London

358. Global citizenship education for the global commons

Formal Panel Session

5:00 to 6:30 pm | Pacific Concourse (Level -1) - Pacific A Chair:

Ana Elvira Steinbach Torres, UFPB, PFI-UCLA

Participants:

Global Citizenship Education for Social Justice – Debbie Shin, UCLA Global Citizenship Education work in hard spaces in the Global South Lauren Ila Misiaszek, Institute of International and Comparative Education, Beijing Normal University

- Ecopedagogy and the Global Commons of Earth's balance and peace: Teaching for environmental global citizenship – *Greg W Misiaszek, Beijing Normal University*
- Global Citizenship Education in Light of Theories of Motivation Shiva Zeynali, .; Carlos Alberto Torres, CIES

Tuesday, April 16

CONFERENCE PROGRAM

Transformative University Global Citizenship Education as a Model of Internationalization at Home – Jason Nunzio Dorio, University of California, Los Angeles (UCLA)

Presenters:

Lauren Ila Misiaszek, Institute of International and Comparative Education, Beijing Normal University Jason Nunzio Dorio, University of California, Los Angeles (UCLA) Greg W Misiaszek, Beijing Normal University Shiva Zeynali, .

Discussant:

Carlos Alberto Torres, CIES

359. Education, activism and transformative politics/pedagogy: a south-south exchange

Formal Panel Session

5:00 to 6:30 pm | Pacific Concourse (Level -1) - Pacific B

Chair:

Sangeeta Kamat, University of Massachusetts Amherst Participants:

The University as a site of resistance: Identity and Student Politics in India – GAURAV J. PATHANIA, Jawaharlal Nehru University

Movements on the Streets and in Schools: State Repression, Neoliberal Reforms and Teacher Counter-pedagogies – Stephen T. Sadlier, South Puget Sound Community College, Olympia, WA

Attempts to Dismantle Free Education and the Politics of Resistance in Sri Lanka – *Niyanthini Grace Kadirgamar, University of Massachusetts Amherst*

The Chilean Feminist Movement in Higher Education: Revolt against patriarchy in student organizations and universities – Dayana Olavarria, University of Massachusetts Amherst; Javier Martin Campos, University of Massachusetts Amherst

360. Inclusive education: from policy to practice

SIG: Inclusive Education

Paper Session

5:00 to 6:30 pm | Pacific Concourse (Level -1) - Pacific C

Participants:

Challenges to Inclusive Education in Jamaica, Barbados and Trinidad and Tobago - Chelseaia Charran, The University of Texas at Austin

Disability inclusion in schools in Sierra Leone: a community-based participatory study - *Margo Greenwood, Sightsavers*

The Evolution of Jordanian Inclusive Education Policy and Practice – Sarah Benson, UVA

361. Tiger school: successes and challenges of the Vietnamese education system

Formal Panel Session

5:00 to 6:30 pm | Pacific Concourse (Level -1) - Pacific D

Chair:

Joan DeJaeghere, University of Minnesota

Participants:

Vietnam's approach to educational improvement: an analysis of national policy and perspectives from four provinces – Tony McAleavy, Education Development Trust; Thai Ha Tran, Vietnam Institute for Educational Sciences; Rachael Fitzpatrick, Education Development Trust

Effectiveness and equity? Ethnic minority experiences of upper secondary education in Lao Cai, Vietnam – Padmini Iyer, University

of Cambridge; Caine Rolleston, Ucl; Huong Thi Thanh Vu, Vietnamese Academy of Social Sciences

What Explains Vietnam's High Levels of Student Learning? An Investigation of the Young Lives Data – Paul Glewwe, University of Minnesota; Jongwook Lee, University of Minnesota; Khoa Vu, University of Minnesota

Discussant:

Rachel Outhred, Itad

362. Bridging social promotion with national curriculum expectations: making TaRL sustainable at scale across different contexts in sub-Saharan Africa

SIG: Africa

Formal Panel Session

5:00 to 6:30 pm | Pacific Concourse (Level -1) - Pacific E

Chair:

Lisa F Chen, Bridge International Academies

Participants:

Remedial literacy and numeracy in Edo: How teaching at the right level impacts pupil performance in Nigeria – *Stacey Nwokeyi, Bridge International Academies; Mark Buttweiler, Bridge International Academies; Steve Cantrell, Bridge International Academies; Lisa F Chen, Bridge International Academies; Spencer Nash, Bridge International Academies*

The Reading Club: Developing a between-class tracking intervention that works at scale – Veronica Kimani, Bridge International Academies; Carol Yu, Bridge International Academies; Guthrie Gray-lobe, Harvard

Leveled problem sets: A light-touch approach to addressing heterogeneity within the classroom – *Christine Apiot Okudi, Bridge International Academies; Timothy Patrick Sullivan, Bridge International Academies*

363. New philanthropy: "disruption" and the implications for education development (II)

Formal Panel Session

5:00 to 6:30 pm | Pacific Concourse (Level -1) - Pacific F

Chair:

Natasha Y. Ridge, Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research

Participants:

- Disruption, Dissemblance and Dissidence in an Age of Reaction Hugh Mclean, Open Society Foundations
- "Philanthropizing" Consent: How a Private Foundation Pushed through National Learning Standards in Brazil – Kathryn Moeller, University of Wisconsin-Madison; Rebecca Tarlau, Penn State University
- New Philanthropy and Education Policy Reform in Liberia Tyler J. Hook, University of Pennsylvania

Discussant:

Lara Patil, Independent

364. The equity initiative: Sustainable systems are equitable systems: measuring equity of resource allocation in education Formal Panel Session

5:00 to 6:30 pm | Pacific Concourse (Level -1) - Pacific G Chair:

Eric Eversmann, Save the Children



Tuesday, April 16

Participants:

- Measuring equity in education resource allocation: An exploratory analysis – *Carina Omoeva, FHI 360; Nina Cunha, FHI 360; Wael Moussa, FHI 360*
- Malawi Longitudinal Schools Survey: Creating Equal Opportunities for Malawi's Children Salman Asim, World Bank
- Inclusion and Education in Latin America: Critical Issues and Challenges – Javier Gonzalez, SUMMA - Laboratorio de Investigación e Innovación en Educación para América Latina y el Caribe; Barbara Flores, SUMMA Laboratorio de Investigación e Innovación en Educación para América Latina y el Caribe
- Resource allocation for inclusive education: analysis for GEM Report 2019 – Bilal Barakat, Global Education Monitoring Report (GEMR); Manos Antoninis, UNESCO

Discussant:

Patrick Montjourides, NORRAG

365. Current and future status of research in comparative education

Formal Panel Session

5:00 to 6:30 pm | Pacific Concourse (Level -1) - Pacific H

Chair:

Larry Suter, University of Michigan

Participants:

Publication trends in Comparative Education: 1960 to 2015 – Larry Suter, University of Michigan

- Where Does Comparative Education Go Now? *Martin Carnoy, Stanford University*
- Critical challenges in approaches and experience in comparative education research Brian D. Denman, University of New England

Paradoxes and international comparison: Measurement and meaning – John Ainley, ACER

What can international comparative tests tell us about the future supply of highly skilled STEM workers?" – Emma Smith, University of Warwick, UK

Discussant:

Gustavo E. Fischman, Arizona State University

366. Building the evidence base for pre-primary learning: findings from Lao PDR, Bangladesh, Cambodia, Lebanon, and Niger

SIG: Early Childhood Development Formal Panel Session

5:00 to 6:30 pm | Pacific Concourse (Level -1) - Pacific I

Chair:

Katie Maeve Murphy, International Rescue Committee

Participants:

Plan International LEARN Project in Laos – Jodie Fonseca, Plan International Laos

- Aiding the Quest for Quality Digitizing and Adapting the MELE tool for instant feedback and continuous quality improvement – *Ana M Tenorio, World Vision International*
- Exploring IDELA's Sensitivity to Observed Classroom Quality in a Humanitarian Context – Joyce Rafla, New York University; Anaga Ramachandran, NYU; Hirokazu Yoshikawa, New York University; Alice Wuermli, New York University; Maria del Sol Prieto, International Rescue Committee Lebanon; Katie Maeve Murphy,

International Rescue Committee

An Exploratory Study of the Perspectives, Belief Systems, and Knowledge of Low- to No-Literate Parents and Parent Workshop Facilitators in Niger – *Fabiola Andrea Lara, Save the Children* Discussant:

Mada Alsuwaidi, Dubai Cares

367. Constructing identities through studying abroad

SIG: Study Abroad and International Students (SAIS) Paper Session

- 5:00 to 6:30 pm | Pacific Concourse (Level -1) Pacific J Chair:
 - Mohamed A. Nur-Awaleh, Illinois State University Participants:
 - Assessing Study Abroad: A Quantitative Analysis Design JIE DAI, University of Kentucky
 - Dilemmas of Studying Abroad for Chinese Students in Graduate Programs at Universities of the United States – *Linli Zhou, University of California, Los Angeles (UCLA)*
 - Growing-up abroad: International university students in China John Lowe, University of Nottingham Ningbo China
 - Re-imaging Chinese students abroad: Political subjects in the making Gang Li, University of British Columbia

368. Government relationship with higher education

SIG: Higher Education

- Paper Session
- 5:00 to 6:30 pm | Pacific Concourse (Level -1) Pacific K
 - Chair:
 - Ariunaa Enkhtur, Osaka University, Graduate School of Human Sciences
 - Participants:

Reexamining Relationship between National Quality Assurance Agencies and Governments under Neoliberalism: What are their Emerging Roles: Extended Arms, Regulator, or Partner? – Angela Yung Chi Hou, National Cheng Chi University

Whose Knowledge Matters? Decolonization, Governance and the Politics of Knowledge in Higher Education – Hans N. Weiler, Stanford University; Jonathan Jansen, Stellenbosch University

- Reexamining Taiwan's higher education: Political culture and university-government relationship – Warangkana Lin, I-Shou University
- How Does Tax Policy Impact Donations to Public Research Universities in Japan and the U.S.? – *Fumitake Fukui, Kamakura Women's University*

Government-sponsored scholarship students from Mongolia to Japan: Transformative learning experiences? – Ariunaa Enkhtur, Osaka University, Graduate School of Human Sciences

369. Cross-culture and international experiences in the teaching profession

SIG: Teacher Education and the Teaching Profession Paper Session

5:00 to 6:30 pm | Pacific Concourse (Level -1) - Pacific L Chair:

Christina Chinas, School of Education, Durham University Participants:

Internationalizing teacher education for sustainable human

Tuesday, April 16

CONFERENCE PROGRAM

capital development: Analyzing achievements and unintended outcomes in Singapore – *Rita Zamzamah Nazeer-Ikeda, Mejiro University*

- Teachers' as agents of intercultural education in super-diverse settings – Christiana Karousiou, University of Nicosia; Christina Hajisoteriou, University of Nicosia; Panayiotis Angelides, University of Nicosia
- The professional health of teachers: from enthusiasm to burnout Roman Zviagintsev, National Research University "Higher School of Economics", Moscow, Russian Federation; Marina Pinskaya, Center of Social and Economic School Development, Institute of Education, National Research University Higher School of Economics; Sergey Kosaretsky, leading research fellow, Center of Social and Economic School Development, Institute of Education, National Research University Higher School of Economics; David Konstantinovsky, National Research University "Higher School of Economics", Moscow, Russian Federation
- The social-construction of knowledge: A collaborative approach to continuing professional development – *Christina Chinas, School* of Education, Durham University

370. Curriculum and pedagogy

SIG: East Asia

Paper Session

5:00 to 6:30 pm | Pacific Concourse (Level -1) - Pacific M

Chair:

Jian Wang, Texas Tech University

Participants:

- Comparing Mathematics Curriculum and Pedagogies in Shanghai and Singapore towards a Better Understanding of East Asian Pedagogy – Yanping Fang, National Institute of Education, Singapore
- Korean Student Activism against State-issued History Textbooks Woohee Kim, University of Oxford
- One step forward, two steps back? A critical analysis of China's new national curriculum *Weijia Wang, University of Washington; Yiting Chu, University of Louisiana at Monroe*
- Pedagogical beliefs and classroom practices in East Asian countries: Within-country variation and instructional differentiation – Yoonjeon Kim, University of California, Berkeley

371. Pre-service teacher education and human rights: moving beyond aspirations to good practices

SIG: Citizenship and Democratic Education (CANDE) Formal Panel Session

5:00 to 6:30 pm | Pacific Concourse (Level -1) - Pacific N Chair:

Sandra Sirota, University of Connecticut

Participants:

- Human rights and teacher education in the United States: status and prospects Glenn Mitoma, University of Connecticut
- From the curriculum to the classroom: the urgent need for preservice human rights teacher education in the United States – Sandra Sirota, University of Connecticut
- "Understand the injustices that are happening": student perceptions of learning human rights in U.S. classrooms – *Felisa Tibbitts, Teachers College, Columbia University*
- The complexities of implementing a human rights-oriented

curriculum after conflict: pre-service history teachers' experiences in post-apartheid South Africa – Denise Bentrovato, University of Pretoria, South Africa; Johan Wassermann, University of Pretoria Discussant:

S. Garnett Russell, Teachers College, Columbia University

372. The human-machine interface: (Wait - which human? And which machine?) Exploring the dynamics of technology-driven instruction in developing world settings.

SIG: ICT for Development (ICT4D)

Formal Panel Session 5:00 to 6:30 pm | Pacific Concourse (Level -1) - Pacific O

Participants:

- Connecting Learning, Culture, and the Brain: A Culturally Responsive Design Framework for Digital Learning LINA – *Heaster-Ekholm, University of Massachusetts*
- Digital Game-Based Learning in Emergency Contexts Lauri Pynnönen, University of Helsinki
- What's a Minister to do? Constructing a Sustainable Learning and Assessment Experience for Teachers and Students of a Second Language. – *Katharine (Kit) Yasin, Education Development Center (EDC)*

The Best Tech is Invisible Tech: Using ICT to Scale Technical Training in a Multicultural Context – *Simon Richmond, Education Development Center (EDC)*

Discussants:

LINA Heaster-Ekholm, University of Massachusetts – Lauri Pynnönen, University of Helsinki

373. Film Festivalette: China Blue Q&A with Film Director [Screening 2]

Special Session 5 to 8:45 pm | Landmark Embarcadero Center (

6:15 to 8:45 pm | Landmark Embarcadero Center Cinema (off-site): Floor Promenade (Level 3) - 1 Embarcadero Center

374. Presidential Address: "The Passion for What Is Possible" in Comparative Education

Special Session 6:45 to 7:45 pm | Street (Level 0) - Grand Ballroom A Presenter: Regina Cortina, Teachers College, Columbia University

375. Awards Ceremony

7:45 to 8:30 pm | Street (Level 0) - Grand Ballroom A Chair: David Post, Penn State University Presenter:

Joan DeJaeghere, University of Minnesota

376. University of Pittsburgh, Institute for International Studies in Education (IISE)

Institutional Reception 8:30 to 9:45 pm | Atrium (Level 2) - Garden Room A

377. ECCN & BEC & EERI & INEE & JEIE & Education, Conflict, and Emergencies SIG & Peace Education SIG Institutional Reception

8:30 to 9:45 pm | Atrium (Level 2) - Garden Room B

378. Stanford ICE Alumni [Invite only] Institutional Reception 8:30 to 9:45 pm | Atrium (Level 2) - Waterfront A/B



Wednesday, April 17

379. Teachers College Alumni [Invite only]

Institutional Reception 8:30 to 9:45 pm | Atrium (Level 2) - Waterfront C/D

380. CIES Honorary Fellows Celebration: Ratna Ghosh & Carlos Alberto Torres [Invite only] Institutional Reception 8:30 to 9:45 pm | Atrium (Level 2) - Waterfront E

381. University of Pennsylvania; University of Maryland; George Washington University; Florida State University; &

George Mason University Institutional Reception 8:30 to 9:45 pm | Bay (Level 1) - Seacliff A

382. UNESCO International Bureau of Education: Saluting the Cradle of Global Education General Pool Institutional Reception 8:30 to 9:45 pm | Bay (Level 1) - Bayview B Foyer

383. Film Festivalette: Embrace of the Serpent [Screening 1]

9:15 to 11:30 pm | Landmark Embarcadero Center Cinema (off-site): Floor Promenade (Level 3) - 1 Embarcadero Center

WEDNESDAY, APRIL 17

384. Prayer/meditation

6:00 to 7:30 pm | Atrium (Level 2) - Garden Room B

385. Business Meeting: South Asia SIG

SIG: South Asia 8:00 to 9:30 am | Street (Level 0) - Grand Ballroom A Chair:

Matthew A. Witenstein, University of Dayton

386. Business Meeting: Globalization and Education SIG

SIG: Globalization and Education

8:00 to 9:30 am | Street (Level 0) - Grand Ballroom B Chair:

Christine E. Monaghan, New York University

387. Business Meeting: Higher Education SIG

SIG: Higher Education 8:00 to 9:30 am | Street (Level 0) - Grand Ballroom C Chair:

Gerardo Blanco, University of Connecticut

388. Examining student mobility from both sending and receiving sides: the perspectives of various stakeholders SIG: Study Abroad and International Students (SAIS)

Formal Panel Session

8:00 to 9:30 am | Atrium (Level 2) - Boardroom B Chair:

Baoyan Cheng, University of Hawai'i at Mānoa

Participants:

The impact of intercultural exchange on secondary school exchange students and their host families – Manca Sustarsic, University of Hawai? i at Mānoa

An Initiative in Underrepresentation in Study Abroad: Native Hawaiian, Underrepresented, and First Generation College Students - Vanessa Chong, University of Hawaii at Manoa

Demand for International Higher Education among Chinese High

School Students - Qun Kuang, Shanghai University

Ethics in the Chinese Study Abroad Industry: A Case Study – Mark McCormick, University of Hawaii

Discussant:

Krishna Bista, Morgan State University

389. Equitable access and inclusion in higher education

SIG: Inclusive Education Paper Session

8:00 to 9:30 am | Atrium (Level 2) - Boardroom C

Participants:

Exclusion and marginalization of North American and African students based on race, class and/or assignment to exceptional education classes. - Karen Biraimah, University of Central Florida; Brianna Ashley Kurtz, University of Central Florida

How to Best Engage International Undergraduate Students: Implications for Practice and Research – *Caroline Wekullo, Texas A&M University*

Institutionalizing inclusion as a university mission - Reputation through diversification - *Roxana-Diana Baltaru, The University of Warwick*

More or less equal? Unpacking bleak evidence of equitable access to university in Nigeria. – Jennifer Jomafuvwe Agbaire, University of Sussex, UK and University of Benin, Nigeria.

390. Using discourse and ethnographic methods in genderfocused comparative and international education research Committee: Gender & Education

Formal Panel Session

8:00 to 9:30 am | Atrium (Level 2) - Garden Room A

Chair:

Karen Monkman, DePaul University

Participants:

- Education and Dis/Empowerment in Gujarat, India Payal P. Shah, University of South Carolina
- Construction of Muslim Womanhood in a Transnational Education Project - Ayesha Khurshid, Florida State University
- Shifting Discourses of Gender and Education in Global Policy Talk Karen Monkman, DePaul University

Centering Gender in Female Teachers' International Exchange and Intercultural Pedagogical Transfer – *Emily W. Anderson, Florida International University*

391. University fundraising strategy and world-class university construction 大学筹款战略与世界一流大学建设 Chinese Panel Session

8:00 to 9:30 am | Atrium (Level 2) - Waterfront A

Chair:

Chenghua Lin, Research Institute of Development Strategy, Zhejiang University, China

Participants:

Research on the influence of the social effect of the use of funds in first-class universities 一流大学资金使用社会效应的影响 研究, 兼论"节俭原则" - Chengwen Hong, Beijing Normal University

Strategies and measures of Chinese university fundraising campaign under the background of "double first-class" construction" 双 一流"建设背景下中国大学筹款运动的战略与举

CONFERENCE PROGRAM

措 - Chenghua Lin, Research Institute of Development Strategy, Zhejiang University, China; Yanjie Xie, Zhejiang University

- Resource Mobilization: Theoretical Framework and Practice on Improving Governance of Chinese Universities Foundations 资 源动员: 中国大学基金会治理能力提升的理论框架 与实践运用 - Lan Yu, Faculty of Humanities and Social Science Beijing Language and Culture University Building No.4, Room 314 Mailblox 31, No.15 Xueyuan Road, Haidian District Beijing 100083, P.R.China
- Harvard University's Investment Risk Management and Its Enlightenment to China 哈佛大学捐赠基金的投资风险管 理及其对我国一流大学的启示 - Hui Zhang, ,Beijing City University; Jing Cui, Renmin University
- A Study on the Organizational Influencing Factors and Its Attribution of Social Donation Performance in Chinese Universities 中国高 校社会捐赠业绩的组织影响因素研究--基于80所大学 基金会的调 - Jing Tong, Harbin Normal University

Discussant:

Chengwen Hong, Beijing Normal University

392. Innovaciones en evaluación educativa en America Latina: Evaluando oportunidades de aprendizaje, demanda cognitiva y cobertura curricular en Uruguay

Spanish Panel Session

8:00 to 9:30 am | Atrium (Level 2) - Waterfront B Chair:

Chair:

Carmen Haretche, Instituto Nacional de Evaluación Educativa Participants:

- Las oportunidades para aprender (OdA) y la validación y relevancia política de las evaluaciones educativas en América Latina – *Gilbert A. Valverde, State University of New York at Albany*
- La demanda cognitiva de las tareas de matemática como oportunidad para aprender. Evaluación nacional de desempeños (Aristas). – Carmen Haretche, Instituto Nacional de Evaluación Educativa; Pilar Rodriguez, Instituto Nacional de Evaluación Educativa; Cecilia Emery, Instituto Nacional de Evaluación Educativa; Ines Mendez, Instituto Nacional de Evaluación Educativa
- La relación entre las dimensiones de cobertura, textos, recursos y los desempeños en matemática en el último grado de primaria – Ines Mendez, Instituto Nacional de Evaluación Educativa; Cecilia Emery, Instituto Nacional de Evaluación Educativa; Pilar Rodriguez, Instituto Nacional de Evaluación Educativa; Carmen Haretche, Instituto Nacional de Evaluación Educativa
- ¿Qué se enseña en las aulas?: diagnóstico inicial y cobertura curricular en tercero y sexto de primaria en Uruguay. – *Cecilia Emery, Instituto Nacional de Evaluación Educativa; Ines Mendez, Instituto Nacional de Evaluación Educativa; Pilar Rodriguez, Instituto Nacional de Evaluación Educativa; Vivian Elena Reigosa, Instituto Nacional de Evaluación Educativa*

Discussants:

Gullermo Ferrer, Independent Researcher Maria Ramirez, International Consultant

393. Youth poverty, surveillance and militarisation: social sustainability in an age of 'security anxiety' SIG: Youth Development and Education Formal Panel Session

8:00 to 9:30 am | Atrium (Level 2) - Waterfront C Chair:

Jo-Ann Dillabough, University of Cambridge

Participants:

- Security Measures or Consolidating Insecurity Transnationally?: Youth Exile, Diasporic Displacement Surveillance in the Global City – *Jo-Ann Dillabough, University of Cambridge*
- The Urban Classroom as a Site of Mobility or Constraint?: A critical ethnography in Karachi, Pakistan *Maria Abid Khwaja Bazi, University of Cambridge*

Claiming Citizenship Within the Securitised University: Intergenerational Narratives of Activism, Fear, and Dissent Amongst Young Female Students in Cairo – Lakshmi Sagarika Bose, University of Cambridge

Discussant:

Susan Lee Robertson, University of Cambridge

394. Developing effective and appropriate decodable and leveled books

- SIG: Global Literacy
- Formal Panel Session

8:00 to 9:30 am | Atrium (Level 2) - Waterfront D

Chair:

Aristarick John Lyimo, Global Reading Network (GRN)/REACH Participants:

Developing Appropriate and Effective Leveled and Decodable Books – Lisa Marie Easterbrooks, School-to-School International

- Books Beyond the Classroom: Developing a Culture of Reading in Mozambique – Corrie Blankenbeckler, Creative Associates International
- A Pill in a Banana: Making Decodable Texts Educational and Fun Kerri Thomsen, Room to Read
- Building a Library of English Leveled Readers for Nigeria Nancy Clark-Chiarelli, Education Development Center (EDC)

Presenters:

Corrie Blankenbeckler, Creative Associates International Lisa Marie Easterbrooks, School-to-School International Kerri Thomsen, Room to Read Nancy Clark-Chiarelli, Education Development Center (EDC)

Discussant:

Paul Frank, SIL LEAD, Inc.

395. Early grade reading and language

Paper Session

8:00 to 9:30 am | Atrium (Level 2) - Waterfront E Chair:

Beth Lewis Samuelson, Indiana University Bloomington Participants:

QITABI Individualized Arabic reading support through the early warning system – Yvonne El Feghaly, The Center for Educational Research and Development (CERD) Lebanon; Eva Kozma, World Learning

QITABI Universal screening formative assessment tools: A complementary approach to standardized assessment of early grade reading skills Rana Abdallah, The Center for Educational Research and Development (CERD) Lebanon; - *Mirvat Said Merhi, World Learning*

Cultural imaginaries and oral traditions as creative resources for connecting home storytelling to English learning – Beth Lewis Samuelson, Indiana University Bloomington; G Yeon Park, The Catholic University of Korea; Simon Pierre Munyaneza, Indiana University Bloomington

396. Roundtable Session (Wednesday II)

8:00 to 9:30 am | Bay (Level 1) - Bayview B

396-1. Accelerated education working group: principles in action!

SIG: Education, Conflict, and Emergencies Refereed Round-Table Session Chair:

Ash Hartwell, ECCN-USAID

Participants:

- Developing AE for secondary and aligning with MOE, Uganda piloting tools - Ashley Meek, War Child Canada; Alfred Okech, War Child Canada
- Application of AEWG tools to support curriculum development in Guatamala Kayla Boisvert, University of Massachusetts
- Teachers College Columbia and AEWG collaboration: Development of the AE Teacher Professional Development materials – *Claire Stiglmeier, Teachers College, Columbia University; Lauren Elizabeth Gerken, Teachers College, Columbia University; Julie Halterman, Teacher's College, Columbia University; Alison Doyle, Teacher's College, Columbia University*
- Implementing Teacher Professional Development online for AE Mona Younes, INEE

396-2. Citizen awakenings: early grade reading sustainability for sustainable development in Senegal

Refereed Round-Table Session

Chair:

- Aissatou Baldé, Chemonics International Participants:
 - Achieving mother tongue literacy for sustainable development in Senegal Mamadou Ly, Associated for Research and Education for Development (ARED); – Jennifer Swift-Morgan, Chemonics International
 - The Lecture Pour Tous research-practice-policy nexus for sustainable literacy – Cheikh Beye, Senegalese Ministry of Education; Sabine Kube-Barth, Cambridge Education
 - : Growing and sustaining early grade literacy efforts at scale: initial experiences and planning – *Khady Diop, Senegal Ministry* of National Education; Mbarou Gassama Mbaye, Chemonics International

Discussant:

Badara Sarr, USAID/Senegal

396-3. Conceptualizing local and indigenous knowledge: exploring research approaches of three doctoral candidates in Tanzania, Thailand, and the United States

SIG: Indigenous Knowledge and the Academy

Refereed Round-Table Session

Chair:

Renee Jordan, Georgia State University

Participants:

The other side of an [un]knocked door: A black girl's Ph.D. journey -

Wednesday, April 17

Renee Jordan, Georgia State University

The spirit of Utu: Exploring local knowledge and social networks of homestay hosts in a Swahili language college program in Tanzania – Kaia DeMatteo, University of Massachusetts Boston

Letting the village be the teacher: The importance of place-based knowledge in study abroad programming – *Lauren Collins, University of Denver*

396-4. Cumulative experimental research programs and the advancement of knowledge about sustainable system-wide gains in literacy learning

SIG: Global Literacy

Refereed Round-Table Session

Participants:

- Insights from 15-year partnership to develop, test, and scale Teaching at the Right Level in India and Africa – John Floretta, Abdul Latif Jameel Poverty Action Lab (J-PAL)
- Pilot Research to Large Scale Practice: Kenya's Path to a National Literacy Program Underpinned by Evidence – Salome Ong'ele, RTI International; Benjamin Piper, RTI International; Joseph Destefano, RTI International
- Structured pedagogy in Early Grade Reading Study in South Africa: the second generation questions Brahm D. Fleisch, University of Witwatersrand; – Stephen Taylor, Department of Basic Education, South Africa; Nompumelelo Mohohlwane, Department of Basic Education, South Africa; Carol Nuga-Deliwe, Department of Basic Education, South Africa; Janeli Kotze, Department of Basic Education, South Africa

396-5. Developing comprehensive 0-8 systems: aligning ECD and primary school education and care

Refereed Round-Table Session

Participants:

- Learning from Leading Edge Comprehensive P–3 Initiatives David L Jacobson, Education Development Center (EDC)
- Multnomah County's School as P-3 Hub Model Brooke Chilton-Timmons, Multnomah County SUN Service System
- Building a Citywide P–3 System in Cambridge, MA *Lei-Anne* Ellis, Cambridge Public Schools; David L Jacobson, Education Development Center (EDC)
- Learning from the P-3 Experience: Possibilities in Resource-Lean Countries – *Carrie Louise Lewis, Education Development Center* (*EDC*)

396-6. Education for underserved populations around the world

Refereed Round-Table Session

Participants:

- Economic deprivation, indigenous status, and student performance in Latin America – Andrea Alvarado Urbina, University of Pennsylvania; Ran Liu, University of Pennsylvania; Emily Hannum, University of Pennsylvania
- The Impact of Education on Civic Engagement in the United States Nahide Gelgec, State University of New York at Albany
- Researching and Resisting Ourselves: A (Re)conceptualization of the "Critical" and "the White Man's Burden" in Comparative International Education Scholarship – Sahar D. Sattarzadeh, University of the Free State

- Who Benefits from Higher Education in Low- and Middle-Income Countries? – M. Najeeb Shafiq, University of Pittsburgh; Robert Toutkoushian, University of Georgia; Alexandria Valerio, The World Bank
- Postsecondary access and preparation across the Americas: Experiences of historically marginalized and underrepresented students – Melissa Ann Martinez, Texas State University; Leslie Ann Locke, University of Iowa; Maria Magdalena Ureta Viroga, Texas State University

396-7. Social sustainability in international green schools: questions, challenges, strengths

SIG: Environmental and Sustainability Education Refereed Round-Table Session

Chair:

Annie E. Montague, University of British Columbia Participants:

Complexities of Social Sustainability in International Green Schools: Questions from an Early Childhood Case Study in Indonesia – Annie E. Montague, University of British Columbia

Problematizing the Definition of Sustainability in Green Schools: Questions from a Case Study in Guatemala – *Elisa A. Hartwig, Antigua Green School*

Integration of Education for Sustainability in Low-budget Schools: Examples from a Costa Rician Green School – *Estefania Pihen Gonzalez, E4 Education LLC*

Discussants:

Annie E. Montague, University of British Columbia Elisa A. Hartwig, Antigua Green School Estefania Pihen Gonzalez, E4 Education LLC

396-8. Towards an inclusive citizenship and democratic education: engaging questions of access, inequality, and privilege

SIG: Citizenship and Democratic Education (CANDE) Refereed Round-Table Session

Chair:

Kusha Anand, UCL Institute of Education

Participants:

Imagining Systems Supporting Equitable Civic Learning – Jeffrey Alan Coupe, Creative Associates

Education Access, Retention and Marginalization in Basic Education in the Post-colonial Democratic Botswana Agreement – *Lathi Jotia, University of Botswana; Nkobi Owen Pansiri, University of Botswana*

396-9. Inclusion and social justice in education for marginalized children

Refereed Round-Table Session

Participants:

In which Grade am I?: Exploring the age-grade distribution of children enrolled in primary grades across the Global South – Steffi Elizabeth Thomas, Senior Associate, ASER Centre; Hannah-May Wilson, People's Action for Learning (PAL) Network

Low-fee private schools in Kenya: Interrogating notions of inclusion and exclusion – *Malini Sivasubramaniam, University of Toronto* The Impact of Household Characteristics on the Educational

CONFERENCE PROGRAM

Attainment of Children with Disabilities in Pakistan. -

Muhammad Afzan Munir, Idara-e-Taleem-o-Aagahi (ITA); Nidhi Singal, University of Cambridge; Ricardo Sabates, University of Cambridge

Embracing Social Justice in Education through Spiritual Leadership – Graeme Edwards, University of Johannesburg; Juliet Christine Perumal, University of Johannesburg

396-10. Innovations in inclusive education policy to practice: How to make inclusive education a reality in low- and middleincome contexts

SIG: Inclusive Education Refereed Round-Table Session

Chair:

Stephen Luke, FHI 360

Participants:

- "Leaving no one behind when learning starts": An investigation of inclusive education investment strategies across major international donors – *Nafisa Baboo, Light for the World*
- Costing inclusive education of children with disabilities: Analysis of expenditures of an inclusive education programme in Senegal *Elena Schmidt, Sightsavers*
- An analysis of policy to practice best practices: Effective steps toward inclusion Jennae Bulat, RTI International
- Strategies for moving from segregated toward inclusive education systems Anne Marie Hayes, Independent Consultant

396-11. Innovative models to improve recruitment and professional learning of female teachers in low income fragile contexts

SIG: Teacher Education and the Teaching Profession Refereed Round-Table Session

Chair:

Amy Parker, Relief International

Participants:

- Recruiting, preparing and developing female teachers in Sierra Leone Freda Wolfenden, The Open University, UK; Martin Canter, Plan International
- Addressing the lack of qualified female teachers in rural Afghanistan Mumtaza Abdurazzakova, Save the Children
- Professional support for female teachers in rural fragile contexts Emily Echessa, Save the Children
- Teacher Training for the 21st Century Holly Donzetta Hutton, PhD Candidate FIU/ High School English Teacher

396-12. The importance of sampling weights and practical considerations for their use in research

Refereed Round-Table Session

Chair:

Hetal Thukral, School-to-School International

Participants:

- Fundamentals of survey weight computation Michel Rousseau, Universite du Quebec a Trois-Rivieres
- The dangers of analyzing evaluation data without accounting for the sampling methodology *Chris Cummiskey, RTI International*

Exploring how estimates differ when using student attendance versus student enrollment as the basis for your sampling weights – Peter Cooper, School-to-School International

Wednesday, April 17

Discussant:

Elena Walls, US Agency for International Development (USAID)

396-13. Unpacking paradigmatic contours of international service learning: equity and marginalization

Refereed Round-Table Session Participants:

- Interdisciplinary Afterlives: Trajectories of Scholarship and Practice After Participating in a Global Urban Studies Graduate Certificate Program – Jonathan Banfill, University of California, Los Angeles (UCLA)
- Sustainable study program planning to meet student needs in multilayered and complex educational settings – Tine Sophie Prøitz, University of South Eastern Norway
- Participatory Research Methods with Vulnerable Communities: Weighing the Potential for Empowerment, Harm, and Other Possibilities. – *Kari Grain, UBC*

396-14. How can the non-state sector maximise its contribution to global education goals?

Refereed Round-Table Session

Chair:

Laura Savage, DFID

Participants:

- Leveraging the non-state sector to achieve SDG 4: Initial indicators and impact Aashti Zaidi, Global Schools Forum
- Socially Responsible Operators & Non-State Education Provision Rachel Linn, PEAS (Promoting Equality in African Schools)
- Affordable non-state schools in conflict-affected contexts Robert Francis, R4D
- An Affordable, Independent South African School Network Driving Change in a Challenging Educational System – *Jocelyn Logan-Friend, SPARK Schools*

397. Development of open educational resources: a sustainability model for literacy in bilingual environments

SIG: Global Literacy

Paper Session

8:00 to 9:30 am | Bay (Level 1) - Golden Gate

Chair:

Fernando Ernesto Rubio, Juarez and Associates

Participants:

- Open educational resources sustainability to support a literacy model in bilingual and intercultural environments – *María Jose Castillo, Juarez & Associates*
- Text and materials universal design Antonio Arreaga, Juarez & Associates

Local development of digital reading books in Guatemala – Sophia Maldonado, USAID Lifelong learning project, Juarez and Associates, Inc.

Use of educational resources based on the literacy model: Linguistic profile in western highlands of Guatemala – *Leslie Vanessa Rosales de Veliz, Juarez and Associates*

398. UREAG Global Village Keynote Address. Diversity in higher education: reflections, visions, and empowerment

Committee: UREAG (Under-represented Racial, Ethnic, and Ability Groups)

8:00 to 9:30 am | Bay (Level 1) - Seacliff A

399. Inequality and attainment in schools

SIG: Eurasia

- Paper Session
- 8:00 to 9:30 am | Bay (Level 1) Seacliff B Chair:
 - Aliya Kuzhabekova, Nazarbayev University

Participants:

- Bias in teacher and student expectations in relation to high-stakes exam results – Anastasia Getman, National Research University Higher School of Economics, Moscow, Russia; Andrei Zakharov, National Research University Higher School of Economics
- Does Socialization in Rural Schools Build or Blur Community Boundaries: The Case of Southern Croatia – Renata Horvatek, Penn State University; Kai Schafft, Penn State University; Sanja Stanic, University of Split
- Parental involvement in Russian primary schools and its relationships with students' academic results – *Inna Antipkina, National Research University Higher School of Economics*
- Parental labor migration and educational attainment in Kyrgyzstan: An analysis of the data from the National Assessment of Educational Achievement – *Todd Drummond, American Institutes for Research*

400. Dissertation workshop session [Invite only]

8:00 to 11:30 am | Bay (Level 1) - Seacliff C

400-1. China and Higher Education

Committee: New Scholars/Dissertation Workshop Special Session

Participants:

- Dilemmas of studying abroad: Chinese students in graduate programs at universities of the United States – *Linli Zhou, University of California, Los Angeles (UCLA)*
- Chinese parents' and their children's decision-making for transnational university study – *Damian Wyman, Lehigh University*

Access to and Equity of Colleges for Tibetans in the Era of China's Higher Education Expansion – Shamo Thar, University of Massachusetts Amherst

Discussant:

Ruth Hayhoe, OISE/University of Toronto

400-2. Critical Race Theory and Feminist Perspectives

Committee: New Scholars/Dissertation Workshop Participants:

- American Philanthropy and Higher Education in Sub Saharan Africa: Rockefeller Foundation in Southern Rhodesia – *Fungisai Musoni, The Ohio State University*
- An ethnographic study of 'Steiner Fever' in China: Why are Chinese parents turning away from mainstream education and to Steiner education? – *Yifan Sun, University of Cambridge*
- Too much book: a capabilities and African-feminist based investigation of Cameroonian women's empowerment through higher education – *Monique Kwachou, SARChi Chair in Higher Education & Human Development Research Programme*-*University of the Free State*
- Dalit Academic Experiences: Stigma, Caste Reproduction and Exclusion in Indian Higher Education – *Bharat Rathod, University* of Massachusetts

CONFERENCE PROGRAM

Discussant:

Supriya Baily, George Mason University

400-3. Higher Education and Human Development

Committee: New Scholars/Dissertation Workshop Participants:

- "The status quo relationship between the Algerian University and society. Role and standing as transformation of the Algerian higher education system" – *Leonie Schoelen, University of Mainz, Germany; Paris Descartes University, France*
- Institutionalization of Fundraising in Higher Education Nadine Skinner, Stanford University

Discussant:

Rhiannon D. Williams, University of Minnesota

400-4. Migration and Mobility

Committee: New Scholars/Dissertation Workshop

Participants:

- Exposing Routes: African American Women Teachers Teaching Abroad – Tiffany Lachelle Smith, University of Minnesota
- The impacts of parent-child acculturation gaps on educational involvement and psychological adjustment of Chinese immigrant parents *Xinwei Zhang, Lehigh University*
- Transcultural Experiences of Internationally Educated Nurses in Canada Marcia Kim, University of Calgary
- Undocumented Educations: The Everyday Educational Lives of Immigrant Youth – Jordan Corson, Teachers College, Columbia University

Discussant:

Rosalind L. Raby, California State University, Northridge

400-5. Policy Analysis

Committee: New Scholars/Dissertation Workshop

Participants:

- Public-private partnerships in education: The Right to Education Act, India (2009) – Sheetal Gowda, University of Massachusetts Boston
- The Media Discourse on PISA and School Reforms in Germany and China From the Perspective of "Policy Borrowing and Lending" – Haiqin Ning, Humboldt University of Berlin
- A critical study of pressures and demands for relevance and excellence in three selected universities in Ghana. – *Emmanuel Intsiful, Beijing Normal University*
- Teacher accountability policy and sociocultural context across countries: A mixed-methods study focussing on Finland and Singapore – Yue-Yi Hwa, University of Cambridge, United Kingdom

Discussants:

Donald R. Baum, Brigham Young University Chris Bjork, Vassar College

400-6. Youth, Citizenship, and Belonging

Committee: New Scholars/Dissertation Workshop Participants:

- Exploring the civic and political education curriculum in Nepal: shaping a democratic culture of youth - *Rabi Shah, University of Tasmania*
- Negotiating the Stranger: Youth Citizenship in a Small Midwestern Town - Heidi Fahning, University of Minnesota

Schooling Future Citizens: Constructing Citizenship Education in

Kazakhstan – Kuralay Bozymbekova, Education University of Hong Kong

Transnational schooling and ethnic boundary making – Anna Sera, Indiana University

Discussant:

Greg W Misiaszek, Beijing Normal University

401. Publication mentoring workshop session [Invite only]

8:00 to 11:30 am | Bay (Level 1) - Seacliff D

401-1. Citizenship & Peace Education

Committee: New Scholars/Publication Workshop Special Session

Participants:

- Developing 'Good' and 'Active' Citizens in a globalised world Comparing Citizenship Education in Singapore and Australia – Jia Ying Neoh, University of Sydney, Sydney School of Education and Social Work
- Turning points: Conflict mediation in a secondary school in the UK Toshiyasu Tsuruhara, Research Associate, University of Cambridge
- Sustaining a Culture of Peace: Assessing a School Ecosystem Katie Zanoni, University of San Francisco
- Discussant:

Karen Ross, University of Massachusetts Boston

401-2. Gender & Race Studies - Group B

Committee: New Scholars/Publication Workshop Participants:

- A missing piece:: A vertical comparative case study examining teachers' responses to gender-based violence in schools in Burkina – Faso Anne Spear, University of Maryland
- How Familial Habitus Shapes Undergraduate Student Outcomes: The Case of Women Science and Technology Majors in Ethiopia – Meseret F. Hailu, The Ohio State University
- The tenacious Ethiopian woman and her rise to success Anna-Maria Karnes, University of Pittsburgh

Discussant:

Joan DeJaeghere, University of Minnesota

401-3. Early Childhood Edu / Assessment & Outcomes

Committee: New Scholars/Publication Workshop Participants:

- Comparative Study on Indicators of Success for Non-Dominant Student Groups on the 8th Grade 2015 TIMSS Assessment – Amanda E. Lowry, Rutgers University
- Discrepancy between Rural and Urban Areas in Family Involvement in Early Childhood Education in Viet Nam – *Huyen Thi Thanh Nquyen, Kobe University*

Discussant:

Aryn Raye Baxter, Arizona State University

402. Business Meeting: Finance and Investment Committee

8:00 to 9:30 am | Bay (Level 1) - Training Room Chair:

Amber K. Gove, RTI International

Discussants:

Anne Mungai, Adelphi University

Catherine Anne Wadley, CIES

403. International students and family experiences

SIG: Study Abroad and International Students (SAIS) Paper Session

8:00 to 9:30 am | Street (Level 0) - Plaza

Chair:

Irina V. Golubeva, UMBC

Participants:

- The International Student Experience in Canada: An Intersectional Analysis – Shauntelle Nurse, University of New Brunswick
- Beyond international students as "exports" : Prioritizing care, legal competency, and student well-being in the wake of sexual violence – Sarah Lewington, McGill University; Shannon Elizabeth Hutcheson, McGill University
- Intercultural differences as sources for mutual learning: What can we learn from the intercultural supervision of Chinese students? – Yanjuan Hu, Faculty of Education, Southwest University, China; Klaas van Veen, University of Groningen
- Church Participation in the UK: Intercultural or Religious Experience for Chinese International Students? – Yun Yu, Faculty of Education, East China Normal University
- Re-considering the Position of Student in the Tripartite Relationship between Family, School, and Student – *Hyunmyung Jo, SUNY University at Buffalo*

Discussant:

Chris R. Glass, Old Dominion University

404. Drivers of sustainability: World Vision's community approach to education programming in Ethiopia, Rwanda, Dominican Republic and Zimbabwe

SIG: Africa

- Formal Panel Session
- 8:00 to 9:30 am | Street (Level 0) Regency A Chair:
 - Nancy Del Col, World Vision Canada

Participants:

What's in it for me? Mobilizing volunteers to sustain literacy programming in Ethiopia, Rwanda and Dominican Republic – Michael Greer, World Vision US

- Community involvement as a key sustainability factor in children's education in Zimbabwe – Maria S. Rowayi Tokwani, World Vision Zimbabwe
- Improving gender attitudes, transition and sustainable education outcomes for girls in Zimbabwe – *Janelle Zwier, World Vision Zimbabwe*

Discussant:

Alisa Michelle Phillips, World Vision International

405. Examining the hidden curriculum: race, culture, and education

SIG: Cultural Contexts of Education and Human Potential (CCEHP) Paper Session

8:00 to 9:30 am | Street (Level 0) - Regency B

Chair:

Cristina Jaimungal, OISE, University of Toronto

Participants:

A critical discourse analysis of the development of cultural representations in Arabic reading texts in college Arabic teaching in the U.S. – Shaimaa Moustafa, University of Massachusetts

Amherst

- Problematizing the Absence of Voice: Minoritized International Students (MIS) in Ontario Boarding Schools – *Soo Kyung Min, OISE, University of Toronto*
- Relevant to all: creating a locally-embedded universal SDG curriculum Heidi Gibson, Childhood Education International; – *Katherine Pedersen Blanchard, Smithsonian Science Education Center*

406. Emerging discourse of citizenship and community engagement

SIG: Higher Education

- Paper Session
- 8:00 to 9:30 am | Pacific Concourse (Level -1) Pacific A

Chair:

Christina W. Yao, University of Nebraska-Lincoln

Participants:

- Beyond study abroad: Developing global citizenship in graduate education through internationalization at home – Louise Michelle Vital, Lesley University; Julie Sinclair, Michigan State University; Christina W. Yao, University of Nebraska-Lincoln
- Global Learning for Local Serving: Establishing the Links Between Study Abroad and Post-College Volunteering – *Radomir Ray Mitic, New York University*
- Citizenship discourse in Hong Kong higher education: encounter between Western and Chinese academic traditions – Suyan Pan, The Education University of Hong Kong
- Bridging Internationalization and Social Responsibility of Higher Education for Sustainable Development – *Mousumi Mukherjee, International Institute for Higher Education Research and Capacity* Building, O.P. Jindal Global University, India

407. State transformation and higher education in comparative perspective

SIG: Higher Education

Formal Panel Session

- 8:00 to 9:30 am
- Pacific Concourse (Level -1) Pacific B

Participants:

- The Role of the Chinese State in the Transformation of Tibetan Higher Education – Brian Pusser, University of Virginia; Tashi Dekyid, University of Virginia
- Finland: The Case of a Nordic Welfare State and State Transformation – Jussi Valimaa, University of Jyvaskyla Finland
- The State, the Workers Party and the Remaking of Brazilian Higher Education – Marion Lloyd, National Autonomous University of Mexico
- Australia and the UK Policy on tuition and access in the mediation of state transformation and changes to higher education – *Simon Marginson, Institute of Education, University of London*
- State Transformation and Higher Education in Mexico Imanol Ordorika, Universidad Nacional Autónoma de México

408. Critical encounters with environmentalism

Paper Session 8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific C Chair:

Peter Sutoris, University of Cambridge

Wednesday, April 17

CONFERENCE PROGRAM

Participants:

- Intersecting Ecosystems: An exploratory case study of the environment and education - Janna Goebel, Arizona State University
- Educating for sustainable societies: examples of social and education reform in three countries: the United States, Australia, and Rwanda – David Hursh, University of Rochester; Bob Lingard, University of Queensland; Zhe Chen, University of Rochester; Sarah Kathleen McGinnis, University of Rochester
- Human rights education: lessons from UNESCO's history for the 21st century *Elizaveta Bagrintseva, European Wergeland Centre*
- Activism, slow violence and schooling for sustainable development: Countering de-politicisation of education among the 'marginalised' – Peter Sutoris, University of Cambridge

409. Being out in the comparative and international education field

SIG: Sexual Orientation and Gender Identity and Expression (SOGIE) Formal Panel Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific D

Chairs:

Naomi A Moland, New York University

Oren Pizmony-Levy, Teachers College, Columbia University

Discussants:

Manuel E Cardoso, UNICEF / Teachers College, Columbia University Gita Steiner-Khamsi, Teachers College, Columbia University Joseph Kosciw, GLSEN Hilary Landorf, Florida International University Lance T. McCready, University of Toronto

410. Education and Migrant Communities

SIG: Globalization and Education

Paper Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific E

Chair:

Hasan Aydin, Florida Gulf Coast University

Participants:

- Critical Review on Civil society and social movements in migrant communities – Min Yu, Wayne State University; Sophia Rodriguez, University of North Carolina at Greensboro; Jeremy Acree, University of North Carolina, Greensboro; Cathryn Bennett, University of North Carolina, Greensboro
- Exploring the Early Experiences of Highly Educated Eritrean migrants in the UK – Samson M. Tsegay, University of Roehampton
- Where are Honduran return migrants if not in schools? The absence of transnational students in rural schools. – Maxie Gluckman, University of California, San Diego; Edmund Hamann, University of Nebraska-Lincoln; Katharine Summers, Students Helping Honduras

Notions of success and life plans for children with displacement trajectories in Colombia: Challenges in formal and non-formal educational settings – *Noé Abraham González Nieto, Tecnologico de Monterrey; Diana Rodríguez, Universidad de los Andes, Colombia*

411. Collaborative and interdisciplinary research

SIG: Higher Education Paper Session 8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific F

Chair:

Lu Li, Beijing Academy of Educational Sciences Participants:

- About the conditions, benefits, and challenges of cross-national collaborative research in the sociology of science *Jennifer Dusdal, University of Luxembourg*
- International research collaboration: The Cases of Russia and Taiwan – Sheng-Ju Chan, National Chung Cheng University, Taiwan; Maria Yudkevich, National Research University Higher School of Economics, Russia; Yuan-Chih Fu, National Chung Cheng University, Taiwan; Andrey Lovakov, National Research University Higher School of Economics, Russia

Organizational Climate and Faculty Research Productivity in China: Based on Organizational Field Perspective – Lu Li, Beijing Academy of Educational Sciences

412. Citizen and community involvement

Paper Session 8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific G

Chair: Sarah Kabay, New York University Steinhardt

Participants:

- A Community Based Approach towards Holistic Learning Nelson Gichuhi Muhia, African Population and Health Research Center (APHRC); Benta Abuya, African Population and Health Research Center (APHRC); Patricia Kitsao-Wekulo, African Population and Health Research Center (APHRC)
- Parents' Collective Action in Ugandan Primary Schools Sarah Kabay, New York University Steinhardt
- Incorporating Facilitated Advocacy into Uwezo Citizen-led Assessment of Child Learning in Uganda – Mary Goretti Nakabugo, Twaweza East Africa; William E Savage, Independent
- The impact of after-school homework and parental involvement on learning achievement of teenage boys and girls from low-income households in Kenya – Maurice Mutisya, African Population and Health Research Center (APHRC); Njora Hungi, African Population and Health Research Center (APHRC); Benta Abuya, African Population and Health Research Center (APHRC); Nelson Gichuhi Muhia, African Population and Health Research Center (APHRC)
- Perspectives of Mother Tongue Education in Conflict Affected Regions – Shalva Tabatadze, Centre for Civil Integration and Inter-Ethnic Relations

413. EGRA and beyond - what do we need to know beyond student performance?

Formal Panel Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific H Chair:

Mohammed Elmeski, American Research Institutes Participants:

Assessment of mother tongue teachers' competencies in Ethiopia: Implications on early grade students' learning to read – Solomon Areaya, AIR/Ethiopia; Zarko Vukmirovic, American Institutes for Research

Learning from the implementation of formative continuous assessment in two regions of Ethiopia – *Belen Mekonnen, American Institutes for Research*

How are intervention implementation indicators related to the 2018

Wednesday, April 17

EGRA results in Ethiopia? – Daniel Tefera, American Institutes for Research Ethiopia; Zarko Vukmirovic, American Institutes for Research

Contextual factors associated with reading performance in Ethiopia: Implications for policy and instruction – Zewdu Gebrekidan, American Institutes for Research Ethiopia; Mauricio Estrada, American Institutes for Research

Discussant:

Addis Yigzaw, US Agency for International Development

414. Are teachers in Central America being prepared to teach reading? Findings from a regional research study on preservice teacher education.

SIG: Global Literacy Formal Panel Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific I

Participants:

- The cognitive foundations of reading and its application in mapping EGL curriculum Rebecca Stone, American Institutes for Research
- An evidence framework for pre-service literacy education *Maria J Vijil, Juarez and Associates*
- Study methodology and instruments for an EGL pre-service research study in Central America – *Byron Delgado, Universidad Centroamericana UCA de Nicaragua*
- Study findings and implications from an EGL pre-service research study in Central America – *Paola Alejandra Andrade, Red para la Lectoescritura Inicial de Centroamérica y el Caribe -RedLEI-*

Discussant:

Susan Fleischer, USAID

415. Challenges to educational justice under a process of reform: the case of Chile

SIG: Latin America

Formal Panel Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific J

Chair:

Tristan McCowan, University College London

Participants:

- Rising test scores and rising segregation in Chile: School choice, school resources, or family resources? – Alvaro Hofflinger, Núcleo de Ciencias Sociales, Universidad de la Frontera, Chile
- 'Losing' the game in the school choice field? the new Chilean school assignment system and the enduring middle class' advantage – Alejandro Carrasco, Centro de Estudios Avanzados sobre Justicia Educacional, Pontificia Universidad Católica de Chile; Macarena Hernández, Pontificia Universidad Católica, Chile; Ngaire Honey, Pontificia Universidad Católica de Chile; Juan de Dios Oyarzun, Centre of Educational Justice - P. Catholic University of Chile
- How is academic heterogeneity managed within schools? Logics, practices and effects in a market-oriented educational system – Cristobal Villalobos, Universidad Católica de Chile; Ernesto Treviño, Pontificia Universidad Católica de Chile; Juan Pablo Valenzuela, Universidad de Chile
- Thriving classroom diversity: Teachers´ practices and educational achievement – Denisse Gelber, Centro de Justicia Educacional, PUC; Lorena Ortega, Instituto de Educación, Universidad de Chile; Ernesto Treviño, Pontificia Universidad Católica de Chile

Discussant:

Tristan McCowan, University College London

416. Critical perspectives on ECE inequality

SIG: Early Childhood Development Paper Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific K

Chair: Mathias Urban, Dublin City University

Participants:

How is social inequality potentially (re-)produced in ECEC? The

- construction of children's social (in)competence in practices of discipline and surveillance – Sylvia Nienhaus, University of Freiburg, Germany
- The shape of things to come? Perspectives on assessment and evaluation of ECD/ECEC practices in (neo)-colonialist contexts – *Mathias Urban, Dublin City University*
- Using cultural brokering strategies to improve the early childhood education of Roma children: case studies from the UK and Serbia – Sarah Maria Klaus, Open Society Foundations

417. Knowledge production

General Pool

Paper Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific L Chair:

Aaron Koh, The Chinese University of Hong Kong

Participants:

- The hidden work in international knowledge production acknowledging the efforts of a managing editor in the 1980s. Comparative education – Christian Lundahl, Örebro University; Franziska Primus, Örebro University
- Could Paulo Freire be tenured today? Sandra R Sales, Universidade Federal Rural do Rio de Janeiro; - *Gustavo E. Fischman, Arizona State University*
- The connotation of World-Class university from the perspective of Chinese university leaders — A qualitative research report based on Nvivo – Wenting Lan, Tsinghua University/visiting in University of Michigan; Ruilin Li, Institute of Education Tsinghua University; peilin qiu, University of Michigan
- Critical literacy as pedagogical evangelism: a call for postcritique Aaron Koh, The Chinese University of Hong Kong

418. Primary and early childhood research

Paper Session

- 8:00 to 9:30 am | Pacific Concourse (Level -1) Pacific M Participants:
 - Teaching at the Right Level: improving learning outcomes by adapting evidence-based approaches across contexts – *Robert Rogers, Abdul Latif Jameel Poverty Action Lab (J-PAL)*
 - Educational policies for early childhood in Brazil and Germany in dialogue with international organizations – *Priscila Lopes de Godoy, UNICAMP; Luciane Muniz Ribeiro Barbosa, School of Education/University of Campinas (UNICAMP), Brazil*
 - Improving instructional time as a way to diminish inequality Yael Codriansky, Fundacion Educacional Oportunidad; – Paula Armijo, Fundacion Educacional Oportunidad; Trinidad Castro Amenábar, Fundación Educacional Oportunidad

Literacy deficits in contemporary Nigeria: A sustainable pre-service

basic reading education recipe – Abdul K. T. Otunuyi, National Commission for Colleges of Education (NCCE); Adrienne Barnes, Learning Systems Institute at Florida State University; NURUDEEN Adeshina LAWAL, CREATIVE ASSOCIATES INTERNATIONAL; Muhammad Auna Yakubu, Niger State College of Education, Minna, Nigeria.; Fatima Binta Abdullahi Faroq, Niger State College of Education, Minna, Nigeria.; Nosiru Olajide Onibon, Michael Otedola College of Primary Education.

Analysis of the Current Status and Issues of Parental Support for Children's Learning in the Early Grades in Cambodia - Yuriko Kameyama, Waseda University/ Keio University

419. Educational policy as a research object: the ethnographic possibilities, challenges and limits of studying power Formal Panel Session

8:00 to 11:30 am | Pacific Concourse (Level -1) - Pacific N

Chair:

Lesley Bartlett, University of Wisconsin-Madison

Participants:

- Reflections on meeting ethnography as method in studying "through" international development – Rachel Silver, University of Wisconsin-Madison
- Instrumental yet invisible: regional students and university transformation in South Africa – Upenyu Silas Majee, University of Wisconsin-Madison
- The "will to improve" campus climate: a developmentalist and ethnographic perspective on diversity in higher education – *Kirk R Anderson, Dickinson College, PA*
- Ethnographic sensibility and professional skill in policy making Susanne Ress, University of Bamberg
- Reflections on conducting ethnographic research in post-conflict schools – Nancy M Rydberg, University of Wisconsin-Madison
- Right to education policies and/as the spatial production of surplus populations *Miriam Thangaraj, University of Wisconsin-Madison*
- Precarity past, present, and future: US higher education policy and practice under conditions of advanced inequality *Nancy Kendall, University of Wisconsin-Madison*

Discussant:

Ameena Ghaffar-Kucher, University of Pennsylvania

420. Contributions to the development of emerging education systems: sector support in Somalia

Formal Panel Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific O

Chair:

Joyce Adolwa, CARE USA

Participants:

A success story in the Puntland state of Somalia – Ahmed Sheikh Abdullahi, CARE Somalia

- System-level interventions on equity and quality an analysis of a five-year intervention in Somalia *Abdifarhan Farah Gure, CARE Somalia*
- The why and the how: Designing a sustainable, evidence-based Sector Program Implementation Grant in a conflict-affected context – Fadimata Wallet Inorene, CARE USA

421. Business Meeting: East Asia SIG

SIG: East Asia

CONFERENCE PROGRAM

10:00 to 11:30 am | Street (Level 0) - Grand Ballroom A Chair:

Baoyan Cheng, University of Hawai'i at Mānoa

422. Business Meeting: Religion and Education SIG SIG: Religion and Education

10:00 to 11:30 am | Street (Level 0) - Grand Ballroom B Chair:

W. Y. Alice Chan, McGill University

423. Business Meeting: Indigenous Knowledge and the Academy SIG

SIG: Indigenous Knowledge and the Academy

10:00 to 11:30 am | Street (Level 0) - Grand Ballroom C Chairs:

Tutaleni I. Asino, Oklahoma State University Rebecca Y. Bayeck, Penn State University

424. Exclusionary mechanisms in inclusive education: the integrity perspective

SIG: Inclusive Education

Formal Panel Session 10:00 to 11:30 am | Atrium (Level 2) - Boardroom B

Chair:

Muriel Poisson, International Institute for Educational Planning (IIEP) UNESCO

Participants:

Integrity as a source of guidance for education improvement – Mihaylo Milovanovitch, European Training Foundation; Center for Applied Policy and Integrity;

- Integrity vulnerabilities in inclusive education: findings from transition countries in the Eurasia region *Olja Jovanovic, Institute of Psychology, Belgrade*
- Violations of integrity in inclusive education: evidence collection and an overview of findings – Tinde Kovacs Cerovic, Independent Researcher

Discussants:

Kate Lapham, Open Society Foundations Lilit Nazaryan, Open Society Foundations - Armenia Saule Kalikova, Open Society Foundations - Kazakhstan Aiunur Shakenova, Open Society Foundations - Kazakhstan

425. From soft skills to labor skills: adapting soft skills trainings to the needs for your target populations.

SIG: Youth Development and Education

Formal Panel Session

10:00 to 11:30 am | Atrium (Level 2) - Boardroom C

Chair:

Emilie Bagby, Mathematica Policy Research

Participants:

Soft skills training for rural indigenous youth population. A case study from Guatemala. - Sara Sywulka, World Vision

- Adapting soft skills training with the help of COMPAS-T, a measurement tool to assess risk. Experiences from the Nicaraguan Caribbean Coast. – *Reinaldo Sánchez, Creative Associates*
- Life skills training in gang controlled areas. A case study from Honduras. – Paul Teeple, Banyan Global; Linsey Jaco, banyan global

How are social and emotional learning and life skills defined across the world? Looking inside and across international frameworks – *Katharine Elizabeth Brush, Harvard Graduate School of Education; Rebecca Bailey, Harvard Graduate School of Education; Bryan Nelson, Harvard Graduate School of Education; Emily Meland, Harvard Graduate School of Education; Stephanie M Jones, Harvard Graduate School of Education*

Discussant:

Nancy Taggart, US Agency for International Development (USAID)

426. WCCES Information Session [Open to all]

10:00 to 11:30 am | Atrium (Level 2) - Garden Room A

427. Learning at the bottom of the pyramid: the gateway to sustainable development

Formal Panel Session

10:00 to 11:30 am | Atrium (Level 2) - Waterfront A

Chair:

Amy Jo Dowd, Save the Children

Participants:

Title: Learning at the Bottom of the Pyramid: Research and policy directions - Dan Wagner, University of Pennsylvania

Tripartite education and inequality in Kenya: Quality effects and life chances – Moses Oketch, University College London

Beyond the rising tide of access in Ethiopia: What consequences for equitable learning at the bottom of the pyramid? – Pauline Rose, University of Cambridge; Padmini Iyer, University of Cambridge; Caine Rolleston, Institute of Education, University College London; Tassew Woldehana, Addis Ababa University

Visualizing learning equity: New options for communicating about learning gaps and gains – *Amy Jo Dowd, Save the Children*

Discussants:

Rachel Hinton, DFID Luis Crouch, RTI International Sharon Wolf, University of Pennsylvania

428. De abajo hacia arriba, de la periferia al centro: ducación, tecnología y alfabetización como prácticas sociales Spanish Panel Session

10:00 to 11:30 am | Atrium (Level 2) - Waterfront B Participants:

Políticas ocultas, prácticas visibles: Acción e inventiva en la apropiación de tecnologías digitales en condiciones de precariedad – Judy Kalman, Centro de Investigación y de Estudios Avanzados del IPN, Mexico

Cultura matemática: visiones contrastantes de lo que se piensa, se debe y se quiere conocer – Santiago Palmas, Universidad Autónoma Metropolitana, Lerma, México.

Prácticas letradas de niños mexicanos. De la casa a la escuela y de regreso. – Iliana Reyes, Centro de Investigación y de Estudios Avanzados del IPN, Mexico; Esther Tapia, Centro de Investigación y Estudios Avanzados, Ciudad de México

Discussant:

Michele Knobel, Montclair State University

429. Understanding the determinants of teacher absenteeism in Sub-Saharan Africa: a comparative analysis of eight countries SIG: Teacher Education and the Teaching Profession Formal Panel Session

10:00 to 11:30 am | Atrium (Level 2) - Waterfront C

Chair:

Shiraz Chakera, UNICEF Office of Research

Participants:

- Teacher motivation and absenteeism in Sub-Saharan Africa *Dominic Richardson, UNICEF*
- A systemic analysis of teacher absenteeism in Uganda Jessica Aguti, College of Education and External Studies, Makerere University
- A comparative analysis of the determinants of teacher absenteeism in eight Sub-Saharan African countries – Yue Han, UNICEF Office of Research
- Doing school-based research in Sub-Saharan Africa: methodological, ethical and practical challenges - *Despina Karamperidou, UNICEF Office of Research*

430. Issues in STEM in higher education

SIG: Higher Education

- Paper Session
- 10:00 to 11:30 am | Atrium (Level 2) Waterfront D
 - Chair:

Yi Meng, Penn State University

Participants:

- Geographic Accessibility to Postsecondary STEM Education Yi Meng, Penn State University; Qiong Zhu, Penn State University; Junghee Choi, Penn State
- A Catalyst for Sustained STEM Course Satisfaction: Combining Common and Unique Features of the Field – Xiangyuan Kong, Shenzhen University, China; Tengteng Zhuang, The Chinese University of Hong Kong
- Women's Participation in STEM Higher Education Programs in Russia – Ekaterina Shibanova, National research university Higher School of Economics; Sergey Malinovskiy, Higher School of Economics

Bachelor of Environmental Science Curriculum and its Responsiveness to Global Environmental Crisis: Case of a Flagship University in South Africa – *Ntokozo Lwandle, University of Western Cape*

431. Highlighted session: Indigenous research and theoretical proposals: towards resistance, decoloniality, and resurgence

SIG: Post-foundational Approaches to Comparative and International Education

10:00 to 11:30 am | Atrium (Level 2) - Waterfront E

Participants:

Contesting History Curriculum and the Legacy of Junipero Serra in California, USA and in Mallorca, Spain – *Miye N. Tom, Independent Scholar; David Abril, Grupo INTER, National Distance Education University, Spain*

Educate to Perpetuate: Land-based Pedagogies and Community Resurgence – Jeff Corntassel, Indigenous Governance, University of Victoria, Canada; Tiffanie Hardbarger, Northeastern State University

Small Indigenous schools: Comparative Indigenous education research (CIER) and schooling as Indigenous resurgence – Elizabeth Sumida Huaman, University of Minnesota Twin Cities

Curricular possibilities that emerge from relationship with land – Amanda Fritzlan, University of British Columbia

Discussant:

Miye N. Tom, Independent Scholar



Wednesday, April 17

CONFERENCE PROGRAM

432. Chinese roundtable I (Sponsored by East Asia SIG)

10:00 to 11:30 am | Bay (Level 1) - Bayview A

432-1. China and global educational governance under the framework of sustainable development: challenges and roles 可持续发展框架下中国与全球教育治理:挑战与角色

可持续友展框架下中国与主球教育后理: 执 Chinese Round-table Session

Chair:

Baocun Liu, Institute of International and Comparative Education, Beijing Normal University

Participants:

- The Cultivatin of Talents for International Organizations with the Perspective of Global Governance: The Survey of Interns 全球 治理视域下的国际组织人才培养:基于国际组织实 习生的调查研究 - Yue Kan, Zhejiang University; Bingna Xu, Zhejiang University
- Approaches and Challenges of the Cooperation between China and GPE,World Bank - 中国与世界银行"全球教育合作基金" 合作的路径与挑战 - Jun Teng, Institute of International and Comparative Education, Beijing Normal University; Chunxiu Lu, Beijing Normal University
- The World Bank as knowledge bank in global education governance:policy, practice and influence 作为"知识银行"的 世界银行参与全球教育治理的理念、实践及影响 -Leina Shen, Capital Normal University; Siyuan Bi, Capital Normal University
- Topics, system and actions on Global Education Governance of the main countries—based on the Sustainable Development Framework 可持续发展框架下世界主要国家参与全球 教育治理的议题、机制与行动 - He Qiao, Capital Normal University
- The Goals, Value Orientation and Dimensions of UNESCO's Participation in Global Higher Education Governance 联合国教 科文组织参与全球高等教育治理的目标、价值取向 与维度 - Shifei Duan, Tsinghua University
- The Sustainable Development Education from the Perspective of Global Educational Governance: Current Situations and Challenges in China 全球教育治理视域中的可持续发 展教育:中国的现状与挑战 Jin Sun, Beijing Normal University

432-2. China in the world of education: localization exploration of the educational theory and practice 世界教育中的中国:教育理论与实践的本土化探索

Chinese Round-table Session

Participants:

- Concept and Pathway of Soft Power of Chinese Higher Education: A Global Governmance Perspective 中国高等教育软实力的 内涵及建设路径: 全球教育治理视角 Jian Li, Beijing Normal University
- Theoretical Perspectives and breakthroughs of Higher Education Cooperation under the Context of the Belt and Road Initiative " 一带一路"背景下高等教育国际合作的理论审视与突 围 - Mengqi Zhang, Beijing Normal University
- Higher Education Exchanges and Cooperation between China and the Kingdom of Saudi Arabia"一带一路"视域下的中沙高 等教育交流与合作:进展、问题及建议-Tingyu Wang, Beijing Normal University

Discussant:

Tingyu Wang, Beijing Normal University

432-3. Higher education and regional sustainable

development 高等教育与区域可持续发展 Chinese Round-table Session

Participants:

- Role of Research Universities in Regional Innovation from the Perspective of Knowledge Production Model 知识生产模式视 角下研究型大学在区域创新中的角色定位 - Haixia Qie, Tianjin University
- Research on the Development Strategy of Higher Vocational Education under the Background of New Industrial Revolution 新工业革命背景下高等职业教育的发展战略研究 -Haisheng Pan, School of Education, Tianjin University
- The Logic and Trend of the Influence of China's Industrial Development 改革开放40年来我国产业发展影响大学生 就业的逻辑与趋势探究 - Yuan Yang, Tianjin University
- Research on Skill Training Strategy of Higher Vocational Education Based on Demand of Intelligent Manufacturing 基于智能制 造需求导向的高等职业教育技能培养策略研究 - Wei Dong, Tianjin University

432-4. The analysis on the "Beijing model" of basis education reform and its development strategies 基础教育教学改革的" 北京模式"和发展战略研究

Chinese Round-table Session

Chair:

Wen Li, Beijing Institute of Education

Participants:

- The Characteristics and Factors of Basic Education Reform 基础教 育改革模式的地域特征及其成因 - Zurong Zhong, Beijing Institute of Education
- The Analysis on Achievements of Basic Education Reform in Beijing 北京市基础教育教学成果分析研究 - Wen Li, Beijing Institute of Education
- A comparative analysis on the Model and Trend of Basic Education Reform in and out of China 国内外基础教育教学改革模式 与趋势研究 – Jiayi Hu, Beijing Institute of Education
- The changing ideas and policies: A Study on Beijing Basic Education Reform Process 北京市基础教育教学改革的发 展历程研究 - Chunqing Chai, Beijing Institute of Education
- The Analysis on Strategies of Basic Education Reform 基础教育改 革战略研究 - Huquan Liu, Bejing Institute of Education

Discussant:

Zurong Zhong, Beijing Institute of Education

432-5. The main reforms in china's higher education sector during the last two decades 最近二十余年中国高等教育的主要变革

Chinese Round-table Session

Chair:

Jianmin Gu, Zhejiang University

Participants:

Transformation of Chinese Vocational Education and Training:from Quantity Expansion to Quality Improvement 中国职业教育 和培训的转型:从数量扩张到质量提升 - *Xueping Wu, College of Education, Zhejiang University*

Faculty recruitment patterns at top national HEIs in China 中国顶 尖部属高校专任教师聘任的模式与影响因素分析 -Lihua Wang, Zhejiang University

- The transfer of focus in the development of "Double First-class" universities in China 中国"双一流"大学建设的重心转 移:基于政策解读和院校分析 - Jianmin Gu, Zhejiang University
- Entrepreneurship Education for Sustainable Development: Twenty Years' Development in China 创业教育为可持续发展:中 国20年发展经验与挑战 - Weihui Mei, Zhejiang University
- The Diversified Funding Sources of Chinese Public Higher Education 大众化进程中的中国高等教育经费来源多元化改革 -Shuhua Liu, Zhejiang University

432-6. Educational inequality

SIG: East Asia

Refereed Round-Table Session

Chair:

Weijia Wang, University of Washington

Participants:

- Educational inequality in Japan and Korea: longitudinal trends with TIMSS and PISA results – *Yuko Tarumi-Nonoyama, Musashi University*
- Education inequality in rural and urban *China Min Wang, Florida State University*
- Family background of professional masters in China---the perspective of Disciplinary differences - Lihua Tong, Peking University; Wenqin Shen, Peking University
- Identifying Latent Classes of Family Background and Different-timepoint Educational Outcomes and Testing Determinants of the Classes – Yuwon Kim, KEDI(Korean Educational Development Institute), Yonsei University
- The Effects of Parental Support on Science Achievements in G7 and East-Asian Countries *Wan Ren, University of Pennsylvania*

432-7. The non-cognitive development of students and teachers in the context of rapid change in China 中国快速变化

的背景下学生和教师的非认知发展

Chinese Round-table Session

Chair:

Genshu Lu, Xi`an jiaotong University

Participants:

- The perceived learning environment, learning engagement of international students studying in China 来华留学生感知的 学习环境、学习投入及其对学习经历满意度的影响 Genshu Lu, Xi an jiaotong University
- A Study of the Influencing of Teacher-student Relationship on the Resilience of Junior High School Students 师生关系对初中生 复原力的影响研究 – PING DU, Beijing Normal University; XU SUN, Beijing Normal University; YANPING ZHANG, Beijing Normal University
- A study on the measurement of children's non-cognitive skills with data from six cities in China 中国儿童非认知技能的测量 及分布:基于六城市的调查 Jinyan Zhou, Beijing Normal University
- Constructing Global Competency Assessment tool for Chinese University Teachers 中国大学教师国际能力评价工具的构 建 – YANG LIU, Beihang University

Discussant:

PING DU, Beijing Normal University

433. Book launch session III

Book Launch Session

- 10:00 to 11:30 am | Bay (Level 1) Bayview B Participants:
 - Higher Education, Youth and Migration in Contexts of Disadvantage: Understanding Aspirations and Capabilities – Wadzanai Faith Mkwananzi, Postdoctoral Fellow, University of the Free State
 - Teacher Education Reform as Political Theater: Policy Dramas in Global Contexts – *Elena Aydarova, Auburn University*
 - The State, Business and Education Alexandra Draxler, NORRAG
 - Facilitated Advocacy for Sustainable Development: An Approach and Its Paradoxes *William E Savage, Independent*
 - International Student Mobility and Opportunities for Growth in the Global Marketplace - Krishna Bista, Morgan State University
 - Another Way: Decentralization, Democratization and the Global Politics of Community-Based Schooling – *Rebecca Clothey, Drexel University*
 - Facing Forward: Schooling for Learning in Africa Marlaine Lockheed, Princeton University
 - International Student Mobility and the New World Disorder Practical Recommendations for International Enrollment Managers, Deans and Recruiters – *Marguerite J. Dennis, Board of Trustees of Regent's University London*
 - Society and Education: An outline of Comparison. Stavros Moutsios, Aarhus University, DPU
 - Exploring the Mathematics Education of Teachers using TEDS-M Data – Maria Teresa Tatto, Mary Lou Fulton Teachers College, Arizona State University
 - Knowledge, Policy and Practice in Learning to Teach: A Cross-National Study. – Maria Teresa Tatto, Mary Lou Fulton Teachers College, Arizona State University
 - Learning to teach in England and the United States: The evolution of policy and practice *Maria Teresa Tatto, Mary Lou Fulton Teachers College, Arizona State University*
 - International Status Anxiety and Higher Education: The Soviet Legacy in China & Russia - Anatoly Oleksiyenko, University of Hong Kong

434. Language policy and implications for language change and use

SIG: Language Issues

- Paper Session
- 10:00 to 11:30 am | Bay (Level 1) Golden Gate

Chair: Anna M Farrell, Paper Airplanes

Participants:

- Language Politics, Policy, and Policing: A Generative Policy Scaffold Desmond Ikenna Odugu, Lake Forest College; Elizabeth Fawn Schenk, Lake Forest College
- Two languages, unlimited choices: Patterns of bilingual implementation of the IB Primary Years Programme around the world – Lori Mack Boyles, International Baccalaureate Organization
- Responding to the 21st Century Realities through the Less Commonly Taught Languages – Peter Mwangi, Northwestern

Wednesday, April 17

CONFERENCE PROGRAM

University

Language Change in the Kyrgyz Republic Since 2010 – Elise S Ahn, University of Wisconsin-Madison / Edgewood College

435. UREAG Essentials. Navigating the Academy: The Bumpy Road from Assistant to Associate Professor... and Other Discussions

Committee: UREAG (Under-represented Racial, Ethnic, and Ability Groups)

10:00 to 11:30 am | Bay (Level 1) - Seacliff A

Participants:

The bumpy road from Assistant to Associate Professor – Pavan John Antony, Adelphi University; Anne Mungai, Adelphi University

436. Highlighted session: Inclusion and diversity in educational practices, policies, and systems

SIG: Inclusive Education

10:00 to 11:30 am | Bay (Level 1) - Seacliff B

Participants:

- 1. Inclusive education as a global development policy Paula Frederica Hunt, DED Lda
- 3. Adapting Education Management Information Systems to Support Inclusive Education – Daniel Mont, Centre for Inclusive Policy
- Teaching diverse learners in Europe: Inspiring practices and lessons learned from Germany, Iceland, Lithuania, Luxembourg, Spain and Sweden – Justin J.W. Powell, University of Luxembourg

Discussant:

Christopher Johnstone, University of Minnesota

437. Business Meeting: Nominations Committee [Invite only]

10:00 to 11:30 am | Bay (Level 1) - Training Room

Chair:

Cathryn Magno, University of Fribourg

438. International large-scale assessments meeting educational policy-making in a restructuring Nordic welfare state. General Pool

Formal Panel Session

10:00 to 11:30 am

Street (Level 0) - Plaza

Chair:

Sverker S:son Lindblad, University of Gothenburg

Participants:

Developing the education agora: On the dynamic interplay between science and society in theory and in practice. – Sverker S:son Lindblad, University of Gothenburg; Rita Foss Lindblad, Borås University

Researchers and Administrators of Education as 'State Intellectuals' on the Educational – Agora Daniel Pettersson, University of Gävle

- Policy Making and Positioning at the Education Agora Gun-Britt Wärvik, Universitu of Gothenburg
- Revisiting the education policy agora: On politics of knowledge and evidence 1998 – 2018 in Sweden. – Sverker S:son Lindblad, University of Gothenburg; Thomas S. Popkewitz, University of Wisconsin-Madison; Lisbeth Lundahl, Umeå University

Discussants:

Bob Lingard, University of Queensland Noah W. Sobe, Loyola University Chicago

- 439. Better data, better outcomes: advancing program implementation quality measurement Formal Panel Session
- 10:00 to 11:30 am | Street (Level 0) Regency A

440. Equity issues in higher education

SIG: Higher Education Paper Session

10:00 to 11:30 am | Street (Level 0) - Regency B Participants:

- Habitus Transformation and Inevitable Hidden Injuries? Successful Rural Students in China's Elite Universities – Ailei Xie, School of Education, Guangzhou University; Xiaoliang Li, Northwest Normal University, China; Dongqing Fan, School of Education, Guangzhou University
- Global challenges, diversity and critical university leadership Jill Anne Blackmore, Deakin University
- The study of value-added evaluation on minority undergraduates' learning outcomes — The case of Minzu university of China – *Meiqiong Gong, Shanghai Jiaotong University; Hua Bai, Minzu University of China; Yang Guo Zhang, Shanghai Jiao Tong University*

441. Evaluating education and assessment: rural sites, global myths, and access

SIG: Cultural Contexts of Education and Human Potential (CCEHP) Paper Session

10:00 to 11:30 am | Pacific Concourse (Level -1) - Pacific A

Chair:

Alexandria Hill, Teachers College, Columbia University Participants:

- Personhood and the Body: Norming and Spacing of Children's Bodies in Two Preschools in Delhi – *Shubhi Sachdeva, University* of Texas at Austin
- Why Informal Education in Rural Africa Fails Women Amber Ann Andrews, Brigham Young University; Elise Judith Hall, Brigham Young University; Eliza Ruth Bennett, Brigham Young University
- "You're from Rural China and I'm from the South Side of Chicago": Interrogating the Global Myth of Meritocracy – Shakita Shavonne Thomas, University of Minnesota-Twin Cities; Weijian Wang, University of Minnesota
- Preparing our youth for an inclusive sustainable world versus preparing our educational world for inclusive sustainable future for our youth – *Rosnidar Arshad, University of Nevada, Las Vegas*

442. Youth and civic development

Paper Session

10:00 to 11:30 am | Pacific Concourse (Level -1) - Pacific B Chair:

Helal Dhali, McGill University

Participants:

- Working with and for youth as lead actors in sustainability Esker Copeland, Reach Out To Asia/Education Above All Foundation; – Samah Al-Sabbagh, Reach Out To Asia/Education Above All Foundation
- Toward a theoretical framework in understanding the gender differences in the youth perception of extremism in the developing countries – *Helal Dhali, McGill University*

Wednesday, April 17

- National, UN, and agency youth policies: Looking critically at commitments, impacts, and intersections with youth participation and critique Sandra L Stacki, Hofstra University
- The Effect of School Type on Student Civic Competency : Evidence from South Korea – KAHYEON YU, Seoul National University; Hyungryeol Kim, Seoul National University; Jilli Chong, Seoul National University
- The impact of life skills to teenagers in the informal settlement Serah Muthoni Kamau, Kenya; Peter Onchuru Mokaya, U-Tena Youth Organization

443. Internationalization and student mobility in higher education

SIG: Eurasia Paper Session

- 10:00 to 11:30 am | Pacific Concourse (Level -1) Pacific C Chair:
 - Emma Sabzalieva, University of Toronto

Participants:

- Do international scholarship programs foster higher civic engagement? A case study of Edmund Muskie Fellowship Program in post-Soviet – *Georgia Nino Dzotsenidze, Lehigh University*
- From readjustment to performativity: A study of the experiences of returning international doctoral program graduates from Kazakhstan – Aliya Kuzhabekova, Nazarbayev University; Botagoz Ispambetova, Nazarbayev University; Jason Sparks, NU; Aizhan Temerbayeva, Nazarbayev University Graduate School of Education; Altyn Baigazina, Nazarbayev University
- Revitalizing the Soviet Higher Education Export: Comparative Case Study of IBCs in Six Post-Soviet Countries – Abbas Abbasov, Teachers College, Columbia University
- The New Silk Road Implications for Higher Education and Research Cooperation between China, Central Asia, and Russia – Nadezhda Kuchma, National Research University "Higher School of Economics"; Isak Froumin, Institute of Education HSE
- The politics of student mobility: Links between outbound student flows and the democratic development of post-Soviet – *Eurasia Maia Chankseliani, University of Oxford*
- 444. Astride scholarship and practice boundaries in the Latin American maelstrom of educational goals: curriculum intention, implementation and attainment in contexts of strong policy currents

Formal Panel Session

10:00 to 11:30 am | Pacific Concourse (Level -1) - Pacific D

Participants:

- Complex scenarios of curriculum and evaluation reform: an analytical model Gullermo Ferrer, Independent Researcher
- Curriculum, test validation, and monitoring sustainable development goal 4 in Latin America: a global comparative study focusing on regional needs – *Gilbert A. Valverde, State University of New York at Albany*
- Opportunity-to-Learn and the implemented curriculum in a regional educational initiative: Valverde province, Dominican Republic – Sarah Gonzalez, Pontificia Universidad Madre y Maestra

Discussant:

Patricia Arregui, Grupo de Análisis para el Desarrollo (GRADE) - Lima, Perú

445. Inclusion worldwide

Paper Session

10:00 to 11:30 am | Pacific Concourse (Level -1) - Pacific E Chair:

Chantal Figueroa, Colorado College

Participants:

- Facilitators and Barriers to Sustainable Inclusive Education: A Study of Education Development Workers' Perceptions on Education Projects in West Africa – *Elizabeth Bucknor, The George Washington University*
- Life After School: Expectations of Teachers and Students with Disabilities in Kenya – *Ethan William Jackson, Bowling Green State University*
- Reframing quality education as mental health Chantal Figueroa, Colorado College
- Incorporating students' voices in the inclusive education debate Ashwini Tiwari, University of Houston-Downtown; Ajay Das, SUNY Empire State College
- Evolution of educational inclusion (special education) policy discourse in the Anglophone Caribbean: From colonialism to globalization – *Nigel Brissett, Clark University*

446. Brazilian curricular issues in three layers: educational policies, curriculum in school and subject curriculum Formal Panel Session

- 10:00 to 11:30 am | Pacific Concourse (Level -1) Pacific F Participants:
 - Building a thick notion of citizenship: the case of the Citizen School Project – Luis Armando Gandin, Universidade Federal do Rio Grande do Sul (UFRGS)
 - Porto Alegre Municipal Education District and its curricular policies: an analysis of the curricular processes in the school context – *Graziella Souza dos Santos, Universidade do Vale do Itajaí - Brazil*
 - The dispute for status between school subjects in Brazilian education: the status indicators – *Iuri Correa Soares, Instituto Federal do Rio Grande do Sul*
 - Education for sustainability and the curricular choices of High School Sociology teachers in Brazil – *Gabriel Schenkmann Arnt, Universidade Federal do Rio Grande do Sul*

Discussants:

Tristan McCowan, University College London Robert Regan, Gates Ventures

447. Crucial elements of standing up a new, sustainable school feeding program in sub-Saharan Africa

Formal Panel Session

10:00 to 11:30 am | Pacific Concourse (Level -1) - Pacific G Chair:

Ingrid Ardjosoediro, U.S. Department of Agriculture Participants:

- Capacity building: a crucial element of standing up a new, sustainable school feeding program in sub-Saharan Africa – Patrick Gallagher, Nascent Solutions Inc.
- Generating government buy-in: a crucial element of standing up a new, sustainable school feeding program in sub-Saharan Africa – *Alessandra McCormack, USDA*
- Working towards community-led school feeding in Northern Senegal – how the communities of Saint Louis generate community buy-in



CONFERENCE PROGRAM

to sustain school meals – *Norma Toussaint, Counterpart* Achieving Sustainability Through Complementary Literacy and Teacher Training Activities – *Beth Sheehy, Planet Aid*

Discussant:

Alessandra McCormack, USDA

448. Rethinking education: diversity, mindfulness, and movement

SIG: Contemplative Inquiry and Holistic Education Paper Session

10:00 to 11:30 am | Pacific Concourse (Level -1) - Pacific H Participants:

- Contemplative Inquiry: The Missing Component of the Common Core Reading Standards – *Theoni Soublis, The University of Tampa; Hunter O'Hara, The University of Tampa*
- Knowledge Diplomacy and Worldview Diversity Education: Applications for an Internationalized Higher Education Sector – Sachi T. Edwards, University of Hawai⊠i at Mānoa; Yuto Kitamura, University of Tokyo
- Reciprocal Learning: Unleashing Teachers' Cultural Imagination to Educate for Sustainability - *Yishin Khoo, University of Windsor*

Students' perception of the physical activity that they use to reduce stress during studies and keep mind-body balance – Mariia Vitrukh, Arizona State University

- The Way of the Classroom: Aikido as Transformative, Embodied Pedagogy for Self Cultivation – *Michael A. Gordon, Simon Fraser University*
- 449. Designing, implementing, and learning from mixedmethods randomized controlled trials in humanitarian contexts: lessons from remedial education in Dadaab and Kakuma.

Formal Panel Session

10:00 to 11:30 am | Pacific Concourse (Level -1) - Pacific I

Participants:

- The impact of remedial education in complex emergencies: Evidence from a Randomized Controlled Trial in Kakuma, – Kenya Andrew Brudevold-Newman, American Institutes for Research; Thomas J. De Hoop, American Institutes for Research; Timothy Mwongera Kinoti, World University Service of Canada (WUSC); Darius Getanda Isaboke, World University Service of Canada (WUSC); Hannah Reeves Ring, American Institutes for Research; Chinmaya Udayakumar Holla, American Institutes for Research
- Moving Innovations in Education to Scale in Complex Emergencies: A process evaluation of a remedial education program in Dadaab and Kakuma – Hannah Reeves Ring, American Institutes for Research; Victoria Rothbard, American Institutes for Research; Timothy Mwongera Kinoti, World University Service of Canada (WUSC); Darius Getanda Isaboke, World University Service of Canada (WUSC); Thomas J. De Hoop, American Institutes for Research
- Reflections on Impact Evaluations of Education Programs in Humanitarian Settings – *Timothy Mwongera Kinoti, World* University Service of Canada (WUSC); Darius Getanda Isaboke, World University Service of Canada (WUSC); Clara Van Praag, UNHCR; Thomas Dreesen, UNICEF

450. Highlighted session: Ensuring youth voice in sustainable development and effective program/policy development: the potential for engagement through the UNESCO Youth as Researchers Program

SIG: Youth Development and Education

10:00 to 11:30 am | Pacific Concourse (Level -1) - Pacific J Chair:

Patrick Dolan, NUI Galway/UNESCO

Participants:

- Ensuring Youth Voice in Sustainable Development and Effective Program/Policy Development: The Potential for Youth as Researchers – Patrick Dolan, NUI Galway/UNESCO; John Davis Davis, Uiversity of Strathclyde; Alan Smith, UNESCO Centre, Ulster Unviersity, Northern Ireland; Jo Caffery, University of Canberra; Sebastian Galindo, University of Florida; Kaila Thorn, Penn State; Sean Campbell, Sean Campbell
- Youth Voice as Seen Through UNESCO Youth as Researchers: Case Study Examples – Kaila Thorn, Penn State; Mark A Brennan, Penn State University / UNESCO; Patrick Dolan, NUI Galway/UNESCO; Sean Campbell, Sean Campbell; Jo Caffery, University of Canberra; Alan Smith, UNESCO Centre, Ulster Unviersity, Northern Ireland; John Davis Davis, Uiversity of Strathclyde; Sebastian Galindo, University of Florida
- Sustainability Education in Low Income Countries With a Focus on Community and Youth Voice – Jo Caffery, University of Canberra; Mark A Brennan, Penn State University / UNESCO; Patrick Dolan, NUI Galway/UNESCO; Alan Smith, UNESCO Centre, Ulster Unviersity, Northern Ireland; John Davis Davis, Uiversity of Strathclyde; Sebastian Galindo, University of Florida; Kaila Thorn, Penn State; Sean Campbell, Sean Campbell
- Future Directions for Outreach and Extension: Expanding Opportunities for Sustainable Development through Youth Engagement – Sebastian Galindo, University of Florida; Mark A Brennan, Penn State University / UNESCO; Alan Smith, UNESCO Centre, Ulster Unviersity, Northern Ireland; John Davis Davis, Uiversity of Strathclyde; Patrick Dolan, NUI Galway/UNESCO; Jo Caffery, University of Canberra; Kaila Thorn, Penn State; Sean Campbell, Sean Campbell

Discussant:

John Davis Davis, Uiversity of Strathclyde

451. "¿Quién soy?" Exploring different methodological approaches for participatory indigenous identity research SIG: Indigenous Knowledge and the Academy

Formal Panel Session 00 to 11:30 am | Pacific Con

- 10:00 to 11:30 am | Pacific Concourse (Level -1) Pacific K Participants:
 - "Aprendí a leer y comenzó a cambiar mi vida:" Exploring Indigenous student identity through interviews – Joseph Levitan, McGill University; Natalia Incio Sierra, McGill University; Kayla M. Johnson, McGill University
 - "Este dibujo se parece a dónde yo vivo:" Using arts-based projects to explore Indigenous student identities – Natalia Incio Sierra, McGill University; Joseph Levitan, McGill University; Kayla M. Johnson, McGill University
 - "Porque todos llevan lo mismo:" Photo-based methods for exploring Indigenous student identity – Kayla M. Johnson, McGill University; Joseph Levitan, McGill University; Natalia Incio Sierra,

Wednesday, April 17

McGill University

Comparing methods: Understanding who we are through different research activities – Joseph Levitan, McGill University; Kayla M. Johnson, McGill University; Natalia Incio Sierra, McGill University

452. Learning styles and learning differences

SIG: South Asia

Paper Session

- 10:00 to 11:30 am | Pacific Concourse (Level -1) Pacific L Participants:
 - How Language Difference becomes Learning Disability: Challenges in Assessing for Dyslexia in the Indian Multilingual Context – Maya Kalyanpur, University of San Diego
 - Reading skills of Government Primary Schools Students in Bangladesh significantly Improved – Ranak Chandra Mohanta, Counterpart International; Shahin Islam, Save the Children
 - "'Intelligence is not just good grades": Exploring socio-cultural contexts of growth mindset theory in India – Tanushree Sarkar, Vanderbilt University

453. Building resilient and sustainable early childhood care and education (ECCE) systems

Formal Panel Session

10:00 to 11:30 am | Pacific Concourse (Level -1) - Pacific M Chair:

Mmantsetsa Marope, UNESCO International Bureau of Education Participants:

Reducing the early learning gap: A path towards resilient and sustainable early child care and education (ECCE) – *Aglaia Zafeirakou, Senior Consultant* - *The World Bank*

- Developing and sustaining a resilient early childhood care and education system in Seychelles – Shirley Choppy, Institute of Early Childhood Development (IECD), Seychelles
- Is preschool curriculum child's play? Neurocognitive research suggests otherwise Helen Abadzi, University of Texas at Arlington
- Sustainability and Resilience of Holistic Approaches to Early Education – *Christian Fabbi, UNESCO International Bureau of Education*

454. Program evaluation in diverse contexts

Paper Session

10:00 to 11:30 am | Pacific Concourse (Level -1) - Pacific O

Participants:

- Education goals for the 21st century- an analysis of the Telangana Social Welfare Residential Educational Institutions Society (TSWREIS) – Aditi Nangia, Harvard Graduate School of Education; Tanya Kant, Harvard Graduate School of Education; Aarya Shinde, Harvard Graduate School of Education; Usha Nikita Satish, Harvard Graduate School of Education
- New Generation Schools: National Education Reform for the 21st Century in Cambodia – *Melissa K Donaher, Havard University; Nora Wu, Harvard Graduate School of Education*
- A Critical Reflection on Afghan Ministry of Education's Experience of School Counseling – Abbas Payandehnik, Fekr Organization of Psychosocial Development (FOPD)
- Biopolitical power in evaluation research with transnational migrant youth Sophia Rodriguez, University of North Carolina at Greensboro; – Jeremy Acree, University of North Carolina,

Greensboro

Modern data analytics using real-time data drawn from an Education Management Information System (EMIS) – Sunmin Lee, Community Systems Foundation

455. Plenary session: "Environmental education" and "Education for Sustainability": Historical and critical perspectives

11:45 to 1:15 pm | Street (Level 0) - Grand Ballroom A Chair:

Aaron Benavot, State University of New York at Albany / UNESCO Plenary Speakers:

Marcia McKenzie, University of Saskatchewan

Arjen Wals, Wageningen University, The Netherlands/UNESCO Chair

456. Plenary Session: Two approaches to comparative education in the curriculum

11:45 to 1:15 pm | Street (Level 0) - Grand Ballroom B Chair:

Florin Daniel Salajan, North Dakota State University Plenary Speakers:

Martin Carnoy, Stanford University John Schwille, Michigan State University

457. Plenary Session: What can we do in our institutions to promote sustainability?

11:45 to 1:15 pm | Street (Level 0) - Grand Ballroom C Chair:

Peter Buckland, Pennsylvania State University

Plenary Speakers: Nicole Ardoin, Stanford University Geoff Chase, California State University – Channel Islands Joe Fullerton, San Mateo Community College Meredith Mcdermott, Department of Education, New York City

458. Plenary Session: The 2019 Honorary Fellows on "Sustainability in Education"

11:45 to 1:15 pm | Level -1 - Pacific D/E/F Chair:

Regina Cortina, Teachers College, Columbia University Plenary Speakers:

David W Chapman, University of Minnesota Ratna Ghosh, McGill University Steven J. Klees, University of Maryland Carlos Alberto Torres, CIES

459. Language and Learning Foundation [Invite only] Lunch Reception

12:30 to 2:00 pm | Atrium (Level 2) - Waterfront E

460. Business Meeting: Early Childhood Development SIG SIG: Early Childhood Development

1:30 to 3:00 pm | Street (Level 0) - Grand Ballroom A Chair:

Donald R. Baum, Brigham Young University

461. Business Meeting: African Diaspora SIG SIG: African Diaspora

1:30 to 3:00 pm | Street (Level 0) - Grand Ballroom B Chair:

Nafees M. Khan, Clemson University



CONFERENCE PROGRAM

462. Business Meeting: Youth Development and Education SIG SIG: Youth Development and Education

1:30 to 3:00 pm | Street (Level 0) - Grand Ballroom C Chair:

David Arthur Balwanz, University of Johannesburg

463. Experience in curriculum policy and learning outcomes in Latin America

SIG: Latin America

Paper Session

1:30 to 3:00 pm | Atrium (Level 2) - Boardroom B

Participants:

- Autonomous Learning gained by Escuela Nueva primary schools in Colombia: Comparison between Grade 6 and Grade 9 – *Takako Suzuki, Kyushu University, Japan*
- Recognition, Validation and Accreditation of learning outcomes in Latin America and the Caribbean: A comparative analysis – *Raúl* Valdés Cotera, UNESCO Institute for Lifelong Learning; Edith Hammer, UNESCO Institute for Lifelong Learning
- The Program for the Formation of High-Level Professionals for Health (PROFAPS) in Brazil: a curricular and political debate – Andrea Milán Pautasso, UFRGS/Brazil

Educational equity in Brazil (2001-2011) Lara Simielli, FGV/EAESP

464. Fostering sustainable education for the most marginalised – innovations and lessons learned from Afghanistan Formal Panel Session

1:30 to 3:00 pm | Atrium (Level 2) - Boardroom C

Participants:

Reaching the most marginalised – Abdul Wakil Fekri, Aga Khan Foundation; Nadia Momedraufi, Aga Khan Foundation

- Removing barriers to adolescent girls' education Mumtaza Abdurazzakova, Save the Children; Sediqullah Zameer, Save the Children
- Learning, coordination and sustainability Laura Bond, Catholic Relief Services; Terrill Kucera, Catholic Relief Services

Afghanistan's next generation – Abdul Naser Salamyar, CARE International; Mustafa Taheri, CARE International

465. Highlighted session: Reframing technologies for development: a critical look at everyday practices and new forms of knowledge exchange

SIG: ICT for Development (ICT4D)

1:30 to 3:00 pm | Atrium (Level 2) - Garden Room A Chair:

Matthew Kam, Google

Participants:

Breakdowns and fragmentations: Rethinking the digital in the context of everyday practices – Judy Kalman, Centro de Investigación y de Estudios Avanzados del IPN, Mexico

- Digital devices in a citizen science program: Different uses, different users and different voices – *Roberto Mendez-Arreola, Departamento de Investigaciones Educativas Cinvestav*
- Expanding freedoms and creating connection: Developing a networked space to support global collaboration with youth – Amy Stornaiuolo, University of Pennsylvania

Sustained communication: 360-storytelling across communities – Glynda A. Hull, University of California, Berkeley; Devanshi Unadkat, University of California, Berkeley; Jessica Adams, Student Discussant:

Yoko Mochizuki, UNESCO MGIEP

466. New Scholars Essentials: Academia and womanhood: navigating boundaries, inequities, and relationships [open to all]

Committee: New Scholars/New Scholars Committee

1:30 to 3:00 pm | Atrium (Level 2) - Waterfront A Presenters:

Sandra L Stacki, Hofstra University

Catherine Vanner, McGill University

Payal P. Shah, University of South Carolina

Monisha Bajaj, University of San Francisco

Discussants:

Kari Grain, UBC

Emily W. Anderson, Florida International University

467. Sostenibilidad, sistemas educativos y educación comparada en América Latina

Spanish Panel Session

1:30 to 3:00 pm | Atrium (Level 2) - Waterfront B

Chair:

Felicitas Acosta, Universidad Nacional de General Sarmiento Participants:

- Tensiones en la configuración de la educación comparada e internacional. – El caso de Uruguay Enrique Martínez Larrechea, IUSUR/Uruguayan society of comparative education
- Estudios comparados en Cuba para la sostenibilidad. Necesidad de su sistematización Gilberto Garcia Batista, Asociación de Pedagógos Cubanos; Emigdio Rodriguez Alfonso, Universidad Enrique Jose Varona
- La educación comparada en las revistas mexicanas de educación (2000-2017) – Marco Aurelio Navarro-Leal, Universidad Autónoma de Tamaulipas/SOMEC; Zaira Navarrete-Cazales, Universidad Nacional Autónoma de México/Sociedad Mexicana de Educación Comparada

La influencia supranacional en la investigación comparada de la educación brasileña. – Un análisis a través del uso de la periodización Luis Enrique Aguilar, Universidad de Campinas/ SBEC; Ana Elisa Spaolonzi Queiroz Assis, Universidad de Campinas

El futuro de la Educación Comparada en América Latina – Armando Alcántara Santuario, Universidad Nacional Autónoma de México

Discussant:

Pablo Cevallos Estarellas, UNESCO-IIEP

468. Gender equality in education – a discussion on the 2019 Global Education Monitoring Report Gender Review Committee: Gender & Education

Formal Panel Session

1:30 to 3:00 pm | Atrium (Level 2) - Waterfront C

Chairs:

Nicole Bella, UNESCO Global Education Monitoring Report Priyadarshani Joshi, UNESCO

Participants:

The 2019 GEM Report Gender Review – Priyadarshani Joshi, UNESCO; Nicole Bella, UNESCO Global Education Monitoring Report

Analysis of the GEM Report Gender Review monitoring framework – Nora Fyles, UN Girls' Education Initiative (UNGEI)

Gender, migration, vulnerabilities, and opportunities - Amy North,

Wednesday, April 17

Institute of Education, University College London

469. Early childhood reading

Paper Session

1:30 to 3:00 pm | Atrium (Level 2) - Waterfront D

Chair:

Sadia Muzaffar Bhutta, Aga Khan University Institute for Educational Development

Participants:

Addressing Early Readers Behind Grade Level: A Case Study from High Poverty Schools in the United States – Lauren Ziegler, The Broad Residency in Urban Education / Mastery Charter Schools

"Cute Books" and "Good Literature": a comparative analysis of early literacy constructions – *Bevin Roue, Michigan State University; Elena Aydarova, Auburn University*

470. Roundtable Session (Wednesday I)

1:30 to 3:00 pm | Bay (Level 1) - Bayview A

470-1. Teaching and teacher education (TETP) round-table 1

SIG: Teacher Education and the Teaching Profession Refereed Round-Table Session Chair:

Molly Hamm, University of Colorado Boulder

Participants:

Assessing the Impact of Teacher Communities of Practice on Instructional Quality – Xiu Chen Cravens, Vanderbilt University

A teacher educator's challenges in educating research-literate teachers - *Mustafa Ozturk, Hacettepe University*

Conceptualizing teacher agency: A review of international research – *Cassie Howard, Florida State University*

Korean Mode of Racial/Ethnic Diversity Awareness: Korean Elementary Teachers' Speculations on Diversity – Lena Lee, Miami University

Positive voices of published assessments in initial teacher education courses: A step towards professional sustainability and sustenance – *Jacolyn Weller, La Trobe Unversity*

470-2. Teaching and teacher education (TETP) round-table 2

SIG: Teacher Education and the Teaching Profession Refereed Round-Table Session

Chair:

Rachel Jones, Michigan State University

Participants:

Preparing Culturally Responsive Han Teachers: Case Study of a Teacher Education Program in China – *Huanshu Yuan, Texas A&M University*

Promoting language assessment literacy of pre-service English teachers: The role of peer assessment – Yuanyue Hao, University of Oxford; New Oriental Education & Technology Group

Using Narrative Inquiry to Investigate International Graduate Assistants' Teacher Identity through Their Teaching Experiences in the Doctoral Program – *Ching Hsu-Kim, UNLV; Janet Gao, The George Washington University*

470-3. The power of transnational experiences in morphing teacher identity and teaching practice

SIG: Teacher Education and the Teaching Profession Refereed Round-Table Session Chair:

Gerardo Joel Aponte-Martinez, University of Texas Rio Grande Valley Participants:

Was it for consequential learning? Pedagogical autoethnography from one teacher's comparative reflection – Won Kim, Michigan State University; Angela Calabrese-Barton, Michigan State University

After three years of schooling, even a dog can read: The cultural logic of teaching and learning between two nations – Heather Lyn Reichmuth, Michigan State University; Taeyeon Kim, Michigan State University

Make a name for yourself: Exploring the naming and addressing practices of teachers of Chinese as a foreign language – *Rebekah Gordon, Michigan State University; Jiahang Li, Michigan State University*

- "I teach, but I'm no teacher": Storying and troubling EFL teacher identity in South Korea – Laura M Kennedy, Michigan State University
- The Meaning of Work for Teachers Teaching across the Americas. Cristobal Madero, University of California, Berkeley / Universidad Alberto Hurtado, Chile

Discussant:

Gerardo Joel Aponte-Martinez, University of Texas Rio Grande Valley

470-4. The role of language in teachers' and learners' understanding of early grades math

SIG: Global Mathematics Education

Refereed Round-Table Session

Participants:

- Norms of Practices in Pre-service teacher Education Multilingual Classrooms: Implications for Teacher Development – Anthony A. Essien, University of the Witwatersrand
- Trends in Cross-National Comparative Mathematics Education Hilary Tanck, Clemson University

470-5. Using a narrative approach to researching literacy and language policy

SIG: Global Literacy

Refereed Round-Table Session

Participants:

- Researching language and culture in Africa using an autoethnographic approach – *Birgit Brock-Utne, University of Oslo*
- A narrative approach to Ubuntu translanguaging from the elderly community: Learning and teaching in African education – *Leketi Makalela, Balang Foundation*
- A narrative of adult English language literacy within post-apartheid South Africa – Anna Kaiper, Pennsylvania State University
- Towards achieving the Sustainable Development Goals: Revisiting language of instruction in Tanzanian secondary schools – *Mwajuma Vuzo, University of Dar es Salaam, Tanzania*
- Oral traditions: An aid to implementation of mother tongue-based multilingual education in the Philippines' basic education programme Genevieve – *Quintero, University of the Philippines*

470-6. Inequities within and between schooling contexts Refereed Round-Table Session

Participants:

The contours of within-school tracking in highly differentiated

CONFERENCE PROGRAM

educational systems: The Chilean case – Maria Paola Sevilla, Universidad Alberto Hurtado; Ernesto Treviño, Pontificia Universidad Católica de Chile

Learner voice, teacher pedagogy and learning across fee- and nofee schools in South Africa Anil Kanjee, Tshwane University of Technology; - Yusuf Sayed, University of Sussex

PPPs, quality and equalities: A study of schooling in Lagos Elaine Unterhalter, Institute of Education, University College London; – Lynsey Robinson, CEID, UCL-IOE; Jibrin Ibrahim, Centre for Democracy and Development

Education as an Individual and Social Support Strategy for Managing HIV Care Adherence in Malawi – *Stephanie Chamberlin, University* of Colorado Denver

Akshaya Patra: A Case Study Analysis of one NGO's Holistic Approach to India's Mid-Day Meal Scheme (MDMS) – *Parna Banerjee, University of Georgia*

470-7. Philanthropists' giving to education: why, what, how, and other questions to ask them

Refereed Round-Table Session

Chair:

Joshua A. Muskin, Geneva Global

Participant:

No formal papers will be presented – Mary Joy Pigozzi, Education Above All/Educate A Child; Dana Schmidt, Echidna Giving; Patricia Scheid, The William & Flora Hewlett Foundation; Caitlin Baron, Luminos Fund; Kristen J Molyneaux, MacArthur Foundation; Aliyya Mattos, PaperSeed Foundation

470-8. Education for sustainability in action where it is most needed: presenting and discussing the largest teacher professional development program in Galapagos Islands Refereed Round-Table Session

Chair:

Diego Roman, Southern Methodist University Participants:

A public-private partnership connecting education policy with environmental and sustainability education in Galapagos – Diego X. Román, SMU; K.C. Busch, North Carolina State University; Amy Doherty, Galapagos Conservancy; Heny Agredo, Dallas Independent School District; Adrian Soria, Aves y Conservacion/ BirdLife in Ecuador; Richard Knab, Galapagos Conservancy; Hiba Rahim, Southern Methodist University - CORE; Harvey Luna, Southern Methodist University - CORE

Developing social and sustainable lenses to learn about reality: Design and implementation of a Social Science education approach centered on sustainability – Isabel PATIÑO, VVOB; Catalina Plua, Universidad San Francisco de Quito; Daniela Vacas, Un lugar para aprender, NGO; Paula Jacome, Independent researcher

Mentoring for educational transformation in Galapagos Islands: a metacognition centered approach for in-service teacher development – Zaynab Amelia Gates, UCSD; Miriam Chacon, Scalesia Foundation; Isabel PATIÑO, VVOB; Sebastian Pinto, FARO

The Role of Power and Politics in Education for Sustainability in the Galapagos Islands – Greses A. Perez-Jöhnk, Stanford University; K.C. Busch, North Carolina State University; Dustin Miller, Dallas Arboretum

471. Roundtable Session (Wednesday III)

1:30 to 3:00 pm | Bay (Level 1) - Bayview B

471-1. Knowledge, training, and practice of early childhood teachers

SIG: Early Childhood Development Refereed Round-Table Session Chair:

Ilfa Zhulamanova, Kent State University

Participants:

Becoming a caring entrepreneurial early years practitioner in Chile – Ximena Poblete, UCL Institute of Education

- Play or Learn: Refocusing early childhood teacher education curriculum for preparing teachers for play – *Ilfa Zhulamanova, Kent State University*
- Preschool teachers' views on early childhood development and early learning: - Taeko Takayanagi, Waseda University

471-2. Parent engagement and home-based early childhood interventions

SIG: Early Childhood Development Refereed Round-Table Session

Chair:

Lolagul Raimbekova, Kent State University

Participants:

- Building Bridges with Immigrant Parents. Understanding Their Role and Responsibility in the Education of their Young Children . – Lolagul Raimbekova, Kent State University
- Parental Aspiration for Early Childhood Education (ECE) in Bangladesh – *Md Jahangir Alam, Doctoral Candidate, Kobe University*
- Parental Engagement in Kindergarten Transition Xinwei Zhang, Lehigh University; Anu Sachdev, Lehigh University; Xiaoran Yu, Lehigh University; Peggy A. Kong, Lehigh University

471-3. Environmental sustainability education - pedagogical and curriculum challenges in elementary & secondary schools SIG: Environmental and Sustainability Education

Refereed Round-Table Session

Participants:

- Companies.
- Comparisons of contributions from three different secondary school subject areas to environmental and sustainability teaching – Per Sund, Stockholm University; Niklas Gericke, Karlstad University; Gabriel Bladh, Karlstad University
- Implementing Education for Sustainable Development and Pedagogical Challenges in Secondary Schools. – Cresanus Biamba Nombo, University of Gavle, Sweden

Teaching for Social Justice in ESD programs: a case-study from Egypt Nashwa Moheyeldine, American University in Cairo; - Hani Sewilam, The American University in Cairo

471-4. Sustainable education as humanities education

SIG: South Asia

Refereed Round-Table Session

Participants:

- The need for Humane Education in Pakistan Sunnya khuram Khan, University of Toronto
- People, not numbers: A systems approach to sustainable education change in India *Monal Jayaram, , Centre of Excellence for*

Assessments with Kaivalya Education Foundation; Mahjabeen Raza, New York University; Sharon Kim, New York University; Edward Seidman, New York University

"Independence From Whom and For What?": Teachers' Conceptualizations of Independence as a School Readiness Competency in an Indian Preschool – Shubhi Sachdeva, University of Texas at Austin

471-5. Diverse topics in inclusive education

SIG: Inclusive Education

Refereed Round-Table Session

Participants:

- Listening to children voices on migrants' inclusion Christina Hajisoteriou, University of Nicosia; - Panayiotis Angelides, University of Nicosia
- Parent Experiences of Special Education Access in Trinidad and Tobago – Chelseaia Charran, The University of Texas at Austin; Soyoung Park, The University of Texas at Austin; Audrey M. Sorrells, The University of Texas at Austin
- Refugee Access to Higher Education in Brazil and Germany: Are universities welcoming them – *Kelber Tozini, Boston College; Lisa Unangst, Boston College*
- Teachers' Concerns about Inclusive Education in Delhi, India Ajay Das, SUNY Empire State College; – Ashwini Tiwari, University of Houston-Downtown

471-6. Sustainable and holistic teacher professional development in crisis contexts: challenges and solutions

SIG: Education, Conflict, and Emergencies Refereed Round-Table Session

Chair:

Mary Mendenhall, Teachers College, Columbia University Participants:

- The role of continuous professional development for teachers' socialemotional well-being - Creating a teacher SEL framework and PD approach – James Hahn, FHI 360; Paul Frisoli, FHI 360
- Collaboration with the Ministry of Education on continuous professional development as a means for sustainable teacher development *Amy Parker, Relief International*
- The role of coaches in supporting professional development of teachers social emotional competencies to create enabling environments in the classroom *April Coetzee, War Child Holland; Noemi Gerber, War Child Holland*
- Putting teachers at the heart: a participatory approach to professional development for Accelerated Education teachers in West Nile, Uganda *Charlotte Louise Bergin, Save the Children*
- Adapting national teachers' professional development standards to respond to the specific challenges of teachers in Lebanon and Myanmar Nadezhna Myriam Castellano Sosa, IIHA-FORDHAM

471-7. Higher education SIG roundtable 5

SIG: Higher Education Refereed Round-Table Session Participants:

The Impact of Globalization on the Practice of Student Affairs in the United States – Stephen P. Wanger, Oklahoma State University; Janelle Hanson, Oklahoma State University; Cassidy Ladd, Oklahoma State University

Wednesday, April 17

- The Influence of Family Background on the Access to Doctoral Education – *Lingyu Liu, Peking University*
- The landscape of certificate attainment Yi Meng, Penn State University
- The Role of the Classic Chinese Ethic Philosophy in the Sustainability Education of the Chinese Universities Jianhui Zhang, University of Hawai at Mānoa

471-8. Education for poverty reduction: diverse international experiences working with parents and refugees

SIG: Global Literacy Refereed Round-Table Session

Participants:

- Adult learners experiences of the role of non-formal education as a conduit to poverty reduction and rural development in Ghana *Emmanuel Intsiful, Beijing Normal University*
- The "Lyft" of learning: An innovative education model for out-ofschool adolescent mothers – *Kevin Wheeler, The Kaizen Company; Phoebe McKinney, The Kaizen Company*

471-9. Gender issues: intersections between education and constructions of identity

Refereed Round-Table Session

Participants:

- Man Up: Masculine Gender Identity Construction in College Athletics in Japan & the US – *Sebastian Diego Rivera, University* of Redlands
- Combative feminist lesbians in the streets: using radical astheticism as popular lesbofeminist pedagogy – Andrea Alejandra Gordillo Marquina, UCLA; Silvana Velásquez Carvajal, Universidad de Colombia sede Medellín
- Re-Envisioning Education for Women and the Majority World through MOOCs Runchana – Pam Barger, Wheaton College

471-10. Demystifying and reconstructing data for instructional, design and policy purposes Refereed Round-Table Session

Chair.

Corrie Blankenbeckler, Creative Associates International Participants:

- Differentiation by Design: Matching Instruction to Student Skills - Aster addamu, Senior Reading Specialist, READ II Creative Associates International
- Women Teachers as Leaders in Ethiopia: Me Too? Bridget Lombardo, Senior Gender Specialist, READ II Education Development Center
- It's YOUR Data: Encouraging data ownership and action on findings – Karen Tietjen, Creative Associates International; Adam M. Turney, World Education, Inc.

Discussant:

Tahir Gero, USAID/Ethiopia

471-11. From baseline assessment to evaluating interventions in teacher education programs focusing on reading and writing instruction in Nigeria and Honduras.

SIG: Teacher Education and the Teaching Profession

Refereed Round-Table Session

Participants:

How do teachers learn to teach reading and writing? Designing and conducting a baseline assessment of pre-service teacher

CONFERENCE PROGRAM

education in Honduras. – Flavia S. Ramos-Mattoussi, Florida State University; Ana Helga Marty, Florida State University; Carla Maria Doolin Paredes, Florida State University

- Impacting Knowledge, Skills, and Attitudes in Pre-service Teacher Education Programs – Adrienne Barnes, Learning Systems Institute at Florida State University; Helen N. Boyle, Florida State University; Stephanie Simmons Zuilkowski, Florida State University
- Influence of accelerated training in early grade reading knowledge: experiences in Northern Nigeria. – Ana Helga Marty, Florida State University

471-12. Youth employability at scale: lessons from national TVET systems in Mozambique and Tanzania

SIG: Youth Development and Education Refereed Round-Table Session

Chair:

Matthew Breman, International Youth Foundation

Participants:

- Moving toward sustainability: findings and recommendations Pia Saunders Campbell, International Youth Foundation
- Systemic change in Mozambique's technical and vocational training system – Ilidio Caifaz, International Youth Foundation
- Systemic change in Tanzania's technical and vocational training system Petula Nash, International Youth Foundation
- Assessing Youth Development Potential During Active Conflict in South Sudan – Wendy Wheaton, US Agency for International Development (USAID); Nitika Tolani, MSI; Michael McCabe, US Agency for International Development (USAID)
- Vocational education and training in India: Policies and practices – Vineeta Sirohi, National Institute Of Educational Planning And Administration, New Delhi.

471-13. Indicators benchmarking data-driven education

Refereed Round-Table Session

Participants:

- The idea of 'distance' in data-driven education: a productive critique Andreas Nordin, Linnaeus University
- Equivalent Years of Schooling: A Metric to Communicate Learning Gains in Concrete Terms – *Fei Yuan, Harvard Graduate School of Education; David Evans, World Bank*

471-14. Theory-driven learning agendas for education in emergencies: how best to test and design for impact

SIG: Education, Conflict, and Emergencies

Refereed Round-Table Session

Chair:

Anjuli Shivshanker, USAID Education Office, Education in Conflict and Crisis

Participants:

- Using accelerated education programs to reach the most marginalized students in conflict or crisis-affected settings – Anna Bertmar Khan, Dubai Cares
- Psychosocial Support in Conflict and Protracted Crisis Enabling Children to Learn - Laura Savage, DFID; Rachel Hinton, DFID
- Countering Violent Extremism through Education Anjuli Shivshanker, USAID Education Office, Education in Conflict and Crisis

472. Educating for the 21st century: experiences from the

regional education learning initiative in East Africa

SIG: Youth Development and Education

Formal Panel Session 1:30 to 3:00 pm | Bay (Level 1) - Golden Gate

Chair:

Roderick B. Hicks, Africa Educational Trust

Participants:

- Prioritizing transferrable competences for work and life in Kenya: Results of a multi-stage participatory knowledge process – *Lucy Maina, ZiziAfrique Foundation*
- Influence National Examinations on Classroom Practice and Soft Skills in Primary Schools in Uganda: Case of Kampala and Kabale Districts. - John Mary Vianney Mitana, Luigi Giussani Institute of Higher Education
- Soft skills development and education outcomes : The future of Africa's education outcomes - MODERN KAREMA MUSIIMENTA, Educate! Uganda

Giving Girls a Second Chance: A sustainable and replicable model for Accelerated Secondary Education for Girls (ASEG) – Lucy Maina, ZiziAfrique Foundation; Roderick B. Hicks, Africa Educational Trust

Presenter:

Modern Karema Musiimenta, Educate! Uganda

Discussant:

John Kabutha Mugo, ZiziAfrique Foundation

473. UREAG Essentials. Navigating the Academy: Administrative Leadership from Diverse Leaders and Diverse Student Experiences... and Other Discussions

Committee: UREAG (Under-represented Racial, Ethnic, and Ability Groups)

1:30 to 3:00 pm | Bay (Level 1) - Seacliff A Chairs:

dirs. Payan John

Pavan John Antony, Adelphi University Anize Appel, Northampton Community College

Discussants:

Manuel González, Center for Global Education at Moravian College Seun Adebayo, National University of Ireland Galway Ademola Alabi Akinrinola, University of Illinois at Urbana-Champaign

474. Highlighted session - Expanding educational frameworks for peacebuilding: evidence from Colombia 2016-2018

- SIG: Education, Conflict, and Emergencies
- 1:30 to 3:00 pm | Bay (Level 1) Seacliff B

Chair:

Diana Rodríguez, Universidad de los Andes, Colombia Participants:

- The Production and Appropriation of Educational Policy Oriented Towards Peacebuilding: An Extended Case Study in the Colombian-Venezuelan Border – *Diana Rodríguez, Universidad de los Andes, Colombia*
- The Making of Invisible Violence: Troubling Peacebuilding Curricula in Colombian urban schools Diego – *Nieto, OISE, University of Toronto*
- Educational peacebuilding in drug wars: a review of Colombian educational drug policy – *Maria Jose Bermeo, Universidad de los Andes, Colombia*
- Historical memory pedagogy: Teachers' experiences in Colombia Julia Paulson, University of Bristol

Wednesday, April 17

Discussant:

Alan Smith, UNESCO Centre, Ulster Unviersity, Northern Ireland

475. Highlighted session: Multilingual teaching in schools and

in homes

SIG: Language Issues

- 1:30 to 3:00 pm | Bay (Level 1) Seacliff C Chair:
 - Kimmo Kosonen, SIL International

Participants:

- Multilingual competencies: Discursive practices in a multilingual classroom – Lydiah Kananu Kiramba, University of Nebraska Lincoln
- Differentiation in multilingual classrooms: Probing the relationship of teacher practices and the performance of students speaking non-dominant languages at home – Jasmina Josic, Educational Research Consultant; Fernanda Gandara, School-to-School International
- Pliability of space? Considering spatial justice and the introduction a a two-way immersion program in Estonia's kindergartens Kara Brown, University of South Carolina
- Language Matters: A study of how Burundi's language policy in education affects primary school teacher's motivation and confidence *Leah Passauer, School for International Training*

476. Using the comparative method to study learning, design and technology

Formal Panel Session

1:30 to 3:00 pm \mid Bay (Level 1) - Seacliff D

Participants:

- What's in a Name: A comparative approach to understanding OERs – Tutaleni I. Asino, Oklahoma State University; Shu-Hsiang (Ava) Chen, Shantou University Business School
- Re-contextualizing a Global Agenda: A Comparative Analysis of the Development of Sustainable ICT Policies and Practices in Small Countries – Ian A. Lubin, University of California, Riverside
- Fostering Cultural Competence of International Students in the United States Using Open Educational Resources – *Hengtao Tang, Penn State University*
- echnology Integration & Higher Education in Cameroon: Exploring how learning environments inform technology use – *Rebecca Y. Bayeck, Penn State University*
- Comparison between American and Indian's perception on Learning Management System - *Nicole Wang, Pennsylvania State University*

478. Investing in young people

Formal Panel Session

1:30 to 3:00 pm | Street (Level 0) - Plaza

Participants:

Adolescent Girls Empowerment Programme in India – Arjun Sanyal, Aga Khan Foundation

Peer Mentoring Approach for Adolescent Education and Empowerment in Afghanistan – Habib Hussain, Aga Khan Foundation; Janali Entezar, AKDN

What Afghan Adolescents write about? Content Analysis of short stories written by Afghan adolescent boys and girls – Somaye Sarvarzade, Education Sector Lead; Najibullah Faizi, Project Manager, World Vision International

Incubating an Ecosystem for Inclusion and Learning for Young People in Coast Kenya – Colin Rasmussen, Aga Khan Foundation; Rupert Corbishley, Aga Khan Foundation

479. International student pathways, roles, and outcomes

SIG: Study Abroad and International Students (SAIS) Paper Session

1:30 to 3:00 pm | Street (Level 0) - Regency A Chair:

Ryan Michael Allen, Chapman University Participants:

- "There are rules you have to know": International students, domestic student gatekeepers, and the hidden habitus of the university – Zhuldyz Amankulova, University of Minnesota, Twin Cities; Laura Seithers, University of Minnesota; Christopher Johnstone, University of Minnesota
- From Cultural Resources to Public Diplomats: Middle Eastern International Students' Perspectives on Internationalization – *William Geibel, University of California, Los Angeles*
- Gendered experiences and meanings of International Student Mobility of former Mexican doctoral students: towards more equal societies? – Karla Lopez-Murillo, Institute of Education, University College London
- Research on Demand for International Higher Education for Chinese High School Students – *Qun Kuang, Shanghai University*
- STEM Student Mobility Intentions Post-Graduation and the Role of Reverse Push-Pull Factors – *Peggy Gesing, Old Dominion University*

Discussant:

Chris R. Glass, Old Dominion University

480. International student access, choices to study, and acculturation outcomes

SIG: Study Abroad and International Students (SAIS) Paper Session

1:30 to 3:00 pm | Street (Level 0) - Regency B

Chair:

Hongmei Sziegat, University of Tuebingen

Participants:

International visiting scholars' experiences in America: An effort towards professional development for social change – Sara Bano, Michigan State University; Jennifer Marcy, Michigan State University

The case for increasing economic diversity among international student populations: School choice & priority trends by student financial resources – Makala Skinner, World Education Services

- Linking acculturation, autonomy, and noncognitive development in European-American, Chinese-American, and Chinese international students: A mixed methods study – *Emily Petruzzelli Schell, Stanford University*
- Acculturation and language learning: A case study of international college students in the Southeastern United States *Jack Knipe, Limestone College*
- Inferential Network Analysis of International Student Mobility SuYeong Shin, The University of Iowa

CONFERENCE PROGRAM

481. Going beyond the script: innovations in early grade reading SIG: Global Literacy

Formal Panel Session

1:30 to 3:00 pm | Pacific Concourse (Level -1) - Pacific A

Participants:

- Beyond the Intervention: Findings from an early literacy RCT and follow-up longitudinal study *Danice Brown, University of Notre Dame*
- Beyond the script: towards comprehension through classroom libraries and child centered pedagogy – Anasthasie Liberiste-Osirus, University of Notre Dame
- Beyond literacy: integrating socio-emotional learning in a scripted literacy program – Anthony Joseph D'Agostino, University of Notre Dame
- Beyond the classroom: supports to reach all learners in a scripted literacy program – Aimee Lynn Lyons, Humanitarian Aid Worker

Discussant:

Kate Schuenke-Lucien, University of Notre Dame

482. Affordable non-state school sector (ANSS): searching for education sustainability in crisis and conflict-affected environments

SIG: Education, Conflict, and Emergencies Formal Panel Session

1:30 to 3:00 pm | Pacific Concourse (Level -1) - Pacific B Chair:

Ash Hartwell, ECCN-USAID

Presenters:

Arjun Upadhyay, Results for Development Institute Robert Francis, R4D Suezan Lee, US Agency for International Development (USAID)

Discussant:

Cornelia Janke, EDC/ECCN

483. Private education in South Asia

SIG: South Asia

Paper Session 1:30 to 3:00 pm | Pacific Concourse (Level -1) - Pacific C

Participants:

- Private education in South Asia Bindu Sunny, UNICEF-Innocenti Office of Research; – Juliana Zapata, UNICEF-Office of Research
- Low-fee private schooling: poor households' struggle in supporting their children's school attendance in unauthorized colonies in Delhi, India – *Manjuma Akhtar Mousumi, BRAC Institute of Educational Development, BRAC University*

The Failing Public Schools And The Rise Of Affordable Private Schooling In Azad Kashmir In Last Two Decades – Muhammad Naeem Khawaja, University of Azad Jammu and Kashmir

484. Highlighted session: Changes, corruption, and academic integrity in Eurasian higher education

SIG: Eurasia

1:30 to 3:00 pm | Pacific Concourse (Level -1) - Pacific D Chair:

Elise S Ahn, University of Wisconsin-Madison / Edgewood College Participants:

25 Years of Post-Soviet Higher Education System Changes: Contributions to Comparative Education Discussion – Daria Platonova, HSE University, Moscow; Isak Froumin, Institute of

Education HSE

Micro-level cost-benefit approach to doctoral degree fraud in Ukraine – Ararat Osipian, University of Wisconsin-Madison

- The Relationship between Economic Insecurity and College Expectations and College Matriculation: Evidence from Russia. – Volha Chykina, University of Michigan; Katerina Bodovski, Penn State University; Tatiana Khavenson, National Research University Higher School of Economics
- The pressures to succeed: How Moldovan university students' view and practice academic integrity – *Michael Houdyshell, Faculty*
- Internationalizing Higher Education in Turkmenistan?: Early experiences at the International University for Humanities and Development in Ashgabat – *Alan J. Deyoung, University of Kentucky*

485. Capacity building by non-school actors in fragile and conflict-affected situations

SIG: Education, Conflict, and Emergencies Paper Session

- 1:30 to 3:00 pm | Pacific Concourse (Level -1) Pacific E Participants:
 - International aid architecture for education in fragile and conflictaffected situations: at the cross roads of humanitarian action, development and security. – Anna Azaryeva Valente, Teachers College, Columbia University
 - INGOs building education state capacity in Afghanistan, Problems and Prospects. Farzana Bardai, University of Sussex
 - Capacity building paraprofessionals: Efficacy of trauma-specific programs in occupied Palestine – *Ian Barron, University of Massachusetts; Ghassan Abdallah, Center for Applied Research in Education, Ramallah*
 - Sustaining Education in the Palestinian West Bank; East Jerusalem and Gaza – Sakeena Elayan, Education Adviser, Ramallah, Palestinian West Bank

486. Highlighted session: Coaching to improve early grade reading instruction: evidence on effectiveness and sustainability

SIG: Global Literacy

- Formal Panel Session
- 1:30 to 3:00 pm | Pacific Concourse (Level -1) Pacific F

Chair:

Alison Pflepsen, URC-CHS

Participants:

- A scalable model for teacher pedagogical mentorship: Evidence from Madagascar Voahirana Razafindrabe, Ministry of National Education, Madagascar; – *Nathalie Louge, FHI 360*
- Locally-driven monitoring: A practical approach to improving and sustaining coaching practice in EGR in Northern Nigeria – *Mark Anthony Hamilton, Creative Associates International; Daniel Fwanshishak, Creative Associates International*
- Instructional coaching and literacy improvement at national scale: Lessons from Kenya's Tusome early grade reading activity Timothy Slade, RTI International; Kim Darnell, University of California, Berkeley School of Information; – Lucy M. Wambari, RTI International; Alex Dauenhauer, University of California, Berkeley School of Information
- Balancing coaching and collecting: Early learning from Senegal on instructional coaching for improved early grade reading –

Wednesday, April 17

Jennifer Swift-Morgan, Chemonics International

Discussant:

Rebeca Martinez, US Agency for International Development (USAID)

487. Global agenda for reseach and policy

Paper Session

1:30 to 3:00 pm | Pacific Concourse (Level -1) - Pacific G Chair:

Richard Ashford, Whitman College

Participants:

From stratification to integration? A Social Network Analysis of Educational Research in the Framework Programme (1994-2013) – Marcelo Marques, University of Luxembourg

- Financial-Intellectual Complex Revisited: Framing Education Research in Africa – Joel Samoff, Stanford University
- Conceptualizing policy enactment in an era of globalization: context as assemblages Wei Wei, University of Western Ontario
- Moving from aid effectiveness to development cooperation in the education sector: Trends and challenges *Richard Ashford, Whitman College*

488. Best practices and innovations in children's storybook publishing: public-private partnerships, quality translations, open licensing, and pooled procurement Formal Panel Session

1:30 to 3:00 pm | Pacific Concourse (Level -1) - Pacific H

Participants:

Engaging Public-Private Partnerships to Create Wider Access to Storybooks – Vanessa Francis, Room to Read

Multiplying Local Language Books with Quality – Naomi Mositsa, Room to Read

The Pros and Cons of Open Licensing: How to Bring Them Together Effectively to Serve Funders and Local Publishers – *Alison Ziki, Room to Read*

Exploring Pooled Procurement: How to Make Local Language Storybook Publishing Profitable for Publishers – *Florence Middleton, Room to Read*

Discussant:

Peter Cooper, School-to-School International

489. Capitalism, Privatization and Philanthropies

SIG: Globalization and Education Paper Session

1:30 to 3:00 pm | Pacific Concourse (Level -1) - Pacific I Chair:

Alexandra Draxler, NORRAG

Participants:

Capitalism seems to eternally deserve yet another opportunity: "democracy", philanthropic governance and global education policy – Antonio Olmedo, University of Bristol

- Effects of privatization on school segregation: a focus on the mechanisms – Xavier Bonal, Universitat Autònoma de Barcelona / University of Amsterdam; Adrian Zancajo, University of Glasgow
- Microfinance, local markets and pedagogy: a case study analysis of the use of microloans to support LFPS in Ghana – Stephen J Ball, UCL Institute of Education; Carolina Junemann, Institute of Education, University College London; Diego Santori, King's College London

Private schools' positioning strategies in local education markets: The case of Lima - Paola Marius, Universitat Autònoma de Barcelona

490. Collaborative impact: experimental evidence from IDELA partnerships driving ECD effectiveness and innovation

SIG: Early Childhood Development

Formal Panel Session 1:30 to 3:00 pm | Pacific Concourse (Level -1) - Pacific J

Chair:

Lauren Pisani, Save the Children

Participants:

- Assessing a low-cost school readiness program in Mozambique Juan Bonilla, American Institutes for Research; Kaitlin Carson, AIR; Elizabeth Spier, American Institutes for Research
- Effects of a center, teacher, and community focused intervention in rural Bangalore preschools *Jonathan Seiden, Save the Children;* Romilla Karnati, Save the Children
- The measurement of child development in the field and its use for policy evaluation – Pamela Jervis, Institute for Fiscal Studies; Sonya Krutikova, Institute for Fiscal Studies; Peter Leighton, Institute for Fiscal Studies; Bet Caeyers, Institute for Fiscal Studies; Orazio Attanasio, University College London and Institute for Fiscal Studies; Sarah Cattan, Institute for Fiscal Studies; Lina Cardona Sosa, Central Bank of Colombia; Marc H Bornstein, National Institute of Child Health and Human Development; Alison Andrew, Institute for Fiscal Studies; Imran Rasul, University College London and Institute for Fiscal Studies

Discussant:

Amy Jo Dowd, Save the Children

491. Equity issues in Latin American higher education

SIG: Higher Education

- Paper Session 1:30 to 3:00 pm | Pacific Concourse (Level -1) - Pacific K Chair:
 - Santiago Castiello-Gutiérrez, University of Arizona Participants:
 - Discourses of (In) equity in higher education: dual scenarios in the Ser Pilo Paga program - Colombia – *Lina María Valencia-Salazar, Universidad EAFIT; Isabel Cristina Montes, Student; Carmen Alejandra Ocampo-Salazar, Universidad EAFIT*
 - Female participation and attrition in open online courses in Latin America Eileen McGivney, Harvard Graduate School of Education; – Andrew Ho, Harvard
 - Institutional voices in the Chilean elite universities. The speeches of the dominant actors in the academic field. – *Cristobal Villalobos, Universidad Católica de Chile; Maria Luisa da Rocha Quaresma, Universidad Autónoma de Chile; Mario Fergnani, Universidad Alberto Hurtado*
 - PUENTES a policy program for migrant students returning to Mexico: a real opportunity or opportunistic rhetoric? – Monica Irene Camacho Lizarraga, Centro de Investigación y Docencia Económicas (CIDE); Santiago Castiello-Gutiérrez, University of Arizona

492. Promising approaches in school-related gender-based violence prevention and response Formal Panel Session

1:30 to 3:00 pm | Pacific Concourse (Level -1) - Pacific L

CONFERENCE PROGRAM

Chair:

Julie Hanson Swanson, US Agency for International Development (USAID)

Participants:

- A participatory framework and methodology for addressing schoolrelated gender-based violence – Julie Juma, ActionAid
- Expanding violence prevention in schools: Good School Toolkit for secondary schools *Katharina Anton-Erxleben, Raising Voices Uganda*
- ChildFund International's School-Based Violence Prevention (SBVP) Global Program Model – Janella Nelson, ChildFund
- Gender and safety at primary schools in Malawi: Evidence from the Malawi Early Grade Reading Improvement (MERIT) activity – Kara Janigan, OISE, University of Toronto

493. Developing local research networks: a profile from the Central American early grade reading network

SIG: Global Literacy

- Formal Panel Session
- 1:30 to 3:00 pm | Pacific Concourse (Level -1) Pacific M

Chairs:

Nathan M. Castillo, University of Illinois at Urbana-Champaign Rebecca Stone, American Institutes for Research

Participants:

- Education Research in Central America: Trends and Perspectives Ana Patricia Elvir, Centro de Investigacion y Accion Ejecutiva Social (CIASES)
- From conception to execution: Creating a Central American network for research and training in early grade reading – Paola Alejandra Andrade, Red para la Lectoescritura Inicial de Centroamérica y el Caribe -RedLEI-

Improving early grade reading scholarship in Central America: Preliminary findings from the RedLEI initiative – Nathan M. Castillo, University of Illinois at Urbana-Champaign

Discussant:

Barton Pogue, USAID

494. Designing and Implementing the Human Rights Guiding Principles on Obligations of States Regarding Private Actors in Education (Session 1)

SIG: Globalization and Education Formal Panel Session

1:30 to 3:00 pm | Pacific Concourse (Level -1) - Pacific N

Chair:

Mireille De Koning, Open Society Foundations

Participants:

- Human Rights Guiding Principles: A Forward-Looking Retrospective Magdalena Sepulveda, Independent
- Developing Human Rights Guiding Principles on State Obligations Regarding Private education – *Mireille De Koning, Open Society Foundations*
- Critical concepts in the Guiding Principles on private actors in education *Sylvain Aubry, Global Initiative for Economic, Social and Cultural Rights*
- Is there a Right to Public Education? Jacqueline Mowbray, University of Sydney

Unpacking PPPs' effects on education: What research on vouchers,

charters and subsidies tells us – Mauro Moschetti, Universitat Autònoma de Barcelona; Clara Fontdevila, Universitat Autònoma de Barcelona; Antoni Verger, Universitat Autònoma de Barcelona

495. Curriculum, internationalization and development

SIG: Higher Education Paper Session 1:30 to 3:00 pm

Pacific Concourse (Level -1) - Pacific O

Chair:

Leping Mou, OISE, University of Toronto

Participants:

- Radical curriculum change and institutional theory: The case of decolonization in South African universities Jonathan Jansen, Stellenbosch University; Cyrill Agnes Walters, stellenbosch university
- The General Education Curriculum Reform in Chinese Universities under the Background of Internationalization – Yunxia Han, Beijing Normal University
- Exploring Value and Model of Liberal Arts Education in the Age of Globalization: Capabilities for Sustainability – *Leping Mou, OISE, University of Toronto*

496. Film Festivalette: Embrace of the Serpent [Screening 2]

1:30 to 3:45 pm | Landmark Embarcadero Center Cinema (off-site): Floor Promenade (Level 3) - 1 Embarcadero Center

497. Business Meeting: Philanthropy and Education SIG

3:15 to 4:45 pm | Street (Level 0) - Grand Ballroom A Chairs:

> David Dingus, Al Qasimi Foundation Natasha Y. Ridge, Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research Noah D. Drezner, Teachers College, Columbia University

498. Highlighted session: 2019 Annual Henry M. Levin African Diaspora SIG Lecture given by Dr. Clayborne Carson SIG: African Diaspora

3:15 to 4:45 pm | Street (Level 0) - Grand Ballroom B Chair:

Nafees M. Khan, Clemson University

499. Business Meeting: New Scholars Committee [open to all]

Committee: New Scholars/New Scholars Committee 3:15 to 4:45 pm | Street (Level 0) - Grand Ballroom C Chairs: Malini Sivasubramaniam, University of Toronto Vanessa Sperduti, Western University

Md Jahangir Alam, Doctoral Candidate, Kobe University

W. Y. Alice Chan, McGill University

Katherine Cierniak, Indiana University

Kari Grain, UBC Kevin Kester, Keimyung University, Daegu, KR

Mahsa Bakhshaei, McGill University / UCLA

Nozomi Sakata, University College London, Institute of Education Maria I Khan, State University of New York at Albany Shahrman Khattak, OISE, University of Toronto

500. Innovative approaches and outcomes beyond the classroom

SIG: Large-Scale Cross-National Studies in Education Formal Panel Session

3:15 to 4:45 pm | Atrium (Level 2) - Boardroom B

Participants:

- The evolution of gender gaps in numeracy and literacy between childhood and adulthood – Francesca Borgonovi, OECD; Álvaro Choi, University of Barcelona & IEB; Marco Paccagnella, OECD
- Beyond Qualifications: Returns to cognitive skills and attitudes toward learning in high- and middle-income countries – Huacong Liu, University of Hamburg; Frank Fernandez, University of Houston
- Using process data to investigate consistent problem solving patterns across countries – *Qiwei Britt He, Educational Testing Service; Francesca Borgonovi, OECD; Marco Paccagnella, OECD*
- Predictive validity of self-reported measures and log-based behavioral measures of personal qualities in large-scale international educational surveys – Jia He, German Institute for International Educational Research; Yi Zhang, Tilburg University

501. Faculty contributions to higher education

SIG: Higher Education

Paper Session 3:15 to 4:45 pm | Atrium (Level 2) - Boardroom C Chair:

Jeyran Aghayeva, Michigan State University

Participants:

- Does faculty members' spinning-out affect their team's research output? Evidence from the discipline of materials science and engineering – Huan LI, Graduate School of Education, Shanghai Jiao Tong University, China
- Exploring Faculty Teaching Motivation in Post-Soviet Azerbaijan Jeyran Aghayeva, Michigan State University
- The role of faculty members in shared governance at universities in Kazakhstan Merey Mussabayeva, Nazarbayev University

502. Gender perspectives on adult education & lifelong learning

Committee: Gender & Education Paper Session

3:15 to 4:45 pm | Atrium (Level 2) - Garden Room A

Participants:

- The Role of Cognitive Skills across Gender and Countries Giannina Vaccaro, University of California, Irvine (UCI)
- Rethinking Education from a Critical Lens: A Case Study on Reflective Practices of Social and Emotional Learning in China – *Xiangyan Liu, Peking University*

The resurgence of 'ignorance is women's virtue': Leftover women and the construct of an 'ideal' level of female education in China – Yun You, East China Normal University; Charlotte Nussey, Institute of Education, University College London

503. Youth development & organization

SIG: Africa

Paper Session

3:15 to 4:45 pm | Atrium (Level 2) - Waterfront A

Chair:

Krystal Strong, University of Pennsylvania

Participants:

Mapping School Protests: Contemporary Patterns of Youth Mobilization in Africa – *Krystal Strong, University of Pennsylvania; Jimil Ataman, University of Pennsylvania Graduate School of*

Wednesday, April 17

Education

- Mentoring for Employment: Mentorship in a youth employment program in Tanzania – Stephanie Ferrao, International Development Research Centre
- Y'en a Marre or Boko Haram: Utilizing Hip-Hop Culture as a Pedagogical Tool for Youth Organization, Engagement and Social Justice – *Noella Binda Niati, University of South Carolina*

Community-based organizations and communities holding governments accountable for education service delivery: Case studies from Tanzania – Ronald Kimambo, Firelight Foundation; Carolyne Ng'eny, Firelight Foundation; Monica Dey, Firelight Foundation; Sadaf Shallwani, Firelight Foundation

504. Toward environmentally conscious global citizens: local, national and cross-national perspectives

SIG: Environmental and Sustainability Education Paper Session

3:15 to 4:45 pm | Atrium (Level 2) - Waterfront B Chair:

Oren Pizmony-Levy, Teachers College, Columbia University Participants:

- Learning to Act: Smithsonian Science for Global Goals curriculum and empowering students to develop a habit of taking action – *Heidi Gibson, Childhood Education International*
- Putting Theory Into Practice: Developing Environmental Consciousness in a 4th grade and Middle School Setting Using Research from Cuba – Sarah Jennings, Creative Minds International Public Charter School; Leila Alfaheid, The George Washington University
- #60above60: Connecting Arctic and Non-Arctic Urban Contexts through Digital Environmental Storytelling – *Mary E. Short, The George Washington University; Laura Engel, George Washington University*

A Case Study of Environmental Education Implementation: Environmental Practices in Japanese and Icelandic Compulsory Schools – Jonathan Yoo, The George Washington University

505. Undoing and revisioning educational research, policy, and reform

SIG: Post-foundational Approaches to Comparative and International Education

Paper Session

3:15 to 4:45 pm | Atrium (Level 2) - Waterfront C

Chair:

Daniel Friedrich, Teachers College, Columbia University Participants:

- Challenges and hopes of decolonizing research imaginations: lessons from Japanese sociologists of education – *Keita Takayama, University of New England*
- From the mountains to the classrooms: Young people un-mastering curriculum Ligia Lopez Lopez, University of Melbourne; Jay de los Reyes, University of Melbourne
- Regulated and Unregulated Big Data Analytics as (Re)Makers of Complex Educational Assemblages – Florin Daniel Salajan, North Dakota State University; Tavis Jules, Loyola University Chicago
- Transgressive learning: developing a pre-human notion of education – Stefan Lars Bengtsson, Swedesd, Uppsala University

CONFERENCE PROGRAM

506. Education 2Q50: artificial intelligence (AI), catastrophic climate change, or wonderland? Formal Panel Session

3:15 to 4:45 pm | Atrium (Level 2) - Waterfront D Chair:

Euan D. Auld, Institute of Education, University College London Participants:

- Education 2050: (Comparative) Educational Research for a Finite Future – Jeremy Rappleye, Kyoto University, Graduate School of Education
- Education 2050: intelligent governance and the edusphere Euan D. Auld, Institute of Education, University College London
- Education 2Q50: World(s) Beyond Human Iveta Silova, Arizona State University

Discussants:

Karen Mundy, Toronto University Casper Jensen, Osaka University

507. The Role of Local Planning and Stakeholders in Effective and Sustainable Education Reforms

SIG: Economics and Finance of Education Formal Panel Session

3:15 to 4:45 pm | Atrium (Level 2) - Waterfront E

Chair:

Salman Humayun, Institute of Social and Policy Sciences

Participants:

- Local Planning and Solutions for Sustainable Transition and Retention at Post-Primary Levels – *Abdullah Alam, Institute of Social and Policy Sciences*
- The Role of Community Engagement in Effective Education Delivery Nargis Sultana, Open Society Foundation - Pakistan
- Synergizing Technical and Political Interface for Sustaining Education Reforms – Ahmad Ali, Institute of Social and Policy Sciences

508. Roundtable Session (Wednesday IV)

3:15 to 4:45 pm | Bay (Level 1) - Bayview B

508-1. Using data to understand and design for the two way relationship between conflict or crisis and education: two tools from USAID and partners

SIG: Education, Conflict, and Emergencies

Refereed Round-Table Session

Chair:

Anjuli Shivshanker, USAID Education Office, Education in Conflict and Crisis

Participants:

- Assessing Education Programming in Response to Conflict in the Kasai, Democratic Republic of Congo, through a Mid-Term RERA – Sonia Arias, Chemonics International; Jordene Hale, Chemonics International
- Using findings from a gender-sensitive RERA to inform program design and implementation in the Southern regions of Senegal – *Meriam Sassi, FHI 360; Paul Frisoli, FHI 360*
- Evolving from the RERA and SLE assessment to a combined approach for Rolling Assessments – *Teetha Weah, EDC; Sarah Noguiera Sanca, EDC; Apollo Nwake, EDC*

508-2. Knowledge collaboration and global governance Refereed Round-Table Session

Participants:

- Rethinking North-South Education Collaboration and Sustainable Partnerships through International Videoconferencing – Laureen Fregeau, University of South Alabama; Ukaiko Ojiambo, St. Paul's University, Nairobi, Kenya; Suhana Chikatla, Independent Consultant; William Cornejo, American School, Santa Ana, El Salvador
- UNESCO's priorities in global governance of education: an historical approach. Luca Solesin, University of Bergamo, Italy UNESCO Chair
- The impact of nation states in OECD knowledge development *Tine* Sophie Prøitz, University of South Eastern Norway
- Brexit and Higher Education: Impact of the European Higher Education in the World Initiative on Higher Education – Andrew Scott Herridge, Texas Tech University; Lisa James, Texas Tech University

508-3. Knowledge, power and practice: global social justice and sustainable development education

Refereed Round-Table Session

Chair:

Karen Brown, University of Minnesota

Participants:

- Interdisciplinary Graduate Education for Global Social Justice and Critical Development Thinking: Minnesota's Interdisciplinary Center for the Study of Global Change – Karen Brown, University of Minnesota
- How Could SDGs Change Sustainability Studies Programs in North America? – *Elizabeth H Mercer-Taylor, Institute on the Environment, University of Minnsota*
- Knowledge and Practice in Sustainable Development Education: A Graduate Education Case Study – *David Wilsey, University of Minnesota*

508-4. Language education and global competencies

Refereed Round-Table Session

Participants:

- Title VI Fallout and FLAS: The Sustainability of Instruction for Less Commonly Taught Languages of the Global South – Donna C. Tonini, Center for Global Studies, University of Illinois
- Can Literacy Education save the World? Kris Van den Branden, Katholieke Universiteit Leuven
- Inviting the World into Northeast Ohio: Globalizing Local School Districts through International Visitor Teacher Programs – Ebed Sulbaran, Kent State University; Rachel Anderson, Kent State University
- A Case Study of the Development of Language Education in a Transnational Higher Education Institution – Fan Yang, University of Electronic Science and Technology of China

508-5. Leadership and decision making in improving school quality

Refereed Round-Table Session

Participants:

- School Leadership in Middle and Low-Income Countries Sameer Sampat, None
- Strategies and practices for fostering tolerance and tolerance education in schools: Case of Hizmet Schools principals in South

Africa – AYHAN CETIN, University of Johannesburg; Juliet Christine Perumal, University of Johannesburg

- Educators' experiences of principalship in post-apartheid South Africa - Venie Perumalsamy, Student; Juliet Christine Perumal, University of Johannesburg
- Comparing decision-making of school inspectors in Argentina, the Netherlands and Germany – Anne Piezunka, WZB Berlin Social Science Center; Pablo Bezem, Michigan State University; Rebecca Jacobsen, Michigan State University
- A Western University Leadership Response to Man-made and Natural Crises. Glory Rita Ovie, University of Calgary

508-6. Mapping international student experiences

SIG: Study Abroad and International Students (SAIS) Refereed Round-Table Session Chair:

Krishna Bista, Morgan State University

Participants:

- Where are they now? A case study of the mobility and career outcomes of US educated international students – Peggy Gesing, Old Dominion University; Natalie Cruz, Old Dominion University; R. Jason Lynch, Old Dominion University
- Mapping International Student Mobility in Transnational Higher Education: USA, UK, Germany, and China – *Hongmei Sziegat, University of Tuebingen*
- How international students' cross-cultural adaptation impact educational gains: A case of Yenching Academy of Peking University – *Yingchen Yang, Graduate School of Education, Peking* University, Beijing, China
- Soft power symbiosis: The collaborative public diplomacy roles of EducationUSA and higher education institutions – Max Crumley-Effinger, Loyola University Chicago

Discussant:

liying tan, University of Maryland

508-7. Metodología de formación a facilitadores Nim Wachalal "Hermano Mayor"

Refereed Round-Table Session

508-8. Migration and education: life stories in motion

Refereed Round-Table Session

Participants:

- Unaccompanied Refugee Minors Life Histories of Being a Refugee, Interactions and Resilience in Multiple Contexts – *Nihad Bunar, Stockholm University*
- Uprisings, Migration and Education: Youth Biographies from Berlin Linda Herrera, University of Illinois at Urbana-Champaign
- 'Not everyone thought I would make it. But here I am!' Anna Lund, Stockholm University
- 4. Newcomer Immigrant and Refugee Youths' Life Stories and Civic Engagement – *Liv Davila, University of Illinois at Urbana-Champaign*

508-9. Student achievement in China and Brazil

Refereed Round-Table Session

Participants:

Asian American Concerted Cultivation: Sub-Cultural Aspects of Educational Attainment among Asian Americans – Yoonjeon Kim, University of California, Berkeley; Arthur Sakamoto, Texas A&M

Wednesday, April 17

University; Sharron Xuanren Wang, Texas A&M University

Confucius Institute and its impact on foreign students in China: empirical study based on panel data from 135 countries (1999-2015) – Wei Ha, Peking University; Dongyang Chen, Graduate School of Education, Peking University

- An Empirical Study of Peer Effects on Academic Achievement in an Elite College – Yifan Huang, Graduate School of Education, Peking University, Beijing , China; Liping Ma, Peking University
- Experiences of international research students in a high-ranking research-intensive Asian university – Yulia Nesterova, The University of Hong Kong; Liz Jackson, University of Hong Kong; Gizem Arat, The University of Hong Kong
- Supervised Internship in the Training of English as a Foreign Language Teachers: A Comparison Between Two Universities in Southern Brazil – Paula Cardoso, Federal University of Rio Grande do Sul; Lívia Pretto Mottin, Univates

508-10. Teachers' experiences, teaching approaches, and consequences on learning

Refereed Round-Table Session

Participants:

- Emotional socialization experiences of primary school novice teachers in the context of Chinese in-service learning activities – Menghua ZHU, The Chinese University of Hong Kong
- Examine the Relationship between U.S. Teachers' Teaching-Efficacy and Professional Commitment: A Study Built on TALIS – *Guoxiang Wang, Texas Tech University; Zhanxia Yang, Texas Tech University*
- The influence of science teachers' epistemology and metacognition their use of inquiry-based teaching approach *Irfan Ahmed (Rind), Sukkur IBA University*
- Teacher-Student Relationship Quality: The Examination of Lower Primary Teachers' Perceptions of TSR in Schools of Giza city, Egypt – Lamiaa Mohamed Fathy Eid, The American University in Cairo
- The role of math teacher self-efficacy beliefs in 9th grade mathematics education – Wan Ren, University of Pennsylvania

508-11. Engaging the non-state sector in delivering national education goals: lessons from policy and practice' Refereed Round-Table Session

Chair:

Pauline Rose, University of Cambridge

Participants:

- Approaches to engaging with private schools Lessons from Nigeria – Alina Lipcan, Oxford Policy Management
- Enacting global policy at a national level: Save the Children's positioning on user fees and private schools *Khadija Badri, Save the Children*
- The PEAS model in Uganda as a case study of increasing equity through the non-state sector *Rachel Linn, PEAS (Promoting Equality in African Schools)*

508-12. Religious influence and girls' education: perspective from Malala fund partners

Refereed Round-Table Session

Participants:

Dispelling Misconceptions of Islam that Prevent Girls from Accessing Education in Pakistan – Areebah Shahid, Pakistan Youth Change Advocates

- Reinforcing the Value of Girls' Education in Marginalized Communities in India by Invoking Traditions and Texts in Hinduism and Islam – *Reeta Kauchik, Samudaik Kalyan Evem Vikash Sansthan (SKVS)*
- Advocating for Girls' Education in Government-Sanctioned Messages Delivered through Mosques in Afghanistan – Zarmina Satary, Malala Fund

509. Building sustainable book supply chains through digital platforms: open licensing, content creation, and support for local publishers and authors

SIG: Global Literacy

Formal Panel Session

3:15 to 4:45 pm | Bay (Level 1) - Golden Gate

Chair:

Linda Hiebert, US Agency for International Development (USAID) Participants:

- Global Book Alliance and the Global Digital Library supporting sustainable book supply chains through free licensing and quality assurance – Christer Gundersen, CEO, NDLA and CTO of the Global Digital Library
- Now, not never: producing high quality children's books in underserved languages – *Kyle Barker, Books for Asia; Melody Zavala, The Asia Foundation*
- The state of digital publishing: facts and figures from Ghana, Kenya, and Nigeria - Rachel Heavner, Worldreader; Nancy Insights Brown, Worldreader
- Improving learning in a research program through Moodle Platform – Jose Rafael Baca Pumarejo, Universidad Autónoma de Tamaulipas; Vicente Villanueva Hernández, Unidad Academica Reynosa Rohde de la Universidad Autónoma de Tamaulipas; Julio César Macias Villarreal, Universidad Autónoma de Tamaulipas

510. UREAG Global Village Panel 1

Committee: UREAG (Under-represented Racial, Ethnic, and Ability Groups)

3:15 to 4:45 pm | Bay (Level 1) - Seacliff A

Participants:

- Exploring (im)mobility in refugee Somali mothers' engagement with their children's education: exposing agency in their actions – Doria Daniels, Stellenbosch University
- Funding Sources of Gulf Arab International Students in the US: An Ecological Systems Theory Approach to Understanding Different Student Experiences – Dorothy Mayne, University of Illinois at Urbana-Champaign

511. Highlighted session: Education for sustainable development in South Asia

SIG: South Asia

3:15 to 4:45 pm | Bay (Level 1) - Seacliff B

Participants:

How is Education for Sustainability understood and applied in Bangladesh? - Katherine Li, Director, Office of External Affairs, North South University

Skilling India for the Future of Work: Implications for Sustainable Policy Design and Practice – Srikar Gullapalli, National Skill Development Corporation, India; Sabeena Mathayas, National Skill Development Corporation, India

Identity Reconstruction and Attitudes towards Sustainability among

CONFERENCE PROGRAM

Non-Elite Pakistani Learners of English - Aamir Hasan, Western Michigan University

A Hybrid Delivery System for Education NGOs to Improve Sustainability- A Case Study of Pakistan's Development Realities – Rohma Labeeb, London School of Economics

512. Highlighted session: Rethinking learning sites, communities, and what is educationally valuable in Amdo and Kham Tibetan regions

SIG: Cultural Contexts of Education and Human Potential (CCEHP)

3:15 to 4:45 pm | Bay (Level 1) - Seacliff C

Participants:

- Striving for sustainability of Tibetan social-cultural identity: A critical proposal from a private school in China Jidme Gyaltsan, Ragya Nationalities Vocational School, Qinghai; Jia Luo, Yunnan Normal University
- Media and childhood: The impact of screen time on Tibetan pastoralist children's non-formal learning in Amdo – *Tsehuajab Washul, University of Virginia*
- Tibetan regionality and educational divides: A survey study of Tibetan-medium schooling in Kham (Eastern Tibet) – Tashi Dekyid, University of Virginia
- Politically feasible and ethnically desirable: Supplemental schooling in Amdo Tibet and rethinking cultural capital – *Andrew David Frankel, University of Virginia*

Discussant:

Lauren Ila Misiaszek, Institute of International and Comparative Education, Beijing Normal University

513. Educating vulnerable youth in China's urbanizing context: the schooling of rural, migrant and ethnic minority children SIG: East Asia

Formal Panel Session

3:15 to 4:45 pm | Bay (Level 1) - Seacliff D

Participants:

What do shifting narratives of suzhi tell us about the nature of migrant and rural children's education in China? – *Jingjing Lou, Beloit College*

- Han and ethnic minority migrant student college access in Gansu, China: investigating family social capital and hukou status – Xiaoran Yu, Lehigh University; Peggy A. Kong, Lehigh University
- Empowerment from what and for whom? teacher practices in a migrant children school and public school in China – *Lisa Yiu, University of Hong Kong; Min Yu, Wayne State University*

Han and Mongolian migrant girls' educational empowerment: a comparison – Ya Na, Kent State University; Liangtao Ni, Kent University; Yu Li, Kent State University; Debra Clark, Kent State University; Vilma Seeberg, Kent State University

515. Measuring school-related gender-based violence: tools, resources, and lessons learned.

Formal Panel Session | 3:15 to 4:45 pm | Street (Level 0) - Plaza Chair:

Elizabeth Randolph, RTI International

Participants:

Global Tools for Monitoring and Evaluating School-Related Gender-Based Violence – Kalene Resler, US Agency for International Development (USAID)

- Education in Crisis and Conflict Network (ECCN) Safe Learning Environment Assessment Toolkit – *Gwen K. Heaner, USAID* Education in Crisis & Conflict Network
- Audio Computer-Assisted Self-Interview: Improving confidentiality in data collection techniques for SRGBV – Julianne Norman, RTI International
- Getting to know School-Related Gender Based Violence & Creating Safe Spaces in Mali – Karine Lepillez, Juárez and Associates

Discussant:

Elizabeth Randolph, RTI International

516. Border crossings and hybridity in education for sustainable development

SIG: South Asia

Paper Session

- 3:15 to 4:45 pm | Street (Level 0) Regency A
 - Participants:
 - Indian and Pakistani secondary school teachers' attitudes towards Indo-Pakistani relations and their pedagogical response to it – *Kusha Anand, UCL Institute of Education*
 - The cross-cultural measurement of teacher motivation in developing countries – Mahjabeen Raza, New York University; Maidah Mir, New York University; Sharon Kim, New York University; Edward Seidman, New York University
 - Nothing is Random: How I 'Un'-randomly Chose to be Educated in the West Maulshree Gangwar, World Bank

517. Evidence to policy in education: leveraging rigorous research for improved education quality

Formal Panel Session

3:15 to 4:45 pm | Street (Level 0) - Regency B Chair:

Annie Duflo, Innovations for Poverty Action

Participants:

- Strengthening the Quality of Education in Developing Contexts: Rigorous evidence from randomized evaluations - *Heidi McAnnally-Linz, Innovations for Poverty Action*
- The Effects of a Play-Based Preschool Learning Program in Rural Ghana Bet Caeyers, Institute for Fiscal Studies; – Sonya Krutikova, Institute for Fiscal Studies; Pamela Jervis, Institute for Fiscal Studies
- Building a Research Project at Scale with Government Ownership: The Strengthening Teacher Accountability to Reach All Students (STARS) Project – *Bridget Konadu Gyamfi, Innovations for Poverty Action*
- Strengthening and Leveraging Administrative Data to support evidence-based decision-making in education – *Bethany Park, Innovations for Poverty Action*

Discussant:

Cynthia Bosumtwi-Sam, Ghana Education Service

518. Navigating secondary schooling, aspirations, and futures: Identity, agency, and experiences of refugee and immigrant youth

SIG: Youth Development and Education Paper Session

3:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific A Participants:

Wednesday, April 17

- Navigating Contradictions: Youth Agency in the Somali *Diaspora* Joanna Tzenis, University of Minnesota Extension Center for Youth Development
- Eastern European Youth Identities in the UK in uncertain times Marta Moskal, Durham University
- Newcomers Perceptions of their Educational Experience and the Relationship to their Academic Achievement – *Kristen McInerney, The George Washington University*

519. The consequences of educational upgrading: persisting inequalities?

Formal Panel Session

3:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific B

Participants:

- The schooled population: Intended and unintended consequences of educational upgrading in modern societies on the reproduction of social inequalities – *Wolfgang Lauterbach, University of Potsdam; Steve R. Entrich, Freie Universität Berlin*
- Consequences of Educational Upgrading: The Emergence, Expansion and Universalization of Shadow Education Worldwide – *Steve R. Entrich, Freie Universität Berlin*

Another Dimension of 'Concerted Cultivation' and Its Global Application: Student Participation in Private Supplementary Education in 63 Societies – Hyunjoon Park, University of Pennsylvania; Hee Jin Chung, Hongik University; Soo-Yong Byun, Penn State University

Selection among the most talented? Chinese students in tertiary education in China, Germany and the UK – Yasemin Soysal, University of Essex; Hector Cebolla Boado, UNED, Madrid

Discussant:

Claudia Buchmann, Ohio State University

520. A systems approach to sustaining early reading programs in Ghana

SIG: Africa

- Formal Panel Session
- 3:15 to 4:45 pm | Pacific Concourse (Level -1) Pacific C

Participants:

Learning At Scale in Ghana - Dr. Mama Laryea, fhi360

- Aligning the Government of Ghana Priorities and Strategies in Education: Opportunities for Sustainability – Yaw Osei Adutwum, Deputy Minister for General Education, Ministry of Education, Ghana
- Opportunity to Learn: Aligning Curriculum, In-service Training for Teachers and Materials in Ghana – Felicia Boakye-Yiadom, Executive Secretary, National Council on Curriculum and Assessment, Ghana; Evelyn Oduro, Executive Secretary, National Teaching Council, Ghana; Cynthia Bosomptwe-Sam, Executive Secretary, National Inspectorate Board, Ghana

Supporting Ghana's Education System Post-Ald – James Dobson, US Agency for International Development (USAID)

521. Citizenship and democratic education in conflict and postconflict contexts

SIG: Citizenship and Democratic Education (CANDE) Paper Session

3:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific D Chair:

Sigrid Roman, Ontario Institute for Studies in Education/university of



CONFERENCE PROGRAM

Toronto

Participants:

- (Not) Returning Tibet: Aid Politics, Citizenship Education and Identity Construction among Inland Tibet Class Graduates – Miaoyan Yang, Xiamen University
- The Role of Education Providers in developing Ideas and Practices of Citizenship Education among young Palestinians – *Kefah Barham, Northumria University- Center for International Development*

522. A sustainable university in challenging circumstances. A case from Russia.

Formal Panel Session

3:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific E

Chair:

Elena Lenskaya, Moscow School of Social and Economic Sciences (MSSES)

Participants:

- Critical Thinking As a Strategic Priority: learning from high performing education systems. – Andrey Samoylov, Moscow School of Social and Economic Sciences (MSSES)
- Reducing the gap in access to quality preschool education for migrant children. – *Natalia Shulgina, MSSES; Elizaveta Krichivets, MSSES*
- The issue of restructuring of educational institutions in Moscow Yuliya Galyamina, MSSES
- Higher education in federal systems: searching a new balance Oleg Leshukov, Higher School of Economics; Isak Froumin, Institute of Education HSE; Simon Marginson, Institute of Education, University of London; Martin Carnoy, Stanford University

523. Scale and sustainability of ICT-supported teacher coaching and mentoring: addressing costs and complexity

Formal Panel Session

3:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific F

Participants:

- Integrated ICT solutions for supporting teacher development in community schools in Zambia – Jennifer Kennedy, Education Development Center; Stefan McLetchie, Education Development Center (EDC)
- Can't Wait to Learn: Supporting teachers to integrate technology in classroom practice: opportunities and challenges – *Glenn McCance, WarChild Holland*

Coaching and WhatsApp in Malawi, Bangladesh, and Ethiopia: Harnessing teacher owned-devices to build teacher learning – Patricia Tibbetts, Save the Children

- Supporting teachers in emergency settings through ICT: Teachers for Teachers in Kenya – *Danielle Falk, Teachers College, Columbia University*
- The "Lyft" of Learning: Supporting Teachers in An Innovative Education Model for Out-of-School Adolescent Mothers – *Kevin Wheeler, The Kaizen Company*

Discussant:

Rebeca Martinez, US Agency for International Development (USAID)

524. Family & community literacy: non-formal building blocks for ensuring educational success SIG: Global Literacy

Paper Session

- 3:15 to 4:45 pm | Pacific Concourse (Level -1) Pacific G Participants:
 - Impact of the Mureke Dusome program in Rwanda, a communitybased intervention to support reading – *Christine Jonason, Save the Children - USA; Alex Alubisia, Save the Children; Heidi Schubert, Save the Children; Sofia COzzolino, Save the Children*
 - Supporting early literacy in rural Rwanda: Perceptions of parents attending reading awareness workshops in their village – Saima Sohail Malik, Stanford University
 - The role of receptive and decoding language skills in predicting reading comprehension: A cross linguistic investigation – Brenda Wawire, University of Kansas; Stephanie Simmons Zuilkowski, Florida State University
 - Innovative approach to literacy promotion: A review of the Literacy by Radio project in Nigeria Stella Chioma Nwizu, University

525. Building life skills/soft skills/21st century skills at scale and sustainably in LMICs

SIG: Youth Development and Education Formal Panel Session

3:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific H Chair:

Elena Heredero Rodriquez, InterAmerican Development Bank Participants:

- 1. Soft Skills within the Context of Positive Youth Development, and their Importance for Sustainability *Maria Brindlmayer, Making Cents International*
- Sustainably integrating soft skills into a TVET high school system in Mexico – Elizabeth Vance, International Youth Foundation
- Study on the IADB's multi-country New Employment Opportunities (NEO) initiative for the development of socio-emotional skills with vulnerable young people – *Elena Heredero Rodriquez, InterAmerican Development Bank*
- 3. How do we measure life skills for successful scaling? Lessons from Sub-Saharan Africa and Asia Ryan Hebert, Room to Read

526. Better data for SDG 4: recent methodological developments Formal Panel Session

3:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific I

Chair:

Friedrich Huebler, UNESCO Institute for Statistics (UIS) Participants:

SDG 4 data using MICS surveys – Suguru Mizunoya, UNICEF; Manuel E Cardoso, UNICEF / Teachers College, Columbia University

Bridging gaps in school completion statistics with the ABC (Adjusted Bayesian Completion Rates) model – *Bilal Barakat, Global Education Monitoring Report (GEMR)*

Profiling the global supply of literacy skill: A model-based approach – *T. Scott Murray, DataAngel Policy Research*

Discussant:

Dominic Richardson, UNICEF

527. Contesting Competences: Exploring Conceptual and Contextual Dilemmas in Competence-based Education in Europe and Beyond

SIG: Globalization and Education Formal Panel Session

3:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific J

Chair:

Meg P. Gardinier, Indiana Institute of Technology

Participants:

- Hybrid competences in Swedish curriculum policy making Daniel Sundberg, Linnaeus University; Andreas Nordin, Linnaeus University
- The introduction of the competency-based approach into the school curriculum in France (2005-2015) *Pierre Clément, CIRNEF, Université de Rouen*

Competences as Contested Signs: Political Theater of Educational Reforms in the Russian Federation – *Elena Aydarova, Auburn University*

Making competence global: Education policy-making within and beyond the state – *Meg P. Gardinier, Indiana Institute of Technology*

Silent borrowing by latecomers to competences: US proponents of 21st century skills – *Kathryn M. Anderson-Levitt, University of California, Los Angeles (UCLA)*

528. Higher education in Russia and central Asia

SIG: Higher Education

Paper Session

3:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific K

Chair:

Gulnara Zakirova, Member of CIES

Participants:

Sustainability of European projects in higher education institutions of Kazakhstan: an inside view. – *Gulnara Zakirova, Member of CIES*

Challenges of innovation in post-Soviet higher education – Anatoly Oleksiyenko, University of Hong Kong

529. Education in global perspective: a CIES/SUNY Series workshop

Formal Panel Session

3:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific L Chair:

Frances Vavrus, University of Minnesota

Participants:

Introduction to the Series M. Najeeb Shafiq, University of Pittsburgh; – Frances Vavrus, University of Minnesota

Writing a Book Proposal Lesley Bartlett, University of Wisconsin-Madison; - Jun LI, Western University

Workshopping Proposals - Jun Ll, Western University

530. Adaptive management: girls' education challenge transition baseline findings and their impact on project interventions in Zimbabwe and Ethiopia

SIG: Africa

Formal Panel Session

3:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific M

Chair:

Michele Schweisfurth, University of Glasgow

Participants:

Journey to Inclusive Education in Zimbabwe – Teresa de Sousa, World Vision UK

Excelling Against the Odds, Ethiopia - Angela Keenan, ChildHope Supporting sustainable inclusion in Ethiopia - Samantha Ross, Link Community Development International

From the minds of adolescents: What has worked for girls in an education intervention in the Slums of Nairobi – Benta Abuya, African Population and Health Research Center (APHRC); Nelson Gichuhi Muhia, African Population and Health Research Center (APHRC)

Discussant:

Michele Schweisfurth, University of Glasgow

531. Designing and Implementing the Human Rights Guiding Principles on Obligations of States Regarding Private Actors in Education (Session 2)

SIG: Globalization and Education

Formal Panel Session

3:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific N Chair:

Frank M. Adamson, California State University, Sacramento Participants:

- The Implementation of the Guiding Principles Following their Adoption – Delphine Dorsi, Right to Education Initiative
- The Role of Private Actors in Education in East Africa Linda Oduor-Noah, East African Centre for Human Rights

The Nature and Scope of the International Parental Right in Education: Present Views and Future Prospects – *Roman Zinigrad, Yale University*

Synthesizing the Research to Foster Implementation of the Guiding Principles – Frank M. Adamson, California State University, Sacramento

Discussant:

Gita Steiner-Khamsi, Teachers College, Columbia University

532. Inclusion and diversity in global and local educational contexts

SIG: Inclusive Education

Formal Panel Session

3:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific O

Participants:

- Diversity and inclusion in the classroom: young immigrant's perspectives in France and England Oakleigh Welply, Durham University
- Opening doors and mediating practices: Working toward inclusion in Tajikistan Kate Lapham, Open Society Foundations
- To Educate for Them in Different Ways;" Sustaining Inclusion in Popular and Intercultural Education in Argentina and Peru – Laura Valdiviezo, University of Massachusetts Amherst; Jennifer Lee O'Donnell, University of Massachusetts Amherst

The sustainability and development of Chinese minority education: How an international research collaboration can shed new light on old problems – *Mei Wu, Research Institute of Higher Education, Yunnan University; Maryjo Benton Lee, South Dakota State University*

"You Have Come Here for Our Guidance...": Women and Capabilities of the Poor in an International Education Program for Sustainable Development – *Xiuying Cai, Xiamen University, China*

Discussant:

Matthew Schuelka, University of Birmingham



Wednesday, April 17

CONFERENCE PROGRAM

533. Poster Session 3

- 3:15 to 4:45 pm | Bay (Level 1) Bayview A/B Foyers Participants:
 - In Search of a Global Research University Model Inese Berzina-Pitcher, Michigan Statate University
 - Local Construction of Strategies and Models to use Information and Communication Technologies in a Rural Elementary School in Mexico. – María Guadalupe López-Sandoval, Universidad Autónoma del Estado de México; Oscar Enrique Hernández-Razo, Universidad Autónoma Metropolitana, Unidad Lerma.
 - Local government involvement in education provision for ethnic minority children in Japan – Sayaka Hashimoto, Institute of Education, University College London, Aoyama Gakuin University
 - Making Pupils Impressed Is Inevitable but Risky: A Proposal to Today's Japanese Education – *Hiroyuki Okamoto, Hyogo University*
 - Marginal Survival: Research on the Girls' Education of Migrant Family ----Perspectives from Feminism – JING SHAOLI, Nanjing Normal University
 - Maximizing Campus Multiculturalism Mhehvish Khan, George Mason University; – Steven A Harris-Scott, George Mason University
 - Measuring engagement in professional development The tools Katharine Summers, Students Helping Honduras; – Maxie Gluckman, University of California, San Diego
 - Meritocracy in China's Education System: An Oral Historical Research of Teachers in Key Schools - Yao Chen, Loyola University Chicago
 - Muppets in a Healing Classroom: Use of Multi-Media in Preschools in the Syria Region – *Mackenzie Matthews, International Rescue Committee; Katelin Wilton, IRC*
 - New development trends in Russian higher education Veronika Rozhenkova, UCLA, World Policy Analysis Center
 - Educational Institutions for Accommodatory Resistance: Yahak (Night Schools) during Japanese Colonialism in Korea – *Hye-Su Kuk, Pennsylvania State University*
 - North Korean Defector (NKD) students' contentious experiences of South Korean schooling – *Miyoun Lim, Ewha Womans University*
 - Official and Non-official Voices: Representations of Mainland China in Liberal Studies Textbooks in Hong Kong – *Wenxi Wu, The University of Hong Kong*
 - Online Education for the Sustainable Development Goals, An Impact Evaluation – Amber Webb, Head of Programs and Partnerships, SDSN
 - Outcomes of International Joint Program "YES" Chun Yang, University of Kentucky
 - Out-of-school-youth functional literacy and numeracy gains after participating of alternative education or workforce development programs in Guatemala Western Highlands – Fernando Rubio, Juarez & Associates, inc; Leslie Vanessa Rosales de Veliz, Juarez and Associates
 - Parental Absence and Student Academic Performance in Cross-National Perspective – Ran Liu, University of Pennsylvania; Emily Hannum, University of Pennsylvania; Andrea Alvarado Urbina, University of Pennsylvania
 - Policy borrowing and lending in education: the media discourse on PISA and school reform in China – Haiqin Ning, Humboldt University of Berlin

- Post-degree Completion Plan of Chinese and Korean Graduate Students in the STEM Field – *Crystal Lee, Syracuse University*
- Promoting Sustainable Education in Karachi, Pakistan Tajreen Midhat Jafri, Habib University, Karachi; Shama Dossa, Habib University, Karachi; Amber Ajani, Habib University, Karachi
- Quality and Access in Education for Indigenous Students Contextualized: A Case Study Analysis of Mapuche Students Navigating Higher Education in Chile – *Camila Alejandra Bernal Fontal, Brandeis University*
- Quisqueya Empieza Contigo: How The Dominican Republic's National Early Childhood Policy can Reach Vulnerable Populations in Elias Piña Sydney – Anne Dinenberg, University of Pennsylvania; Gabrielle Carvajal-Poisson, University of Pennsylvania
- Reducing Attrition in Longitudinal Tracking of Pupils Wael Moussa, FHI 360; Brian D. Dooley, FHI 360
- Relation of teaching and learning approaches to development of students' reasoning skills in primary school (Eurasian region, post-soviet education) – Petr Nezhnov, Moscow City University; Daria Clarke, Center for International Cooperation in Education Development (CICED); Olga Maslenkova, Center for International Cooperation in Education Development
- Reproduction of Gender Roles in Japan: Hidden Curriculum in the School Textbooks - Emi Mitani, University of Pennsylvania
- Re-rooting Environment Pedagogy in Secondary Education Syed Nitas Iftekhar, Beijing Normal University
- Research on the Motivation, Characteristics, Implementation and Influence of The Youth Leader Program of United States in China – Mengfei Wei, Beijing Normal University
- Rhizomatic Education: More Than Human "Others" as the Curriculum - Burcu Meltem ARIK AKYUZ, Education Reform Initiative
- School bullying and students' academic achievement: Propensity score analysis with PISA 2015 – *Chang Liu, Penn State University; Yu Hu, Indiana University*
- School Bullying Prevention and Intervention in China Lin Jiang, University of Pennsylvania
- School Effectiveness Research for Improving Adolescent Health: Implications of a study on HIV education in Thailand – *Mina Chiba, Waseda University*
- Self-authorship and Its Influencing Factors of College Students in Beijing – Errong Guo, Graduate School of Education, Peking University
- Sense of place of North Korean youth defectors Miyoun Lim, Ewha Womans University
- Service Learning and Community Engagement in Japanese Higher Education: Looking for the Future Possibility of Sustainable Development of Local Community – *Hideto Fukudome, The University of Tokyo*
- Social compacts and education in South Africa Dhianaraj Chetty, National Education Collaboration Trust (South Africa); Kabelo Mosate, National Education Collaboration Trust (South Africa); Sipumelele Lucwaba, National Education Collaboration Trust (South Africa)
- Social Economic Status, College Tier and the Effect on Social Mobility – Jiaqing Zhang, Teachers College, Columbia University; Linh Nguyet Doan, Teachers College, Columbia University

Social media is identified as a means for informal learning in museums – Pei-Wei Lee, Penn State University

- Social mobility, higher education, family background, and rural Household: Which really matters to individual's career development in China – Yongmei Hu, Beijing Normal University; Jianzhong Zhou, California State University-Sacramento; Yun Xing, Northwest Normal University
- South Africa language of instruction at a crossroads: policy versus parents Susan Stine, University of Pennsylvania
- Transition into Higher Education:The Structure and Practice of Academic Advising - Vafa Yunusova, Michigan State University
- A Pilot Study of Financial Independence from Perspective of American College Students - *Jingwen Xing, Chapman University*

534. Film Festivalette: Human Flow [Screening 2]

4:15 to 6:45 pm | Landmark Embarcadero Center Cinema (off-site): Floor Promenade (Level 3) - 1 Embarcadero Center

535. Business Meeting: SIG Chairs [Invite only]

5:00 to 6:30 pm | Street (Level 0) - Grand Ballroom B

536. Educational reforms and policies in South Asia

SIG: South Asia Paper Session

5:00 to 6:30 pm | Atrium (Level 2) - Boardroom B

Participants:

- Creating Bottom-up Accountability using Information Provision for Schools in India – Saloni Gupta, Central Square Foundation; Neil Maheshwari, Central Square Foundation
- Higher Education Reform in Indian States Soumya Mishra, Teachers College, Columbia University
- Role of State in Improving Secondary Education of Girls: A Case-Study of Gujarat, India Jainisha Chavda, Michigan State University
- Literacy, Reading Culture, and Multilingual Context: Examining Gaps in Mid-Level Private Schooling in Karachi, Pakistan – Saulat Pervez, International Institute of Islamic Thought (IIIT)

537. Examining the rise of "life skills" education programming for adolescents in developing country contexts

Formal Panel Session

5:00 to 6:30 pm | Atrium (Level 2) - Boardroom C

Chair:

Erin Murphy-Graham, University of California, Berkeley Participants:

- Life skills education for adolescents: A landscape analysis and empirical review – Erin Murphy-Graham, University of California, Berkeley
- Problems with and possibilities for girls' life skills: From individual skills to social relations *Joan DeJaeghere, University of Minnesota*
- "Learning outcomes" to "Life outcomes": Reclaiming the purpose of education – Urvashi Sahni, Study Hall Educational Foundation (SHEF)

Discussant:

Dana Schmidt, Echidna Giving

538. Girls' education interventions and system change: from global commitments to gender equality results Formal Panel Session

5:00 to 6:30 pm | Atrium (Level 2) - Garden Room A

Wednesday, April 17

Participants:

Capacity Development for Gender Responsive Sector Planning – Sarah Winfield, UNGEI

The Role of Civil Society in Advancing Gender Responsive Sector Planning in Togo – *Yona Nestel, Plan International*

Challenges to System Change for Gender-Responsive Education – Shirley J Miske, Miske Witt & Associates Inc.

Linking the global, regional and national - a joined-up approach to achieving gender equality in and through education – *Aya Kibesaki, GPE*

Discussants:

Suzanne Grant Lewis, International Institute for Educational Planning (IIEP) UNESCO

Shiraz Chakera, UNICEF Office of Research

539. New Scholars Essentials: Navigating the academic publishing landscape [open to all]

Committee: New Scholars/New Scholars Committee Special Session

5:00 to 6:30 pm | Atrium (Level 2) - Waterfront A

Presenters:

David Phillips, University of Oxford Lesley Bartlett, University of Wisconsin-Madison Maria Hantzopoulos, Vassar College Cora Lingling Xu, Keele University

Discussant:

Kevin Kester, Keimyung University, Daegu, KR

540. Mathematics teaching and learning in world education programs in Ghana, Nepal, and Cote d'Ivoire: taking stock of where we are and sharing lessons learned

SIG: Global Mathematics Education Paper Session

- 5:00 to 6:30 pm | Atrium (Level 2) Waterfront B
 - Chair:

James Macneil, World Education, Inc.

Participants:

Assessing numeracy levels of marginalized out-of-school girls in Ghana: Trends at Baseline – *Miguel Doran, World Education Inc.; Amogh Basavaraj, World Education, Inc.*

- Addressing weak mathematical foundations in Nepal: early grade mathematics and remedial interventions in upper primary – Catharine Morgan, World Education, Inc.; Seema Acharya, World Education, Inc.; Ranjit Mahato, World Education, Inc.
- Transforming early math education in Côte d'Ivoire: challenges, lessons learned, and plans for sustainability – *Huai Ming Sanchez, World Education, Inc.; Miguel Doran, World Education Inc.*

541. Strengthening systems for sustainable change: lessons learned from four large-scale education programs

Formal Panel Session

5:00 to 6:30 pm | Atrium (Level 2) - Waterfront C

Chair:

Sharon Tao, Cambridge Education

Participants:

Going Back to Look Forward - A review of the sustainability of the Gansu Basic Education Project – *Andy Brock, Cambridge Education* Working systemically and sustainability in Nigeria: Education reform

CONFERENCE PROGRAM

across six states - Kayode Sanni, Cambridge Education

- Working through and with government systems to sustain change in Tanzania Laura McInerney, Cambridge Education
- Sustaining change in the quality of teaching: Successes and challenges in reforming the teacher education system in Ghana Akwasi Addae-Boahene, Cambridge Education

542. Measuring soft skills: concepts, methods and results

Formal Panel Session

5:00 to 6:30 pm | Atrium (Level 2) - Waterfront D

Chair:

Nancy Taggart, US Agency for International Development (USAID) Participants:

- USAID's Revised Guidance for Measuring Skills for Workforce Development Programs – Laurence Marie Dessein, US Agency for International Development (USAID)
- Measuring Cross-Sectoral Soft Skills: Results from the field testing in Uganda and Guatemala – *Carina Omoeva, FHI 360; Sarah Gates, FHI 360; Nina Cunha, FHI 360*
- Measuring Soft Skills at Scale: Developing an assessment for use by teachers and trainers – *Rebecca Povec Pagel, Education Development Center (EDC); Ann Hershkowitz, Education Development Center (EDC)*

Measuring life skills among youth aged 15-25 years in Kenya: Results from three national studies – *John Mugo, Twaweza East Africa*

543. Markets and school choice

Paper Session

5:00 to 6:30 pm | Atrium (Level 2) - Waterfront E Chair:

Henry M. Levin, Columbia University Participants:

- Diverse or unequal? An empirical analysis of the quality of privatevoucher schools in Chile – Alejandro Carrasco, Centro de Estudios Avanzados sobre Justicia Educacional, Pontificia Universidad Católica de Chile; Maria Angelica Bonilla, Center for the Study of Educational Policy and Practice (CEPPE), Pontificia Universidad Catolica de Chile; Alejandra Rasse, Centro de Desarrollo Urbano Sustentable (CEDEUS), Pontificia Universidad Católica de Chile
- Open doors events as a mechanism for schools to improve/reaffirm status in the local education market – Marta Curran Fàbregas, Autonomous University of Barcelona; Alba Castejon, Universitat Autònoma de Barcelona; Martí Manzano Moliner, Autonomous University of Barcelona; Aina Tarabini Castellani, Autonomous University of Barcelona

Examining Equity, Quality and Accountability in a Public Private Partnership in education in Punjab, Pakistan – Momina Afridi, OISE, University of Toronto; Katie Malouf-Bous, Oxfam International; Kira Boe, Oxfam IBIS

Social cohesion, school choice Henry M. Levin, Columbia University

544. Consultation on gender-transformative education: Conceptual frameworks and practical applications Committee: Gender & Education

Special Session 5:00 to 6:30 pm | Bay (Level 1) - Bayview A

545. Roundtable Session (Wednesday V)

5:00 to 6:30 pm | Bay (Level 1) - Bayview B

545-1. Higher education and internationalization: Recruitment and challenges in Asia, Africa, and North America Refereed Round-Table Session

Participants:

- The international branch campus and institutional social capital: Exploring the spatial dimensions of capital in transnational higher education – *Christopher William Kohler, University at Buffalo*
- Challenges that overreliance on recruitment agents creates for Canadian community colleges – *Oleg Legusov, OISE, University of Toronto*
- Campus Internationalization in Action Steven A Harris-Scott, George Mason University; Mhehvish Khan, George Mason University
- Two different models of cooperation between a university in Norway and two universities in Africa - an autoethnographic report – *Birgit Brock-Utne, University of Oslo*
- Comparative study of overseas branch campus in the context of internationalization of higher education: opportunities, challenges and strategies – *Lu Wang, Institute of International and Comparative Education, Beijing Normal University*

545-2. Education for sustainability: learning from abroad

SIG: Teacher Education and the Teaching Profession Refereed Round-Table Session

Chair:

Kelber Tozini, Boston College

Participants:

- Dissemination of Teaching and Learning Practices by Higher Education Leaders in the Global South: the STHEM Brasil Case – *Kelber Tozini, Boston College*
- Exploring the Potential of a Transnational Faculty Development Model: A Case Study of the RTT Workshop at Aga Khan University – Shruti Anandan, University of Toronto Scarborough Campus
- Exploring the relationship among teacher learning style, selfmonitoring learning and job performance in the western rural country ethnic areas of China – Xin Yang, The Northwest Normal University; Jian Wang, The Northwest Normal University
- Looking Abroad for Ideas on Solving the United States' Problems in Education - Hani Morgan, University of Southern Mississippi

545-3. International student motivations and adjustment needs - table 2

SIG: Study Abroad and International Students (SAIS) Refereed Round-Table Session

Chair:

Katherine Li, Director, Office of External Affairs, North South University

Participants:

- What Chinese Students Are Facing in US Classrooms: Challenges and Dilemma – Jin Zhao, University of Massachusetts Boston; Wenfan Yan, University of Massachusetts Boston
- International Student Adjustment Issues Within the Thai Context Douglas Rhein, Mahidol University International College
- Counseling Services on Campus and their Importance for International Graduate Students – *Bettina Teegen, Louisiana State University*

Wednesday, April 17

An empirical study on cross-cultural adaptation of Uygur undergraduates in Peking University – *Zhen Wang, Peking University*

Discussant:

Hongmei Sziegat, University of Tuebingen

545-4. Educational developments in Nepal: achievements, challenges and opportunities

SIG: South Asia

Refereed Round-Table Session Chair:

Amrit Thapa, University of Pennsylvania

Participants:

Higher Education in Nepal: Policies, Programs, and Perspectives – Krishna Bista, Morgan State University

Bhutanese Refugees and Higher Education in Nepal – Monica Lakhwani, Jefferson County Public Schools

Soft-infrastructure for Nepal's Tourism Development: Vocational Training and Professional Education – Uttam Gaulee, Morgan State University.

Exploring the Trends in Education and Economic Development in Nepal – Amrit Thapa, University of Pennsylvania

Discussant:

Priyadarshani Joshi, UNESCO

545-5. Managing complex change: promoting meaningful professional development using action research to support international educational reform

SIG: Teacher Education and the Teaching Profession Refereed Round-Table Session

Chair:

Ruhi Khan, Arizona State University

Participants:

Action Research as Professional Development – Rebecca Grijalva, Arizona State University; Ruhi Khan, Arizona State University; Alejandra Enriquez-Gates, Arizona State University; Salah Meemar, Saudi Arabia Cultural Mission (SACM)

University International Partnerships – Alejandra Enriquez-Gates, Arizona State University; Rebecca Grijalva, Arizona State University; Ruhi Khan, Arizona State University; Salah Meemar, Saudi Arabia Cultural Mission (SACM)

Using a Framework to Manage Complex Change – Ruhi Khan, Arizona State University; Alejandra Enriquez-Gates, Arizona State University; Rebecca Grijalva, Arizona State University; Salah Meemar, Saudi Arabia Cultural Mission (SACM)

Teachers' work and emotions in the context of managerialist and neoliberalist education reform: The Hong Kong case – Kwok Kuen Tsang, Beijing Normal University

Discussant:

Rebecca Grijalva, Arizona State University

545-6. Making empowerment sustainable

Refereed Round-Table Session

Chair:

Paul Carley, Soka University of America Participants:

Empowering Socioeconomic Minorities Through Sustainable Educational Practices – Junior Menezes, Soka University of

America

Shaping Society Together: Social Inclusion and Engagement through Comprehensive Sex Education – Paul Carley, Soka University of America

Not Your Language or My Language, But Our Languages: Heritage Language Learning as an Opportunity for Empowerment and Community Development – Fae Webber, Soka University of America

Diversity and Inclusion within our organizations: why we can't achieve equity in education until we have diversity in our organizations – *Michelle Sandhoff, Indiana University of Pennsylvania*

545-7. Mapping pedagogies of hope and resistance in a borderless future

Refereed Round-Table Session

Participants:

- A subaltern perspective for a borderless future Yver Melchor, Loyola University Chicago
- Soy y me llamo Esperanza. Women's readings and reimaginings of national borders – Atenea Rosado-Viurques, University of Pennsylvania

Los remedios de mi abuela y la bruja. An analysis of intergenerational reproductive health knowledge by Latinx immigrant women – *Alicia Serna Frausto, University of Pennsylvania*

Entrance and voice: Immigrant pain, agency and anxiety – Sharoon Iliana Negrete González, Stanford University

545-8. Higher education SIG roundtable 2

SIG: Higher Education

Refereed Round-Table Session

Participants:

Conflicts and Adaptation in "Cultural Gap": a case study of Ethnic Chinese International Students at Peking University – Zhu Yanzhen, Graduate School of Education in Peking University, China

Cultural capital and access to higher education: a comparative analysis of Canada and China – *Ceara Khoramshahi, University of Toronto*

Developing an inter/multidisciplinary MSc. programme in Climate Change, Sustainable Agriculture and Food Security (CCSAFS) in Egypt & Jordan – *Mohammed Anwar Ibrahim, Heliopolis University for Sustainable Development, Egypt*

Understanding the evolution and impact of international programs offices as organizational cultures in higher education for a sustainable, global future – *Jana Clinton, Penn State University*

545-9. Work with diversity in sustainable education

Refereed Round-Table Session

Participants:

Teacher perceptions and practices concerning multilingualism – Christian Carlsen, University of South-Eastern Norway; Tony Burner, University of South-Eastern Norway

Pre-service teachers' competence in making use of diversity as pedagogical asset Heidi Biseth, University of South-Eastern Norway; - Jocelyn von Hof, University of South-Eastern Norway

Inclusion in refugee classes – Ingrid Reite Christensen, University of South-Eastern Norway

Inclusion in kindergartens - Anne Grethe Sønsthagen, Sogn og

Fjordane University College

Discussant: Heidi Biseth, Hiroshima University

545-10. What about fieldnotes in comparative and international education research? Approaches, practices and ethical considerations

Refereed Round-Table Session

Participants:

Provoking positionality in fieldnotes: Primary school case study research in Kenya – Catherine Vanner, McGill University

- Reflexive uncertainty: Fieldnotes and emotion in participatory visual gender research in Cameroon *Jennifer Thompson, Durham University*
- Fieldnotes, affect and action: Reflecting on lived experience to foster research for social change Jayne Malenfant, McGill University
- Analysing visual fieldnotes: Looking back on an archive of comic-style fieldnotes Casey Burkholder, University of New Brunswick

Discussant:

Claudia Mitchell, McGill University

545-11. Language issues related to: student access, early literacy and virtual communication encounters

SIG: Language Issues

Refereed Round-Table Session

Chair:

Stephen Bahry, OISE, University of Toronto

Participants:

- Challenges in researching students' access to instruction in the first language *Kimmo Kosonen, SIL International*
- Linguistic Negotiations and Early Grade Literacy in Multilingual Classrooms: Implications of Language Policy on Teachers' Reading Pedagogical Practices in Nigeria – Olayinka Olagbegi-Adegbite, University of Wisconsin-Madison
- Pragmatics in International Videoconferencing: Virtual Communication Encounters between Americans, Kenyans, Salvadorans and Colombians – Laureen Fregeau, University of South Alabama; Ukaiko Ojiambo, St. Paul's University, Nairobi, Kenya; Suhana Chikatla, Independent Consultant; William Cornejo, American School, Santa Ana, El Salvador; Benjamin Schwartz, Asia University

545-12. Removing barriers to quality education for refugee students

Refereed Round-Table Session

Participants:

- Responsive Education Programming for the Syria Crisis: One UNICEF Country Office's Experiences (Turkey) – Antonia Mandry, UNICEF
- Educating refugees: the role of non-profit organizations in the midwestern United States – *Pauline M. Wambua, Michigan State University*
- Changing lives one degree at a time: overcoming the barriers to refugee higher education in Australia *Elena Killiakova, City of Ryde*

546. Educational imperialism or the co-construction of expertise? SIG: Teacher Education and the Teaching Profession Formal Panel Session

5:00 to 6:30 pm | Bay (Level 1) - Golden Gate

CONFERENCE PROGRAM

Chair:

Pia Wong, CSU Sacramento

Participants:

- What do teachers need to know and be able to do? Academic and clinical curriculum in teacher education *Rachel Lotan, Stanford University*
- What is knowledge co-construction and why should we engage in it? - Pia Wong, CSU Sacramento
- Curriculum: What's context got to do with it? Barbara Barbosa Born, Stanford University
- Science that empowers and the pedagogy it requires Catherine Anne Lemmi, Stanford University; Tatiana Hochgreb-Haegele, Stanford University

547. UREAG Global Village Panel 2

Committee: UREAG (Under-represented Racial, Ethnic, and Ability Groups)

- 5:00 to 6:30 pm
- Bay (Level 1) Seacliff A

Participants:

- Towards a critical and decolonizing interculturality: Theoretical, methodological and analytical challenges in Mexico – *Luz Maria Stella Moreno Medrano, Universidad Iberoamericana*
- Who Benefits from Chinese Minority Bonus-point Policy of College Entrance Examination – Kunfeng Pan, Renmin University of China; Wenfan Yan, University of Massachusetts Boston

548. Highlighted session: Critical reflections on the development, use and policy impact of international largescale assessments

in education

SIG: Large-Scale Cross-National Studies in Education 5:00 to 6:30 pm | Bay (Level 1) - Seacliff B

Chair:

Laura Engel, George Washington University

Participants:

- Encounters with the Other: A Critical Discourse Analysis of the OECD's Framework for Global Competence – Hajar IDRISSI, Graduate School of Education and Human Development, GWU; Laura Engel, George Washington University; Karen Pashby, Manchester Metropolitan University
- Making measures matter: Criteria for ensuring the impact of crossnational assessments – Ralf St.Clair, University of Victoria
- How to do things with ILSAs? International organizations and grade repetition in Latin America – *Manuel E Cardoso, UNICEF / Teachers College, Columbia University*
- Latin America after PISA: A Comparative Study of Educational Policy in Seven Countries (2000-2015) – *Axel Rivas, Universidad de San Andrés*

Making sense of international large-scale assessment: What education actors in two states say about PISA – Nancy Green Saraisky, Teachers College, Columbia University; Oren Pizmony-Levy, Teachers College, Columbia University

549. Pechakucha session II

5:00 to 6:30 pm | Bay (Level 1) - Seacliff C

549-1. International student perceptions on support: towards sustainable internationalization in higher education in Ontario



Wednesday, April 17

Pecha Kucha Presenter: Phoebe Kang, OISE

549-2. Selling extremism: social media and far right

commercial branding Pecha Kucha Presenters: Cynthia Miller-Idriss, American University La'Nita Johnson, American University

549-3. Share with the world to impact the world Pecha Kucha

Presenter:

Janny Grant Rankin, University of Cambridge

549-4. Sustainable international large-scale assessments Pecha Kucha

Presenter:

Danging Yin, University of Kansas

549-5. The challenges of improving basic education in Grade 1 in Lesotho: lessons learned from a pilot project

Pecha Kucha

Presenters:

Christine Rose Merrell, Durham University Nkosinathi Mpalami, Lesotho College of Education

549-6. Two teachers' perceptions of global citizenship education in common core state standards and international baccalaureate curriculum of two secondary school history classes

General Pool Pecha Kucha Presenter:

Brooke BT Phan, University of California, Los Angeles

550. Creating an (un)equal playing field: parenting practices and educational strategies among China's emerging middle- and affluent classes

SIG: East Asia Formal Panel Session

5:00 to 6:30 pm | Bay (Level 1) - Seacliff D

Chair:

Lisa Yiu, University of Hong kong

Participants:

- Creating Pathways of Influence: Families' Efforts to Exercise Control over Middle School Enrollment in China – *Natalie A.E. Young, University of Pennsylvania*
- Envisioning futures: Primary school selection among upper-middleclass parents in Shanghai – *Lily Liang, University of Wisconsin-Madison*
- In Search of the 'Best Option Available': Outsourcing Secondary Education to the U.S. and Anxiety among the Chinese Upper-Middle Class – *Siqi Tu, The Graduate Center, City University of New York*
- Social Class, the Rural-Urban Divide, and Parenting in Contemporary China – Xin Xiang, Harvard University

Poor University Access of Rural Students in China: A Review on Rural Parents' Involvement – *Xiaoliang Li, Northwest Normal University, China; Xie Ailei, University of Hong Kong* Discussant:

Prashant Loyalka, Stanford University

551. It takes a village: enhancing the literacy ecosystem for young learners in Ethiopia and Mozambique

Formal Panel Session

5:00 to 6:30 pm | Street (Level 0) - Plaza Chair:

Joan Cohen, Creative Associates International

Participants:

"Let's Talk": Oral Language Development in Mozambique – Anselmo Cipriano, Creative Associates International

At-Risk Students: Raising and Responding to the Alarm Kelsey Woodrick, Creative Associates International; - Megan Schug, Creative Associates International

Boosting Family Learning in Ethiopia: Parental Awareness, Reading Clubs and Reading Corners - *Mastewal Worku, World Vision International*

Discussant:

Ryan Crow, OSC

552. Evidence-based knowledge to improve quality education in the Middle East and sub-Saharan Africa

SIG: Education, Conflict, and Emergencies

Paper Session

- 5:00 to 6:30 pm
- Street (Level 0) Regency A

Participants:

- The Effect of School Safety on Academic Achievement: Evidence from Rwanda, Tanzania and Zambia – Shahriar Kibriya, Texas A&M University; Song Zhao, Texas A&M University; Naureen Fatema, McGill University
- Research to Improve the Quality of Early Primary Grade Teaching and Learning in Syria Jen Steele, equitas education

Conflict and School Enrollment: Evidence from Libya, 2011-2012 – Andrew Craig McCartney, University of Virginia

553. Education finance research and practice in Latin America

- SIG: Economics and Finance of Education Formal Panel Session 5:00 to 6:30 pm | Street (Level 0) - Regency B Chair
 - David Plank, Stanford University

Participants:

- Minimum Spending in Education and the Flypaper Effect Tassia Cruz, Getulio Vargas Foundation - School of Public Policy and Government; Talita Mereb, IDados
- Effects of Subsidies in the Educational Market *Leonardo Rosa, Stanford University*
- Is School Funding in Latin America Unequal? A Cross-Country Analysis. – Luana Marotta, Stanford University; Eleonora Bertoni, Inter-American Development Bank; Gregory Elacqua, IDB; Matias Martinez, Inter-American Development Bank; Humberto Santos, Inter-American Development Bank; Sammara Soares, Inter-American Development Bank

Discussant:

Martin Carnoy, Stanford University

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554. A sustainable multi-stakeholder and inclusive whole school development program that seeks to reach the most marginalised learners in Africa.

Formal Panel Session

5:00 to 6:30 pm | Pacific Concourse (Level -1) - Pacific A Chair:

Janelle Zwier, World Vision Zimbabwe Participants:

- A sustainable and motivating factor contributing to improvements in teaching and learning practise in 266 targeted rural primary school communities. - Mqaphelisi Sibanda, Whole School Development Technical Program Manager
- Acquisition of life skills for sustainable learning for the most marginalised girls - Samson Dahwa, CARE

Discussant:

Amanda Moll, CARE USA

555. Analyzing cultural production: immigration status, transmigrant youth, and education response

SIG: Cultural Contexts of Education and Human Potential (CCEHP) Paper Session

5:00 to 6:30 pm | Pacific Concourse (Level -1) - Pacific B Chair:

Cristina Jaimungal, OISE, University of Toronto Participants:

- Saving Face and the Educational Consequences for Children in Undocumented and Mixed-Status Chinese Families - Hua Yu Cherng, New York University
- Teaching the Transmigrant Generation: Teachers' view of decasségui Japanese-Brazilian youth in São Paulo - Anna Sera, Indiana University
- A Cultural Responsive Approach to International Science Assessment - Nixi Wang, University of Washington

556. Teaching practices from a cross-cultural perspective: methodological rigors and innovations

SIG: Large-Scale Cross-National Studies in Education Formal Panel Session

5:00 to 6:30 pm | Pacific Concourse (Level -1) - Pacific C Chair:

Jia He, German Institute for International Educational Research Participants:

Measurement invariance of a teacher professional learning community scale in large-scale studies - Enrique Eduardo Valencia López, University of California, Berkeley; Catalina Lomos, LISER Luxembourg

Comparing latent means across countries - How different are the results when comparing groups of countries clustered by geographical vicinity? - Catalina Lomos, LISER Luxembourg

- Comparing teaching practice items across countries: Using network analysis - Jessica Fischer, German Institute for International Educational Research; Jia He, German Institute for International Educational Research; Eckhard Klieme, German Institute for International Educational Research
- From large-scale statistics to small-scale interviews: Investigating the influence of sociocultural context on teachers' responses to accountability instruments in two countries - Yue-Yi Hwa, University of Cambridge, United Kingdom

Discussant:

Diego Carrasco, Centro de Medición MIDE UC, Pontificia Universidad Católica de Chile

- 557. Professionalization and accreditation for quality education: issues in South Asia
 - SIG: South Asia
 - Paper Session
- 5:00 to 6:30 pm | Pacific Concourse (Level -1) Pacific D Participants:
 - A Glimpse into Tamil Nadu Teacher Training Classrooms Meera Pathmarajah, Visions Global Empowerment
 - Exploring the priorities of leading teachers in promoting classroom reform in the Maldives: Monitoring performance or mentoring teachers? - Rhonda Di Biase, University of Melbourne
 - On being a teacher: teacher development and education in Punjab, Pakistan - Amna Ansari, PMIU-PESRP, Government of the Punjab, Pakistan. University of Cambridge, UK.; Mahjabeen Raza, New York University; Farval Shahid, PMIU-PESRP, Government of the Punjab, Pakistan
 - Quality assurance mechanisms in Pakistan A case of national business education accreditation council - Shahrman Khattak, OISE, University of Toronto

558. Addressing marginalization in Ethiopian education: relationship between language transition, social, economical, physical and personal barriers with student performance and policy

Formal Panel Session

- 5:00 to 6:30 pm | Pacific Concourse (Level -1) Pacific E Participants:
 - Girls Education Challenge Fund (GEC) for improving outcomes for marginalized girls - Amy Parker, Relief International
 - Literacy and education in mutli-lingual contexts: Impacts on learning - Pooja Reddy Nakamura, American Institutes for Research; Juan Bonilla, American Institutes for Research
 - Exploring the compounding influence of marginalization on outcomes for girls and policy in STAGES primary and secondary schools - Hetal Thukral, School-to-School International; Samantha Ross, Link Community Development International; Randy Tarnowski, STS International
 - Mechanisms of adopting and reformulating comprehensive sexuality education policy in Ethiopia - Marielle L.J. Le Mat, University of Amsterdam; Hulya Kosar Altinyelken, University of Amsterdam; Henny M.W. Bos, University of Amsterdam; Monique L.L. Volman, University of Amsterdam

Discussant:

Addis Yigzaw, US Agency for International Development

559. Behavior change communications (BCC) campaigns, capacity building, new media and partnerships to promote and sustain evidence-based early grade literacy initiatives.

SIG: Latin America

Formal Panel Session

5:00 to 6:30 pm | Pacific Concourse (Level -1) - Pacific F Chair:

Rebecca Stone, American Institutes for Research

Participants:

Mass media campaign to engage the community of early literacy

stakeholders and sustain the discussion of early literacy issues in Jamaica. – Jean Beaumont, EduconnectJA; Melody A. Williams, EduConnectJA/LAC Reads Capacity Program

Early grade literacy media campaigns to reach the most vulnerable and build synergies with local government and NGOs in Honduras – *Rosa Ángela Morales Betanco, Ferema*

Blogs and social media: Analysis of new opportunities for communication of early grade reading initiatives in Guatemala and Latin America. – Gabriela Lehnhoff, USAID LAC Reads Capacity Program Guatemala

Discussant:

Ana Gonzalez, American Institutes for Research

560. Approaches to strengthening local workforce development organizations for youth: lessons learned

SIG: Youth Development and Education Formal Panel Session

5:00 to 6:30 pm | Pacific Concourse (Level -1) - Pacific G Chair:

Emilie Bagby, Mathematica Policy Research

Participants:

- Strengthening workforce development providers' capacity to respond to market demand in El Salvador – *Estera Barbarasa, DAI; Caterina Valero, DAI*
- Strengthening workforce development providers at the institutional and local level in Honduras – *Linsey Jaco, banyan global; Louis Alexander, Banyan Global*
- Improving technical training degree programs in Guatemala, Honduras and Jamaica – Alejandro Paredes Trapero, FHI 360; Ana Florez, FHI 360

Using an implementation science framework to demonstrate the power of local alliances to support positive youth development in conflict-affected – *Mindanao Jeanne Moulton, Education Development Center (EDC); Miriam Pahm, Education Development Center, Inc.*

Systematic literature review about programs-based college and career readiness (CCR) and its impact on enroll and permanence in higher education. – Alexandra Hoyos, Ph.D Student University of Antioquia; Ricardo Gómez, Universidad de Antioquia

Discussant:

Barbara Knox-Seith, US Agency for International Development (USAID)

561. Breakthroughs and bottlenecks: Chinese higher education 1978-2018.

Formal Panel Session

5:00 to 6:30 pm | Pacific Concourse (Level -1) - Pacific H Participants:

> China's national/global synergy in higher education and science since 1978 – Simon Marginson, Institute of Education, University of London

- Global Ambitions: Internationalisation and China's Rise as Knowledge Hub. – Anthony Welch, University of Sydney
- A Comparative Study of Internationalization Policies in Chinese and Canadian Higher Education – SHUAI YU, University of Saskatchewan

Discussants:

Ruth Hayhoe, OISE/University of Toronto

Liu Baocun, Institute of International and Comparative Education

Wednesday, April 17

562. Contributions to the achievement of the SDGs through education programming

Formal Panel Session

5:00 to 6:30 pm | Pacific Concourse (Level -1) - Pacific I Participants:

> Sustaining Change linking education to SDG achievement – Sabrina Muire Hervey, Education Above All/Educate A Child

Education as the Catalyst towards Building Sustainable Communities - Samah Al-Sabbagh, Reach Out To Asia/Education Above All Foundation

Partnering for sustainability--innovative financing modalities for education – Said Yasin, Education Above All/Educate A Child Discussant:

Esker Copeland, Reach Out To Asia/Education Above All Foundation

563. Decentralization, democratization and the global politics of community-based schooling

Formal Panel Session 5:00 to 6:30 pm | Pacific Concourse (Level -1) - Pacific J

Chair:

Rebecca Clothey, Drexel University

Participants:

- Social Movement-Led Democratic Governance of Public Education: The Case of the Brazilian Landless Workers Movement – *Rebecca Tarlau, Penn State University*
- Evolving the Neoliberal Accountability Perspective on Community-Based Management: From Systems Theory to Social Capital and Community Empowerment – D. Brent Edwards Jr., University of Hawaii; Evelyn Avalos, University of Dundee
- Decentralization, Centralization, and Minority Education in Hungary Andria Timmer, Christopher Newman University
- Between the State and Society: Community Schools in Zambia *Richard Bamattre, University of Minnesota*
- Building a Community Organized Charter School through Charter School Policy in the United States – *Deanna Hill, Drexel University; Rebecca Clothey, Drexel University*

564. Discourses of International Organizations in Education -What Do They Promote, When and How

SIG: Globalization and Education

Formal Panel Session

5:00 to 6:30 pm | Pacific Concourse (Level -1) - Pacific K Chair:

Michael Windzio, Collaborative Research Centre 1342 "Global Dynamics of Social Policy", University of Bremen

Participants:

Education as a Global Metrological Field: Examining the Interdependencies of International Organisations in the Production of Education and Development Data – *Sotiria Grek, University of Edinburgh*

From education for peace to education in conflict: changes in UNESCO discourse, 1945–2015 – Julia Lerch, Stanford University; Elizabeth S. Buckner, University of Toronto

Walking the Washington talk? An analysis of the World Bank's discourse-practice disjuncture in teachers' policy – Clara Fontdevila, Universitat Autònoma de Barcelona; Antoni Verger,



CONFERENCE PROGRAM

Universitat Autònoma de Barcelona

Making PISA Fit and Making the World Fit PISA: the OECD's Domestication of Low-Income Nations – *Camilla Addey, Teachers College, Columbia University; Radhika Gorur, Deakin University* Education Leitmotifs of International Organizations – *Kerstin Martens, University of Bremen; Dennis Niemann, University of Bremen*

Discussant: Gita Steiner-Khamsi, Teachers College, Columbia University

565. Curricula & textbooks

SIG: Global Mathematics Education Paper Session

5:00 to 6:30 pm | Pacific Concourse (Level -1) - Pacific L

Participants:

- Making Cultural Assets Count in Yucatec Maya Classrooms: Lessons learned from piloting two math tasks – *A Darling, Santa Rosa Junior College*
- Promoting Problem-Solving or Rote Learning? The Evolving Mathematics Curriculum in Kenya – Rachel A Ayieko, Duquesne University; Elif N. Gokbel, Duquesne University
- Reformed primary Mathematics textbooks for sustainable pedagogical change in Delhi, India - *Meghna Nag Chowdhuri, University of Cambridge*
- Structural Analysis of Mathematics Tasks in Middle School Classrooms of Shanghai: A Video Research – Yuting TONG, East China Normal University; Tainian ZHENG, East China Normal University

566. Exploring issues of language and literacy in education across continents

Formal Panel Session

5:00 to 6:30 pm | Pacific Concourse (Level -1) - Pacific M Chair:

Raquel Antunes Coelho, Stanford University

Participants:

Widening Achievement Gaps through Language: the Impact of Studying in English on African Home Language Students in South Africa – Alyssa Goya, Stanford University

- Validity and Equitability: The case of the Hong Kong Diploma of Secondary Education (HKDSE) English Exam – *Melanie Oi Ling Leung, Stanford University*
- Teacher Clinical Practice and Students' Reading Achievement in Brazil, Mexico and Chile: Evidence from TERCE 2013 – Raquel Antunes Coelho, Stanford University; Paulina Julia Biernacki, Stanford University

Discussant:

Guillermo Solano-Flores, Stanford University

567. Cultivating dynamic educators: case studies in teacher behavior change in Africa and Asia

Formal Panel Session

5:00 to 6:30 pm | Pacific Concourse (Level -1) - Pacific N

Chair:

Sarah Pouezevara, RTI International

Participants:

Understanding and Influencing Teacher Behavior Change: A careerwide view for sustainable teacher behavior change – *Sarah Pouezevara, RTI International*

- Changing Teacher Educators' Conceptions and Practices Around Literacy Instruction: Lessons from Teacher Educators' Professional Development Experiences in Ethiopia – Marion Fesmire, Florida State University; Flavia S. Ramos-Mattoussi, Florida State University; Adrienne Barnes, Learning Systems Institute at Florida State University
- Making Sense of Teacher In-Service Training in the Philippines Nancy Clark-Chiarelli, Education Development Center (EDC); Bonita Cabiles, University of Melbourne
- Relationships Between Coach Support and Teachers' Adoption of New Instructional Practices: Findings from Nigeria – Alison Pflepsen, URC-CHS; Simon King, RTI International; Karon Harden, RTI International
- China's New Teacher Education Policy: A Critical Analysis *Guoxiang Wang, Texas Tech University; Jian Wang, Texas Tech University*

Discussant:

Emily Richardson, Save the Children

568. Delivering on commitments to girls' education in crisis - where do we go from here?

SIG: Education, Conflict, and Emergencies

Formal Panel Session

5:00 to 6:30 pm | Pacific Concourse (Level -1) - Pacific O

Chair:

Julia Dicum, Global Affairs Canada, Government of Canada Participants:

- What do they want? Adolescent girls' voices in crisis and delivering on the promise of education – *Pete Simms, Plan International Canada*
- Addressing school-related gender-based violence: A comprehensive and multi-sectoral approach to protection and safety in schools – Veronique Ringot, Save the Children - UK; Tim Murray, Save the Children
- Gender responsive play-based learning in crisis settings: The Right To Play teacher training package – Andrea Diaz-Varela, Right To Play
- Making waves: Supporting adolescent girls' access to accelerated learning in the DRC *Caroline Keenan, War Child Canada*
- Discussant:

Julia Dicum, Global Affairs Canada, Government of Canada

569. CIES State of the Society Meeting

6:45 to 7:45 pm | Street (Level 0) - Grand Ballroom A

570. Film Festivalette: Inspirational Shorts [Screening 2] 7:15 to 9:00 pm | Landmark Embarcadero Center Cinema (off-site): Floor Promenade (Level 3) - 1 Embarcadero Center

571. CIES 2019 Chairs Appreciation Cocktail Reception [Invite only]

7:45 to 8:45 pm | Bay (Level 1) - Bayview B Foyer

572. IMPAQ International [Invite only] Institutional Reception

8:30 to 9:45 pm | Atrium (Level 2) - Garden Room A

573. Global Reading Network [Invite only]

General Pool Institutional Reception 8:30 to 9:45 pm Atrium (Level 2) - Garden Room B



Thursday, April 18

574. Ubuntu Reception: UREAG Committee; Africa SIG; African Diaspora SIG; Cultural Contexts of Education & Human Potential SIG; and Indigenous Knowledge & the Academy SIG Institutional Reception

8:30 to 9:45 pm | Atrium (Level 2) - Waterfront A/B

- 575. NORRAG & Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research [Invite only] Institutional Reception
 8:30 to 9:45 pm | Atrium (Level 2) - Waterfront C/D
- 576. University of Massachusetts [Invite only] Institutional Reception 8:30 to 9:45 pm | Atrium (Level 2) - Waterfront E

577. Film Festivalette: China Blue [Screening 3]

9:30 to 11:00 pm | Landmark Embarcadero Center Cinema (off-site): Floor Promenade (Level 3) - 1 Embarcadero Center

THURSDAY, APRIL 18

578. Prayer/meditation

6:00 to 7:30 pm | Atrium (Level 2) - Garden Room B

579. Teacher education programmes: lessons from Sub-Saharan Africa, Asia and Europe

SIG: Teacher Education and the Teaching Profession Paper Session

8:00 to 9:30 am | Atrium (Level 2) - Boardroom B Chair:

Scholastica Tiguryera, RTI International

Participants:

Small non-residential trainings vs. large residential training: Findings from action research in Uganda – Scholastica Tiguryera, RTI International; Tracy Brunette, RTI International

Supporting and scaffolding the teachers' practices: contribution to the professional development through a digital device of peer coaching – Cécile GARDIES, ENSFEA France; Laurent Fauré, ENSFEA France; Jean-François MARCEL, Université Toulouse Jean Jaurès

Teacher Professional Discourse as Intercultural Encounter – Islam Abuasaad, Ben-Gurion University of the Negev

Cumulative Risk and Newly Qualified Teachers' Professional Well-being: Evidence from Rural Ghana – Syeda Farwa Fatima, University of Pennsylvania; Sharon Wolf, University of Pennsylvania

580. Secondary education in Africa and the future of work

SIG: Africa

Formal Panel Session

8:00 to 9:30 am | Atrium (Level 2) - Boardroom C

Chair:

Karen Mundy, Toronto University

Participants:

- An Overview of the "Secondary Education in Africa Report" Kim Kerr, Mastercard Foundation
- Skills for Youth and the Future of Work in Sub-Saharan Africa Ed Brown, African Centre for Economic Transformation

Skills, Competencies and Pathways for Stronger Secondary Education Systems – Susan Nicolai, Overseas Development Institute; Rachel Marcus, Overseas Development Institute

Reforming Secondary Education in Africa: Opportunities and Prospects for Systems Change – Karen Mundy, Toronto University

Discussants:

Pauline Rose, University of Cambridge Shem Bodo, ADEA

581. Studies on the policy changes and reform routes of China's world first-class university construction "双一流":中国世界 一流大学建设政策变迁与改革路径

一加八子建设成束支江一以半路住 Chinese Panel Session

8:00 to 9:30 am | Atrium (Level 2) - Waterfront A

Chair:

Fangping Cheng, School of Education, Renmin University of China Participants:

Construction of world-class universities with Chinese characteristics:organizational isomorphism and cultural identities 中国特色世界一流大学建设:组织同形与文化认同-Wei Zhang, School of Education, Renmin University of China

Research on the Promotion Mechanism of World-Class University Construction Policy in China: Case of "Double First-class" Construction Plan 中国世界一流大学建设政策推进机 制研究---以"双一流"建设计划为例 - Ming Li, Graduate School of Education, Beijing Foreign Studies University

Research on Selection and Evaluation Standards of First-Class Discipline under the Background of "Double First-class" Construction Plan in China 中国"双一流"建设背景下一流 学科的遴选与评价标准研究 - Mingyang Wang, Graduate School of Education, Beijing Foreign Studies University

Discussants: Suping Shen, Renmin University of China

Guangli Zhou, School of Education, Renmin University of China

582. The platformisation of education

Formal Panel Session

8:00 to 9:30 am | Atrium (Level 2) - Waterfront B Chair:

Eva Hartmann, University of Cambridge

Participants:

- A pedagogy of objects: How platforms recode educational cultures Sam Sellar, Manchester Metropolitan University
- Varieties of European universities' engagement with social media platforms – Janja Komljenovic, Lancaster University

Degrees of deceptions: Faking of and in the credential society – Eva Hartmann, University of Cambridge

The Production of Scientific Knowledge and Value in an Era of Platform Capitalism – *Susan Lee Robertson, University of Cambridge*

Discussant:

Radhika Gorur, Deakin University

583. Theory and practice of reform

Paper Session

8:00 to 9:30 am | Atrium (Level 2) - Waterfront C

Chair:

Taeyeon Kim, Michigan State University

Participants:

"Isomorphic mimicry" in education reforms and implications to

Thursday, April 18

achieving quality education for all in Indonesia – Heni Kurniasih, The SMERU Research Institute; Syaikhu Usman, The SMERU Research Institute; Nina Toyamah, The SMERU Research Institute; Valentina Utari, The SMERU Research Institute

- Latin America's unfulfilled promise of guaranteeing quality secondary education for all – *Pablo Cevallos Estarellas, UNESCO-IIEP*
- Incomplete and Inappropriate Teaching Curriculum for Achieving Sustainable Development in India – Amarendra Das, National Institute for Scince Education and Research, Bhubaneswar, India; Bibhunandini Das, Centurion University of Technology and Management, Bhubaneswar, India
- Revisiting governance discourse in the strong state: A case of the national testing policy in South Korea *Taeyeon Kim, Michigan State University*
- Designed theoretical framework for a virtual university

implementation in an African environment: a systematic review paper – *Tumaini Mwendile Kabudi, University of Dar es Salaam, Tanzania*

584. Mechanisms and pathways of international influence in education policy: Recent work and ways forward

SIG: Globalization and Education Formal Panel Session

8:00 to 9:30 am | Atrium (Level 2) - Waterfront D

Chair:

Antoni Verger, Universitat Autònoma de Barcelona

Participants:

- Globalization and the development of global governance in education: A typology of approaches *Kazuo Kuroda, Waseda University*
- Mechanisms and pathways of transnational influence in the trajectory of a global education policy: Insights from El Salvador *D. Brent Edwards Jr., University of Hawaii*
- A stronger state in education? The translation of 'Education for All' in Latin America – *Claudia Milena Diaz Rios, University of Toronto*
- Pathways of global competence in the US: Exploring global policy trends and sub-national levers of change *Laura Engel, George Washington University*
- How and to what extent standards, testing and accountability spread worldwide: A policy trajectory analysis of global education reforms – Lluís Parcerisa, Universitat Autònoma de Barcelona; Antoni Verger, Universitat Autònoma de Barcelona; Clara Fontdevila, Universitat Autònoma de Barcelona

Discussant:

Xavier Bonal, Universitat Autònoma de Barcelona / University of Amsterdam

585. Non-state schools: why they're growing, how they operate, and where they're going next

SIG: Economics and Finance of Education Formal Panel Session

8:00 to 9:30 am | Atrium (Level 2) - Waterfront E Participants:

> How can international partners work with non-state schools to strengthen equity, inclusion, and learning outcomes? Lessons learned from Kenya – *Caitlin Hurley, US Agency for International Development (USAID)*

CONFERENCE PROGRAM

- How are governments managing the growth in non-state schools? A view on public-private partnerships in education – *Susannah Hares, Center for Global Development*
- How do non-state schools work and where are they going next? The perspective of non-state schools *Aashti Zaidi, Global Schools Forum*
- Bringing the U.S. Supplementary Education Market Out of the Shadows: A Mixed Method Study - Naomi Byrdo, Indiana University; Pooja Saxena, Indiana University; Anne-Maree Ruddy, Indiana University; LeeAnn Sell, Indiana University; Molly Stewart, Indiana University

586. The politics of education in developing countries

Formal Panel Session

8:00 to 9:30 am | Bay (Level 1) - Bayview A

Chair:

Lant Pritchett, Harvard University

Participants:

- Electoral incentives for public good provision: Evidence from three linked field experiments in Liberia – Wayne Sandholtz, University of California, San Diego; Justin Sandefur, Center for Global Development; Mauricio Romero, Instituto Tecnologico Autonomo de Mexico (ITAM)
- Bureaucratic ambition, accountability, and effort in Tanzania Ken Opalo, Georgetown University
- Schooling norms and the persistence of inequality: Evidence from the Muslim-Christian education gap in Malawi – *Melina Platas, New York University, Abu Dhabi*
- Civil war, state consolidation, and the spread of mass education Agustina Paglayan, University of California, San Diego

Discussant:

Alec Ian Gershberg, University of Pennsylvania

587. Roundtable Session (Thursday I)

8:00 to 9:30 am | Bay (Level 1) - Bayview B

587-1. Education implications of internal migration: a global perspective and lessons from the Chinese case

Refereed Round-Table Session

Participants:

- Education and Internal Migration Select Findings from the Global Research Base, Data and Policy implications – *Priyadarshani Joshi, UNESCO*
- Testing the Effect Pathways of Parental Absence: Long-term Educational Outcomes of Children of Labor Migrant Fathers in Gansu, China – Wensong Shen, University of Pennsylvania; Emily Hannum, University of Pennsylvania; Li-Chung Hu, National Chengchi University
- Who teaches and how do they view different groups of students and parents? The case of China Hua Yu Cherng, New York University

587-2. Education reforms in diverse contexts

Refereed Round-Table Session

Participants:

Secondary Education Governance Reform in Sub-Saharan Africa Ahmed Baghdady, Qatar Foundation for Education, Science and Community Development; – Julius Agbor, Vanguard University; Omar Zaki, World Innovation Summit for Education - Qatar Foundation

- Sustaining education reforms: a retrospective investigation of a past PD program – Alaa M. Badran, American University in Cairo
- Mexico's education reform of 2013: Continuity, Innovation and Transformation – Octavio Augusto Pescador, Juarez and Associates; José Ángel Pescador, National Institute for the Evaluation of Education, Sinaloa

587-3. Exploring life pathways in education in South Asia

SIG: South Asia

Refereed Round-Table Session

Participants:

Forced Child Marriage in Asia with special Reference to Nepal – Pitambar Acharya, Tribhuvan University, Nepal

- Missionaries, Missions and Education in Bangladesh: The Holy Cross Congregation, 1947-2016 – Farid Md Shaikh, University of Hong Kong
- Thinking through a camera: Visual explorations with a young South Asian photographer - Vivek Vellanki, Michigan State University

587-4. Getting community buy-in for children's education

General Pool

Refereed Round-Table Session

Chair:

Zachary Lawless, Nonprofit worker

Participants:

- Building reading skills among children is a collective responsibility: Getting community buy-in for children's education – Mary Kulabako, World Vision International
- Ensuring Local Ownership from the Start for Sustainable Impact: Getting Community Buy-In for Children's Education – *Stephanie Gaffney, Project Concern International Staff*
- USDA McGovern-Dole Food for Education and Child Nutrition Program partnerships with local communities via the lens of Local Contribution – Ingrid Ardjosoediro, U.S. Department of Agriculture

Discussant:

Molly Rumery, US Department of Agriculture

587-5. How culture impacts early grades math teaching and learning

SIG: Global Mathematics Education Refereed Round-Table Session

Participants:

- Developing Mathematical Aptitude Through Significant Cultural Contexts – Akash Kumar Saini, UNESCO MGIEP
- How EQUIP-T rolled out its early grade math in-service teacher training programme across 5,196 schools in Tanzania – Vincent Katabalo, Cambridge Education; Kiruba Murugaiah, International Rescue Committee
- Problem solving and problem types: going beyond real life issues – Paula Patricia Guerra Lombardi, Kennesaw State University; Raisa Lopez, IFD Pando; Elisa Pereyra Veres, Instituto de formacion docente, Pando

587-6. Implementing partners continuing to learn together to improve learning outcomes and reduce school based-violence Refereed Round-Table Session

Participants:

Collaborating to Provide an Effective Community and Systemic Approach to Improving School Safety – *Gustavo Payan, DAI*

Thursday, April 18

- Collaborating to Ensure Systemic and Effective Teacher Professional Development Part I – *Vilma Valerio, Education Development* Center, Inc.
- Collaborating to Ensure Systemic and Effective Teacher Professional Development Part II ANA HELGA MARTY, FLORIDA STATE UNIVERSITY

Discussant:

Sergio Ramírez Mena, EDC

587-7. New and emerging directions in research on SOGIE issues in education

SIG: Sexual Orientation and Gender Identity and Expression (SOGIE) Refereed Round-Table Session

Chair:

Andrew Scott Herridge, Texas Tech University

Participants:

- Finding LGT Identity Online: A Comparison of Thailand and The United States – Cody Freeman, Faculty of Learning Sciences & Education, Thammasat University
- History of exclusion: Queer representations in Israeli textbooks Avner Rogel, The Hebrew University of Jerusalem and Magnus Hirschfeld Institute - IGY

Queer Postsecondary Students' Experiences with Accessing Mental Health Services on Campus – *Joanne Lieu, University of Toronto*

Advancing Research on LGBTI/SOGIE Issues in International and Comparative Education – Oren Pizmony-Levy, Teachers College, Columbia University; Naomi A Moland, New York University

588. Supporting language learners in the classroom

SIG: Language Issues

Formal Panel Session 8:00 to 9:30 am | Bay (Level 1) - Golden Gate

Chair:

Julia Frazier, FHI 360

Participants:

- Bridging the Gap: Providing Oral Language Support in Monolingual Education Systems – Patrick Curry, Room to Read
- How increased partnership between schools and language communities could improve outcomes for students being taught in an unfamiliar language – *Kate Schell, SIL; Catherine Young, SIL International*
- Negotiating Languages of Home and Language of Opportunity in Reading Instruction in Mali – *Susan Ross, Education Development Center (EDC)*
- Teacher use of tools and uptake of strategies to address diglossia challenges in teaching primary grade children to read in Arabic – *Eva Kozma, World Learning*

Discussant:

Eva Kozma, World Learning

589. Optimizing outcomes: how A/B testing can maximize learning

in the developing world

Formal Panel Session

8:00 to 9:30 am | Bay (Level 1) - Seacliff A

Chair:

Mark Buttweiler, Bridge International Academies Participants:

Thursday, April 18

- Creating systems to support experimentation in international education – Timothy Patrick Sullivan, Bridge International Academies; Steve Cantrell, Bridge International Academies; Sean K Geraghty, Bridge International Academies
- Using e-readers and interactive read alouds to promote participatory learning and literacy in sub-Saharan Africa – Katie Cella, Bridge International Academies; Rachel Rueckert, Bridge International Academies; Sandeep Mallareddy, bridge international academies
- Interleaved problem sets: testing for maths learning methods that work for pupils of all performance levels – Utpal Sinha, Bridge International Academies; Spencer Nash, Bridge International Academies; Mark Buttweiler, Bridge International Academies; Sandeep Mallareddy, bridge international academies; Katie Cella, Bridge International Academies

590. New transdisciplinary readings of Freire

Formal Panel Session

8:00 to 9:30 am | Bay (Level 1) - Seacliff B Chair:

Carlos Alberto Torres, CIES

Participants:

- Ecopedagogy: The Missing Chapter of Pedagogy of the Oppressed – Greg W Misiaszek, Beijing Normal University; Carlos Alberto Torres, CIES
- Engaging gender and Freire: from discoursal vigilance to concrete possibilities for inclusion – Lauren Ila Misiaszek, Institute of International and Comparative Education, Beijing Normal University
- Ideological and Policy Convergence between Freire and Nyerere and the Neo-liberal Disruption – N'Dri Thérèse Assié-Lumumba, Cornell University; Jose Cossa, Peabody College, Vanderbilt University; Walden University; Yusef Waqhid, Stellenbosch University
- Two greatest educational thinkers of the Geographical South: Freire and Gandhi Ratna Ghosh, McGill University
- Paulo Freire's Continued Relevance for U.S. Education *Martin Carnoy, Stanford University; Rebecca Tarlau, Penn State University* Discussant:

Daniel Schugurensky, Arizona State University

591. The equity initiative: equity for sustainability; applying the structured questions for equity analysis

Formal Panel Session

8:00 to 9:30 am \mid Bay (Level 1) - Seacliff C

Participants:

- Equity in reading outcomes: an impact analysis of the Mahay – Mamaky Teny (MMT) first grade reading intervention in Madagascar Wael Moussa, FHI 360
- Evaluating with an equity lens: An analysis at baseline, midline and endline of Save the Children's Literacy Boost program in Guatemala - *Clara Pava, Save the Children*
- Are accelerated learning programs for out-of-school children closing or reinforcing equity gaps in emergency settings? Evidence from Nigeria – Anita Reilly, International Rescue Committee; Jeongmin Lee, Florida State University

Discussant:

Amy Mulcahy-Dunn, Encompass LLC

592. Building the foundations for global citizenship in the

CONFERENCE PROGRAM

early years

- SIG: Citizenship and Democratic Education (CANDE) Formal Panel Session
- 8:00 to 9:30 am | Bay (Level 1) Seacliff D

Chair:

Adrienne Henck, Independent Consultant

Participants:

- Defining and mapping global citizenship education in early childhood and primary education - Adrienne Henck, Independent Consultant
- Promoting citizenship within early childhood classrooms in Pakistan Noshin Khan, Teachers' Resource Centre
- Transforming social and emotional learning for the early years: Think Equal's approach Jasodhara Bhattacharya, Think Equal
- Translating the science of learning about emotion into practice: Evidence-based approaches to SEL in early childhood settings – Craig S. Bailey, Yale University

594. School reform processes and student outcomes: crossnational perspectives

SIG: Large-Scale Cross-National Studies in Education Paper Session

- 8:00 to 9:30 am | Street (Level 0) Plaza
 - Chair:
 - Kalyan Kumar Kameshwara, University of Bath

Participants:

- Effects of Decentralisation in School Management on Student Learning: Empirical Analysis of Young Lives Survey Data Using Multi-Level Modelling – Kalyan Kumar Kameshwara, University of Bath; Robin Shields, University of Bath; Tanu Shukla, BITS Pilani, Pilani, Rajasthan, India
- Teaching Approaches and Student Algebra Achievement: A Comparison of Hong Kong and US Nan Wu, Texas Tech University; - Jian Wang, Texas Tech University
- Re-conceptualizing Education reform in Muslim Societies Ilham Nasser, International Institute of Islamic Thought; Cynthia Miller-Idriss, American University; Saulat Pervez, International Institute of Islamic Thought (IIIT)
- Reforming Vocational Education and Training in Eastern Europe, Central Asia, Northern Africa and the Middle East: Patterns of Implementation and Risks Anastasia – *Fetsi, European Training Foundation; Mihaylo Milovanovitch, European Training Foundation; Center for Applied Policy and Integrity;*

595. Linking assessments to a global definition of minimum proficiency using policy linking

Formal Panel Session

8:00 to 9:30 am | Street (Level 0) - Regency B

Chair:

Dana Kelly, Management Systems International (MSI) Participants:

Reporting to a Global Standard of Student Proficiency – *Melissa Chiappetta, US Agency for International Development (USAID)* Policy Linking as a Method to Link Assessments – *Jeff Davis, MSI*

Applying Policy Linking Method to Link Assessments to a Global Standard – Sean Kelly, MSI; Abdullah Ferdous, MSI

Operationalizing Policy Linking - Recommendations and Next Steps

– Idalia Rodriguez-Morales, Management Systems International; Dana Kelly, Management Systems International (MSI)

Discussant: Luis Crouch, RTI International

596. Critical encounters with sustainability

Paper Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific A Participants:

> Schooling at the Doorstep of Dystopia: On Educating for Unsustainable Futures – Roger Saul, University of New Brunswick; Casey Burkholder, University of New Brunswick

Critical appraisal of Taiwan's implementation of Education for Sustainable Development: looking through the narratives of the certified environmental sustainability educators – Ying-Syuan Huang, McGill University; Anila Asghar, Associate Professor, Faculty of Education, McGill University

Educating for sustainable development in Myanmar – Nicole Starkey, UNESCO; Nwe Ni Win, UNESCO; Emily De, UNESCO

Revisiting Comparative Case Study: A Critical Analysis – *Nozomi* Sakata, University College London, Institute of Education

597. Reformism: the rise and effects of national education reform, 1970-2016

Formal Panel Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific B

Chair:

Colette Chabbott, George Washington University

Participants:

Education reform and quality of education – *Rie Kijima, Stanford University*

Institutional effects of national education reform – Jared Furuta, Stanford University

The content of national education reforms – *Lisa Overbey, Stanford University*

The cultural conditions of national education reform, 1970-2016 – Patricia Bromley, Stanford University

598. College students and young adults

SIG: East Asia

Paper Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific C

Chair:

Yifan Bai, American Institutes for Research

Participants:

Adolescent romance in a collectivistic society: The influence of gender and parenting on adolescent romance in rural China – Xinwei Zhang, Lehigh University; Damian Wyman, Lehigh University; Xiaoran Yu, Lehigh University; Peggy A. Kong, Lehigh University

Analysis of Gender Pay Gap in STEM College Graduates in Korea – Jieun Lee, Korea University

Exploring the role of higher education in shaping civic engagement and trust: the case of contemporary China – Ye Liu, King's College London; Wenqin Shen, Peking University; Andy Green, Institute of Education, University College London

Inclusion and Exclusion: Textual Analyses of Preferential Admissions Policies in Higher Education of China DongMei Li, Rice University

Thursday, April 18

599. Track and trace models facilitating book distribution and more access
SIG: Global Literacy
Formal Panel Session
8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific D Chair:

Linda Hiebert, US Agency for International Development (USAID) Presenters:

Aristarick John Lyimo, Global Reading Network (GRN)/REACH Sarah Ruth Andersson, JSI Ayan Kishore, Creative Associates International Vinodh Subramanian, GraphLI

600. Citizenship and democratic education in formal and non-formal contexts

SIG: Citizenship and Democratic Education (CANDE) Paper Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific E Chair:

Krystal Strong, University of Pennsylvania

Participants:

A comparative analysis of teachers' participation in civic organizations and teaching-related correlates – Frank Reichert, The University of Hong Kong; Weihong Liang, University of Hong Kong

How does the Nepalese formal education system promote democratic citizenship? – Rabi Shah, University of Tasmania

- National Belonging under the Friday Night Lights: Informal Citizenship Practices in the Student Section - *Heidi Fahning, University of Minnesota*
- Parents' Perspectives on Citizenship Education in Kazakhstan Kuralay Bozymbekova, Education University of Hong Kong; Chi Kin John LEE, Education University of Hong Kong

Russian and Taiwanese youth national heroes: lessons for citizenship education – Tatyana V Tsyrlina-Spady, Seattle Pacific University

601. Chasing internationalization hurricane: challenges and critical perspectives in higher education

SIG: Study Abroad and International Students (SAIS) Formal Panel Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific F

Chair:

Krishna Bista, Morgan State University

Participants:

- Comprehensive internationalization at HBCUs Yacob Astatke, Morgan State University; Russell Davis, Morgan State University; Thurman Bridges, Morgan State University; Uttam Gaulee, Morgan State University.; Qimmah Najeeullah, Morgan State University; Marisa Gray, Morgan State University
- From Brain Drain to Reverse Brain Drain: Implications for South Asia and the United States of America – *Sara Bano, Michigan State University*

International Student Mobility and the New World Disorder – Marguerite J. Dennis, Board of Trustees of Regent's University London

Discussant:

Ghanashyam Sharma, Stony Brook University

Thursday, April 18

CONFERENCE PROGRAM

602. Below the surface of neoliberalism in higher education SIG: Higher Education Formal Panel Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific G

Chair:

Bob Adamson, The Education University of Hong Kong

Participants:

- The roles and social responsibility of higher education in a balance between knowledge diplomacy and knowledge creation – *Miki Sugimura, Sophia University*
- Organizational factors and academic research agendas an exploratory study of the social sciences *Hugo Horta, University of Hong Kong*
- Sustained academic mauling and barbarism in the name of development – Jae H Park, The Education University of Hong Kong
- The embrace and suspicion of neoliberalism–an analysis of China's higher education policy since the 1980s – *Baocun Liu, Institute* of International and Comparative Education, Beijing Normal University

Discussant:

Deane E. Neubauer, University of Hawai'i at Mānoa / APHERP

603. Academic freedom and free expression: a panel on international advocacy and analysis

SIG: Higher Education

Formal Panel Session

- 8:00 to 9:30 am | Pacific Concourse (Level -1) Pacific H Chair:
 - Irving Epstein, Illinois Wesleyan University

Participants:

- A Year of Advocacy: Reporting on Attacks on Higher Education Communities – Clare Farne Robinson, Scholars at Risk
- Engaged Academics and Peace Activism during Turbulent Times: The Case of Turkey's "Academics for Peace" – *Halil Yenigun, Stanford University*

Limits and Extensions of Academic Freedom in the 21st Century: Transnational Perspectives on the Edges and Empires of Knowledge Production – *Chelsea A Blackburn Cohen, Scholars at Risk*

604. Narratives and indigenous ways of being across the African diaspora

SIG: African Diaspora

Paper Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific I Chair:

Rhonesha L. Blache, Teachers College, Columbia University Participants:

- Art-for-Life's-Sake in the African Diaspora: Education for Sustainability – Malaika Mutere, University of California
- Decolonization of Education in South Africa: Changing How We Teach Students in Engineering and the Built Environment – *Zanele Matsane, University of Johannesburg*

Embodiology: A New Branch of Knowledge with Indigenous African Foundations – S. Ama Wray, UC Irvine

The African Diaspora Youth Conference- Narratives and Experiences of Afrodiasporic youth in Windsor Ontario, Canada – *Emmanuel Tabi, University of Toronto; Andrew Allen, University of Windsor*

605. Best practices to achieve scale and sustainability in early grade reading - evidence from India

Formal Panel Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific J

Chair:

Meenal Sarda, Room to Read

Participants:

- Scale and sustainability in early grade reading through government system Meenal Sarda, Room to Read
- Multilingualism in India: challenges and strategies Saktibrata Sen, Room To Read
- Effectiveness of NGO-led intervention on early grade reading through government system – Evidence from SERI program in India – *Pinaki Joddar, Room to Read*

Discussant:

Jenny Perlman Robinson, Brookings Institution

606. College access in comparative perspective Paper Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific K

Chair:

Tiago Bittencourt, University of Minnesota

Participants:

- You 'gotta' play the game: Social class and the rules of competitive college admissions *Tiago Bittencourt, University of Minnesota*
- Manufacturing Hope and Despair: An Exploration of Taiwanese Students' College-Going Pathways – *Ruo-Fan Liu, Department of Sociology, UW-Madison*
- Transitions to post-secondary education: an intersectional analysis of youth in London and Toronto – *Reana Maier, McMaster University; Karen Robson, McMaster University; Sean Demack, Sheffield Hallam University; Robert S Brown, Toronto District School Board*
- Women's Access to Public Higher Education in Afghanistan Razia Karim, University of Massachusetts Amherst

607. Challenges facing education

- SIG: East Asia
- Paper Session
- 8:00 to 9:30 am | Pacific Concourse (Level -1) Pacific L Participants:
 - Building System Capacity in a Shanghai Education Comprehensive Education Reform: Strategies, Challenges, and achievement – Peng Liu, University of Manitoba; Qi XIU, Greenfield English (International) Kindergarten, HK; Ting Yin Wong, Faculty of Education, The University of Hong Kong
 - How Constrained are the Options? -- Immediate Choices after an Elite College Education in Contemporary China – Sunny Niu, Fudan University; Grace Yajun Zheng, The University of Hong Kong; Fei Yang, Fudan University
 - Research on the multiple index of university teachers' classified evaluation *Lin Qi, Nationl Chengchi University*
 - Structural relationships among Confucian values, self-efficacy, outcome expectations, and Korean teachers' orientation toward curriculum reform – *Mina Min, Appalachian State University*

608. Redesigning the education workforce: findings from the education commission's educator workforce report Formal Panel Session

8:00 to 9:30 am | Pacific Concourse (Level -1) - Pacific M

Thursday, April 18

Participants:

- Overview and Framing of the Educator Workforce Report Amy Bellinger, Education Commission; Katie Godwin, Education Commission
- Educator Workforce Research in Ghana Yeukai Mlambo, Arizona State University; Freda Wolfenden, The Open University, UK
- Educator Workforce Research in Vietnam Ann Walker Nielsen, Center for Advanced Studies in Global Education, Arizona State University; Yeukai Mlambo, Arizona State University

Discussant:

Mary Metcalfe, University of Johannesburg

609. CIES Board of Directors Meeting [Invite only]

9:30 to 12:00 pm | Atrium (Level 2) - Garden Room A

610. Business Meeting: Economics and Finance of Education SIG

SIG: Economics and Finance of Education 10:00 to 11:30 am Street (Level 0) - Grand Ballroom B Chair:

Amrit Thapa, University of Pennsylvania

611. Teacher professional development at scale: lessons learned in improving teacher practice in low and middle income countries

SIG: Global Literacy Formal Panel Session

10:00 to 11:30 am | Atrium (Level 2) - Boardroom B Chair:

Benjamin Piper, RTI International

Participants:

- Lessons in Teacher Professional Development from 10 Years of Literacy Boost - Carol Deshano Da Silva, Save the Children; Amy Jo Dowd, Save the Children
- Professional Learning Communities: A Cross-country Study Kirsten Galisson, FHI 360; Fernanda Soares, FHI 360

What about teacher learning? The effect of student assessmentfocused approaches on teacher professional development – *Christabel Pinto, Room to Read*

Training teachers or robots: Unexpected findings of a 7 country teacher professional development study – *Benjamin Piper, RTI International; Jessica Mejia, RTI International; Yasmin Sitabkhan, RTI International*

612. Teaching, teacher training and teachers' as educators

SIG: Teacher Education and the Teaching Profession Paper Session

10:00 to 11:30 am | Atrium (Level 2) - Boardroom C Chair:

Thomas Hoffmann, Teacher Training Center Karlsruhe, Germany Participants:

- Evolution Characteristics of International Teacher Education Research: From the Perspectives of Central Theme and Central Area – *Li Pan, Liaoning Normal University; tingting an, 18242034095*
- How to teach "Global Challenges"? A Strictly Solution Oriented Approach – Thomas Hoffmann, Teacher Training Center Karlsruhe, Germany

'Leave Education for Educators': Educators' perspectives on achieving Sustainable Development Goal 4 in Post-conflict Liberia - Seun Adebayo, National University of Ireland Galway; Ademola Alabi Akinrinola, University of Illinois at Urbana-Champaign

Lessons: South African Education through Comparative Education Curriculum Design – Edmund Hamann, University of Nebraska-Lincoln

613. Globalization and education in the Gulf Cooperation Council (GCC) countries

SIG: Middle East

Formal Panel Session

10:00 to 11:30 am | Atrium (Level 2) - Waterfront A

Chair:

Caitrin Mullan, Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research

Participants:

- Buying and Selling Education Reforms: The Approach to Educational Reform in the GCC - Maryam Mohamed, University College London - Institute of Education
- The Challenges and Implications of a Decline in Educational Attainment and Retention of Boys: The UAE and Qatar – Natasha Y. Ridge, Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research; Susan M. Kippels, Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research
- Unravelling Global Education Policy by Studying the Local: Exploring the UAE's Education Hub Vision – *Marvin Erfurth, University of Muenster, Germany*
- The Globalization of Saudi Women's Education: Achievements and Remaining Challenges – Woohyang Sim, Faculty of Education and Integrated Arts and Sciences, Waseda University

614. Interventions to promote resilience throughout the life course of children in adversity

Formal Panel Session

- 10:00 to 11:30 am | Atrium (Level 2) Waterfront B
 - Chair:
 - Neil Boothby, Columbia University

Participants:

- Community early child development campaigns: evidence from Haiti – Kate Schuenke-Lucien, University of Notre Dame; Hannah Chandler, Columbia University; Neil Boothby, Columbia University
- A whole-child approach to early-grade primary school learning assessment in Haiti – Jessica Zhang, Columbia University; Beth L Rubenstein, Columbia University, Earth Institute; Hannah Chandler, Columbia University; Neil Boothby, Columbia University
- Education in crises: measuring the success of accelerated education programs in the Democratic Republic of Congo and Tanzania – Zahirah McNatt, Columbia University; Hannah Chandler, Columbia University; Neil Boothby, Columbia University

Discussants:

Beth L Rubenstein, Columbia University, Earth Institute Aimee Lynn Lyons, Humanitarian Aid Worker John Mugo, Twaweza East Africa

Tj D'Agostino, University of Notre Dame

615. Measuring sustainability of school meals: research methods to measure sustainability at different stages of USDA Food for Education project implementation

Formal Panel Session 10:00 to 11:30 am | Atrium (Level 2) - Waterfront C



Thursday, April 18

CONFERENCE PROGRAM

Chair:

Clay Westrope, Save the Children

Participants:

Baseline Stage – Assessing threats to sustainability before program implementation – Maria DiFuccia, IMPAQ International

Midline stage – Adjusting sustainability plans midway through program implementation – *Elnaz Safarha, IMPAO International* Endline stage – reflecting on the sustainability of program results after the end of implementation – *Frine Paz, Independent*

Consultant; Kristin Rosekrans, Independent Consultant Discussant:

Jason Compy, USDA

616. Multidisciplinary and multinational perspectives on Chinese education mobilities

SIG: East Asia

Formal Panel Session

10:00 to 11:30 am | Atrium (Level 2) - Waterfront D Chair:

Cora Lingling Xu, Keele University

Participants:

Educating China on the Move: A Typology of Contemporary Chinese Higher Education Mobilities – Cora Lingling Xu, Keele University

Producing cosmopolitanism, consuming 'Otherness': Unpacking Narrative Claims of Western-situated International Students in China – Kris Hyesoo Lee, University of Oxford

Political Development and Empirical Evidence for the Higher Education Area in Asia - Yukari Matsuzuka, Hitotsubashi University

Singapore's recruitment of academically elite foreign students: An empirical examination of multiple social fields – *Luke Lu, Nanyang Technological University, Singapore*

Study on the Influencing Factors of Student Mobility among Countries with Different Development Levels along "the Belt and Road" – Hua Shen, University of Electronic Science & Technology of China; Lei Qin, School of Public Administration, University of Electronic Science and Technology

Discussant:

Peidong Yang, Nanyang Technological University, Singapore

617. Participant voices in inclusive education

SIG: Inclusive Education

Paper Session 10:00 to 11:30 am | Atrium (Level 2) - Waterfront E

Participants:

Inclusive Education for Sustainable Development: What Parents Have to Say – Stacey Nataha Jillian Blackman, University of the West Indies; Kenneth Williams, School for International Training; Theresa Abo-Deeb Gentile, University of Hartford; Dennis A. Conrad, SUNY Potsdam

Incorporating children voices to understand inclusive education in Indian schools Seema Nath, University of Cambridge

Barriers to inclusive education from the perspectives of students with disabilities – Joohee Cho, Seoul National University Bundang Hospital; Moon Seok Park, Seoul National University Bundang Hospital

Parents' constructs of personhood and educational experiences of their children with disabilities – *Sonia Sawhney, Tata Institute of Social Sciences (TISS)*

618. The rise of education privatization across the globe: comparative perspectives of global and Latin American trends with emphasis in Argentina and Brazil Formal Panel Session

10:00 to 11:30 am | Bay (Level 1) - Bayview A Chair:

Steven J. Klees, University of Maryland

Participants:

Education Privatization in Latin America and the Caribbean: trends and risks to public school systems – *Camilla Croso, Latina American Campaign for the Right to Education; Giovanna Modé Magalhães, Latin American Campaign for the Right to Education (CLADE)*

Forms and dimensions of education privatization promoted by state governments in Brazil, between 2005 and 2015 - *Theresa* Adrião, State University of Campinas (UNICAMP); Adriana Dragone Silveira, Federal University of Parana - Brazil

Privatization trends "of" and "in" argentine education – *Myriam Feldfeber, Universidad de Buenos Aires*

Discussant:

Antonia Wulff, El

619. Chinese roundtable II (Sponsored by SIG: East Asia) 10:00 to 11:30 am | Bay (Level 1) - Bayview B

619-1. A global perspective on international cooperation in higher education 高等教育国际合作的全球视野 Chinese Round-table Session

Chair:

Shifei Duan, Tsinghua University

Participants:

- The history, approach and influence of UNESCO's participation in global higher education governance 联合国教科文组织 参与全球高等教育治理的历程、途径与影响 Shifei Duan, Tsinghua University
- Research on Internationalization Strategy of Higher Education Based on Push-Pull Theory---A case study of British Council 基于推拉 理论的高等教育国际化策略研究---以英国文化协会 为例 - Shanjuan Peng, Beijing Normal University
- The Inbound of International Student to the United States in 21st Century: Strategies, Effectiveness and Challenges 新世纪以 来美国接收国际学生的策略、成效与挑战 - Yalun An, Beijing Normal University

Research on the Development Status of the Inbound Branch Campuses in the Countries along "the Belt and Road" "一带 一路"沿线国家入境海外分校发展现状研究 - Ruifang Zhang, Beijing Normal University;

619-2. Features, problems and strategies on professional development of primary and middle school teachers in China 中国中小学教师专业发展的特征、问题与实践路径 Chinese Round-table Session

619-3. Teacher professional development: the Shanghai model 教师专业发展的上海模式

Chinese Round-table Session

Participants:

Teacher professional development: The Shanghai model 教师专 业发展的上海模式:来自上海进城务工人员随迁子 女学校的数据报告 - Zhongjing Huang, East China Normal

Thursday, April 18

University

- Developing teacher professionalism through the teaching-research system 教研制度的上海模式 - Xiaowei Yang, East China Normal University
- The implications of the tailoring workshop for teachers' sustainable development: A case study of a middle school in Shanghai 定制 式工作坊在教师持续发展中的作用:以上海市某中 学为例 - Yucui Ju, East China Normal University
- Chen Heqin's 'Living Education' theory in Shanghai: Historical inspirations for teacher professional development 上海教育 家办学的历史经验---以陈鹤琴"活教育"探索为个案 Shuguang Huang, East China Normal University

619-4. The impact evaluation of educational polices for promoting balanced development in China 在中国促进教育 均衡发展的教育政策影响评估

Chinese Round-table Session

Chair:

Wanpeng Lei, Central China Normal University Participants:

- Research on the Entrance Opportunity of Migrant Children and Its Impact Factors under China's Urbanization 城镇化背景下农 民工随迁子女入学机会的影响因素研究 - Wanpeng Lei, Central China Normal University; Lu Xu, Jianghan University; Jia Qian, Central China Normal University
- Does Monetary Incentive Increase the Inter-school Exchange Intention of Primary and Junior School Teachers? 货币性激 励能提升中小学教师校际交流意愿吗? - Bin Huang, Nanjing University of Finance and Economics
- Research Funding and Its Effects on Academic Research under China' s University Governance System 中国大学治理体制下的科 研经费及其对学术研究的影响研究 - Xi Yang, Shanghai Jiao Tong University
- Features and Affecting Factors of Chinese Middle School English Teachers' PCK 中国中学英语教师PCK的特征及影响因素 分析 - Xiaoguang Zhao, Jilin Normal University
- Problems and Strategies on Professional Development of Primary and Middle School Teachers in China 中小学教师专业发展 的问题与对策 - Weiwei Fan, Jilin Normal University

Discussant:

Bin Huang, Nanjing Universiy of Finance and Economics

619-5. Educational policies and programs

SIG: East Asia Refereed Round-Table Session

Chair:

Yoonjeon Kim, University of California, Berkeley

Participants:

- Contextual constraints in implementing STEM policy in Hong Kong YI LIAN, Faculty of Education, CUHK
- Does Delaying School Start Time Change the Time-Use of Korean Adolescents? A Difference-in-Difference Analysis Using Time-Use Data – Jaehwee Shim, Korea University; Haram Jeon, Korea University; Kyung Keun Kim, Korea University
- The doxa of Chinese Human capital: An ethnographic study of a tutorial center in Beijing *Zhen Tao, The Chinese University of Hong Kong*

The Influence of Application-Evaluation Mode on Ph.D. Academic Profession in China – XIAOWEI HAO, PEKING UNIVERSITY

619-6. Global and international education

SIG: East Asia Refereed Round-Table Session

Chair:

Roy Y. Chan, Indiana University Bloomington

Participants:

- China's education development aid to ASEAN: Under the framework of the 2030 Sustainable Development Agenda – *Huan Yan, Beijing Normal University*
- Conceptualizing Bilateral Relationships in Higher Education in the Context of Post-Colonialism: Comparative Analysis of Korea-U.S and Korea-Japan – *JungHyun Jasmine Ryu, None*
- Global Citizenship Education in China from a Policy Point of View Xi Wu, The Chinese University of Hong Kong
- Partnership in Higher Education: The Third Sector's Role in the Internationalization of Japanese Universities - *Polina Ivanova, Ritsumeikan University*
- Shifting views: How long-term study abroad changed Japanese young women's perceptions about Japan – L. Bahia Simons-Lane, Florida International University

619-7. Identity and moral education

SIG: East Asia

Refereed Round-Table Session

Chair:

Yifan Sun, University of Cambridge

Participants:

- Community Education in Contemporary China: Balancing Individualism and Collectivism – *Yingxue Yang, Tokyo University*
- Distinguish the Aspirations of the Youth: A Qualitative Study on Moral Education Based on Chinese Traditional Culture – *Kunzhao Kou, Graduate School of Education, Peking University*
- Sharing Chineseness? Chinese identity education as ethnocentrism in Singapore and Taiwan – *Ming-Kuo Hung, Chaoyang University* of Technology

620. Perceptions of a moving target: how for-profit higher education is viewed globally

Formal Panel Session

- 10:00 to 11:30 am | Bay (Level 1) Golden Gate
 - Chair:

Kevin Kinser, Penn State University

Participants:

- Assessing a Moving Target: Research on For-Profit Higher Education in the United States - Kevin Kinser, Penn State University
- Twists between legalizing and banning for-profit private higher education: Vietnam as a pendulum state – *Quang Duong Chau, State University of New York at Albany*
- The ascendancy of for-profit higher education in Brazil: just a matter of quantity? – Dante J Salto, National Scientific and Technical Research Council / National University of Cordoba
- Privatization and Public Private Delineation: Areas of blurriness and distinctiveness in Vietnamese Universities - Lan Hoang, State University of New York at Albany

Discussant:

Thursday, April 18

CONFERENCE PROGRAM

Daniel C. Levy, State University of New York at Albany

621. Planning education for refugees and their teachers in Ethiopia and Jordan

SIG: Education, Conflict, and Emergencies Formal Panel Session

10:00 to 11:30 am | Bay (Level 1) - Seacliff A Chair:

Hughes Moussy, IIEP/UNESCO

Participants:

- 2. Planning for crises and refugees in Jordan Anna Seeger, UNESCO
- 1. Planning for refugees and host communities at the local level in Ethiopia *Demissew Lemma, IIEP*
- Planning and managing teachers of refugees in Ethiopia: preliminary research results – Stephanie Bengtsson, IIEP UNESCO

622. The interrelations among domestic and international geopolitical contexts affecting university policies

Formal Panel Session

10:00 to 11:30 am | Bay (Level 1) - Seacliff B

Chair:

Frank Fernandez, University of Houston

Participants:

- Widening postsecondary participation in the era of nationalism: A comparative policy analysis of Brazil, Great Britain, and the United States. Lorenzo Baber, Iowa State University
- Edging past the competition: China's Stealth Plan to gain Soft Power through Confucius Institutes, Chinese and American University Partnerships – Shaneeka Favors-Welch, Georgia State University
- Geopolitical and National Policies Affecting Women University Leadership: Illustrations from Conflict, Post-Conflict, and Transitional Societies – *Beverly Lindsay, University of California*

Discussant:

Hugo Garcia, Texas Tech University

623. Global competence for a sustainable future: cases from virtual exchange

SIG: ICT for Development (ICT4D)

Formal Panel Session 10:00 to 11:30 am | Bay (Level 1) - Seacliff C

Chair:

Sarah Huey Bever, IREX

Participants:

. Virtual Exchange Case Study: IREX - Sarah Huey Bever, IREX

Virtual Exchange Case Study: Soliya – Erkinaz Shuminov, Soliya

Virtual Exchange Case Study: Design – Squad Global Saranya

Sathananthan, Design Squad Global, WGBH; Nicki Sirianni, WGBH

Virtual Exchange Case Study: iEARN - Jennifer Russell, iEARN

Discussant:

Amy Bernath, IREX

624. Research practice partnerships for sustainable school improvement

Formal Panel Session

10:00 to 11:30 am | Bay (Level 1) - Seacliff D

Chair:

Rick Mintrop, University of California, Berkeley Participants:

- Fostering Deeper Learning through a Design-Based Approach to School Improvement – The U.S. Experience – Elizabeth Zumpe, University of California, Berkeley; Rebecca Cruz, University of California, Berkeley
- Building Capacities of School Principals to Improve from The Insideout. The Experience of CEDLE in Chile – *José Weinstein, Diego Portales University*
- Design-based Problem Solving as a Strategy to Build Capacity in Education Leaders in Chile – *Miguel Ordenes, University of California at Berkeley*

Fostering professional development of principals through partnerships between schools and university – A Norwegian example – *Ruth Jensen, University of Oslo*

In-house professional development as a tool of design-based school improvement: Learning from an evidence-based school development project in Germany – *Nina Bremm, Universität Duisburg-Essen*

Discussant:

Erin Murphy-Graham, University of California, Berkeley

626. Sustainable development and knowledge production SIG: Africa

Paper Session

10:00 to 11:30 am | Street (Level 0) - Plaza

Participants:

- Sustainable development in the classroom: developing 21st century skills among students in Nairobi's informal settlements Deborah Kimathi, Dignitas
- Sustainable Teacher Workforce Development for Art Education in Kenya – Elsardt Kigen, University of Nairobi; Linda Kemoli, Mtree; Ji Won Song, Mtree; Hyewon Lee, Mtree
- We are all strangers to knowing Africa: African diaspora scholars and the usefulness of intellectual remittances – *Patricio V. Langa, Eduardo Mondlane University & University of the Western Cape; Leonie Schoelen, University of Mainz, Germany; Paris Descartes University, France*
- An SDG Target 4.7 analysis of Benin 2030 National Education Policy and Post-2015 Education Strategic Plan – *Moïse Emmanuel David-Gnahoui, Université d'Abomey-Calavi*

627. Teacher autonomy

Paper Session

10:00 to 11:30 am | Street (Level 0) - Regency A

Chair:

Radmila Popovic, World Learning, Inc.

Participants:

- Comparative perspectives to teacher autonomy: empirical and conceptual contributions – *Maija Salokangas, Trinity College Dublin; Wieland Wermke, Uppsala University*
- The relationship between types of principal time use and teacher job satisfaction in TALIS-participating countries – Hana Kang, Michigan State University; Madeline Mavrogordato, Michigan State University
- Secondary School Teachers' Professional Development Using MOOCs in Bangladesh – Shihab Uddin Ahmad, University at Albany, State University of New York; Koral Melissa Nunez, State University of New York at Albany

Initiating Local Change Through Global Online Professional

Thursday, April 18

Development - Radmila Popovic, World Learning, Inc.

A typology of teacher training programmes: A global framework for comparable data and better monitoring of teacher-related SDG 4 indicators – Pascale Ratovondrahona, Unesco Institute for Statistics; Friedrich Huebler, UNESCO Institute for Statistics (UIS)

628. Scaling EdTech for literacy: perspectives from researchers, funders, and implementers

Formal Panel Session

10:00 to 11:30 am | Street (Level 0) - Regency B Participants:

Assessing the scalability of EdTech for literacy: Learnings from the adaption and application of a scalability assessment tool – Aimee Reeves, School-to-School International

Scaling EdTech for literacy: Perspectives from funders – Deborah Backus, All Children Reading: Grand Challenge for Development (ACR DCD)

Scaling EdTech for literacy: Perspectives from implementers – Nedjma Koval, Integrated International

Discussant: Jeff Davis, MSI

629. STEM education policy

Paper Session

10:00 to 11:30 am | Pacific Concourse (Level -1) - Pacific A Chair:

Ming Yin, Rice University

Participants:

The Next Generation Science Standards and the Sustainable Development Goals: A (mis)Alignment? – *Timothy Duane Reedy, University of Maryland-College Park*

Developing global competency to promote sustainability and human-centered design in STEM education – Margaret Hegwood, Purdue University; Heidi Parker, Purdue University

The Myths of Academic-Oriented Out-of-School Math Education in the U.S. – *Ming Yin, Rice University*

Teaching through technology (T3) Alliance: A technology partnership for underrepresented students and adults – *Nicole Norfles, COE; John Monahan, University of Alaska Fairbanks*

Fulbright Project - STEM Education Development in Cambodia: Systematic Approach – Do-Yong Park, Illinois State University

630. Eastern wisdom traditions and implications for education

SIG: Contemplative Inquiry and Holistic Education Formal Panel Session

10:00 to 11:30 am | Pacific Concourse (Level -1) - Pacific B Chair:

Hyeyoung Bang, Bowling Green State University Participants:

Re-Imagining Higher Education Internationalization: Centering Connectivity with Self, Nature, and Others – Sachi T. Edwards, University of Hawaii at Mānoa

Chinese Philosophy and Buddhist Tradition on Virtues and Leadership: Fostering and Transformation of Energies toward Love and Care for Others – *Jing Lin, University of Maryland*

Lessons from T'oegye Lee Hwang: Practical Wisdom and Implications to Educators – *Hyeyoung Bang, Bowling Green State University* Knowledge as the Ultimate Goal: Hindu Attitude Towards Learning; Examining Rites and Mantras in Vaidika Dharma – Kavita K. Meegama, George Washington University, Washington DC

631. Actors and Interpretations of Internationalization and

Regionalization of Higher Education

SIG: Globalization and Education

Paper Session 10:00 to 11:30 am | Pacific Concourse (Level -1) - Pacific C

Participants:

Approaching Regionalism in GCC Higher Education? A Critical Cultural Political Economy Account of Quality Assurance Networks in Closing the Gap – *Clare Walsh, University of Bristol*

SAARC's Initiatives and Challenges for Regionalization of Higher Education in South Asia – *Leyla Radjai, Waseda University*

Internationalization Strategic Plans and Chinese International Students' Recruiting: An investigation into the practices of Faculty Recruiters – *Jing Qu, The University of Western Ontario*

Globalization, Ideology, and Internationalization of Higher Education: A Cultural Study Involving Global Citizenship and English-medium Instruction Education in Japan – *Thatcher Austin Spero, University of Wisconsin-Madison*

632. Advanced methods in cross national and cultural comparisons using process data

SIG: Large-Scale Cross-National Studies in Education Formal Panel Session

10:00 to 11:30 am | Pacific Concourse (Level -1) - Pacific D Chair:

Kadriye Ercikan, Educational Testing Service

Participants:

Use of Response Process Data in Large-Scale Assessments for Cross Cultural Comparisons – Kadriye Ercikan, Educational Testing Service; Hongwen Guo, Educational Testing Service; Qiwei Britt He, Educational Testing Service

Cross Cultural Implications for Survey Research: lessons from the Bright Futures Project – Dorothee Schneider, University of Essex; Mónica Méndez, CIS; Hector Cebolla Boado, UNED, Madrid; Yasemin Soysal, University of Essex

Cross National Comparisons in Problem Solving Sequence Patterns Using Process Data Qiwei Britt He, Educational Testing Service; - Hok Kan Ling, Columbia University; Jingchen Liu, Columbia University; Zhiliang Ying, Columbia University

Improving International Achievement Estimation with Timing Data – David Rutkowski, Indiana University; Leslie Ann Rutkowski, Indiana University; Yuan-Ling Liaw, University of Oslo

Analyzing heterogeneity in students' reporting behavior across cultures: results from PISA 2015, anchoring vignettes data on motivation for learning – Hana Vonkova, Charles University in Prague; Ondrej Papajoanu, Charles University in Prague; Katerina Kralova, Charles University in Prague; Arash Shahriari-Rad, Charles University in Prague; Gema Zamarro, University of Arkansas

Discussant:

Paulina Korsnakova, IEA

633. Recycle, reuse, [reexamine], reintroduce: leveraging diverse data to build sustainable learning loops

Formal Panel Session

10:00 to 11:30 am | Pacific Concourse (Level -1) - Pacific E Participants:

Thursday, April 18

- Teacher support and quick iterations: Using a multidimensional approach to both implement and improve programs KC Kennedy, Pencils of Promise
- Shifting teacher pedagogy: Leveraging a diverse toolbox to assess ongoing program effectiveness Meghan Mahoney, Educate!
- Making math mentoring work at scale: The development and rollout of a cross-age tutoring program in Kenya – *Lisa F Chen, Bridge International Academies*

634. Long-term effects of post-primary programs: rigorous evidence from India, Bangladesh, and Zambia

Formal Panel Session

10:00 to 11:30 am | Pacific Concourse (Level -1) - Pacific F

Participants:

- Measuring long-term impacts of post-primary programs Radhika Tushar Bhula, Abdul Latif Jameel Poverty Action Lab (J-PAL)
- Empowering Girls in Rural Bangladesh Nina Buchmann, PhD student at Stanford University
- Negotiating a Better Future for Girls in Zambia Heidi McAnnally-Linz, Innovations for Poverty Action
- Measuring learning to predict performance: Evidence on the impact of non-formal education in farmer field schools in rural Bangladesh *Fatima Tuz Zahra, University of Pennsylvania*

Discussant:

Lexie Wagner, Echidna Giving

635. Troubling transformations and education inequalities in Vietnam

Formal Panel Session

10:00 to 11:30 am | Pacific Concourse (Level -1) - Pacific G Chair:

Kristy Kelly, Drexel University | Columbia University Participants:

- Parental Education, Home Resources and Student Sense of Belonging – Linh Nguyet Doan, Teachers College, Columbia University
- (Post-)Socialist Citizenship and Citizenship Education: Vietnamese Teachers' Perspectives - Hang B. Duong, Lehigh University
- Equality of learning in Vietnam: Do teachers' classroom practices address inequities among ethnic minority students? – Joan DeJaeghere, University of Minnesota; Vu Dao, University of Minnesota; Phuong Luong, Hanoi University
- Schooled in Corruption: Gender, Trust and Transparency in Vietnam Kristy Kelly, Drexel University | Columbia University

636. The challenge of designing effective teacher pay for performance programs

Formal Panel Session

10:00 to 11:30 am | Pacific Concourse (Level -1) - Pacific H

Participants:

- Promotion Incentives for Improved Service Delivery Saher Asad, Lahore University of Management Sciences; Clare Leaver, University of Oxford; Attique Rehman, Consortium for Development Policy Research; Katrina Kosec, International Food Policy Research Institute
- Evaluated by Community, Paid for Government: Strengthening Social Accountability of Teacher Allowance Payment for Better Learning Outcomes in Indonesia – *Dewi Susanti, World Bank, Jakarta Office;*

CONFERENCE PROGRAM

Menno Pradhan, University of Amsterdam

- A Qualitative Study of Attempts to Enhance Teacher Professionalism in Indonesia – *Chris Bjork, Vassar College*
- Accountability as differentiator: School quality, socioeconomic disadvantage and learning outcome – Gillian Westaway, IPE Global; shashiranjan Jha, IPE Global; Imtiyaz Khan, Department of Education, Government of Bihar; Shalender sharma, IPE Global

637. Learning to read for sustainable development: reflections from the McGovern-Dole food for education literacy programming in West Africa

SIG: Global Literacy

Formal Panel Session

10:00 to 11:30 am | Pacific Concourse (Level -1) - Pacific I

Chair:

Ingrid Ardjosoediro, U.S. Department of Agriculture

Participants:

- Improving Early Grade Reading Skills for Sustainable Development: Lessons Learned from the McGovern-Dole Food for Education, North West Region of Cameroon – *Truphena M. Choti, Nascent Solutions Inc*
- Learning to Read- Opportunities for Sustainability in McGovern-Dole Food for Education, - Saint-Louis Senegal Norma Toussaint, Counterpart International
- Building Sustainable Literacy Programs- Case of McGovern Dole Food for Education and Child Nutrition Program in Koinadugu District, - Sierra Leone Daniel Mumuni, Catholic Relief Services

Discussant:

Ingrid Ardjosoediro, U.S. Department of Agriculture

638. Advocacy needs in implementation of 21st century skills in education systems

Formal Panel Session

10:00 to 11:30 am | Pacific Concourse (Level -1) - Pacific J Chair:

Ecthor C

Esther Care, The Brookings Institution

Participants:

- Optimizing Assessment for All: Implementation challenges to assessment and teaching of 21st century skills – *Helyn Kim, Brookings Institution; Esther Care, The Brookings Institution*
- Optimizing Assessment for All: Multiple pressure points in the middle - the case of Cambodia – Ung Chinna, Education Quality Assurance Department at the Ministry of Education, Youth and Sport; Sarin Sar, Education Quality Assurance Department, Ministry of Education, Youth and Sport

Optimizing Assessment for All: Caught in the middle: Bottom up top down? - Esther Care, The Brookings Institution

Discussant:

John Kabutha Mugo, ZiziAfrique Foundation

639. Conflict, peacebuilding, and transitional justice: Colombia and Ecuador

SIG: Education, Conflict, and Emergencies Formal Panel Session

10:00 to 11:30 am | Pacific Concourse (Level -1) - Pacific K Chair:

Daniela Romero-Amaya, Teachers College, Columbia University

Thursday, April 18

Participants:

- Education for Transitional Justice and Peacebuilding: the case of Colombia – S. Garnett Russell, Teachers College, Columbia University
- Feeling and Fearing War: Emotional Approaches to War in Colombia – Paula Liliana Mantilla Blanco, Teachers College, Columbia University
- Non-formal education and life skills development in urban refugee children and youth in Ecuador – *Claire Stiglmeier, Teachers College, Columbia University*
- Youth civic understandings and participation amidst the quest for peace. The case study of students in Amazonas, Colombia – Daniela Romero-Amaya, Teachers College, Columbia University

Discussant:

Diana Rodríguez, Universidad de los Andes, Colombia

640. The pathways to inclusivity through schools, teachers, and students in conflict-affected settings: cases of Kenya and Lebanon

SIG: Education, Conflict, and Emergencies Formal Panel Session

10:00 to 11:30 am | Pacific Concourse (Level -1) - Pacific L Participants:

Teachers as agents of change: Positive discipline for inclusive classrooms in Kakuma Refugee Camp – Danielle Falk, Teachers College, Columbia University; Lauren Bowden, Teachers College, Columbia University

Peace in school: The interaction between peace education, teachers, and refugee student performance in Lebanon – Daniel Shephard, Teachers College, Columbia University; Simon Bailey, Learning Ventures; Arjan Gjikola, Implementation Science & Communication Strategies Group

641. Women's issues & rural education

SIG: Africa

Paper Session

10:00 to 11:30 am | Pacific Concourse (Level -1) - Pacific M

Chair:

Rhonesha L. Blache, Teachers College, Columbia University Participants:

Contested 'development': Schooling, language, and identity in the lives of four generations of Tanzanian Maasai women – *Monica Shank Lauwo, University of British Columbia*

Sankofa: 'Looking back' to indigenous cultural practices to manage the environment sustainable agriculture in mid-West Ghana – *Kofi Poku Quan-Baffour, University of South Africa*

Education, social capital and quality of life among women in rural mountain areas in Uganda – Wendy Green, Cleveland State University; Richard Muhindo, Makerere University; soson jong, San Francisco General Hospital

Social Learning and Health in Uganda: Relationships among Community and Individual Education and Sexual and Reproductive Health Knowledge – Stephanie Chamberlin, University of Colorado Denver; Patrick Krueger, University of Colorado Denver, Department of Health and Behavioral Sciences

642. Policy and pedagogy and SOGIE issues in education

SIG: Sexual Orientation and Gender Identity and Expression (SOGIE) Paper Session 10:00 to 11:30 am | Pacific Concourse (Level -1) - Pacific N Chair:

Mitsunori Misawa, University of Tennessee Knoxville Participants:

- Investigating transgender-affirmative education policy in Ontario schools Kenan Omercajic, The University of Western Ontario
- The first National Higher-Education Climate Survey: Experiences of Israeli LGBT Students – Avner Rogel, The Hebrew University of Jerusalem and Magnus Hirschfeld Institute - IGY; Guy Shilo, Tel Aviv University; Oren Pizmony-Levy, Teachers College, Columbia University

Nativity and Citizenship Status and School Experiences of LGBTQ Students in the United States – Joseph Kosciw, GLSEN

643. Poster Session 4

10:00 to 11:30 am | Bay (Level 1) - Bayview A/B Foyers

643-1. Rebuilding education post-natural disaster: lessons from Nepal earthquake 2015

SIG: Education, Conflict, and Emergencies

Participant:

Rebuilding education post-natural disaster: Lessons from Nepal earthquake 2015 - Shristi Mishra, University of Pennsylvania

643-2. Research on SOGIE issues in education

SIG: Sexual Orientation and Gender Identity and Expression (SOGIE) Participant:

Combative Lesbofeminists in the Streets: Using Radical Astheticism as Popular Lesbofeminist Pedagogy – Andrea Alejandra Gordillo Marquina, UCLA; Silvana Velásquez Carvajal, Universidad de Colombia sede Medellín

643-3. Teachers' perceptions of the needs of refugee students

SIG: Education, Conflict, and Emergencies

Participant:

Teachers' perceptions of the needs of refugee students – M. Genevieve Masterjohn, The Pennsylvania State University

643-4. General Pool Posters

Participants:

- Statistical Network Analysis of the Capabilities Variation of Countries in Asia Across Time to Provide Access to Primary School – *Ian Ganhinhin, University of Pennsylvania*
- Study Abroad and College Students of the African Diaspora: Attitudes, Access and Barriers – *Michelle Renee' Harris, Sam Houston State University*
- Study on menstrual hygiene management (MHM) in a rural zone, a peri-urban zone and an emergency zone in DR Congo – Ghislain MUKUNA, Catholic Relief Services; Naoko Kamioka, Catholic Relief Services
- Successful Women as Role Models for Adolescents' Citizenship Selfefficacy : A Comparative Study of 27 Countries – *Jilli Chong, Seoul National University*
- Survey attrition in education evaluations in three Sub-Saharan countries Alejandro Ome, NORC at the University of Chicago
- Sustainable Development Analysis of Chinese Students Based on Satisfaction Survey of Foreign Students (School student) – Hua Jiang, School of Electrical Engineering, Harbin Institute of Technology; Mengdi Zhang, School of Management, Harbin

Thursday, April 18

CONFERENCE PROGRAM

Institute of Technology

- Taiwanese college graduate employability in the global context Yuyun Peng, University of Maryland
- Teachers' ICT Use In Mathematics Elisheba Kiru, University of Texas at Austin
- Teachers' Perceptions of Teaching Critical Thinking and Teaching Practice Focusing on Critical Thinking – Lu Guo, Texas Tech University; Jian Wang, Texas Tech University
- Teaching strategies and student achievement in PISA 2015 María Gil-Izquierdo, University Autonoma of Madrid; José Manuel Cordero, University of Extremadura; Víctor Cristóbal, Forschungsinstitut für Bildungs- und Sozialökonomie (FIBS), Germany
- Technical and Vocational Education and Training (TVET) and Youth Employment: Insights From Latin America – Katherine Aker, Middlebury Institute of International Studies
- The development, implementation and evaluation of "our body" sexuality education curriculum in kindergartens – Jingyun Liu, Beijing Normal University; Wenli Liu, Beijing Normal University
- The Effectiveness of Instruction Time on Science Achievements in G7 and East-Asian Countries - Wan Ren, University of Pennsylvania
- The Imaginal Others: Cultural Conflicts and Educational Barriers for Ethnic Minority Migrant Students in China – Huanshu Yuan, Texas A&M University
- The Impact of Academic Advising on Indian International Students Vandana Nandakumar, The University of Texas at Arlington
- The Impact of involving mothers in literacy and economic activities on their children's education – *Takelech Abebie Woldetensay, Geneva Global Inc.Ethiopia*
- The impact of university rankings on students' college choice Yang Guo Zhang, Shanghai Jiao Tong University; Meiqiong Gong, Shanghai Jiaotong University
- The Implementation of the International Baccalaureate and Its Impact on Neoliberalism in Japan – *Maki Shibuya, Nara University* of Education
- The increasing role of private actors in higher education policymaking. Evidence from Uruguay. – MARC MARTINEZ PONS, Universitat Autònoma de Barcelona
- The landscape of internationalization as seen in and through the university campus - Amy Scott Metcalfe, University of British Columbia
- The Place of Partnerships in Youth Employability Training Ndungu Kahihu, CAP Youth Empowerment Institute; James Chepyegon Chepkonga, NGO
- The Research Status and Frontiers of the Research on Construction of "Double World-Class" in China – Wenting Lan, Tsinghua University/ visiting in University of Michigan
- The Secondary School Readiness Programme: Lessons from a pilot to support girls' transition in Tanzania – Laura McInerney, Cambridge Education; Joan-Ndaambuyo Melchior Minja, Cambridge Education/ Mott MacDonald
- The Superiority of Two-dimensional Spectrum in Polyphony Analysis – Yang Sun, Shenyang Normal University; Ming Yang, Shenyang Normal University; Zhaolin Luo, Shenyang Normal University; Hui Zhang, Shenyang Normal University

Uncertainties of DACA: Implications for Higher Education Attainment

of undocumented students – Giovanna Romero, University of Pennsylvania Graduate School of Education

- "Urban Slum Education": A Case Study of Children's Experience in Jakarta – InJung Cho, Graduate School of Asia-Pacific Studies, Waseda University
- Using a smartphone app to distribute high quality, interactive literacy teaching resources, offline, in the most challenging contexts. *Gilbert Jolly, Jolly Learning*
- Using GIS to teach beyond curriculum Minh T. Pham, University of Missouri
- Using the capacity building approach to evaluate the effect of an induction program for new principals in Taiwan – Hsu-Chun Huang, Institute of Educational Administration and Evaluation, University of Taipei; Ching-Shan Wu, Institute of Educational Administration and Evaluation, University of Taipei; Jian-Chih Chen, Institute of Educational Administration and Evaluation, University of Taipei; Yi-jung Wu, University of Wisconsin Madison
- What does a heterogeneous socioeconomic achievement gap tell us? Evidence from PISA 2003 through PISA 2015 – Hojun Lee, Korean Educational Development Institute; Dong Wook Jeong, Seoul National University
- What kind of teacher am I? Characterization of teaching styles in k7-k12 Mexican teachers – *Luis Medina Gual, Universidad Iberoamericana*
- What Makes a Positive School Positive: Findings from Malawi and Uganda – Elizabeth Randolph, RTI International; Julianne Norman, RTI International; Lauren Edwards, RTI International; Joseph Destefano, RTI International
- What's Plan B? An analysis on the state of non-formal education in India *PRIYAMVADA TIWARI, Graduate Student*
- When we weave: Strengthening student persistence through a framework of cultural safety – JAMIE L JENSEN, Humboldt State University
- World Learning's WorkLinks Approach: Case Study & Research Findings from the Youth Employment Project in Algeria – Catherine Honeyman, World Learning; Andrew Farrand, World Learning

644. Teacher professionalization and its impact

Paper Session

- 11:45 to 1:15 pm | Atrium (Level 2) Boardroom B Chair:
 - Amanda Ketner, University of Michigan

Participants:

- Who makes the best implementer? A quantitative examination of teacher experience and education in early childhood education in Chile Amanda Ketner, University of Michigan; Christina Weiland, University of Michigan; Susana Mendive, Pontificia Universidad Católica de Chile
- Does Teachers' Professional Background Matter for Students Learning? Evidence from Linear Mixed Effects Analysis of Secondary School Survey in India – Kalyan Kumar Kameshwara, University of Bath; Kanika Rai Dhanda, Harvard University
- Data-driven teacher development for sustained and equitable learning outcomes – David F Johnson, University of Oxford; Mo Adefeso, The Education Partnership (TEP) Centre; Inyang Udo-Umoren, The Education Partnership Centre, Lagos Nigeria

How teachers work with each other? A Latent Class Analysis of Teacher Collaboration Typology – Yuli Shao, Teacher's College Columbia University

Teachers' interpretation of the innovative use of ICT in Mongolian lower secondary school contexts – Yuji Hirai, Tokyo Institute of Technology; Shinobu Yume Yamaguchi, Tokyo Institute of Technology; Jun-Ichi Takada, Tokyo Institute of Technology; Javzan Sukhbaatar, University of Finance and Economics; Shengru Li, Tokyo Institute of Technology

645. Reframing the relationship of higher education and public good in Africa

SIG: Africa Formal Panel Session

11:45 to 1:15 pm | Atrium (Level 2) - Boardroom C

Chairs:

Tristan McCowan, University College London Stephanie Matseleng Allais, University of the Witwatersrand

Participants:

- Conditions of possibility: Higher Education, instrumental and intrinsic forms of public Good in Ghana, Kenya, Nigeria, and South Africa. – Elaine Unterhalter, Institute of Education, University College London; Stephanie Matseleng Allais, University of the Witwatersrand; Lerato Posholi, University of the Witwatersrand; Colleen Jane Howell, University College London
- Higher education as a public good in South Africa: A three-tier perspective of context and conditions – Samuel N. Fongwa, Human Sciences Research Council
- The Public Good Role of South African Universities in Ideal Types: Entrepreneurial, Developmental and Welfare Universities – *Palesa Molebatsi, REAL, University of the Witwatersrand*

Discussant:

Moses Oketch, University College London

646. New Scholars Essentials: Applying for research grants for early career academics [open to all]

Committee: New Scholars/New Scholars Committee 11:45 to 1:15 pm | Atrium (Level 2) - Waterfront A

Presenters:

Dana Burde, New York University Hilary Cremin, Reader, Faculty of Education, University of Cambridge Discussant:

Kevin Kester, Keimyung University, Daegu, KR

647. Policy knowledge networks and lesson drawing in an era of international comparison

Formal Panel Session

11:45 to 3:00 pm | Atrium (Level 2) - Waterfront B

Chairs:

Berit Karseth, University of Oslo

Gita Steiner-Khamsi, Teachers College, Columbia University

Participants:

Interpreting References as a Technology of Authorization – Gita Steiner-Khamsi, Teachers College, Columbia University

Evidence-based Policy Making: Understanding Different Types of Knowledge in Policy Process – *Chanwoong Baek, Teachers College, Columbia University*

Reform of 2015/2018, the renewal entitled: A gathering for school – National strategy for knowledge and equivalence – *Andreas*

Thursday, April 18

Nordin, Linnaeus University; Ninni Wahlström, Linnaeus University

- Policy Knowledge in the Finnish Curriculum Reform Jaakko Kauko, University of Tampere, Finland; Saija Volmari, University of Helsinki; Juho Anturaniemi, University of Tampere; Elina Kuparinen, University of Tampere; Iris Santos, University of Tampere
- Bibliometric network analysis: Methodological challenges and approaches for the study of policy knowledge – Oren Pizmony-Levy, Teachers College, Columbia University
- Knowledge sources in crafting school reform policy: The case of Norway – Kirsten Sivesind, University of Oslo; Berit Karseth, University of Oslo
- Global Influences of the 2013 Danish Public School Reform Trine Juul Reder, Aalborg University; Christian Ydesen, Aalborg University

Discussants:

Justin J.W. Powell, University of Luxembourg Robin Shields, University of Bath

648. 40 years of China-US cooperation in higher education: working to secure the global common good

SIG: Higher Education

Formal Panel Session

11:45 to 1:15 pm | Atrium (Level 2) - Waterfront C Participants:

> Learning from USA: Policy transfer and the development of Chinese higher education since 1978 Wenqin Shen, Peking University

Universities in the US and China: Closing the gap on social and economic inequality – *Gerard A Postiglione, University of Hong Kong; Li-Fang Zhang, University of Hong Kong*

Universities and innovation in US and China. - Denis Simon, Duke University (China)

Learning from USA: Evaluating China's University Faculty Visiting Scholar Program in the USA – *Zhiyong Zhu, Beijing Normal University; Guili Zhang, College of Education East Carolina University; Shaoyi Hao, Beijing Normal University*

Discussants:

Jun Li, Faculty of Education, Western University Baocun Liu, Institute of International and Comparative Education, Beijing Normal University

649. Scaling up early grade reading interventions in Uganda Formal Panel Session

11:45 to 1:15 pm | Atrium (Level 2) - Waterfront D

- Participants:
 - Scaling up Early Grade Reading interventions in Uganda through collaborative efforts between government and development partners *C.T. Mukasa Lusambu, Ministry of Education and Sports, Uganda*
 - Teacher Pedagogical Competence and Learner Achievements in Literacy in Lower Primary Grades in Uganda – Caroline Nakidde Kavuma, Kyambogo University, Uganda Teacher and School Effectiveness Project
 - Scaling-up Early Grade Reading Assessment through Civil Society Organisations: The case of Uwezo in East Africa. – Faridah Nassereka, Uwezo Uganda; Mary Goretti Nakabugo, Twaweza East Africa

Early Grade Reading Assessment in Uganda: From program to

CONFERENCE PROGRAM

system – Amos Opaman, Uganda National Examinations Board Developing Quality Instructional Materials in 12 Languages: Scaling up a mother-tongue based early grade reading program in a multilingual context – Robinah Kyeyune, RTI International

650. Improving pre-primary education quality in Tanzania

SIG: Early Childhood Development Formal Panel Session

11:45 to 1:15 pm | Atrium (Level 2) - Waterfront E Participants:

> Producing learning at scale sustainably: pre-primary education system in Tanzania – Bidemi Carrol, RTI International; Yasmin Sitabkhan, RTI International; Richard Shukia, University of Dar es Salaam; Aneth Komba, Tanzania Institute of Education

- Teacher characteristics, classroom quality, and child outcomes in Tanzanian pre-primary education – *Rebecca Sayre, Early Childhood Data & Measurement Group & University of Nebraska; Abbie Raikes, University of Nebraska*
- Policy change and uncertainty for prospective pre-primary teachers in Tanzania – Bethany Wilinski, Michigan State University; Fortidas Bakuza, Aga Khan University

651. The role of EGRA in reading education, policy and reform SIG: Global Literacy

Formal Panel Session

11:45 to 1:15 pm | Bay (Level 1) - Bayview A

Chair:

Ismail Junaidu, Nigerian Educational Research and Development Council

Participants:

Sustaining EGR Assessment: Comparing EGRA and LEMA/GALA in Nigeria's Bauchi State on USAID/NEI Plus – *Isaac Adeshina Msukwa, Education Development Center; NURUDEEN Adeshina LAWAL, CREATIVE ASSOCIATES INTERNATIONAL*

Challenges to Telling an Accurate Story of Change: Lessons Learned from Eight Years of Early Grade Reading Interventions in Rwanda – Norma Evans, Evans and Associates; Sharon Haba, Chemonics International

How EGRA is Shaping Classroom Assessment and EGR Reform: USAID/Mali's Selective Integrated Reading Activity (SIRA) – Sylvaine Von Mende, Education Development Center (EDC); Thelma Khelghati, EDC

Is EGRA Paving the Way?: National Policy Perspectives on Learning Assessment and the Future of EGR in Nigeria – Madawaki Wadatau, Universal Basic Education Commission/Nigeria; Ismail Junaidu, Nigerian Educational Research and Development Council; Mark Anthony Hamilton, Creative Associates International

Presenters:

Mustapha Ahmad, Creative Associates International Haruna Danwanka, Ministry of Education, Bauchi State/Nigeria Sharon Haba, Chemonics International Madawaki Wadatu, Universal Basic Education Commission/Nig

Madawaki Wadatau, Universal Basic Education Commission/Nigeria Discussant:

Melissa Chiappetta, US Agency for International Development (USAID)

652. Roundtable Session (Thurseday II)

11:45 to 1:15 pm | Bay (Level 1) - Bayview B

652-1. Higher education SIG roundtable 1

SIG: Higher Education Refereed Round-Table Session

Participants:

- African Diaspora and its Multiple Academic Affiliations: Curtailing Brain Drain in African Higher Education through Translocal Academic Engagement – Patricio V. Langa, Eduardo Mondlane University & University of the Western Cape; Leonie Schoelen, University of Mainz, Germany; Paris Descartes University, France
- Navigating US Colleges from China: The Role of Parents and Study Abroad Agency - *Lei Zhu, University at Buffalo*
- Comparative Study On College Experience Effects on Alumni Giving -Cases from Chinese and American Universities – Xianping Liang, Beijing Normal University; Chengwen Hong, Beijing Normal University

652-2. Self and other, here and there: challenging notions of space, culture, and belonging

SIG: Post-foundational Approaches to Comparative and International Education

Refereed Round-Table Session

Participants:

A neoliberal pragmatism and neo-patriotism: An emerging Chinese educational model – *Gulbahar Beckett, Iowa State University; Juanjuan Zhao, University of Cincinnati*

Examining international education as a model of cultural sustainability: A critical discourse analysis of the IBDP Music Curriculum – Antia Gonzalez Ben, University of Wisconsin-Madison

- Empathising with the Other: Unsettling Notions of Sameness and Difference through a Deconstruction of "Empathy" in UK Development Education – *Nomisha Kurian, Faculty of Education, Cambridge University & Global Affairs, Yale University*
- Ontological Coaching in the Affirmative Action Policy in Higher Education: The Making of Inclusion through a Vital Politics of the Self – Daniel Leyton, Universidad Alberto Hurtado

652-3. Local and global manifestations of girls' education

Committee: Gender & Education Refereed Round-Table Session

Chair:

Norin Taj, University of Toronto

Participants:

- Picturing Gender Caring in China: Reframing Feminization of Primary Education – Hongyan Chen, Institute of International and Comparative Education, East China Normal University
- Action on agency: operationalizing a 'local' definition of agency girls' education practice in east Africa – Aubryn Allyn Sidle, Cornell University; Margaret Butler, Komera
- Increasing attendance for rural school girls: washable, reusable affordable pads (WRAPS) – *Alice Karnes, WRAPS (Washable, Reusable, Affordable, Pads)*
- Understanding the rationales of making of concepts and policies in the arena of Girls' Education *Norin Taj, University of Toronto*

652-4. Learning, education, and schooling in conflict settings

SIG: Education, Conflict, and Emergencies Refereed Round-Table Session Participants:

Changing CVE Education: Lessons from Pakistan – Elizabeth Villarroel, Program Director, Transition and Stabilization

- Delivering instruction in Crisis and Conflict settings Sandra Atieno Aluoch, UNHCR
- Education in conflict settings: How trauma informed education can mitigate the impact of war and displacement – Zainab Hosseini, Stanford Graduate School of Education
- Keeping Children in Schools: Bridging the development and humanitarian education nexus – Lessons learned from the DRC context – *Nicole Jacqueline Iafolla, Save the Children International in DRC*

652-5. Evidence-based decision making in education: asking the right questions, finding the right evidence Refereed Round-Table Session

Chair:

Padmini Iyer, University of Cambridge

Participants:

- Thinking across boundaries: Building rigour and nuance in education research and evaluation through interdisciplinary research. Rachel Outhred, Itad; Alina Lipcan, Oxford Policy Management
- Beyond evidence hierarchies: Uncertainty and its consequences in evidence-based decision making – Anne Buffardi, Overseas Development Institute; Matthew Jukes, RTI International
- Fool's Gold? Challenges in Applying a 'Gold Standard' in Education and Development – *Caine Rolleston, Ucl; Rebecca Schendel, UCL Institute of Education*

Discussant:

Pauline Rose, University of Cambridge

652-6. From development to distribution: lessons learned in book supply chain

Refereed Round-Table Session

Participants:

- 1. Analysis of the Book Supply Chain for Early Grade Reading in Senegal – *Vincent Bontoux, Chemonics International*
- Ensuring an Effective Supply Chain: Establishing the efficient integration of suppliers, publishers, transporters, distribution centers – Joshua Kunin-Goldsmith, Chemonics International
- Implementing a participatory Track & Trace system within a Teaching and Learning Materials Supply Chain – Ana Lucia Rendon, Chemonics International

Discussant:

Linda Hiebert, US Agency for International Development (USAID)

652-7. Global migration: biopolitics, interruptions, and trends in theory and method

Refereed Round-Table Session

Participants:

- Biopolitical pedagogy: Living spaces as learning spaces Cathryn Magno, University of Fribourg
- Urban refugees in gateway cities: Race, space, place making Jamie Lew, Rutgers University

Demystifying power relations in evaluation research with transnational migrant youth: A framework for equity – Sophia Rodriguez, University of North Carolina at Greensboro; Jeremy Acree, University of North Carolina, Greensboro

Geosocial spaces of educational detention/transition - Jamie A.

Kowalczyk, Concordia University, Chicago

Decolonial interrogation of immigrant education Jordan Corson, Teachers College, Columbia University

652-9. Teachers and teacher education for equity and development

SIG: Teacher Education and the Teaching Profession Refereed Round-Table Session

Chair:

Ezequiel Molina, The World Bank

Participants:

- Measuring Teacher Practices at Scale: Results from the development and validation of the Teach classroom observation protocol – *Syeda Farwa Fatima, University of Pennsylvania*
- Supporting Teachers for Culturally and Linguistically Diverse Pedagogy: A Cross-National Examination – William Smith, University of Edinburgh; Anna Persson, Metro State University – Denver
- Teaching and the role of caring: Essential for a sustainable future Vicki G Mokuria, Texas A&M University; Diana Wandix-White, Texas A&M University
- Online Courses to Scale Support for Teachers in Low-Resource Environments: The Case of Morocco – Fergoug Abdel, Morocco Ministry of Education; Eirini Gouleta, US Agency for International Development (USAID); Mariam Britel-Swift, US Agency for International Development (USAID)

652-10. Impact evaluations & program plans: deciphering the data for decision making

SIG: Global Literacy Refereed Round-Table Session

Participants:

- Beyond impact: Forging the link between impact evaluation findings and policy decisions – *Monica Gadkari, Social Impact; James Dobson, US Agency for International Development (USAID)*
- Large scale reading reform in Uganda: What do early grade reading assessment data tell us? – Rachel Jordan, RTI International; Tracy Brunette, RTI International; Rehemah Nabacwa, RTI International Lessons learned from Africa's largest English literacy programme: – Jolly Futures Louise Gittins, Universal Learning Solutions

653. New Agendas of Global Governance of Education

SIG: Globalization and Education

- Paper Session 11:45 to 1:15 pm | Bay (Level 1) - Golden Gate
 - Chair:

Sandra Bohlinger, Dresden University (TUD)

Participants:

- The European Semester and education policy in times of 'integrated surveillance' – Marcella Milana, University of Verona
- Towards a Model of Twitter Network Formation in Global Education Policy – Johannes Schuster, Freie Universität Berlin; Nina Kolleck, Freie Universität Berlin
- Re-Addressing the 'impact' of qualifications frameworks Sandra Bohlinger, Dresden University (TUD)

Thursday, April 18

CONFERENCE PROGRAM

The Contagious Costs of Governing Education Algorithmically – P. Taylor Webb, University of British Columbia; Petra Mikulan, University of British Columbia; Kalervo Gulson, University of New South Wales; Sam Sellar, Manchester Metropolitan University

654. The World Bank's SABER: critical analyses of assumptions, operations, and consequences

Formal Panel Session

11:45 to 1:15 pm

Bay (Level 1) - Seacliff A

Participants:

Introduction and the façade of universality in SABER – Mark Ginsburg, University of Maryland

- The façades of rationality and precision in SABER Steven J. Klees, University of Maryland
- SABER's domain of teachers: A critique Melanie J Baker, University of Maryland
- SABER's domain of school autonomy and accountability: A critique Hang Minh Le, University of Maryland
- SABER's domain of engaging the private sector: A critique Brendan DeCoster, University of Maryland

655. The equity initiative: screening & identification of disabilities and special learning needs

Formal Panel Session

11:45 to 1:15 pm | Bay (Level 1) - Seacliff B

Participants:

- Systematic School-based Disability Screening: A Comparative Analysis of Formal Approaches Across Select Country Contexts – Stephen Luke, FHI 360; Rachel Hatch, FHI 360; Nafisa Baboo, Light for the World; Ola Abu Alghaib, Leonard Cheshire; Elena Schmidt, Sightsavers; Emma Jolley, Sightsavers; Joshua Josa, US Agency for International Development (USAID); Evan Johnston, NYU
- Identifying children with special learning needs: results from a study testing a toolkit to screen for functional disabilities – *Carina Omoeva, FHI 360; Rachel Hatch, FHI 360; Stephen Luke, FHI 360*
- Using the Washington Group/ UNICEF Child Functioning Module in an early childhood setting in rural – *Malawi Emma Jolley, Sightsavers; Elena Schmidt, Sightsavers*

656. PechaKucha session III

11:45 to 1:15 pm | Bay (Level 1) - Seacliff C

656-1. The exploration of educational opportunity and social mobility in rural China

Pecha Kucha Presenter: Min Wang, Florida State University

656-2. The importance of socio-emotional skills and behaviour in preschool for later outcomes Pecha Kucha

Presenters:

Gabrijela Aleksić, Université du Luxembourg Christine Rose Merrell, Durham University Peter Tymms, Durham University

656-3. The neuro-linguistic implications of using music in classrooms Pecha Kucha Presenter:

Malihe Eshghavi, University of San Francisco

656-4. Trials and tribulations of generating evidence in contextualised education programming

General Pool Pecha Kucha

Presenters: Lisa Zook, InformEd International

Cameron Ryall, InformEd International

Sine Christensen, Save the Children Norway

657. Shadow education in Asia: comparative perspectives on private supplementary tutoring (panel 1)

Formal Panel Session

11:45 to 1:15 pm | Bay (Level 1) - Seacliff D

Participants:

- Comparing private tutors and schoolteachers: Perceptions of students with and without English private tutoring in Hong Kong – Kevin Wai Ho Yung, University of Hong Kong
- Evolving Micro-level Processes of Demand for Private Supplementary Tutoring: Patterns and Implications at Primary and Lower Secondary Levels in China – Junyan Liu, University of Hong Kong

Demand for Private Tutoring among Secondary Science Stream Students in West Bengal, India: An Ecological Perspective – Pubali Ghosh, University of Hong Kong

Occupational Standards for Private Tutors in Australia, Mainland China, Japan and Taiwan: A Comparative Review of Policies and Practices – Siyuan Feng, University of Hong Kong; Cuiping Zhou, Shanghai Open University

658. Student learning and employability in international higher education

SIG: Higher Education Paper Session

11:45 to 1:15 pm | Street (Level 0) - Plaza

Chair:

Weiyan Xiong, Lingnan University Division of Graduate Studies Participants:

A Comparative Case Study of Two Ethnic Minority-Serving Higher Education Institutions for Navajo People and Korean Chinese – Weiyan Xiong, Lingnan University Division of Graduate Studies

- Long term effect of class attendance on job market of university graduates Jiao Guo, East China Normal University
- Understanding Student Employability: Views from Key Stakeholders of Higher Education *Ming Cheng, Edge Hill University, UK*
- The Impact of Student Peer Interactions and Traditional Status on Student Assessment of Quality of Teaching and Learning – John Rugutt, Illinois State University; Caroline C. Chemosit, University of Kabianga, Kenya; Mohamed A. Nur-Awaleh, Illinois State University

659. Rural education worldwide

Paper Session

11:45 to 1:15 pm | Street (Level 0) - Regency A Chair:

Seoyeon Kim, Teachers College, Columbia University Participants:

Tackling the Dating "Problem": Relationship among Parenting,

Adolescent Romance, and Educational Attainment in Rural – China Xiaoran Yu, Lehigh University; Damian Wyman, Lehigh University; Xinwei Zhang, Lehigh University; Peggy A. Kong, Lehigh University

- Rural-urban literacy gap and its development in China's primary education – Jingying Wang, University of Hong Kong; Dan Wang, University of Hong Kong
- School-based learning community for quality teaching in rural public schools of Uganda – Sung-Sang Yoo, Seoul National University; Seoyeon Kim, Teachers College, Columbia University
- A Mixed Method Study of Collaborative Inquiry in Teachers' Professional Learning and Instructional Supervision in Early Childhood Teachers of rural Indonesia – *Siti Nuraeni, Graduate Student*

660. Sustainable development through measurement in learning: perspectives from international organizations and country

Formal Panel Session

11:45 to 1:15 pm | Street (Level 0) - Regency B

Chair:

Friedrich Huebler, UNESCO Institute for Statistics (UIS) Participants:

- Benefits (and Costs) of improved data for tracking SDG4 Luis Crouch, RTI International
- Indicator development to guide country in reporting SDG4 Silvia Montoya, UNESCO Institute for Statistics; Brenda Siok-Hoon Tay-Lim, UNESCO Institute for Statistics
- World Bank activities at the country-level to help country reporting on SDG 4 – Marguerite Clarke, World Bank Group
- Mexico's response to SDG 4 challenges. The view from INEE, Mexico. – Sylvia Irene Schmelkes, Instituto Nacional para la Evaluación de la Educación

661. Academic and social challenges of the abroad experience

SIG: Study Abroad and International Students (SAIS) Paper Session

11:45 to 1:15 pm | Pacific Concourse (Level -1) - Pacific A Chair:

Bettina Teegen, Louisiana State University

Participants:

- Comparison of the Effects of Campus Environment and Teaching Practices on International Students' Perceived Gains through Reflective-Integrative Learning – *Defta Akauna Oktafiga, Indiana University; Allison BrckaLorenz, Indiana University; Thomas Nelson Laird, Indiana University*
- Sense of Belonging of International Students: A Structural Model Anupma Singh, Iowa State University
- The American Field Service (AFS): Then and Now Mutiara Mohamad, Fairleigh Dickinson University
- The Effect of the Great Recession on International Student Enrollment in MBA Programs in the U.S.: a Time-Series Analysis 2001-2017 – *Olga Komissarova, Seton Hall University*

Discussant:

Monica Vasquez Neshyba, Texas A&M University

662. Alternative approaches to literacy improvement based on data-driven programming in Nicaragua Formal Panel Session

- 11:45 to 1:15 pm | Pacific Concourse (Level -1) Pacific B Chair:
 - Kristin Rosekrans, Education Technical Advisor

Participants:

- Literacy in the Southern Autonomous Caribbean Coast Region (RACCS) and the Northern Autonomous Caribbean Coast Region (RACCN) of Nicaragua – *Andrea Cristancho, DevTech*
- 2. Espacios para Crecer (Spaces for Growth) Model: Non-formal education initiative *Solange Casanova, Chief of Party*
- Prinzapolka study: A way forward in reducing low literacy outcomes. Ligia Perez, Employee

Discussant:

Barbara Knox-Seith, US Agency for International Development (USAID)

663. A review of pre-service and in-service teacher education programmes

SIG: Teacher Education and the Teaching Profession Paper Session

11:45 to 1:15 pm | Pacific Concourse (Level -1) - Pacific C Chair:

Xin ZHENG, Southwest University

Participants:

- Community-based Learning for Preservice Teachers: Laying the foundation for culturally sustaining and equity-oriented pedagogy – Trish Lewis, University of Canterbury; Letitia Hochstrasser Fickel, University of Canterbury, New Zealand
- Leadership for teacher learning in complex communities: A case study of Master Teacher Studio in China – *Xin Zheng, Southwest University*

Reforming Preschool Bilingual Teacher Education: Findings from Ethnic Qinghai-Tibet Region in China – Yaling Ma, Qinghai Normal University (Tutor); E Ma, Education College of Ningxia University(Tutor); Wenfan Yan, University of Massachusetts Boston

664. Integrating ecojustice, ecopedagogy, and new forms of environmental sustainability education

SIG: Environmental and Sustainability Education Paper Session

11:45 to 1:15 pm | Pacific Concourse (Level -1) - Pacific D Chair:

Greg W Misiaszek, Beijing Normal University

Participants:

- Ecojustice and Education: The Time is Today John Peter Watts, Washington State University
- Environmental Pedagogies and Citizenships: Dis/Connections between Ecopedagogy, Citizenships, Globalizations, and Planetarism – Greg W Misiaszek, Beijing Normal University
- Learning to rexist. Ecopedagogies, Sustainability and Buen Vivir Gerardo Lopez Lopez-Amaro, California Institute of Integral Studies
- Two for one: Achieving both environmental behavior and subjective well-being by implementing environmental hope enhancing programs in schools – *Dorit Kerret, Tel-Aviv University; Shira Bukchin, Tel-Aviv University; Tammie Ronen, Tel-Aviv University*

Thursday, April 18

CONFERENCE PROGRAM

665. Reflections on the field of comparative and international education: hosted by the annual review of comparative and international education

Formal Panel Session

11:45 to 1:15 pm | Pacific Concourse (Level -1) - Pacific E Chair:

Petrina Davidson, Lehigh University

Participants:

Trends and boundary crossing in Comparative and International Education – Maureen F Park, Lehigh University; Nino Dzotsenidze, Lehigh University; Obioma Okogbue, Lehigh University; Petrina Davidson, Lehigh University

Stimulating debate in Comparative Education – David A. Turner, University of South Wales

Contextual analysis in Comparative and International Education – Teklu Abate Bekele, The American University in Cairo

Discussant:

Emily W. Anderson, Florida International University

666. Citizenship and democratic education using large-scale assessments: Person-centered approaches.

SIG: Large-Scale Cross-National Studies in Education Paper Session

- 11:45 to 1:15 pm | Pacific Concourse (Level -1) Pacific F Participants:
 - Three Challenges to Assumptions about ILSA Data Analysis: The Case of Attitudinal Precursors to Adult Populism among Adolescents – Judith Torney-Purta, University of Maryland; Frank Reichert, The University of Hong Kong

Patterns of (In)Tolerance among European Youth. Insights from ICCS 2016. – Maria Magdalena Isac, University of Groningen

Apathetic, Distrustful, Interested, Passive, Institutional and Participatory. Profiles of youth political participation in Latin America – Ernesto Treviño, Pontificia Universidad Católica de Chile; Diego Carrasco, Centro de Medición MIDE UC, Pontificia Universidad Católica de Chile; Cristobal Villalobos, Universidad Católica de Chile

Typologies of institutional trust: the Chilean case using ICCS 2016. – Daniel Andres Miranda-Fuenzalida, Universidad Católica de Chile

Discussant:

Andres Sandoval-Hernandez, University of Bath

667. Private sector driven TVET: MCC's lessons learned and emerging model

Formal Panel Session

11:45 to 1:15 pm | Pacific Concourse (Level -1) - Pacific G Chair:

Isabel Dillener, Millennium Challenge Corporation Participants:

A synthesis of rigorous impact and performance evaluations of MCC's early TVET interventions – *Ryan Moore, Millennium Challenge Corporation*

Early results from Georgia II TVET Grant Program – Isabel Dillener, Millennium Challenge Corporation

The principles of a demand-driven TVET system – Marcel Ricou, Millennium Challenge Corporation

668. What kind of state theories for rethinking the educationstate-society relation?

Formal Panel Session

11:45 to 1:15 pm | Pacific Concourse (Level -1) - Pacific H Chair:

Susan Lee Robertson, University of Cambridge

Participants:

Exploring alternative conceptualisations of the postcolonial, conflictaffected state through the case of Myanmar – *Wendy Choo, University of Auckland*

Policy possibilities for higher education as an institution of sustainable peace? Considering the case of Afghanistan – Daniel Couch, University of Auckland

Same, same but different? A comparative cultural political economy analysis of educational responses to the Syrian crisis – *Ritesh Shah*, *University of Auckland*

Discussant:

Roger Dale, University of Bristol

669. Integration and migration

Paper Session

- 11:45 to 1:15 pm | Pacific Concourse (Level -1) Pacific I Chair:
 - Brittany Kenyon, Teachers College, Columbia University Participants:
 - The Common Integration Issues that Immigrant Minority Youth Faced in the US and Canada – Dan Cui, Brock University; Frank Worrell, University of California Berkeley
 - Understanding Family Contributions to Learning Through Children's Eyes: A qualitative study of the experiences of immigrant families – Brittany Kenyon, Teachers College, Columbia University
 - Toward Social Justice and Equity in Education Policy for Immigrant Children: Immigrant Parent Mobilization Xiaoli Liu, University of Calgary; - Yan Guo, University of Calgary; Shibao Guo, University of Calgary

Learning to Care for Young Arabic-speaking Students: Preliminary Findings from the Study of Adolescent Lives after Migration to America (SALaMA) – Lindsay Stark, Columbia University; Cyril Bennouna, Senior Advisor for Research, Monitoring, & Evaluation; Carine Allaf, Qatar Foundation International; Ilana Seff, Columbia University's Mailman School of Public Health; Mike Wessells, Department of Population and Family Health, Columbia University

670. Curriculum studies and educational change

SIG: South Asia

Refereed Round-Table Session

11:45 to 1:15 pm | Pacific Concourse (Level -1) - Pacific J Participants:

- Does Pakistan's Null Curriculum Foster Jingoism in Young Adults? Anum Maqsud, MSc candidate at University of Pennsylvania
- A Historical Study Examining the Effects of Educational Changes in Afghanistan Palwasha Marwat, University of Missouri
- Phonics-Based Instruction for Literacy: A Case Study of Public Schools in Punjab, Pakistan – ZAHRA ZAHEER, Harvard University, Graduate School of Education

Thursday, April 18

671. Thinking systemically and sustainably about perennial problems: The UNICEF Think Piece Series on education in eastern and southern Africa

SIG: Africa

Formal Panel Session

11:45 to 1:15 pm | Pacific Concourse (Level -1) - Pacific K Chair.

Shiraz Chakera, UNICEF Office of Research

Participants:

New ways of looking at perennial problems: The aims and rationale for the UNICEF Think Piece Series on Education - Shiraz Chakera. UNICEF Office of Research

- Putting the spotlight on Teacher Performance John Martin, Cambridge Education
- Leveraging the Enthusiasm of Parents and Caregivers for Lifewide Learning - Caroline Dusabe, Save the Children

Quality and Equitable Access Grounded in Local Knowledge: Bringing Quality Pre-Primary Education to All - Elizabeth Spier, American Institutes for Research

Girls' education is improving, but not for all girls - how can we accelerate change? - Sharon Tao, Cambridge Education

672. Promoting sustainable primary quality education in Haiti: the role of targeted teacher interventions, research, and formative continuous assessment

Formal Panel Session

11:45 to 1:15 pm | Pacific Concourse (Level -1) - Pacific L

Participants:

- Haiti Ministry of Education's vision and policy towards sustainable quality education - Rachelle Mathurin, LAC Reads/American Institutes for Research, Haiti
- Defining and Measuring Effective Pedagogical Practices and Quality literacy instruction in Teacher Education Programs in Haiti - Marc Prou, University of Quesquia

The Positive Effects of Pedagogical Support: FONHEP coaching model for training early grade reading teachers in Haiti. - Marie Luc Kerlyne, Haitian Foundation for Private Education

Using formative continuous assessment to improve reading instruction in the early grades. - Mohammed Elmeski, American Research Institutes

Discussant:

Tamara Jacques, USAID Haiti

673. Language at play in curricular reform, assessment, and the classroom

SIG: Language Issues

Paper Session

11:45 to 1:15 pm | Pacific Concourse (Level -1) - Pacific M Chair:

Sandro Barros, Michigan State University

Participants:

Language landscape, language-in-education policies and teaching practices in South Asia: Lack of congruence and the way ahead -Dhir Jhingran, Language and Learning Foundation

Getting the right information in education-focused language mapping: the importance of assessing children's ability - Maik Gibson, SIL International

Linguistic citizenship and Brazil's Base Nacional Curricular Comum -Sandro Barros, Michigan State University

674. Data use for improved programming and sustainable outcomes: case studies in applying the collaborating, learning, and adapting (CLA) approach Formal Panel Session

11:45 to 1:15 pm | Pacific Concourse (Level -1) - Pacific N Participants:

> Learning while doing: a case study for successful application of the Collaborating, Learning, and Adapting (CLA) approach in Madagascar - Nathalie Louge, FHI 360

How should we present data for decision making? Score reporting research as a way of understanding how end-users interact with data - Mark Lynd, School-to-School International

Interactive dashboards for adaptive management: Enabling differentiated school support in 100 school districts in Ghana successes and challenges - Jennifer Sargeant, FHI 360

The Multiple Dimensions of Adaptive Management - Examples from Diverse Contexts - Carmen Strigel, RTI International; Tracy Brunette, RTI International

Discussant:

Amy Mulcahy-Dunn, Encompass LLC

675. Film Festivalette: Human Flow [Screening 3]

12:30 to 3:00 pm | Landmark Embarcadero Center Cinema (off-site): Floor Promenade (Level 3) - 1 Embarcadero Center

676. WCCES Leadership Meeting [Invite only] 12:45 to 2:45 pm | Atrium (Level 2) - Garden Room A

677. Teachers experience and professional development in Latin America

SIG: Latin America Paper Session

1:30 to 3:00 pm | Atrium (Level 2) - Boardroom B Participants:

- Adapting and Implementing an Evidence-Based Teacher Professional Development Intervention for Use in Ecuador - Francisca Romo, University of Virginia; Jennifer Locasale-Crouch, University of Virginia; Yyannu Cruz-Aguayo, Inter-American Development Bank; Sara Schodt, Inter-American Development Bank
- Can Teaching Quality Be Identified From a Test? Validity of Mexico's Teacher Entry Examination After The 2013 Education Reform -Vania Salgado, Global Partnership for Education / Teachers College
- Why do we evaluate teachers the way we do? Influential factors associated with OECD countries and US teacher evaluation systems - Jisung Yoo, University of Georgia; Walker Swain, University of Georgia

What are Honduran teachers' experiences with transnational students in rural schools? Katharine Summers, Students Helping Honduras; - Maxie Gluckman, University of California, San Diego

678. Political economy research to improve systems of education: perspectives from the RISE program

Formal Panel Session

Participants:

1:30 to 3:00 pm | Atrium (Level 2) - Boardroom C Chair: Laura Savage, DFID

CONFERENCE PROGRAM

- Political Economy Research to Improve Systems of Education: A Conceptual Framework for the RISE Program – Alec Ian Gershberg, University of Pennsylvania
- The Political Economy of Educational Quality and Learning Outcomes in Indonesia – Andrew Rosser, University of Melbourne; Agus Suwignyo, Universitas Gadjah Mada
- From access and inputs to equitable learning outcomes? The political economy of education reforms in Ethiopia – Padmini Iyer, University of Cambridge; Shelby Carvalho, Harvard University; Amare Asgedom, Addis Ababa University; Pauline Rose, University of Cambridge
- Political Economy of Education Reform in Vietnam: Implications for Educational Quality and Learning Outcomes – Jonathan London, University of Leiden

Discussants:

Luis Crouch, RTI International Agustina Paglayan, University of California, San Diego Lant Pritchett, Harvard University

679. Study abroad outcomes: personal and learning levels

SIG: Study Abroad and International Students (SAIS) Paper Session

1:30 to 3:00 pm | Atrium (Level 2) - Waterfront A

Chair:

Gerardo Joel Aponte-Martinez, University of Texas Rio Grande Valley Participants:

- Current Study Abroad Trends and Issues for U.S. and International Students: 2018 Results by The Forum on Education Abroad – *Roy Y. Chan, Indiana University Bloomington*
- International Service-Learning Programs and Social-Emotional Learning: Results from a Pilot Study – Ismael G. Muñoz, Penn State University; Kayla M. Johnson, McGill University; Mayli Zapata, Penn State University; Joseph Levitan, McGill University
- Loving Neighbor as Self: Translating the Study Abroad Program into Intercultural Friendships on the Home Campus – *Kelly Pengelly, ICC Global Network*
- Promoting Global Learning in an Online Class through the inclusion of a Study Abroad Experience – Flavia Iuspa, Florida International University; Daniela Foerch, Florida International University
- Unpacking the Rhetoric of Study Abroad and Global Citizenship Jeremy Ryan Gombin-Sperling, University of Maryland

Discussant:

Kris Hyesoo Lee, University of Oxford

680. Principals as leaders in Peru, China, and South Korea Paper Session

1:30 to 3:00 pm | Atrium (Level 2) - Waterfront C

Participants:

- Principal's pedagogical leadership and its association with student's achievement in Peru – *Alejandra Miranda, University of Minnesota; Silvana Freire, Stanford University*
- School principals' perceptions of teacher quality: A comparative study in the United States and South Korea – Yujin Oh, Michigan State University; Sunbin Lim, The State University of New York, Buffalo; Taeyeon Kim, Michigan State University

Effects of principals' culturally responsive instructional leadership on the school curriculum and teachers' professional development for multicultural education in South Korea – *Hara Ku, Hanyang* University; Yun-Kyung Cha, Hanyang University; Mi Kyung Ju, Hanyang University; Donghoon Lee, Seoul National University, Seoul South Korea; Kyung-Hwan Mo, Seoul National University, Seoul, South Korea

- Leadership for Improving Teaching Quality leadership: Findings from School Practice in Northeast China – YU LI, HARBIN NORMAL UNIVERSITY; Wenfan Yan, University of Massachusetts Boston
- Do School committees within high schools make differences in educational outcomes? Evidence from the Republic of Korea – Young-Sik Kim, Korea Research Institute for Vocational Education and Training (KRIVET); Ho-jun Lee, Seoul National University

681. Tech tools for tough terrain: best practices, lessons learned, and new tools for education in crisis and conflict

SIG: Education, Conflict, and Emergencies

Formal Panel Session 1:30 to 3:00 pm | Atrium (Level 2) - Waterfront D

Participants:

- Learnings related to the implementation of ICT for learning projects in conflict settings and post conflict settings – *Luke Stannard, Save the Children Norway*
- Challenges and lessons in scaling an ICT based language program for conflict affected individuals Anna M Farrell, Paper Airplanes
- ICT in EiCC Checklist: A Tool to Ensure Your Tech Design is Conflict Sensitive – Amy Deal, Education Development Center (EDC)

Afghan children read: Moving to a sustainable and scalable system for textbook delivery – *Mamdouh Fadil, Creative Associates International and University of Sussex - UK*

Discussant:

Mona Younes, INEE

682. Sustainable or short-lived? Lessons from results-based financing in education

Paper Session

1:30 to 3:00 pm | Atrium (Level 2) - Waterfront E

Chair:

Raphaelle Martinez, Global Partnership for Education Participant:

Results-based financing in education: Lessons on what works – Jessica Lee, World Bank

Presenters:

Youdi Schipper, Amsterdam Institute for International Development Margaret Irving, Global Partnership for Education Owen Ozier, World Bank Group

683. Teaching trials: showcasing successful teacher instruction through global perspectives

SIG: Global Literacy

Paper Session

1:30 to 3:00 pm | Bay (Level 1) - Bayview A

Participants:

Determinants of teacher quality in Northern Nigeria: Evidence from an early grade reading intervention – *Wael Moussa, FHI 360*

Early grade literacy and structured learning programmes – Dhianaraj Chetty, National Education Collaboration Trust (South Africa); Godwin Khosa, National Education Collaboration Trust (South Africa); John Thurlow, National Education Collaboration Trust (South Africa); Kulula Manona, Department of Education

Thursday, April 18

Meaning for reading: An investigation of teachers' understandings of reading instruction in low income schooling settings – Ursula Hoadley, University of Cape Town

684. Student mobility

SIG: East Asia

Paper Session 1:30 to 3:00 pm | Bay (Level 1) - Golden Gate

Chair:

Le Lin, University of Hawaii

Participants:

Critical Thinking, Selfhood, and Democratization in the Age of Globalization: A Case Study of Transnational Chinese Undergraduates in the U.S. – *Hui Xie, University of California, Los Angeles (UCLA)*

Do Confucius Institutes Impact International Student mobility to China? – Jian Pan, Institute of Education, Tsinghua University

The visible hand behind study-abroad waves: cram schools, organizational framing and the international mobility of Chinese students – *Le Lin, University of Hawaii*

How institutions represent their image of world-class university on websites – Sohyeon Bae, Michigan State University; Adam Grimm, Michigan State University

685. Where technology meets literacy: the Bay Area movement to catalyze reading with local language content

SIG: Global Literacy

Formal Panel Session

1:30 to 3:00 pm \mid Bay (Level 1) - Seacliff A

Participants:

Leveraging Africa Libraries for a Sustainable Supply of EGR Local Language Content: Results from the LOCAL project in Ghana and Zambia – *Rachel Heavner, Worldreader*

Fostering self-directed readers with relevant content – *Melody Zavala, The Asia Foundation*

Towards a sustainable storybook ecosystem in Indonesia: print, digital, and video solutions for book creators, teachers, and libraries – Alicia Berger, Global Children's Book Publisher, Room to Read

Producing mother tongue books in audio and braille with Bookshare – *Brad Turner, Benetech*

Presenters:

Rachel Heavner, Worldreader

Alicia Berger, Global Children's Book Publisher, Room to Read Brad Turner, Benetech

Discussant:

Derek James Jentzsch, BroderickHaight

686. Sustainability and peace

Paper Session

1:30 to 3:00 pm | Bay (Level 1) - Seacliff B

Chair:

Kerry Shephard, University of Otago, Dunedin, New Zealand Participants:

Reconceptualising higher education for sustainability - Kerry Shephard, University of Otago, Dunedin, New Zealand Learning about sustainability in a self-organized learning environment - Cimenna Chao Rebolledo, Universidad Iberoamericana; Carol Fabiola Penilla Becerra, Universidad Iberoamericana; Rodrigo Salgado Delgado, Universidad Iberoamericana

How Does Blended Learning Improve Education for Sustainability? – Weitong Liu, Tsinghua University; Xiaoxiao Wang, Tsinghua University; Shijie Yu, Tsinghua University; Ruoxi Ding, Tsinghua University

Southern Voices in Peace Education – Kevin Kester, Keimyung University, Daegu, KR; Nomisha Kurian, Faculty of Education, Cambridge University & Global Affairs, Yale University

687. Sustainable capacity building in fragile states by implementing GPE principles

SIG: Education, Conflict, and Emergencies Formal Panel Session

 $1:30 \mbox{ to } 3:00 \mbox{ pm } \mid \mbox{ Bay (Level 1) - Seacliff C}$

Participants:

Conducting an education sector analysis in Eritrea – *Ghebrehanes* Hagos, Ministry of Education of Eritrea

Setting priorities for education sector plan in South Sudan – Kuyok Abol Kuyok, Ministry of Education South Sudan; NOR SHIRIN MD. MOKHTAR, UNICEF SOUTH SUDAN

Bringing education stakeholders together for multi-year action plan for refugee education in Uganda – *Aggrey Kibenge, Ministry of Education, Uganda*

688. Shadow education in Asia: comparative perspectives on private supplementary tutoring (panel 2)

Formal Panel Session

1:30 to 3:00 pm | Bay (Level 1) - Seacliff D

Participants:

Private Supplementary Tutoring and Issues of Legitimacy in Myanmar: Regulations and Realities in the Hidden Marketplace – Mark Bray, East China Normal University/University of Hong Kong

Educational corruption arising in and through the private tutoring sector in Maharashtra State, India – *Shalini Bhorkar, UCL Institute of Education*

Regulating Supplementary Education in East Asia: Lessons from Shifting Paradigms – Wei Zhang, East China Normal University

689. Sustainable quality education: mother tongue and "official" languages

SIG: Language Issues

Paper Session

1:30 to 3:00 pm | Street (Level 0) - Plaza

Chair:

Anna Kaiper, Pennsylvania State University

Participants:

- Preserving Linguistic Diversity through Heritage Language Education --Rethinking Heritage Language Education in China – *Yingjia Zhang, OISE, University of Toronto*
- Learning to Read- Giving children a second chance in upper primary – Nganga Kibandi, Africa Educational Trust; Lucy Maina, ZiziAfrique Foundation

From "Language of Origin" to "Modern Language": Media discourses of Arabic instruction in France in Le Monde and Le Figaro – Rachel Kirk, Teachers College, Columbia University

Transitioning Arab students to standard Arabic: Strategies from

cognitive psychology – Helen Abadzi, University of Texas at Arlington

690. Tackling the skills gap: exploring Whole Youth Development as strategic contribution to sustainable youth futures in Kenya

SIG: Youth Development and Education

Formal Panel Session 1:30 to 3:00 pm | Street (Level 0) - Regency A

Chair:

John Kabutha Mugo, ZiziAfrique Foundation

Participants:

- Youth adversity, employment and life outcomes: A national survey of youth not in employment, education or training in Kenya – Jasper Gosselt, Dalberg Research
- A whole community, asset-based approach to rural youth development in Mugunda Ward, Kenya – Neil Boothby, Columbia University; Beth L Rubenstein, Columbia University, Earth Institute; Samuel Mukundi, Logos Consult; John Kabutha Mugo, ZiziAfrique Foundation
- Capabilities for work and life: Assessing the production of core values and capabilities among youth attending TVET in Kenya – Moses Ngware, African Population and Health Research Center (APHRC); Njora Hungi, African Population and Health Research Center (APHRC); Nelson Gichuhi Muhia, African Population and Health Research Center (APHRC)

691. Targeted assessments supporting inclusion: sustainability relies on catering for all students

Formal Panel Session

1:30 to 3:00 pm | Street (Level 0) - Regency B

Chair:

Claire Scoular, The University of Melbourne Participants:

- Targeting all students in science Marlene Ferido, Assessment, Curriculum and Technology Research Centre, University of the Philippines; – Esther Care, The Brookings Institution; Rachel Ramirez, (Assessment, Curriculum and Technology Research Centre)
- Targeting assessment for students with special needs Kerry Woods, Assessment Research Centre, University of Melbourne; Marie Therese Bustos, University of the Philippines, Assessment Curriculum and Technology Research Centre
- Targeting in mother tongue-based multilingual education contexts – Esther Care, Assessment, Curriculum and Technology Research Centre

Discussant:

Esther Care, The Brookings Institution

692. Possibilities for sustainable change: critical analyses of curriculum and pedagogy on peace, language & racial agency Formal Panel Session

1:30 to 3:00 pm | Pacific Concourse (Level -1) - Pacific A

Participants:

Possibilities for a Peaceful Tomorrow: Analyzing the Discourse of War and Peace through South Korean Textbooks – Anne Stewart Huntington, Stanford University; Chealin Won, Stanford University

The Transformative Potential and Shortcomings of Translanguaging as a Critical Pedagogy: Insights from Teachers of Emergent Bilinguals – Juetzinia Amanda Kazmer-Murillo, Stanford University

CONFERENCE PROGRAM

- Who Teaches Resilience?: An Interrogation of Racial Agency in the United States, South African and Nigerian Textbooks – *Darion Wallace, Stanford University*
- Education for global citizenship and sustainable development in social science textbooks – Jeremy Jimenez, SUNY Cortland; Julia Lerch, Stanford University; Patricia Bromley, Stanford University

693. Promoting sustainable education practices in Mozambique through volunteer-led programming

Formal Panel Session

1:30 to 3:00 pm | Pacific Concourse (Level -1) - Pacific B

Chair:

Karen Rowe, World Education, Inc.

Participants:

- The role of Girls Club volunteers in Gorongosa's conservation and community education efforts *Yuri Machkasov, World Education, Inc.*
- Evaluating the Impact of Volunteer-Based Community Libraries in Mozambique – Madeline Rose Brancel, World Education, Inc.
- Empowering community volunteers to provide and link vulnerable communities to health and social services *Kayla Caldwell, World Education, Inc.*

694. Project-Based Language Learning (PBLL) for a sustainable future

Formal Panel Session

1:30 to 3:00 pm | Pacific Concourse (Level -1) - Pacific C

Participants:

- Project-based language learning studies in China: A literature review – Sue Wang, Central University of Finance and Economics; Gulbahar Beckett, Iowa State University
- Exploring student reactions to a project-based English course in a Chinese junior high school class – Luxin Yang, Beijing Foreign Studies University; Wei Wen, High School Affiliated to Beijing Institute of Technology; Juanjuan Zhao, University of Cincinnati; Gulbahar Beckett, Iowa State University
- Bridging Chinese as a Foreign Language and cross-cultural education with technology-enriched PBL – *Juanjuan Zhao, University of Cincinnati*
- A Research-Based Framework for Assessing Technology-Infused PBLL - Mo Chen, Iowa State University

Discussant:

Gulbahar Beckett, Iowa State University

695. The role of tests and family resources in social mobility in a highly educated society: the case of Russia

Formal Panel Session

- 1:30 to 3:00 pm | Pacific Concourse (Level -1) Pacific D Participants:
 - Raising the stakes: Inequality and testing in the Russian education system *Michelle Jackson, Stanford University*
 - Educational trajectories in Russia: socio-economic status vs academic performance – *Tatiana Khavenson, National Research University Higher School of Economics*
 - Educational trajectories of low-SES high-achieving students Tatiana Chirkina, National Research University Higher School of Economics
 - Educational inequality across Russian regions: implications for university acsess - Ksenia Adamovich, National Research

Thursday, April 18

University Higher School of Economics

Discussant: Isak Froumin, Institute of Education HSE

696. Curricular representations of indigenous perspectives: examining stakeholder interactions within African, Asian, and North American contexts

SIG: Citizenship and Democratic Education (CANDE) Formal Panel Session

- 1:30 to 3:00 pm | Pacific Concourse (Level -1) Pacific E Participants:
 - Teacher beliefs about the place of Indigenous perspectives in Alberta's social studies program of study (Canada) – David Scott, Werklund School of Education, University of Calgary, Canada
 - The relationship between Indigenous knowledges and Western Science presented in Saskatchewan's science education curricula (Canada) – Eun-Ji Amy Kim, Department of Integrated Studies in Education, McGill University, Canada
 - No human is small (Upo-Jati) and no nation is a sub-nation (Kudro NriGhosti): The experience of Indigenous peoples in Bangladeshi education – Maung Nyeu, Harvard University
 - Indigenous perspectives in African curricula Njoki Wane, Ontario Institute for Studies in Education (OISE), University of Toronto
 - Curricular representations of ancient Egyptian indigenous belief systems and their manifestations within Egyptian students' civic attitudes – *Ehaab Dyaa Abdou, McGill University*

Discussant:

Keita Takayama, University of New England

697. Making the neo-colonizer: strategies and tactics of subjectification for development

SIG: Post-foundational Approaches to Comparative and International Education

- Formal Panel Session
- 1:30 to 3:00 pm | Pacific Concourse (Level -1) Pacific F Chair:

Christopher Mark Kirchgasler, The University of Kansas Participants:

- "Girls" in Crisis: Colonial Residues of Transnational School Reforms in Kenya – Karishma Desai, Rutgers, The State University of New Jersey; Christopher Mark Kirchgasler, The University of Kansas
- Explorers of the World: Colonial Residues in the Making of Curious Learners – Johanna Sitomaniemi-San, University of Oulu
- Affective Engineering?: Growth Mindset and Spatializations of Mind through STEM Education – *Ryan Ziols, University of Wisconsin-Madison*

Discussant:

Vanessa Andreotti, University of British Columbia

698. The Intended and Unintended Consequences of Accountability and Datafication in Education: Global Perspectives

SIG: Globalization and Education

Formal Panel Session

1:30 to 3:00 pm | Pacific Concourse (Level -1) - Pacific G Chair:

Karen Mundy, Toronto University Participants:

- Trust and accountability to improve learning outcomes in South African primary education – *Melanie Ehren, University College London; Jacqueline Baxter, Open University; Andrew Paterson, JET Education Services*
- A Throw of DISE? The Hit and Miss of India's Education Information Management System – Radhika Gorur, Deakin University; Joyeeta Dey, Erasmus Mundus Joint Masters in global education policy and international development
- Accountability, Democracy and a Problem with Fundamentalism: High-Stakes Teacher Evaluation in the USA – *Jessica Holloway, Deakin University*

Asking Teachers In A-List Education Systems "What Works?": Shanghai Teachers' Perceptions of Performance Pay – Priya Goel La Londe, University of Hong Kong

Schools, Markets and New Governance Instruments: The variegated enactments of Test-Based Accountability in Chilean Education – Antoni Verger, Universitat Autònoma de Barcelona; Antonina Levatino, Universitat Autònoma de Barcelona; Lluís Parcerisa, Universitat Autònoma de Barcelona

Discussant:

William Smith, University of Edinburgh

699. Digital models facilitate distribution and access to EGR materials

SIG: Global Literacy

- Paper Session
- 1:30 to 3:00 pm | Pacific Concourse (Level -1) Pacific H Chair:

Jennifer Gerst, Reading Within Reach/Global Reading Network Participants:

- Making Books Accessible to All Children by 2023 Linda Hiebert, US Agency for International Development (USAID)
- Sourcing Innovative Solutions that Drive the Creation and Usage of Early Grade Reading Materials for All Children – *Michelle Oetman, World Vision*
- The Last Mile: Making Sure Digital Libraries Deliver on their Potential Morgan Belveal, The Asia Foundation
- Providing Access to Free, High-Quality, Early Grade Reading Resources in Languages that Children Use and Understand – *Christer Gunderson, Global Digital Library*
- Empowering Educators to Use, Adapt and Create Local Language Reading Materials for Children – Suzanne Singh, Pratham Books

700. Meditation and mindfulness for effective teaching/learning & wellbeing in adult and higher education settings

SIG: Contemplative Inquiry and Holistic Education Formal Panel Session

1:30 to 3:00 pm | Pacific Concourse (Level -1) - Pacific I

Chair:

Qi Sun, University of Tennessee, Knoxville

Participants:

- Eastern Thoughts, Western Practices: Meditation and Mindfulness for Learning and Wellbeing in Adult and Higher Education – *Qi Sun, University of Tennessee, Knoxville*
- Mindfulness at Metropolitan Universities Kristi Archuleta, University of Central Oklahoma

The Sacred to the Secular: Mindfulness and Meditation as

CONFERENCE PROGRAM

Instructional Methods in Academia - Kalpana Gupta,, Colorado State University

Connecting to the Source of Life Through Contemplative Practices. – Tom Elwood Culham, City University of Seattle in Vancouver; Neha Shivhare, Assistant Professor, Dayalbagh Educational Institute (Deemed University) Agra, India

Discussants:

Kristi Archuleta, University of Central Oklahoma Qi Sun, University of Tennessee, Knoxville Kalpana Gupta,, Colorado State University

701. University partnerships for sustainable development: the case of the Nigeria Center for Reading Research

SIG: Africa

Formal Panel Session

1:30 to 3:00 pm | Pacific Concourse (Level -1) - Pacific J

Participants:

- Higher Education and Early Grades Literacy Development in Nigeria: USAID's approach – Janet Thomas, USAID Nigeria
- Motivation for the Nigerian Center for Reading Research and Development – Ismaila Tsiga, Bayero University Kano
- Long-term university partnerships to support early grade literacy Stephanie Simmons Zuilkowski, Florida State University

Contextually relevant reading research: Research partnerships through the NCRRD – Aishat Umar, Bayero University Kano; Amina Adamu, Bayero University Kano

702. Engaging subaltern voices

SIG: South Asia

- Paper Session
- 1:30 to 3:00 pm | Pacific Concourse (Level -1) Pacific K Participants:
 - Amplifying Indian Women's Voices and Experiences to Advance Their Equitable Access to Technical and Vocational Education Training Programs – Radhika Iyengar, Earth Institute, Columbia University; Matthew A. Witenstein, University of Dayton
 - Dalit Academic Experiences: Stigma, Caste Reproduction and Systemic Exclusion in Indian Higher Education – *Bharat Rathod, University of Massachusetts*
 - The Role of Local Community Involvement–School Management Shuras– in Supporting Girls' Education in Afghanistan – Sohaila Isagzai, Florida State University

703. The long-term impact of TVET in Asia; advancing sustainability during rapid economic expansion

Formal Panel Session

- 1:30 to 3:00 pm | Pacific Concourse (Level -1) Pacific L Participants:
 - Green skills in Asia; with particular reference to India Indonesia Sri Lanka and Viet Nam – Brajesh Panth, Asian Development Bank; Shanti Jagannathan, Asian Development Bank; Rupert Maclean, College of the North Atlantic-Qatar
 - Asian policies for TVET and their adaptation to achieving the SDGs Eunsang Cho, KRIVET
 - Sustainable traditional textile production in the Philippines. Is there a future? Michael Gonzalez, City College San Francisco

Discussant:

Giovanni Crisona, Skillman.eu Network

704. McGovern Dole Food for Education in Mozambique: successes and lessons learned

Formal Panel Session

- 1:30 to 3:00 pm | Pacific Concourse (Level -1) Pacific M Participants:
 - Concepts, Objectives, and Achievements of McGovern-Dole International Food for Education Programs: An Introduction – Ingrid Ardjosoediro, U.S. Department of Agriculture
 - Supporting Sustainability of Education and Literacy Improvement in a McGovern-Dole International Food for Education Program in Mozambique – *Marie Lichtenberg, Planet Aid International*
 - Nourished Bodies and Minds: Maputo Province 2018 Early Grade Reading Results - Olivia Machel, ADPP; Hayley Niad, Cambridge Education
 - Community Mobilization for Improved Literacy The Role of Volunteers, Parents and School Management Councils in a USDA McGovern-Dole Program in Mozambique – Anthony Akwenyu, World Vision International

705. CIES Membership System Training Demo (Open to SIG/ Committee Leaders and All CIES Members) II Special Session

3:15 to 4:45 pm | Street (Level 0) - Grand Ballroom B

706. The experience and practice of internationalization General Pool

- Paper Session
- 3:15 to 4:45 pm
- Atrium (Level 2) Waterfront A

Participants:

Transnational Academics in Canada: An Exploration of Experience Melissa White, University of New Brunswick; – Shauntelle Nurse, University of New Brunswick

Complicating international education: intersections of internationalization and indigenization – Theresa Heath, University of Minnesota

- How Sustainable are K-12 International Education Strategies: Comparing Policy Approaches of Ontario and Manitoba in Canada – Roopa Trilokekar, York University; Merli Tamtik, University of Manitoba
- Institutional Change in Higher Education in Mexico: Reforms for U.S. Accreditation – Beverly Barrett, University of Miami; Frank Fernandez, University of Houston; Elsa M. Gonzalez, University of Houston

707. Rethinking early grade reading benchmarks: Innovations in setting oral reading fluency standards Formal Panel Session

Formal

3:15 to 4:45 pm | Atrium (Level 2) - Waterfront B

Chair:

Matthew Jukes, RTI International

Participants:

- Applying best practices for EGRA benchmarking: Lessons learned from standard setting in India – Jonathan Stern, RTI International
- An Angoff Method for setting oral reading fluency and comprehension benchmarks in Lebanon – Abdullah Ferdous, MSI

Thursday, April 18

- Searching for common ground: A comparison of minimal oral reading fluency benchmarks established using local expert knowledge versus data-driven processes – Norma Evans, Evans and Associates; Alphonse Sebaganwa, Rwanda Education Board; Sharon Haba, Chemonics International
- Using the Early Grade Reading Barometer to support the setting of benchmarks and targets for reading outcomes – *Joseph Destefano, RTI International*

Discussant:

Jeff Davis, MSI

708. The inclusive work of schools and classrooms

SIG: Inclusive Education

Paper Session

3:15 to 4:45 pm | Atrium (Level 2) - Waterfront C

Participants:

- Affects and diversity in the classroom. Everyday experiences of Santiago de Chile's schools. – Rosario Palacios, Pontificia Universidad Católica de Chile, Centro de Justicia Educacional; Sofia Larrazabal, Pontificia Universidad Católica de Chile, Centro de Justicia Educacional; Rocio Berwart, Pontificia Universidad Católica de Chile, Centro de Justicia Educacional
- Going Above and Beyond: Practices of Successful Teachers of Refugee and Immigrant Students – Sahra Ahmed, Student
- How Universal is Universal Design? Christopher Johnstone, University of Minnesota; – Armenuhi Avagyan, Associate professor at Armenian State Pedagogical University
- Including Children with Disabilities in and through Sport & Play – the Plan2Inclusivize Sport for Inclusion – Barbara Scettri, Plan International Ireland; Katharina Schlüter, UNESCO Chair in Inclusive Sport, Ireland; Frank Velthuizen, Senior Specialist Inclusion and Disability, Plan International

709. What contributions can randomized experiments (RCTs) make to our understanding of education systems reforms? Formal Panel Session

3:15 to 4:45 pm | Atrium (Level 2) - Waterfront D

Chair:

Laura Savage, DFID

Participants:

- Improving public sector management at scale? Experimental evidence on school governance in India – Karthik Muralidharan, University of California, San Diego; Abhijeet Singh, Stockholm School of Economics
- Evaluating the intrinsic effect of institutions: theory with applications to school of governance – *Leonard Wantchekon, Princeton University; Yves Atchade, Boston University; Pierre Nguimpeu, Georgia State University*
- Is a RCT appropriate for evaluating Ethiopia's large-scale quality education reform program? – Tassew Woldehanna, Addis Ababa University; John Hoddinott, Cornell University; Ricardo Sabates, University of Cambridge

Discussant:

Susannah Hares, Center for Global Development

- **710. Teacher motivation and professional development** SIG: Teacher Education and the Teaching Profession Paper Session
- 3:15 to 4:45 pm | Atrium (Level 2) Waterfront E

Chair:

Trang T.T Pham, University of Foreign Language and International Studies, Vietnam National University. PhD Candidate in Educational Leadership Program, Department of Education Policy Studies, The Pennsylvania State University, USA

Participants:

- Analysis of the implementation of urban-rural teachers exchange policy in China – Yuhuan FENG, Graduate School of Education, Peking University
- Incentives and disincentives to choose teaching as a profession: A conceptual framework – Trang T.T Pham, University of Foreign Language and International Studies, Vietnam National University. PhD Candidate in Educational Leadership Program, Department of Education Policy Studies, The Pennsylvania State University, USA
- Reforming Chinese Teacher education: Findings from Training Program of Multiple-Subject Elementary School Teachers" in Rural Northwestern China – Qiyun Wu, Qinghai Normal University (Tutor); Mi Zhou, Qinghai Normal University (Tutor); Hui Zhou, Qinghai Normal University (graduate student); Wenfan Yan, University of Massachusetts Boston

Implications of professional development for ESL teachers' career advancement – Kamal Rohan Abeywickrama, PhD candidate, Department of Education, Deakin University, Australia

711. World Education's DREAMS Innovation Challenge Program: promoting girls' education through prevention and response interventions in eSwatini, Zimbabwe, and Tanzania

Formal Panel Session | 3:15 to 4:45 pm

Bay (Level 1) - Bayview A

Chair: Folami Harris, JSI

Participants:

Reaching Out-of-School Teen Moms with Non-Formal Education in eSwatini – *Collen Masibhera, Bantwana Initiative of World Education*

Preventing School Drop Out in Zimbabwe: Findings from an Early Warning System Linking Vulnerable Youth to Resources and Tailored Support – *Kayla Caldwell, World Education, Inc.*

Empowering Adolescent Girls through Protect Our Youth Clubs to Keep them in School in Tanzania – *Liz Allen, World Education, Inc.*

712. The future that I see: aspiration, education, and visions for "the good life"

SIG: Post-foundational Approaches to Comparative and International Education Formal Panel Session

3:15 to 4:45 pm | Bay (Level 1) - Golden Gate

Chair:

Jieun Sung, Curry School of Education, University of Virginia Participants:

- Aspirations as Cultural Capital in Rural Mexico Amy Laboe, University of Virginia
- From Global Citizenship Education, into the world: Towards more aesthetically-rich belonging work – Lauren Ila Misiaszek, Institute of International and Comparative Education, Beijing Normal University
- Aspiring To Be "Connected To The Soil": Chinese Students in Elite Universities in Rural China - Chenyu Wang, University of Virginia

CONFERENCE PROGRAM

Learning grammar and negotiating meanings of "the good life": The role of language acquisition in refugee resettlement – *Jieun Sung, Curry School of Education, University of Virginia*

714. Transitioning from mother tongue to multiple languages Formal Panel Session

3:15 to 4:45 pm | Bay (Level 1) - Seacliff C

Chair:

Nancy Clark-Chiarelli, Education Development Center (EDC) Participants:

Language transfer for successful multinlingual readers: how we do it right? – Samima Patel, Creative Associates International

Learning to read in three languages in the Philippines from Grade 1 to Grade 3 – *Ces Ochoa, Education Development Center (EDC)*

Transitioning from Hausa to English: opportunities and challenges – Nancy Clark-Chiarelli, Education Development Center (EDC)

Discussant:

Sylvia Linan-Thompson, University of Oregon

715. Using methodological innovations to improve international assessment

SIG: Large-Scale Cross-National Studies in Education Formal Panel Session

3:15 to 4:45 pm | Bay (Level 1) - Seacliff D

Chair:

David Rutkowski, Indiana University

Participants:

- A small area estimation approach for modeling average student performance for US States in international large-scale assessments – Andres Sandoval-Hernandez, University of Bath; Andres Gutierrez, CEPAL; Cristian Tellez, Universidad Nacional de Colombia
- Students with special education needs: suggestions to improve IEA study designs to accommodate related research – Sabine Meinck, IEA Data Processing and Research Center; Savine Weber, IEA Hamburg
- Tradition can corrupt your results: different modeling approaches to explain students' tolerance to corruption. *Diego Carrasco, Centro de Medición MIDE UC, Pontificia Universidad Católica de Chile; Robin Banerjee, University of Sussex; Ernesto Treviño, Pontificia Universidad Católica de Chile; Cristobal Villalobos, Universidad Católica de Chile; Natalia Lopez, Pontificia Universidad Católica de Chile*

Sexism and egalitarianism: a measurement proposal using ICCS 2016. Daniel Andres Miranda-Fuenzalida, Universidad Católica de Chile

716. The Intended and Unintended Consequences of Global Frameworks

SIG: Globalization and Education Paper Session

3:15 to 4:45 pm | Street (Level 0) - Plaza

Chair:

Spogmai Akseer, Independent Researcher

Participants:

Shifting paradigms in pursuit of SDG4: contexts, participants, and sector integration in Australian and Oceanic education and development policy - *Alexandra McCormick, University of Sydney*

Lifelong learning for the sustainable development of "Least Developed Countries": The case of Nepal – *Kapil Dev Regmi, University of British Columbia*

Monitoring learning outcomes in the time of SDGs. New agendas and shifting relationships within the global assessment landscape – *Clara Fontdevila, Universitat Autònoma de Barcelona*

Gender and international education agendas in Jamaica: Unintended consequences of global policies – Everton Ellis, OISE/ University of Toronto

717. The world in Teachers College, Teachers College in the world

SIG: Post-foundational Approaches to Comparative and International Education

Formal Panel Session

3:15 to 4:45 pm | Street (Level 0) - Regency A

Chair:

Daniel Friedrich, Teachers College, Columbia University

Participants:

- Towards an Epistemic Network Analysis of Teachers College's Role in Globalizing Educational Ideas – *Daniel Friedrich, Teachers College, Columbia University*
- Pioneering Global Education for the 20th Century: Dr. Isaac L. Kandel's Ideas – *Kara Gavin, Teachers College, Columbia University*
- Teachers College's Contributions to Globalizing Education: Kandel's Doctoral Advisees – Ana Paula Pereira Marques de Carvalho, Universidade do Estado do Rio de Janeiro
- Isaac L. Kandel and the Carnegie Foundation for the Advancement of Teaching – *Nancy Ku Bradt, Teachers College, Columbia University* Discussant:

Christopher Mark Kirchgasler, The University of Kansas

718. Use of learning assessment data in education policy: Technical and political barriers

SIG: Globalization and Education Formal Panel Session

3:15 to 4:45 pm | Street (Level 0) - Regency B

Chair:

Hughes Moussy, IIEP/UNESCO

Participants:

- Technical barriers to the use of learning assessment data: Availability of Data Silvia Montoya, UNESCO Institute for Statistics
- Technical barriers to the use of learning assessment data: Technical Capacity of Planners – *Mioko Saito, International Institute for Educational Planning (IIEP) UNESCO*
- Use of learning assessment data and the political economy of actors: Lessons from Sub-Saharan Africa – *Ieva Raudonyte, IIEP-UNESCO*

Use of learning assessment data and the political economy of actors: Lessons from Latin America – *Sylvia Irene Schmelkes, Instituto Nacional para la Evaluación de la Educación*

Discussant:

Elena Walls, US Agency for International Development (USAID)

719. Transition and adjustment support and learning strategies SIG: Study Abroad and International Students (SAIS)

Paper Session 3:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific A Chair:

air. Xiaoli Jing, McGill University



Thursday, April 18

Participants:

- Academic Adaptation in A Cross-cultural Context: An Empirical Study of Local Pre-service Chinese Teachers of South-Asian – Lan Yu, Faculty of Humanities and Social Science Beijing Language and Culture University Building No.4, Room 314 Mailblox 31, No.15 Xueyuan Road, Haidian District Beijing 100083, P.R.China
- Helping or hindering? Emotional supports and the academic stresses among young Chinese international students – Xi Lin, East Carolina University; Shu Su, Ball State University; Alyssa McElwain, University of Wyoming
- International Student Spouses and the English Language: Low Stakes Language Learning Community and the Unequal Politics of Second Language Acquisition – Adam Grimm, Michigan State University; Dana Kanhai, Michigan State University; Jessica Landgraf, Michigan State University
- Moving beyond the bureaucracy: Navigating the constraints and limitations to job-crafting in international higher education – Katie A.R. Hoye, Baylor University; Santiago Castiello-Gutiérrez, University of Arizona; Jon McNaughtan, Texas Tech University; Hugo Garcia, Texas Tech University
- The role of institutional support in international students' crosscultural adaptation in the U.S. and Japan – *Mitsuko Shimizu, Soka University of America*

Discussant:

Marta Moskal, Durham University

720. Transforming gender and social norms through youth programming

Formal Panel Session

3:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific B Participants:

Sexuality Education and Gender – it's part of the script! – Amy Deal, Education Development Center (EDC)

Analyzing and addressing gender and social norms in the Djiboutian private sector to promote young women's inclusion in the workforce – *Zahra Youssouf Kayad, Education Development Center, Inc.*

Changing attitudes and practices in order to integrate youth with disabilities (YwD) into the workforce – *Steve Kamanzi, Education Development Center (EDC)*

Promoting Young Women's Engagement in Science, Technology, Engineering and Mathematics + Accounting and Tourism Fields -*Kevin Corbin, EDC*

Discussant:

Daniel Lavan, Education Development Center (EDC)

721. Transnational Migration, Refugees, and Education: Case Studies from Across the Globe

SIG: Globalization and Education Formal Panel Session

3:15 to 4:45 pm $\mid\,$ Pacific Concourse (Level -1) - Pacific C

Chair:

Maria Hantzopoulos, Vassar College

Participants:

Socio-politically Relevant Pedagogy for Immigrant and Refugee Youth – Monisha Bajaj, University of San Francisco

"Exclusions of France's Liberté, Egalité, Fraternité: Refugee and Migrant Youth Storytelling with Participatory Visual Methodologies" - Roozbeh Shirazi, University of Minnesota

Finding Place in Transition: Refugee and Migrant Schooling in Greece - Maria Hantzopoulos, Vassar College

Transforming Schooling Outcomes for Immigrant-origin Students in Rural California: A Critical Placed-Based Approach to Farmworker History – Adam Sawyer, California State - Bakersfield Discussant:

Zeena Zakharia, University of Massachusetts Boston

722. Varied voices: reflections and responses to higher education reforms in Kazakhstan, Kyrgyzstan, and Tajikistan SIG: Eurasia

Formal Panel Session

3:15 to 4:45 pm | Pacific Concourse (Level -1) - Pacific D

Chair:

Sari Eriksson, University of Helsinki

Participants:

- University-industry collaboration for innovating and improving quality of education in Kazakhstan – Dilrabo Jonbekova, Nazarbayev University; Jason Sparks, Nazarbayev University Graduate School of Education; Matthew Hartley, University of Pennsylvania
- The European higher education area and higher education organizational changes in former Soviet countries: perspectives from Tajikistan *Zumrad Kataeva, Nazarbayev University*
- "We have kept our traditions": Durability in former Soviet higher education systems - Emma Sabzalieva, University of Toronto
- Independent accreditation: A challenge or an opportunity for faculty? - Chynarkul Ryskulova, Kent State University
- Teaching what you haven't been taught: Faculty perceptions of student independent work in Kyrgyzstan – *Martha Merrill, Kent State University*

Discussant:

Alan J. Deyoung, University of Kentucky

723. Film Festivalette: Inspirational Shorts [Screening 3]

3:30 to 5:15 pm | Landmark Embarcadero Center Cinema (off-site): Floor Promenade (Level 3) - 1 Embarcadero Center

724. Closing Event: Alphabet Rockers

5:00 to 6:30 pm | Street (Level 0) - Grand Ballroom A

725. Film Festivalette: Embrace of the Serpent & discussion with Sustainable Educator David Orr [Screening 3]

6:00 to 9:00 pm | Landmark Embarcadero Center Cinema (off-site): Floor Promenade (Level 3) - 1 Embarcadero Center





PRESENTERS

Α

Abadzi, Helen, 022, 453, 689 Abbas, Muna, 272-6 Abbasov, Abbas, 443 Abdallah, Ghassan, 485 Abdallah, Rana, 395 Abdel, Fergoug, 652-9 Abdelkhalek, Fatma Said, 159-5, 279 Abdimanapova, Laila Saparbekkhyzy, 293 Abdou, Ehaab Dyaa, 227, 696 Abdrasheva, Dana, 213 Abdullahi, Ahmed Sheikh, 420 Abdullahi Faroq, Fatima Binta, 418 Abdullateef, Shaher, 248 Abdurazzakova, Mumtaza, 396-11, 464 Abedtalas, Musallam, 248 Abelyan, Karine, 198 Aber, J. Lawrence, 079, 124, 343 Abeywickrama, Kamal Rohan, 710 Abimpaye, MONIQUE, 150 Abozaied, Hanan Salah Yusuf, 046-9 Abril, David, 431 Abu Alghaib, Ola, 356, 655 Abuasaad, Islam, 579 Abubakar, Amina, 272-1 Abuchaim, Beatriz, 074 Abu Jaber, Mayyada, 202 Abuladze, Irina, 352 Abuya, Benta, 412, 530 Acharya, Pitambar, 338, 587-3 Acharya, Seema, 540 Acosta, Felicitas, 040, 296, 467 Acree, Jeremy, 410, 454, 652-7 Adam, Edmund, 312-6 Adame, Diego, 013 Adamovich, Ksenia, 695 Adams, Jennifer, 322 Adams, Jessica, 465 Adamson, Bob, 277-7, 602 Adamson, Frank M., 278-12, 531 Adamu, Amina, 701 Adbulhafiz, Abdul Hafiz, 248 Addae-Boahene, Akwasi, 541 Addam El Ghali, Hana, 133 Addam El-Ghali, Hana, 096

Presenter

addamu, Aster, 471-10 Addey, Camilla, 564 Addy, Nii, 200, 312-1 Adebayo, Seun, 175, 201-8, 473, 612 Adefeso, Mo, 644 Adejumo, Damilola Rebecca, 173 Adelman, Elizabeth, 055 Adli, Fariba, 248 Adolwa, Joyce, 420 Adrião, Theresa, 203, 338, 618 Adu, Emmanuel Olusola, 157 Adu-Areey, Susan, 354 Adutwum, Yaw Osei, 520 Afflerbach, Peter, 153 Afridi, Momina, 543 Agbaire, Jennifer Jomafuvwe, 389 Agbaji, Jennifer, 211 Agbedahin, Adesuwa Vanessa, 101 Agbor, Julius, 587-2 Aghayeva, Jeyran, 501 Agrawal, Sunita, 201-14 Agredo, Heny, 045, 470-8 Agrusti, Gabriella, 120 Aguilar, Luis Enrique, 467 Aguti, Jessica, 429 Ahmad, Muhammad Wagar, 159-12 Ahmad, Mustapha, 651 Ahmad, Shihab Uddin, 627 Ahmed, Hala, 039 Ahmed, Kayum, 099 Ahmed, Sahra, 708 Ahmed Gambol, Fardowsa, 159-11 Ahmed (Rind), Irfan, 508-10 Ahn, Elise S, 159-1, 434, 484 Ahn, Jee Bin, 255, 320 Aichmayr, Hannes, 184-1 Ailei, Xie, 550 Ainley, John, 365 Ait Si Mhamed, Ali, 139 Aiyar, Chitra, 280 Ajani, Amber, 533 Akar, Bassel, 182, 283, 330 Aker, Katherine, 643-4 Akhtar, Yusra, 317 Akiba, Motoko, 070, 145 Akinrinmade, Bodunrin Ifeoluwa, 173 Akinrinola, Ademola Alabi, 175, 200, 473, 612 Akmal, Maryam, 117



Akseer, Spogmai, 716 Akwenyu, Anthony, 704 Akyeampong, Kwame, 308 Alam, Abdullah, 507 Alam, Jan, 184-1 Alam, Md Jahangir, 184-1, 471-2, 499 Alamdari, Tamila Pashaee, 278-2 al Aqra, Ayat, 272-6 Alarcon, Deisy, 196 Al Azmeh, Zeina, 248, 342-6 Albornoz, María Belén, 233 Alcántara Santuario, Armando, 467 Alcott, Ben, 119 Aleksić, Gabrijela, 656-2 Alexander, Louis, 560 Alfaheid, Leila, 504 Alfonso, Emigdio Rodriguez, 467 ALHARBI, EMAN SAAD M, 278-11 Ali, Ahmad, 507 Ali, Sajid, 395, 469, 508-4 Ali, Sarah, 342-8 Alkhansa, Yasamin, 046-11 Al-Kohlani, Sumaia, 234 Allaf, Carine, 669 Allais, Stephanie Matseleng, 158, 645 Allen, Andrew, 604 Allen, Ian Kenneth, 351 Allen, Julee, 264 Allen, Liz, 350, 711 Allen, Ryan Michael, 348-7, 479 Allmang, Skye, 278-4 Al-Sabbagh, Samah, 442, 562 al Samarrai, Samer, 068 Alsuwaidi, Mada, 366 Al-Taneiji, Shaikah, 248 Altavilla, Jennifer Michele, 081 Al-Thani, Hessa, 278-5 Altinyelken, Hulya Kosar, 317, 558 Alubisia, Alex, 524 Aluoch, Sandra Atieno, 652-4 Alvarado Urbina, Andrea, 396-6, 533 Amankulova, Zhuldyz, 479 Amato, Lindy, 171 Ambasta, Sumita, 278-8 Amery, Erica, 205-5, 272-9 Amiel, May, 160 Amili, Sophie, 159-11 Amjad, Afshan, 246

INDEX

Ammar, Alia Adel, 279 Amoth, Martina, 116 Ampofo, Yaa Oparebea, 142 Amzazi, Said, 345 an, tingting, 612 An, Yalun, 619-1 ANABALÓN TOLEDO, CLAUDIA, 277-4 Anand, Kusha, 223, 312-4, 396-8, 516 Anandan, Shruti, 545-2 Andema, Sam, 347 Anderson, Emily W., 111, 390, 466, 665 Anderson, Kate, 114 Anderson, Kirk R, 419 Anderson, Mary, 159-8 Anderson, Rachel, 508-4 Anderson-Levitt, Kathryn M., 052, 197, 527 Andersson, Sarah Ruth, 159-12, 599 Andrade, Paola Alejandra, 414, 493 Andreotti, Vanessa, 239, 331, 697 Andrew, Alison, 490 Andrews, Amber Ann, 441 Angelides, Panayiotis, 369, 471-5 Anjuri, Brenda, 344 Annan, Jeannie, 079 Ansari, Amna, 557 Antipkina, Inna, 399 Anton-Erxleben, Katharina, 492 Antoninis, Manos, 069, 084, 156, 263, 364 Antoniou, Marios, 290 Antony, Pavan John, 306, 435, 473 Anturaniemi, Juho, 647 Anwar, Hiba, 096 Anzar, Uzma, 159-15 Anzures Tapia, Aldo, 050-2, 204 Apiot Okudi, Christine, 362 Aponte-Martinez, Gerardo Joel, 112, 470-3, 679 Apostolescu, Oana Ruxandra, 342-4 Appel, Anize, 473 Aquino, Armando, 278-11 AQUINO, VERONICA FONTANILLA, 278-11 Arango, Maria Paulina, 050-4, 330 Arat, Gizem, 508-9 Archer, David, 046-14, 222 Archuleta, Kristi, 700 Arden, Richard, 652-8 Ardjosoediro, Ingrid, 447, 587-4, 637, 704 Ardoin, Nicole, 457 Areaya, Solomon, 413



Arias, Sonia, 275, 508-1 ARIK AKYUZ, Burcu Meltem, 533 Armah, Stephen, 312-1 Armijo, Paula, 418 Arnove, Robert, 087, 189 Arnt, Gabriel Schenkmann, 446 Arreaga, Antonio, 102, 397 Arredondo, Cesar, 102 Arregui, Patricia, 444 Arshad, Rosnidar, 441 Arvisais, Olivier, 238, 278-7 Asad, Saher, 636 Asada, Sarah Renee, 098 Asego, Catherine S., 094 Asgedom, Amare, 060, 678 Asghar, Anila, 596 Ashford, Richard, 487 Ashirbekov, Adil, 139 Ashraf, Mehreen, 144 Asim, Salman, 329, 364 Asino, Tutaleni I., 297, 423, 476 Aslami, Hassan, 063 Asselin, Marlene, 347 Assi, Iman, 171 Assié-Lumumba, N'Dri Thérèse, 590 Assié-Lumumba, N'Dri Thérèse, 029, 200, 676 Astatke, Yacob, 601 Astiz, M. Fernanda, 272-4 Ataman, Jimil, 503 Atayee, Jalaludin, 242 Atchade, Yves, 709 Atia, Michael, 332 Attanasio, Orazio, 490 Aubry, Sylvain, 494 Auld, Euan D., 506 Avadhanam, Rukmini, 316 Avagyan, Armenuhi, 708 Avalos, Evelyn, 563 Avelar, Marina, 328, 357 Avriel Avni, Noa, 142 Awad, Shaimaa Mostafa, 202 Awad-Gladewitz, Dagmar, 046-11, 201-15 Ayala, Luis, 046-1 Ayari, Susan, 047, 278-6 Aydagul, Batuhan, 270 Aydarova, Elena, 433, 469, 527 Aydin, Hasan, 312-10, 410 Ayieko, Rachel A, 051-3, 565

AYIK, Bilgehan, 133 Ayubayeva, Nazipa, 293 Azaiki, Steve, 056 Azaryeva, Anna Azaryeva, 225 Azaryeva Valente, Anna, 278-3, 485 Azubuike, Bridget, 201-8

В

Babaci-Wilhite, Zehlia, 235 Babaci-Wilhite, Zehlia, 081 Baber, Lorenzo, 622 Baboo, Nafisa, 396-10, 655 Backman, Stephen, 047 Backus, Deborah, 628 Badaki, OreOluwa, 050-1, 351 Badi, Lilian, 249, 350 Badran, Alaa M., 587-2 Badri, Khadija, 508-11 Bae, Sohyeon, 184-1, 684 Baek, Chanwoong, 647 Bagby, Emilie, 102, 155, 425, 560 Baghdady, Ahmed, 587-2 Bagrintseva, Elizaveta, 408 Bah, Alpha, 334 Bahry, Stephen, 081, 545-11 Bai, Hua, 440 Bai, Yifan, 332, 598 Baigazina, Altyn, 443 Bailey, Craig S., 592 Bailey, Rebecca, 174, 278-1, 425 Bailey, Simon, 640 Baily, Supriya, 029, 046-4, 311, 400-2 Bajaj, Monisha, 002, 280, 466, 721 Baker, Doris, 083 Baker, Melanie J, 654 Bakhshaei, Mahsa, 499 Bakuza, Fortidas, 650 Balakrishnan, Pravindharan, 128 Balbontin, Roxana, 277-4 Baldé, Aissatou, 396-2 Ball, Stephen J, 489 Balladares, Jaime, 103 Baltaru, Roxana-Diana, 323, 389 Balwanz, David Arthur, 462 Bamattre, Richard, 563 Banerjee, Parna, 470-6 Banerjee, Robin, 715 Banes, David, 356

Ø______

Presenter

Banfill, Jonathan, 396-13 Bang, Hyeyoung, 630 Banks, Susan Rae, 272-8 Bano, Nazia, 201-11 Bano, Sara, 480, 601 Baocun, Liu, 561 baoqiao, xu, 159-1 Barakat, Bilal, 364, 526 Barbarasa, Estera, 560 Barbosa, Luciane Muniz Ribeiro, 418 Barbosa Born, Barbara, 179, 546 Barbosa e Oliveiro, Leonardo, 199 Bardai, Farzana, 050-1, 485 Bardanashvili, Estee, 167 Barger, Runchana Pam, 471-9 Barham, Kefah, 254, 521 Barker, Kyle, 509 Barnes, Adrienne, 418, 471-11, 567 Barnes, Andwatta, 251 Barnes, Benita, 250 Barnes, Sophie, 174, 278-1 Baron, Caitlin, 470-7 Barr, Cara, 184-1 Barragan Torres, Mariana, 184-1 Barrett, Angeline M., 046-14, 245, 333 Barrett, Beverly, 706 Barron, Ian, 485 Barron Rodriguez, Maria Rebeca, 471-13 Barros, Sandro, 673 Barry, Bridget, 208 Bartels, Frederike, 338 BARTHOLO, TIAGO, 258, 348-1 Bartlett, Lesley, 006, 284, 331, 419, 529, 539 Basavaraj, Amogh, 354, 540 Bashir, Sajitha, 309, 652-8 Bassett, Lucy, 291 Baum, Donald R., 006, 221, 400-5, 460 Bauman, Moriah, 272-2 Baxter, Aryn Raye, 002, 208, 401-3, 609 Baxter, Jacqueline, 698 Bayeck, Rebecca Y., 200, 297, 312-3, 423, 476 Bayley, Stephen Hamilton, 173, 272-1 Bayona, Sol Prieto, 079 Beatty, Amanda, 117 Beaumont, Jean, 182, 236, 559 BECKER, Angela, 125 Beckett, Gulbahar, 652-2, 694 Beeson, Sherrie Rhodes, 253

NDEX

Beggs, Christine, 097, 215 Begley, Katherine, 277-9 Behrman, Jere R., 124, 343 Bekele, Teklu Abate, 665 Bélanger, Julie, 159-10 Belisle, Michelle, 342-5 Bell, Beverley, 116 Bell, David, 116, 351 Bella, Nicole, 468 Bellei, Cristián, 194 Bellinger, Amy, 608 Belveal, Morgan, 699 Benavot, Aaron, 046-14, 305, 455 Bender, Penelope, 021, 345 Bender Raio, Cibele, 338 Bengtsson, Stefan Lars, 505 Bengtsson, Stephanie, 621 Bennett, Cathryn, 160, 410 Bennett, Eliza Ruth, 441 Bennouna, Cyril, 669 Benoliel, Pascale Sarah, 131 Benson, Carolyn J. (Carol), 046-14, 082, 110, 308 Benson, Sarah, 360 Bentrovato, Denise, 371 Berger, Alicia, 685 Berger, Joseph B, 159-15, 250 Bergin, Charlotte Louise, 012 Bergin, Charlotte Louise, 471-6 Berkhout, Emilie, 117 Berkovich, Izhak, 131 Berkowitz, Alan, 142 Bermeo, Maria Jose, 474 Bernal Fontal, Camila Alejandra, 533 Bernath, Amy, 352, 623 Bernhard, Nadine, 158 Bertone, Andrea, 281 Bertoni, Eleonora, 553 Berwart, Rocio, 708 Berzina-Pitcher, Inese, 533 Beteille, Tara, 253 Bever, Sarah Huey, 623 Beye, Cheikh, 396-2 Beyer, Clara, 120 Bezem, Pablo, 508-5 Bhana, Deevia, 046-3 Bhattacharya, Jasodhara, 349, 592 Bhorkar, Shalini, 688 Bhula, Radhika Tushar, 634



Bhutta, Sadia Muzaffar, 395, 469, 508-4 Bi, Siyuan, 432-1 Bialik, Gadi, 094 Bian, Aidi, 184-1 Biernacki, Paulina Julia, 566 Bima, Luhur, 117 Biraimah, Karen, 389 Biseth, Heidi, 545-9 Biseth, Heidi, 545-9 Bista, Krishna, 048, 083, 206-4, 268, 312-9, 388, 433, 508-6, 545-4, 601 Bittencourt, Tiago, 231, 606 Bjork, Chris, 118, 241, 400-5, 636 Blache, Rhonesha L., 604, 641 Blackburn Cohen, Chelsea A, 603 Blackman, Stacey Nataha Jillian, 237, 617 Blackmore, Jill Anne, 440 Bladh, Gabriel, 471-3 Blanchard, Katherine Pedersen, 405 Blanco, Gerardo, 197, 295, 387 Blankenbeckler, Corrie, 394, 471-10 Blausten, Hannah, 184-1 Blikstein, Paulo, 244 Bloom, Heidi Nicole, 278-5 Boakye-Yiadom, Felicia, 520 Bodo, Shem, 580 Bodovski, Katerina, 293, 336, 484 Boe, Kira, 543 Boereboom, John, 348-1 Bohlinger, Sandra, 653 Boisvert, Kayla, 396-1 Boklis Golbspan, Ricardo, 162 Bonal, Xavier, 489, 584 Bond, Laura, 464 Bonilla, Juan, 490, 558 Bonilla, Maria Angelica, 543 Bonsu, Denise, 291 Bontoux, Vincent, 652-6 Boothby, Neil, 614, 690 Borden, Allison M., 046-13 Bordoloi, Sujata, 713 Borge Janetti, Gabriela, 137 Borgonovi, Francesca, 500 Borkan, Bengu, 338 Bornstein, Marc H, 490 Borst, Grégoire, 046-2 Bos, Henny M.W., 558 Bose, Lakshmi Sagarika, 393 Boshier, Roger, 169

Presenter

Bosomptwe-Sam, Cynthia, 520 Bosumtwi-Sam, Cynthia, 018, 170, 517 Boucher, Eddie, 184-1 Bowden, Lauren, 640 Boyle, Helen N., 223, 471-11 Bozymbekova, Kuralay, 400-6, 600 Brackett, Natalie, 011 Bradt, Nancy Ku, 717 Bramley, Sarah, 129 Bramwell, Daniela, 091 Brancel, Madeline Rose, 693 Brauchy, José Gabriel, 277-4 Bray, Mark, 688 BrckaLorenz, Allison, 661 Breck, Susan, 343 Breeding, Mary, 253 Brehm, Will, 006, 183 Breivik, Anne, 259 Breman, Matthew, 471-12 Bremm, Nina, 624 Brennan, Mark A, 450 Brentani, Alexandra, 174 Brese, Falk, 120 Brezicha, Kristina, 050-2, 126 Bridges, Thurman, 601 Brindlmayer, Maria, 026, 525 Brion, Corinne, 091, 224 Brissett, Nigel, 445 Britel-Swift, Mariam, 292, 345, 652-9 Brito, Alejandra, 329 Brock, Andy, 541 Brock-Utne, Birgit, 470-5, 545-1 Bromley, Patricia, 127, 597, 692 Brons, Maria, 083 Bronstein, Jacob, 321 Browes, Natalie, 140 Brown, Danice, 481 Brown, Dominique M., 342-2 Brown, Ed, 580 Brown, Felicity, 201-10 Brown, Kara, 475 Brown, Karen, 508-3 Brown, Lindsay, 079 Brown, Nancy Insights, 509 Brown, Robert S, 606 Brown, Tashal, 280 Brudevold-Newman, Andrew, 449 Brunette, Tracy, 097, 674



Brunette, Tracy, 579, 652-10 Brunner, Ilse, 231 Brush, Katharine Elizabeth, 425 Bu, Liping, 261 Buchmann, Claudia, 519 Buchmann, Nina, 634 Buckland, Peter, 457 Buckner, Elizabeth S., 011, 050-3, 323, 564 Bucknor, Elizabeth, 445 Bucuvalas, Abigail, 016 Buffardi, Anne, 652-5 Bukchin, Shira, 664 Bulat, Jennae, 396-10 Bunaiyan, Walaa, 283, 338 Bunar, Nihad, 508-8 Bunn, David, 201-1 Burde, Dana, 084, 135, 180, 242, 646 Burkholder, Casey, 545-10, 596 Burner, Tony, 545-9 Burnett, Nicholas, 349 Burns, Mary, 243, 278-10 Busch, K.C., 470-8 Bustos, Marie Therese, 691 Bustos Aguirre, Magda, 271 Butler, Margaret, 652-3 Buttweiler, Mark, 362, 589 Byoun, Su Youn Byoun, 100 Byrdo, Naomi, 585 Byun, Soo-Yong, 131, 312-3, 519

С

Cabiles, Bonita, 567 Caeyers, Bet, 490, 517 Caffery, Jo, 450 Cai, Xiuying, 046-9, 154, 532 Caifaz, Ilidio, 471-12 Caires, Roxane, 230, 342-7 Calabrese-Barton, Angela, 470-3 Caldwell, Kayla, 272-2, 693, 711 Callaghan, Tonya D., 161, 237 Camacho Lizarraga, Monica Irene, 123, 491 Cameratti, Claudia, 251 Campbell, Anne, 006, 208, 302 Campbell, Carol, 171 Campbell, Sean, 450 Camphuijsen, Marjolein, 140 Campos, Javier Martin, 359 Canales, Manuel, 194

INDEX

Candel, Sandra Lourdes, 203 Canelas, Olga, 338 Canter, Martin, 396-11 Cantrell, Steve, 362, 589 Cantú-Miller, Ana Sofía, 016 Cao, Chau, 205-3, 321 Cao, Yvonne, 017, 215, 292 Capacci-Carneal, Christine, 084, 201-10 Capobianco, Matt, 211 Cappella, Elise, 343 Capper, Sarah, 342-7 Caprioara, Daniela, 257 Capstick, Tony, 039 Cardenas, Sergio, 042 Cardon, Romain, 259 Cardona Sosa, Lina, 490 Cardone, Michele, 342-5 Cardoso, Manuel E, 212, 230, 409, 526, 548 Cardoso, Paula, 508-9 Care, Esther, 638, 691 Care, Esther, 691 Carel, David Michael, 301 Carl, Nicole Mittenfelner, 178 Carley, Paul, 545-6 Carlsen, Christian, 545-9 Carmona, Guadalupe, 078 Carney, Stephen, 127 Carnoy, Martin, 136, 240, 365, 456, 522, 553, 590 Carrasco, Alejandro, 194, 415, 543 Carrasco, Diego, 008, 556, 666, 715 Carr (Murray), Olivia G., 179 Carrol, Bidemi, 114, 650 Carson, Kaitlin, 067, 490 Carstens, Ralph, 057, 120 Carvajal-Poisson, Gabrielle, 533 Carvalho, Shelby, 678 Casanova, Solange, 662 Castejon, Alba, 543 Castellani, Aina Tarabini, 543 Castellano Sosa, Nadezhna Myriam, 471-6 Castiello-Gutiérrez, Santiago, 271, 491, 719 Castillo, María Jose, 397 Castillo, Nathan M., 493 Castillo Barrios, Liza Marie, 067 Castro Amenábar, Trinidad, 184-1, 418 Cate, Leandra, 348-3 Cattan, Sarah, 490 Cavalcante, Alexandre Soares, 257



Cayumán-Cofré, Carlos, 008 Cebolla Boado, Hector, 519, 632 Celis, Claudia, 046-9 Cella, Katie, 589 CETIN, AYHAN, 508-5 Cevallos Estarellas, Pablo, 467, 583 Cha, Yun-Kyung, 680 Chabbott, Colette, 305, 349, 597 Chachage, Kristeen B, 220 Chacon, Miriam, 470-8 Chadwick, Kristine L., 193 Chahin, Elsa, 236 Chai, Chunging, 432-4 Chakera, Shiraz, 429, 538, 671 Chakma, Deba, 308 Chakravorty, Aparna, 159-3 Chakravorty, Aparna, 291 Chamberlin, Stephanie, 470-6, 641 Chamsine, Chirine, 238 Chan, Josiah, 338 Chan, Roy Y., 619-6, 679 Chan, Sheng-Ju, 256, 411 Chan, W. Y. Alice, 115, 353-2, 422, 499 Chand, Vijaya Sherry, 316 Chandler, Hannah, 614 Chang, Ethan, 246 Changamire, Nyaradzai, 050-1, 116 Changamire, Vongaishe Morrine, 585 Chankseliani, Maia, 158, 237, 443 Chanturia, Rusudan, 312-10 chao rebolledo, cimenna, 046-9, 686 Chapman, David W, 346, 458 Charland, Patrick, 238 Charran, Chelseaia, 205-3, 360, 471-5 Chary, Srinivas, 218 Chase, Geoff, 457 Chatterley, Christie, 218 Chau, Quang Duong, 620 Chavda, Jainisha, 536 Cheah, Saiki Lucy, 318 Chelwa, Nachela, 287 Chemosit, Caroline C., 658 Chen, Amy Shumin, 066 Chen, Dongyang, 508-9 Chen, Hongjie, 077 Chen, Hongyan, 652-3 Chen, Irene Linlin Irene, 059, 348-5 Chen, Jian-Chih, 643-4

Chen, Jianhua, 159-14 Chen, Licui, 051-3, 179 Chen, Ling, 278-12 Chen, Lisa F, 362, 633 Chen, Liyuan, 195 Chen, Mo, 694 Chen, Qiongqiong, 041 Chen, Shuang, 322 Chen, Shu-Hsiang (Ava), 476 Chen, Yao, 533 Chen, Yao, 159-6 Chen, Zhe, 408 Cheng, Angel Oi Yee, 063 Cheng, Baoyan, 064, 214, 388, 421 Cheng, Fangping, 581 Cheng, Joy, 277-3 Cheng, Ming, 658 Chepkonga, James Chepyegon, 643-4 Cherng, Hua Yu, 555, 587-1 Chetty, Dhianaraj, 046-10, 184-1, 533, 683 Cheung, Rebecca, 260 Chhetri, Nar, 124 Chia, Yeow-Tong, 183, 247 Chiappetta, Melissa, 113, 155, 215, 300, 595, 651 Chiba, Mina, 533 Chigwanda, Ellen, 277-9 Chikatla, Suhana, 508-2, 545-11 Chilton-Timmons, Brooke, 396-5 Chimombo, Joseph, 329 Chinas, Christina, 369 Chingwaru, Walter, 245 Chinna, Ung, 638 Chipinda, Trace, 301 Chirkina, Tatiana, 332, 695 Cho, Eunsang, 703 Cho, InJung, 643-4 Cho, Joohee, 617 Choi, Álvaro, 500 Choi, Boran, 342-9 Choi, Junghee, 430 Chong, Jilli, 442, 643-4 Chong, Meilin Raquel, 338 Chong, Vanessa, 388 Choo, Wendy, 668 Choppy, Shirley, 453 Chopra, Vidur, 055, 079 Choti, Truphena M., 637 Christensen, Sine, 299, 656-4

Presenter



Christina, Rachel, 201-7 Christodoulou, Eleni, 088, 209 Chu, Yiting, 304, 370 Chuang, Erica, 119, 287 Chudgar, Amita, 052, 197 Chugunov, Dmitry, 329 Chun, Haelim, 205-2 CHUNG, EunKyoung, 159-2 Chung, Hee Jin, 519 Chykina, Volha, 484 Cierniak, Katherine, 115, 499 Cipriano, Anselmo, 551 Cireno, Flávio, 240 Claassen Thrush, Elizabeth Jill, 223 Claes, Ellen, 277-5 Clark, Debra, 513 Clark, Ellen Cantwell, 471-8 Clark, Leslie, 280 Clark-Chiarelli, Nancy, 394, 567, 714 Clarke, Daria, 533 Clarke, Lauren E, 201-4 Clarke, Marguerite, 660 Clément, Pierre, 527 Clinton, Jana, 545-8 Clothey, Rebecca, 322, 433, 563 Codriansky, Yael, 418 Coelho, Raquel Antunes, 566 Coen, Thomas, 117 Coetzee, April, 278-6, 342-7, 471-6 Cohen, Elisheva, 298 Cohen, Joan, 551 CohenMiller, Anna, 046-8 Colagrossi, Ana Luiza, 174 Collao, Maria Paz, 184-1 Collet, Bruce, 234, 260 Colley, Kabba, 200 Collins, Christopher S., 087 Collins, Courtney, 213 Collins, Lauren, 205-5, 396-3 Collins, Patrick Glenn, 201-7 Comings, John, 153, 243 Compy, Jason, 615 Conn, Katharine M, 059, 093 Conrad, Dennis A., 617 Contreras, Mariana, 194 Cook, Holly A, 113 Cooper, Peter, 396-12, 488 Copeland, Esker, 442, 562

NDEX

Copeland, Thaddeus T., 217, 312-5 Coppola, Marie, 046-12 Corbin, Kevin, 720 Corbishley, Rupert, 478 Cordeiro, Paula A., 091 Cordero, Graciela, 078 Cordero, José Manuel, 643-4 Córdova, Juan Luis, 292 Cornbleth, Catherine, 346 Cornejo, William, 508-2, 545-11 Corntassel, Jeff, 431 Cornu, Christophe, 713 Corson, Jordan, 400-4, 652-7 Cortina, Regina, 002, 374, 458, 609 Cosentino, Clemencia, 176 coskun, neriman, 278-7 Cossa, Jose, 200, 267, 277-1, 590 Cosso, Maria Jimena, 255 Couch, Daniel, 056, 209, 668 Coupe, Jeffrey Alan, 396-8 Couttie-Klasen, Michaela, 288 Couture, J-C, 201-5 Cowman, Gary, 125 Cox, Cristian, 075 Cox, Monica, 159-9 COzzolino, Sofia, 338, 524 Cravens, Xiu Chen, 470-1 Cremin, Hilary, 164, 342-3, 646 Cremin, Sean, 011, 245 Crisona, Giovanni, 703 Cristancho, Andrea, 662 Cristóbal, Víctor, 643-4 Croso, Camilla, 203, 618 Cross, Michael, 100, 200 Crouch, Luis, 263, 294, 427, 595, 660, 678 Crow, Ryan, 551 Crowley, Christopher B., 320 Crumley-Effinger, Max, 508-6 Cruz, Austin R., 348-9 Cruz, Natalie, 508-6 Cruz, Rebecca, 624 Cruz, Tassia, 553 Cruz-Aguayo, Yyannu, 677 Crylen, Anne E., 510 Cuban, Sondra, 062 Cubillos, Montserrat, 102 Cueto, Rosa Hilda, 102 Cuevas, Yazmin, 078



Cuglievan Mindreau, Gisele, 091, 231 Cui, Dan, 669 Cui, Jing, 391 Culham, Tom Elwood, 273, 314, 700 Cummiskey, Chris, 396-12 Cunha, Nina, 364, 542 Currier, Stanley, 286 Currimjee, Alisa, 046-5 Curry, Patrick, 344, 588 Cyr, Stéphane, 238

D

Da'as, Rima'a, 145 da Costa, Marta, 239 D'Agostino, Anthony Joseph, 481 D'Agostino, Tj, 614 Dahbi, Mariam, 292, 308 Dahwa, Samson, 554 Dahya, Negin, 278-7 DAI, JIE, 367 Dajani, Rana, 202 Dale, Roger, 668 Daly, Kimberley, 278-3 D'Amelio, Erin, 348-6 Damiani, Jonathan, 091 Dang, Ngoc Lan Thi, 213 Dang, Sara, 124, 198, 272-6 Daniels, Doria, 510 Dantas, Pedro G, 240 Danwanka, Haruna, 651 Dao, Vu, 635 D'Apice, Hannah Katherine, 325 Darling, A, 565 Darling-Hammond, Linda, 107 Darnell, Kim, 486 Das, Ajay, 445, 471-5 Das, Amarendra, 583 Das, Bibhunandini, 583 Da Silva, Carol Deshano, 027, 344, 611 Dastambuev, Nazarkhudo, 342-4 Dauenhauer, Alex, 486 David-Gnahoui, Moïse Emmanuel, 626 Davidson, Debra, 318 Davidson, Marcia, 124 Davidson, Petrina, 238, 665 Davies, Ian, 159-7 Davila, Liv, 508-8 Davis, Brittany, 274

Presenter

Davis, Ja'Dell, 280 Davis, Jeff, 595, 628, 707 Davis, John Davis, 450 Davis, Russell, 601 Day, Estelle, 159-12 Dayaratna, Varuni, 046-10 De, Emily, 596 Deal, Amy, 681, 720 DeCarlo, Mary Jean Tecce, 279 Dechtiar, Jane, 101 de Clercq, Francine, 171 DeCoster, Brendan, 654 DEEPIKA, JOON, 046-6 De Galbert, Pierre, 308 Degetau, Diego, 343 De Haas, Roel, 021 De Hoop, Thomas J., 201-10, 449 DeJaeghere, Joan, 026, 207, 282, 361, 375, 401-2, 537, 635 de Jesus, Teles, 345 De Jongh-Abebe, Maggie, 021 De Koning, Mireille, 494 Dekyid, Tashi, 407, 512 De La Rosa, Nikolemae, 338 Del Col, Nancy, 404 Delgado, Byron, 414 Delgado, Jorge Enrique, 123, 313 Delgado Brown, Lisa C, 277-7 de los Reyes, Jay, 505 Demack, Sean, 606 DeMatteo, Kaia, 396-3 Dembélé, Martial, 173, 200 Dembereldorj, Zoljargal, 312-6 Demessie, Mesaye, 069 Demissie, Yilikal Wondimeneh, 097 Deng, Daniel, 277-1 Deng, Li, 272-7 Denman, Brian D., 365 Dennis, Barbara, 115, 201-9 Dennis, Marguerite J., 433, 601 De Oca, Manyari Montes, 079 Desai, Karishma, 697 Desai, Zubeda, 046-14 Desjardins, Richard, 066 de Sousa, Teresa, 530 Dessein, Laurence Marie, 542 Destefano, Joseph, 047, 396-4, 643-4, 652-8, 707 Devine, Dympna, 062, 159-10 Devol, Tiffany, 348-9



Dey, Joyeeta, 698 Dey, Monica, 503 Deyoung, Alan J., 484, 722 Dhakal, Puspa Raj, 340 Dhali, Helal, 325, 442 Dhami, Dhan Singh, 340 Dhanda, Kanika Rai, 644 Diame, Maguette, 205-4 Diaz, Ana Mireya, 251 Díazgranados Ferrans, Silvia, 278-6, 342-7 Diaz Rios, Claudia Milena, 324, 584 Diaz-Varela, Andrea, 568 Di Biase, Rhonda, 557 Di Castri, Theo, 277-9 Dicum, Julia, 568 DiFuccia, Maria, 615 Dighe, Satlaj, 060 Digitale, Jean, 287 Di Gregio, Elisa, 053 Dilimulati, Maihemuti Dilmurat, 234 Dillabough, Jo-Ann, 248, 342-6, 393 Dillener, Isabel, 352, 667 Dimande, Rosa Paula, 345 Di Meco, Lucina, 061, 166, 278-9 Dinenberg, Sydney Anne, 533 Ding, Ruoxi, 686 DING, Xiaohao, 134 Dingus, David, 497 Diop, Khady, 345, 396-2 Diuk, Beatriz, 153 Do, Clara Sangyeon, 184-2 Do, Nhat-Dang, 070 Doan, Linh Nguyet, 533, 635 Dobson, James, 520, 652-10 Doeve, Al, 348-9 Dogan, Derya, 317 Doherty, Amy, 045, 470-8 do Lago e Pretti, Esther, 046-1, 338 Dolan, Patrick, 450 Dombrowski, Eileen, 065 Donaher, Melissa K, 454 Donchenko, Viktoriia, 048 Dong, Lina, 277-7 Dong, Wei, 432-3 DONG, XUAN, 338 DONYINA, SAMUEL OFOSU, 353-4 Dooley, Brian D., 277-3, 533 Doolin Paredes, Carla Maria, 471-11

INDEX

Doran, Miguel, 540 Dorio, Jason Nunzio, 083, 283, 358 Dorner, Lisa, 099 Dorsi, Delphine, 531 D'Orville, Hans, 105 Dosaya, Divya, 145 Doshi, Paras, 046-12 Dossa, Shama, 533 Douhaibi, Dacia, 278-7 Dowd, Amy Jo, 230, 427, 490, 611 Dowdell, Elizabeth, 318 Down, Lorna, 088 Doyle, Alison, 396-1 Dragone Silveira, Adriana, 618 Draxler, Alexandra, 046-14, 328, 433, 489 Dreesen, Thomas, 449 Drezner, Noah D., 497 Drinkwater, Mary, 200 Drummond, Todd, 399 Dryden-Peterson, Sarah, 055, 079, 127, 156, 278-7 D'Sa, Nikhit, 095, 174, 342-7 DU, PING, 432-7 Duan, Shifei, 432-1, 619-1 Duan, TianXue, 277-6 Duarte, Kyle, 046-12 Dubovka, Daria, 058 Duckworth, Cheryl, 290 Duffy, Gavin, 330 Duffy-Jaeger, Kathryn, 049 Duflo, Annie, 170, 517 Duguay, Annie, 027 Dulvey, Elizabeth Ninan, 309 Dunlap, Jody, 159-14 Dunlap, Tania Tzelnic, 286 Dunning, PhD, Denise, 166 Duong, Hang B., 051-4, 183, 635 Durán-López, Elena, 244 Durnnian, Terry, 652-8 Durrani, Naureen, 046-14 Dusabe, Caroline, 013, 074, 198, 272-6, 671 Dusdal, Jennifer, 411 Dyenka, Karma, 124 Dyikanbaeva, Totukan, 312-10 Dyrness, Andrea, 239 Dzotsenidze, Nino, 443, 665



E

Easterbrooks, Lisa Marie, 394 Eberhardt, Molly Jamieson, 155 Echessa, Emily, 396-11 Edgington, William Douglas, 342-8 Edley Jr., Chris, 107 Edwards, Graeme, 201-12, 396-9 EDWARDS, LAURA, 169 Edwards, Lauren, 305, 643-4 Edwards, Sachi T., 448, 630 Edwards Jr., D. Brent, 053, 235, 349, 563, 584 Egas, Veronica, 233 Ehren, Melanie, 698 Eid, Lamiaa Mohamed Fathy, 508-10 ekine, adefunke oluwafunmilayo, 342-1 Elacqua, Gregory, 145, 553 El-Ashry, Fathi, 345 Elayan, Sakeena, 485 EL-Deghaidy, Heba, 200, 283 Elfert, Maren, 043, 137 Elias, Nisma, 046-10 Elimelech, Israela, 184-1 Ellis, Everton, 716 Ellis, Lei-Anne, 396-5 Elmeski, Mohammed, 292, 413, 672 El Muhammady, Fauzanah F, 091 El Muhammady, Fauzanah Fauzan, 091 Elosua, Paula, 081 Elvir, Ana Patricia, 493 Emerson, Ann M., 046-3 Emery, Cecilia, 392 Engel, Laura, 504, 548, 584 Engsig, Thomas Thyrring, 335 Enkhtur, Ariunaa, 368 Enriquez-Gates, Alejandra, 545-5 Entezar, Janali, 478 Entrich, Steve R., 519 Epperson, Martha, 251 Epstein, Andrew, 327 Epstein, David, 331 Epstein, Erwin H., 029, 261 Epstein, Irving, 002, 160, 261, 603 Erberber, Ebru, 332 Ercikan, Kadriye, 632 Erfurth, Marvin, 205-2, 613 Eriksson, Sari, 272-4, 722 Ershadi, Mahsa, 272-1 Escallón, Eduardo, 074

Eshghavi, Malihe, 046-12, 338, 656-3 ESPINOSA, BETTY, 233 Essien, Anthony A., 470-4 Estrada, Mauricio, 413 Evans, Charlotte, 338 Evans, David R., 250 Evans, David, 093, 119, 253, 471-13 Evans, Mark, 159-7 Evans, Norma, 651, 707 Eversmann, Eric, 364

F

Fabbi, Christian, 453 Fàbregas, Marta Curran, 543 Fadeeva, Zinaida, 046-6 Fadil, Mamdouh, 681 Fahning, Heidi, 400-6, 600 Fairbrother, Gregory, 247 Faizi, Najibullah, 478 Faizullah, Sabeen, 286 Falabella, Alejandra, 140, 194 Falcao, Natasha de Andrade, 309 Falk, Danielle, 523, 640 Falzetti, Patrizia, 342-5 Fan, Dongqing, 440 Fan, Weiwei, 619-4 Fan, Yongkun, 232 Fang, Yanping, 370 Farah Gure, Abdifarhan, 420 Farrand, Andrew, 643-4 Farrell, Anna M, 434, 681 Fataar, Aslam, 043 Fatema, Naureen, 552 Fatima, Syeda Farwa, 579, 652-9 Fauré, Laurent, 579 Favors-Welch, Shaneeka, 622 Feghaly, Yvonne El, 395 Fekri, Abdul Wakil, 464 Feldfeber, Myriam, 618 Feng, Siyuan, 657 FENG, Yuhuan, 710 Feniger, Yariv, 332 Ferdous, Abdullah, 300, 595, 707 Fergnani, Mario, 491 Ferido, Marlene, 691 Fernandez, Frank, 119, 500, 622, 706 Fernandez-Zincke, Eduardo, 086 Ferrao, Stephanie, 503



Presenter

Ferreira, Ivan Vilela, 277-2 Ferrer, Gullermo, 392, 444 Ferrer-Esteban, Gerard, 357 Fesmire, Marion, 567 Fetsi, Anastasia, 594 Figue, Asmara, 222 Figueroa, Chantal, 445 Fim'yar, Olena, 248, 293, 342-6 Finholt-Daniel, Matt, 010, 321 Finn, Kirsty, 089 Fiore, Amanda, 269, 314 Fischer, Jessica, 556 Fischman, Gustavo E., 284, 316, 365, 417 Fishman, Rose Mae, 013, 065 Fiszbein, Ariel, 122 Fitzgerald, Molly, 046-7 Fitzpatrick, Rachael, 361 Fleisch, Brahm D., 396-4 Fleischer, Susan, 414 Flessa, Joseph, 091 Flores, Barbara, 364 Floretta, John, 396-4 Florez, Ana, 122, 560 Florian, Lani, 108 Foerch, Daniela, 679 Fogel, Daniele, 348-8 Fongwa, Samuel N., 645 Fonseca, Frank Torres, 332 Fonseca, Gabriela, 174 Fonseca, Jodie, 366 Fontdevila, Clara, 046-14, 494, 564, 584, 716 Forsburg, June T., 342-7 Foss Lindblad, Rita, 438 Fossum, Paul R., 355 Foulds, Kim, 016, 167, 216 Fraillon, Julian, 120 Frame, Mei Lan, 052, 197 Francis, Robert, 396-14, 482 Francis, Vanessa, 488 Frank, Paul, 394 Frankel, Andrew David, 512 Frazier, Julia, 027, 327, 588 Freeman, Cody, 338, 587-7 Freeman, Donald, 251 Freeman, Kassie, 276 Fregeau, Laureen, 508-2, 545-11 Freire, Silvana, 680 French, Joanna, 278-2

INDEX

French, Matthew, 277-9 Frey, Matthew, 272-6 Friedlander, Sam, 348-3 Friedrich, Daniel, 505, 717 Friedson-Ridenour, Sophia, 142 Frisoli, Paul, 012, 174, 278-6, 471-6, 508-1 Fritzlan, Amanda, 431 Frkovich, Ann Marie, 193 From, Tuuli, 272-7 Froumin, Isak, 068, 136, 348-1, 443, 484, 522, 695 Fry, Deborah, 713 Fry, Gerald W., 336 Fu, Jie, 063 Fu, Yuan-Chih, 411 Fukudome, Hideto, 533 Fukui, Fumitake, 368 Fullerton, Joe, 457 Fulop, Marta, 159-7 Furuta, Jared, 597 Fwanshishak, Daniel, 486 Fyles, Nora, 090, 468

G

Gadkari, Monica, 652-10 Gaffney, Stephanie, 587-4 Gagne, Kurt, 046-12 Gajardo J., L. Marcela, 042 gakiya, mariko, 272-5 Gal, Adiv, 142, 287 Galindo, Sebastian, 450 Galisson, Kirsten, 611 Gallagher, Patrick, 447 Gallagher, Tony, 330 Galloway, Meredith, 278-12 Galyamina, Yuliya, 522 Gan, Dafna, 057, 101, 142, 148 Gandara, Fernanda, 017, 281, 475 Gandin, Luis Armando, 446 Gandrup, Tobias, 347 Gangwar, Maulshree, 184-1, 516 Ganhinhin, Ian, 643-4 Ganju, Erin, 119 Ganley, DeLacy, 181 Gao, Janet, 470-2 Garcia, Angelica, 159-11 Garcia, Hugo, 622, 719 Garcia Batista, Gilberto, 467 Garcia-Pletsch, Magali Kathleen, 184-1



Garcia Poyato, Jihan, 078 GARDIES, Cécile, 579 Gardinier, Meg P., 527 Garg, Rabani, 278-1 Garner, Ana Esther, 163 Garton, Paul McNeel, 139 Gass, Abdi, 272-8 Gassama Mbaye, Mbarou, 396-2 Gates, Sarah, 542 Gates, Zaynab Amelia, 045, 470-8 Gathogo, Mary, 132 Gaulee, Uttam, 051-2, 083, 312-9, 545-4, 601 Gautsch, Leslie, 201-11 Gavin, Kara, 717 Gavrila, S. Gabriela, 323 Gebre, Alemayehu Hailu, 312-8 Gebrekidan, Zewdu, 413 Geddes, Craig, 228 Geibel, William, 479 Gelber, Denisse, 415 Gelgec, Nahide, 396-6 Geng, Catherine, 277-8 Gentile, Theresa Abo-Deeb, 617 Gera, Ravinder, 329 Geraghty, Sean K, 589 Gerber, Noemi, 272-5, 471-6 Gerger, Elisabeth, 125 Gericke, Niklas, 471-3 Gerken, Lauren Elizabeth, 396-1 Germond, Richard, 150 Gero, Tahir, 097, 471-10 Gershberg, Alec Ian, 586, 678 Gerst, Jennifer, 699 Gertel, Hector R., 123 Gesing, Peggy, 479, 508-6 Getman, Anastasia, 332, 399 Ghafary, Alim, 047 Ghaffar-Kucher, Ameena, 002, 006, 419, 609 ghazi, sana, 184-1 Ghazzawi, Dina, 119 Ghorkhmazyan, Meri, 151, 278-9 Ghosh, Anandita, 291 Ghosh, Pubali, 657 Ghosh, Ratna, 458, 590 Ghosh, Sowmya, 098 Ghosn, Emma, 133, 159-5 Giacomazzi, Mauro, 176 Gibbons, Michael, 222

Presenter

Gibson, Maik, 673 Gilbert, Shelby, 351 Gil-Izquierdo, María, 643-4 Gillies, John, 159-15, 201-7 Ginsburg, Mark, 349 Ginsburg, Mark, 284, 346, 654 Gittins, Louise, 652-10 Gjikola, Arjan, 640 Glass, Chris R., 312-9, 403, 479 Glazerman, Steve, 102 Glewwe, Paul, 361 Gluckman, Maxie, 070, 201-11, 231, 338, 410, 533, 677 Godoy, Caroline, 307 Godoy, Priscila Lopes de, 418 Godwin, Katie, 608 Goebel, Janna, 408 Goia, Elsa, 220 Gokbel, Elif N., 051-3, 565 Gokpinar-Shelton, Esen, 104, 184-1 Goldman, Lawrence R., 250 Golubeva, Irina V., 046-13, 278-5, 403 Gombin-Sperling, Jeremy Ryan, 679 Gómez, Diana Rodríguez, 071 Gómez, Ricardo, 338, 560 Gomez-Gajardo, Francisca, 143 Gong, Byoung-gyu, 272-7 Gong, Meiqiong, 440, 643-4 Gonsalves, Sarah-Lee, 204 Gonzalez, Ana, 559 Gonzalez, Elsa M., 706 Gonzalez, Estefania Pihen, 396-7 Gonzalez, Javier, 364 Gonzalez, Michael, 703 Gonzalez, Sarah, 444 González, Manuel, 473 Gonzalez Ben, Antia, 652-2 González Nieto, Noé Abraham, 410 Goodman, Bridget A., 293 Gordillo Marguina, Andrea Alejandra, 471-9, 643-2 Gordon, C. Darius, 175 Gordon, Michael A., 448 Gordon, Rebecca, 062 Gordon, Rebekah, 470-3 Goren, Heela, 239 Gorgodze, Sophia, 312-10, 352 Gorur, Radhika, 180, 564, 582, 698 Gosselt, Jasper, 690

Gibson, Heidi, 405, 504



Gottau, Verónica, 203 Gottlieb, Esther E., 002, 609 Gottlieb, Esther E., 087, 205-5, 346 Gould, Meridith, 061, 095 Gouleta, Eirini, 113, 652-9 Gove, Amber K., 002, 201-7, 349, 402, 609 Goveia, Jeffrey, 249 Gowda, Sheetal, 400-5 Goya, Alyssa, 566 Graham, Patrick, 046-12 Grain, Kari, 273, 396-13, 466, 499 Grant Lewis, Suzanne, 130, 237, 538 Gray, Ian, 201-10 Gray, Marisa, 601 Gray-lobe, Guthrie, 362 Grdosic, Marko, 096 Green, Andy, 598 Green, Wendy, 641 Green Saraisky, Nancy, 548 Greenwood, Margo, 360 Greer, Michael, 404 Gregorutti, Gus, 123, 201-3 Gregson, Daniel, 094 Gregson, Margaret (Maggie), 094 Grek, Sotiria, 564 Grenier, Véronique, 324 Grijalva, Rebecca, 545-5 Grimm, Adam, 139, 684, 719 Grochocki, Luis, 199 Gross, Zehavit, 223 Grover, Vanika, 272-3 Gschwend, Muriel, 086 Gu, Jianmin, 432-5 Gu, Xiaoqing, 224 Guajardo, Casandra, 046-9 Guan, Chenhao, 046-9 Guan, Lei, 312-6 Guarjardo, Fabián, 194 Guerra Lombardi, Paula Patricia, 587-5 Guerrero Farias, Maria Lucia, 239 Guerriero, Sonia, 315 Guevara, Sebastian, 199 Guillotte, Amy, 137 Gulati, Kajal, 080 Gullapalli, Srikar, 511 Gulson, Kalervo, 201-5, 653 Gultekin, A. Munise, 338 Gundersen, Christer, 509

INDEX

Gunderson, Christer, 699 Gundsambuu, Sainbayar, 098 Guo, Errong, 533 guo, fangfang, 044 Guo, Hongwen, 632 Guo, Jiao, 658 Guo, Lu, 643-4 Guo, Shibao, 669 Guo, Yan, 669 Guo, Yian, 046-5 Gupta, Saloni, 536 Gupta,, Kalpana, 700 Gustafsson, Tommy, 075 Gutierrez, Andres, 715 Gwekwerere, Yovita N, 245 Gyaltsan, Jidme, 512 Gyamfi, Bridget Konadu, 018, 517 Gyngell, Christopher, 184-1

Н

Ha, Wei, 201-2, 348-4, 508-9 Haba, Sharon, 651, 707 Haberland, Nicole, 119, 166, 287 Hadad Cohen, Hanita, 059 Hadeer, Reyila, 320 Haggerty, Megan, 328 Hagos, Belay, 060, 114 Hagos, Ghebrehanes, 687 Hahn, James, 471-6 Hai, Eleana Mengyuan, 046-5 Haight, Wendy, 163 Hailu, Meseret F, 159-9 Hailu, Meseret F., 159-9, 401-2 Hajisoteriou, Christina, 369, 471-5 Halai, Anjum, 046-14, 171 Hale, Jordene, 508-1 Hale, Jordene, 349 Halkiyo, Atota, 208 Hall, Dylan, 318 Hall, Elise Judith, 441 Hall, Lindsey Allene, 259 Hall, Marissa, 019, 332 Hall, Stephanie M, 053 Halterman, Julie, 396-1 Hamann, Edmund, 410, 612 Hamilton, Mark Anthony, 486, 651 Hamm, Molly, 470-1 Hammer, Edith, 463



Hammond, Shane, 250 Han, Wei, 041 Han, Yue, 429 Han, Yumei, 272-3 Han, Yunxia, 495 Hanada, Shingo, 184-1 Hanno, Emily C., 174 Hannum, Emily, 396-6, 533, 587-1 Hanson, Janelle, 471-7 Hantzopoulos, Maria, 539, 721 Hao, Shaoyi, 648 HAO, XIAOWEI, 619-5 Hao, Yuanyue, 338, 470-2 Harb, Eman Maher, 279 Hardbarger, Tiffanie, 083, 431 Harden, Karon, 567 Hardy, Annabelle Rodgers, 051-3, 316 Hares, Susannah, 585, 709 Haretche, Carmen, 392 Harma, Joanna, 114, 221 Harrington, Laura, 345 Harris, Folami, 711 Harris, Michelle Renee', 643-4 Harrison, Graham, 184-1 Harris-Scott, Steven A, 533, 545-1 Harris-Van Keuren, Christine, 068, 285 Hart, Chrissy, 713 Hartley, Matthew, 722 Hartmann, Eva, 582 Hartong, Sigrid, 355 Hartwell, Ash, 396-1, 482 Hartwig, Elisa A., 046-1, 396-7 Hasan, Aamir, 511 Hashimoto, Sayaka, 533 Hassan, Tahra, 279 Hassanein, Heba Abdel-Fadeel, 202 Hasumi, Toshiyuki, 159-14 Hatakeyama, Shota, 338 Hatch, Rachel, 215, 655 Hatipoglu, Kavita, 258, 291 Haugan, Gregory, 340 Hausburg, Taylor, 178, 277-9 Havekost, Sarah, 046-7 Hawks, Michelle, 289 Hayashi, Akiko, 118 Hayes, Anne Marie, 004, 396-10 Hayhoe, Ruth, 106, 276, 400-1, 561 Haynes, Harry, 039

Presenter

He, Jia, 500, 556 He, Qiwei Britt, 500, 632 He, Shan, 045 Healey, Hank, 113 Heaner, Gwen K., 009, 515 Heaster-Ekholm, LINA, 372 Heath, Theresa, 706 Heavner, Rachel, 211, 287, 509, 685 Hebert, Ryan, 159-13, 348-3, 525 Heck, Derric Ivan, 342-2 Hedayet, Mujtaba, 250 Hegwood, Margaret, 629 Heineken, Sarah Elina, 092 Heinkel, Lucas, 258 Helakorpi, Jenni, 272-7 Hellsten, Meeri A, 172, 311 Helmer, Janet, 293 Henck, Adrienne, 592 Henderson, Ashley, 135 Henderson, Kevin Anthony, 278-8 Heng, Tang T., 272-4 Henny, Cat, 182 Her, Xiong, 338 Hermida, Julia, 272-1 Hernandez, Angela, 046-5 Hernandez, Jimmy Edward, 221 Hernández, Macarena, 194 Hernández, Macarena, 415 Hernández Pérez, Caridad, 348-2 Hernández-Razo, Oscar Enrique, 533 Herold, Mariell, 348-7 Herrera, Linda, 508-8 Herridge, Andrew Scott, 508-2, 587-7 Hershkowitz, Ann, 542 Hertz, Ashley Clayton, 327 Hervey, Sabrina Muire, 259, 342-9, 562 Heske, Doug, 184-1 Hewison, Martha Margaret, 259 Heyneman, Stephen P., 152 Hicks, Roderick B., 039, 472 Hiebert, Linda, 509, 599, 652-6, 699 higgins, sean, 308 Hill, Alexandria, 441 Hill, Deanna, 563 Hinke Dobrochinski Candido, Helena, 040, 272-4, 357 Hinton, Rachel, 026, 285, 427, 471-14 Hirai, Yuji, 644 Ho, Andrew, 491



HO, Esther Sui Chu, 195, 338 Hoadley, Ursula, 683 Hoang, Lan, 620 Hochgreb-Haegele, Tatiana, 546 Hochstrasser Fickel, Letitia, 663 Hoddinott, John, 709 Hofflinger, Alvaro, 415 Hoffman, James, 220 Hoffman Aahaug, Kristine, 277-6 Hoffmann, Thomas, 612 Holla, Alaka, 285 Holloway, Jessica, 053, 103, 698 Holst, John D, 042 Holt, Chrystal, 003 Honey, Ngaire, 194, 415 Honeyman, Catherine, 341, 643-4 Hong, Chengwen, 391, 652-1 Honkasilta, Juho, 335 Hoogerbrugge, Lucas, 240 Hook, Tyler J., 363 Hopfenbeck, Therese N., 171 Hopkins, Megan, 201-11 Hopp, Sam, 348-4 Horta, Hugo, 602 Horta Neto, Joao Luiz, 355 Horvatek, Renata, 399 Hosseini, Zainab, 652-4 Hou, Angela Yung Chi, 368 Houdyshell, Michael, 484 Howard, Cassie, 070, 145, 470-1 Howard-Jones, Paul, 046-2 Howell, Colleen Jane, 645 Howell, Holly-Jane, 003, 272-1 Howlett, Kristina M., 104 Hoye, Katie A.R., 050-2, 719 Hoyos, Alexandra, 560 Hsu-Kim, Ching, 470-2 Hu, AiHua, 277-6 Hu, Jiayi, 432-4 Hu, Li-Chung, 587-1 Hu, Lynn, 019 Hu, Yanjuan, 403 Hu, Yanting, 154 Hu, Yongmei, 533 Hu, Yu, 533 Hua, Haiyan, 201-7, 350 Hua, Shanshan, 184-1 Huaman, Elizabeth Sumida, 431

INDEX

Huang, Bin, 619-4 Huang, Fang, 154 Huang, Hsu-Chun, 643-4 Huang, Liang, 070 Huang, Lihong, 318 Huang, Min-Hsiung, 336 Huang, Shuguang, 619-3 Huang, Yifan, 508-9 Huang, Ying-Syuan, 596 Huang, Zhongjing, 619-3 Huebler, Friedrich, 245, 526, 627, 660 Hughes, Conrad, 105, 254 Hughes, Nicola, 159-13 Hull, Glynda A., 465 Huma, Afshan, 070, 144 Humayun, Salman, 507 Hung, Ming-Kuo, 619-7 Hung, Yu-Han, 059, 348-5 Hungi, Njora, 173, 288, 412, 690 Hunt, Derrika, 201-14, 289 Hunt, Paula Frederica, 436 Huntington, Anne Stewart, 692 Hurley, Caitlin, 068, 585 Hursh, David, 408 Hussain, Habib, 478 Hussain, Nasreen, 134 Hutcheson, Shannon Elizabeth, 403 Hutchinson, Yvette, 039 Hutton, Holly Donzetta, 396-11 Hwa, Yue-Yi, 400-5, 556

lafolla, Nicole Jacqueline, 652-4 Ibold, Amy, 061, 095 Ibrahim, Iman, 272-6 Ibrahim, Jibrin, 470-6 Ibrahim, Mohammed Anwar, 545-8 Ida, Yuko, 064 IDRISSI, Hajar, 048, 548 Iftekhar, Syed Nitas, 533 Ikbowa, Vick, 039 Imasiku, Lori, 312-3 Imoka, Chizoba, 200 Incio Sierra, Natalia, 451 Inorene, Fadimata Wallet, 420 Intsiful, Emmanuel, 353-3, 400-5, 471-8 Iqbal, Anam, 257 Irving, Margaret, 334, 682



Isaboke, Darius Getanda, 449 Isac, Maria Magdalena, 277-5, 666 Isaqzai, Sohaila, 702 Ishikawa, Mayumi, 089 Islam, Shahin, 452 Ismail, Serene, 128 Ismailova, Baktygul, 201-2 Ispambetova, Botagoz, 443 Issa, Ghassan, 272-6 luspa, Flavia, 679 Ivanova, Alina, 348-1 Ivanova, Polina, 206-4, 619-6 Iwabuchi, Kazuaki, 278-8 Iwasaki, Erina, 082 Iwasaki, Kyoko Yoshikawa, 312-8 lyengar, Radhika, 702 lyer, Padmini, 361, 427, 652-5, 678

J

Jackson, Ethan William, 445 Jackson, Karen Moran, 128 Jackson, Liz, 045, 083, 331, 508-9 Jackson, Michelle, 695 Jackson, Natalie, 287 Jackson, Savon, 278-4 Jaco, Linsey, 425, 560 Jacobsen, Rebecca, 508-5 Jacobsohn, Jade, 113 Jacobson, David L, 396-5 Jacome, Paula, 470-8 Jacques, Tamara, 672 Jafar, Hayfa, 248, 312-6 Jafri, Tajreen Midhat, 533 Jagannathan, Shanti, 703 Jaimungal, Cristina, 038, 405, 555 Jain, Anshu, 282 Jama, Mbuso, 274 James, Lisa, 508-2 Jamil, Baela Raza, 114 Jamila, Juthi, 193 Jang, Bosun, 016 Janigan, Kara, 492 Janke, Cornelia, 272-5, 482 Jansen, Jonathan, 368, 495 Janus, Magdalena, 288 Jarl, Maria, 075 Jaumont, Fabrice, 087 Javzan, Sukhbaatar, 321

Presenter

Jayaram, Monal, 471-4 Jeng, Serian, 342-2 Jennings, Sarah, 504 Jensen, Casper, 506 JENSEN, JAMIE L, 643-4 Jensen, Ruth, 624 Jenset, Inga, 075 Jentzsch, Derek James, 685 Jeon, Haram, 619-5 Jeong, Dong Wook, 643-4 Jeong, Jisun, 299 Jervis, Pamela, 490, 517 Jessop, Nadia, 176 Jetten, Andrea, 201-10 Jha, Jyotsna, 201-13 Jha, shashiranjan, 080, 636 Jhingran, Dhir, 673 Jiang, Dini, 159-14 Jiang, Hua, 643-4 Jiang, Jia, 159-8 Jiang, Lin, 533 Jiang, Shanshan, 162, 206-1 Jiang, Shengyao, 063 Jiang, Yajing, 181 Jiaxin, Chen, 277-2 Jimenez, Jeremy, 692 Jing, Xiaoli, 210, 719 Jo, Hyunmyung, 403 Joddar, Pinaki, 292, 605 Johna, Julia Finder, 012, 278-6, 342-7 Johnson, Bethany, 278-9 Johnson, David F, 644 Johnson, Kayla M., 451, 679 Johnson, La'Nita, 549-2 Johnson, Stuart, 090 Johnston, Evan, 655 Johnston-Davis, Katie, 014 Johnstone, Christopher, 046-14, 205-3, 335, 436, 479, 708 Jolley, Emma, 356, 655 Jolly, Gilbert, 643-4 Jon, Jae-Eun, 104 Jonason, Christine, 524 Jonbekova, Dilrabo, 722 Jones, Amir, 201-10 Jones, Rachel, 470-2 Jones, Stephanie M, 079, 174, 278-1, 425 jong, soson, 641 Jongwe, Tapfuma Ronald, 291



Joo, Soohyoung, 348-5 Jordan, Rachel, 294, 327, 652-10 Jordan, Renee, 396-3 Jordan-Bloch, Sara, 278-2 Jordans, Mark J.D., 201-10 Jornitz, Sieglinde, 355 Josa, Joshua, 004, 655 Joshi, Priyadarshani, 468, 545-4, 587-1 Joshi, Roopshree, 350 Josic, Jasmina, 475 Jotia, Agreement Lathi, 396-8 Jovanovic, Olja, 424 Ju, Mi Kyung, 680 Ju, Yucui, 619-3 Juan, Miao, 184-1 Jukes, Matthew, 044, 119, 305, 652-5, 707 Jules, Rosianna, 046-2 Jules, Tavis, 505, 609 Juma, Julie, 492 Jun, Alexander, 087 Jun, Mao, 247 Junaidu, Ismail, 651 Junemann, Carolina, 489 Jung, Jisun, 256 Jurko, Svetlana, 270 Justino, Patricia, 150

K

Kabay, Sarah, 206-3, 412 Kabudi, Tumaini Mwendile, 583 Kachynska, Nadiia, 100 Kacilala, Ratieli, 342-5 Kadirgamar, Niyanthini Grace, 359 Kafambe, David, 277-9 Kaffenberger, Michelle, 117 Kafri, Yael, 184-1 Kagan, Manya, 138 Kagan, Sharon Lynn, 074 Kahihu, Ndungu, 643-4 Kaiper, Anna, 298, 470-5, 689 Kalikova, Saule, 424 Kallemeyn, David, 181 Kallon-Kelly, Christiana, 238 Kalman, Judy, 428, 465 Kalyanpur, Maya, 452 Kam, Matthew, 465 kamalamma, asha rani, 342-6 Kamanzi, Steve, 720

INDEX

Kamat, Sangeeta, 015, 085, 359 Kamata, Takehito, 058, 277-8 Kamau, Serah Muthoni, 442 Kameshwara, Kalyan Kumar, 184-1, 594, 644 Kameyama, Yuriko, 418 Kamioka, Naoko, 643-4 Kan, Yue, 432-1 Kang, Haijun, 229, 287 Kang, Hana, 627 Kang, Phoebe, 549-1 KANG, Sangkyoo, 312-3 Kanhai, Dana, 719 Kaniki, Robert, 154 Kanjee, Anil, 470-6 Kant, Tanya, 454 Kante, Souleymane, 275 Kapit, Amy, 084 Kapoor, Radhika, 046-12, 342-8 Kapp, Jon Frederic, 046-11 Kapuza, Anastasiya, 332 Kar, Heidi, 342-6 Karabassova, Laura, 051-1, 293 Karadag, Gamze, 201-13 Karami Akkary, Rima, 133 Karamperidou, Despina, 429 Kardanova, Elena, 348-1 Karim, Razia, 606 Karim-Shaw, Nadya, 278-9 Kariya, Takehiko, 252 Karmaeva, Natalia, 066 Karnati, Romilla, 198, 272-6, 490 Karnes, Alice, 652-3 Karnes, Anna-Maria, 401-2 Karousiou, Christiana, 369 Karseth, Berit, 647 Karsgaard, Carrie, 043, 318 Kasa, Rita, 139 Kasper, Julie, 246 Kasule, Rehmah, 176 Katabalo, Vincent, 587-5 Kataeva, Zumrad, 722 Katz, Susan Roberta, 231 Kauchik, Reeta, 508-12 Kauko, Jaakko, 140, 647 Kaul, Chittaranjan, 159-3, 291 Kaur, Navdeep, 201-8 Kavuma, Caroline Nakidde, 649 Kayad, Zahra Youssouf, 720



Kayama, Misa, 163 Kayashima, Nobuko, 210 KAZAURE, MUSTAPHA BASHIR, 046-10 Kazimzade, Elmina, 270 Kazmer-Murillo, Juetzinia Amanda, 692 Kearns, Michelle, 062, 159-10 Keaveney, Erika, 150 Keenan, Angela, 530 Keenan, Caroline, 568 Kelly, Dana, 300, 595 Kelly, Kristy, 007, 635 Kelly, Meghan, 046-3 Kelly, Sean, 094, 595 Kelly-Weber, Erin, 184-1 Kemoli, Linda, 626 Kendall, Nancy, 142, 226, 282, 284, 419 Kendall, Stefanie, 201-10 Kennedy, Jennifer, 141, 523 Kennedy, KC, 299, 633 Kennedy, Laura M, 470-3 Kenyon, Brittany, 669 Kerlyne, Marie Luc, 672 Kerr, Kim, 580 Kerret, Dorit, 664 Kertyzia, Heather, 164, 290 Kessler, Erika, 277-5 Kester, Kevin, 303, 342-3, 499, 539, 646, 686 Ketner, Amanda, 644 Kew, Kristin, 277-2 Khairat, Aisha, 279 Khaled, Pamelia Nahar, 278-3 Khalid, Aliya, 201-12 Khamidulina, Zarina, 293 Khamis-Dakwar, Reem, 230 Khan, Anna Bertmar, 471-14 Khan, Hamid, 046-8 Khan, Imran, 334 Khan, Imtiyaz, 636 Khan, Kashmali, 329 Khan, Maria I, 058, 499 Khan, Mhehvish, 533, 545-1 Khan, Muhammad Tariq, 046-11, 201-15 Khan, Nafees M., 289, 461, 498 Khan, Noshin, 592 Khan, Ruhi, 545-5 Khan, Salma Nazar, 062, 257 Khan, Sunnya khuram, 184-1, 471-4 Khan, Tauhid Hossain, 351

Presenter

Khanolainen, Daria, 169 Khattak, Shahrman, 499, 557 Khavenson, Tatiana, 136, 484, 695 Khawaja, Muhammad Naeem, 483 Khelghati, Thelma, 141, 651 Khoo, Yishin, 051-4, 448 Khoramshahi, Ceara, 545-8 Khosa, Godwell, 286 Khosa, Godwin, 046-10, 683 Khurshid, Ayesha, 115, 390 Khwaja Bazi, Maria Abid, 393 Kibandi, Nganga, 689 Kibenge, Aggrey, 687 Kibesaki, Aya, 538 Kibeski, Aya, 054 kibriya, shahriar, 552 Kigen, Elsardt, 626 Kijima, Rie, 278-2, 597 Kilic, Emin, 312-10 Killiakova, Elena, 545-12 Kim, Dongbin, 052, 197, 271 Kim, Dong Jin, 159-4 Kim, Eun-Ji Amy, 696 Kim, Eunyoung, 104 KIM, HAE LIN, 046-1 Kim, Ha Yeon, 079, 230 Kim, Helyn, 638 Kim, Hyungryeol, 163, 442 Kim, Janice Heejin, 065 Kim, Ji-hye, 255, 320 Kim, Jungwon, 126 Kim, Kyung Keun, 619-5 Kim, Marcia, 272-9, 400-4 Kim, Meekyoung Mia, 051-1, 184-1 Kim, Seoyeon, 659 Kim, Sharon, 471-4, 516 Kim, Shinui, 247 Kim, Stephanie, 051-1, 163 Kim, Suehye, 336 Kim, Sujung, 132 Kim, Taeyeon, 159-14, 206-3, 470-3, 583, 680 Kim, Violet, 092 Kim, Won, 470-3 Kim, Woohee, 370 Kim, Woomee L, 046-12, 247 Kim, Yangson, 256 Kim, Yoonjeon, 051-4, 370, 508-9, 619-5 Kim, Young-Sik, 680



Kim, Yuwon, 432-6 Kimambo, Ronald, 272-1, 503 Kimani, Veronica, 362 Kimathi, Deborah, 626 King, Elisabeth, 055, 180 King, Simon, 567 Kinoti, Timothy Mwongera, 449 Kinser, Kevin, 262, 620 Kippels, Susan M., 202, 613 Kiramba, Lydiah Kananu, 475 Kirchgasler, Christopher Mark, 190, 697, 717 Kirk, Rachel, 689 Kirmani, Mubina Hassanali, 223 Kirsch, William, 145 Kiru, Elisheba, 643-4 Kisaakye, Victoria, 315 Kishore, Ayan, 599 Kitamura, Kenji, 338 Kitamura, Yuto, 183, 448 Kitaygorodskaya, Galina, 342-8 Kitsao-Wekulo, Patricia, 258, 412 Kiwan, Dina, 159-7 Klaus, Sarah Maria, 416 Klees, Steven J., 222, 458, 618, 654 Klein, Marc Georges, 231 Klemencic, Eva, 342-5 Klette, Kirsti, 075 Klieme, Eckhard, 556 Knab, Richard, 470-8 Knight, Jane, 248 Knijnik Baumvol, Laura, 081 Knipe, Jack, 480 Knobel, Michele, 428 Knowles, Ryan, 277-5, 312-2 Knox-Seith, Barbara, 560, 662 ko, Eunhye(Grace), 348-5 Koch, Kara, 167 Kochetkova, Emily, 327 Koh, Aaron, 417 Kohler, Christopher William, 545-1 Kohn, Shanna, 167 Koirala-Azad, Shabnam, 280 Kolleck, Nina, 160, 653 Komba, Aneth, 114, 650 Komissarova, Olga, 661 Komljenovic, Janja, 582 Kong, Peggy A., 322, 471-2, 513, 598, 659 Kong, Xiangyuan, 430

INDEX

Konstantinovsky, David, 369 Korab, Kara Michele, 046-9, 338 Korsnakova, Paulina, 120, 349, 632 Korzh, Alla, 205-4 Kosal, Sean, 294 Kosaretsky, Sergey, 045, 369 Kosciw, Joseph, 161, 409, 642 Kosec, Katrina, 636 Koslinski, Mariane Campelo, 258, 348-1 Kosonen, Kimmo, 082, 475, 545-11 Kotb, Heba, 338 Kotb, Yosr W., 338 Kotob, Wafa, 342-7 Kotze, Janeli, 396-4 Kou, Kunzhao, 619-7 Kouak Tiyab, Beifith, 068 Kovacs Cerovic, Tinde, 424 Koval, Nedjma, 628 Kovinthan Levi, Thursica, 206-1, 325 Kowalczyk, Jamie A., 037, 652-7 Koyama, Jill, 246 Kozak, Meredith, 119 Kozma, Eva, 588 Kozma, Eva, 171, 395 Krah, Jennifer, 046-6 Kralova, Katerina, 632 Kreitz-Sandberg, Susanne, 172, 311 Krejsler, John Benedicto, 296 Krichivets, Elizaveta, 522 Krim, Jessica S., 343 Krueger, Patrick, 641 Krupar, Allyson, 349 Krupar, Allyson, 215 Kruske, Lucy, 046-5 Krutikova, Sonya, 490, 517 Ku, Hara, 680 Kuang, Qun, 388, 479 Kubandt, Melanie, 338 Kube-Barth, Sabine, 345, 396-2 Kubow, Patricia K, 126, 239, 283 Kucera, Terrill, 464 Kuchma, Nadezhda, 443 Kuk, Hye-Su, 533 Kula, Stacy, 181, 246 Kulabako, Mary, 587-4 Kuly, Marc, 297 Kumar, Anahita, 184-1 Kumar, Kamiya, 278-3



Kumar, Nita, 317 Kumar, Radhika, 184-1 Kunin-Goldsmith, Joshua, 652-6 Kuparinen, Elina, 647 Kurakbayev, Kairat, 293 Kurian, Nomisha, 144, 652-2, 686 Kuril, Samvet, 316 Kurniasih, Heni, 583 Kuroda, Kazuo, 584 Kurtz, Brianna Ashley, 389 Kurtz, Brianna Ashley, 192 Kurz, Christopher Adam Noel, 046-12 Kusakabe, Tatsuya, 223, 234 Kuyok, Kuyok Abol, 687 Kuzhabekova, Aliya, 201-3, 399, 443 Kwaah, Christopher, 337 Kwachou, Monique, 278-4, 400-2 Kwauk, Christina, 278-9 Kwok, Jannie, 340 Kyelem, Mathias, 173 Kyeyune, Robinah, 649

L

Labeeb, Rohma, 511 Laboe, Amy, 712 Ladd, Cassidy, 471-7 Ladygina, Viktoriya, 205-4 Lahelma, Elina, 311 Lahmann, Heddy K, 278-7 Lajiadou, Lajiadou, 082 Lakhwani, Monica, 545-4 Lal, Aditi, 128, 304 La Londe, Priya Goel, 698 Lalwani, Tanya, 198 Lamoreau, Renee, 174 Lample, Emily, 244 Lan, Wenting, 178, 417, 643-4 Landgraf, Jessica, 719 Landorf, Hilary, 237, 409 Landorf, Hilary, 002 Lane, Jason E., 058 Lanford, Michael, 099, 201-4 Langa, Patricio V., 626, 652-1 Langager, Mark W, 277-1 Langsten, Ray, 159-5, 279 Languille, Sonia, 049, 096 Lapham, Kate, 108, 121, 424, 532 Lara, Fabiola Andrea, 366

Larbi, Frank Okai, 057 Larina, Galina, 136 Larrazabal, Sofia, 708 Larsen, Jesper Eckhardt, 093 Laryea, Dr. Mama, 520 Laserna, Catalina, 272-5 Lauterbach, Wolfgang, 519 Lavan, Daniel, 720 Lavi-Neeman, Miri, 142 Lavonen, Jari, 131 LAWAL, NURUDEEN Adeshina, 418, 651 Lawless, Zachary, 587-4 Le, Hang Minh, 278-5, 654 Leaver, Clare, 636 LeBlanc, Marc, 353-1 Lebron, Jennifer, 348-4 LEE, Chi Kin John, 600 Lee, Crystal, 533 Lee, Donghoon, 680 Lee, Eunbi, 184-2 Lee, Heeyoung, 104 Lee, Hojun, 643-4 Lee, Ho-jun, 680 Lee, Hyewon, 626 Lee, Jack, 213 Lee, Jeongmin, 591 Lee, Jessica, 682 Lee, Jieun, 598 Lee, Jinsol, 201-8 Lee, Jongwook, 361 Lee, Juee, 529 Lee, Kris Hyesoo, 051-2, 312-7, 342-3, 616, 679 Lee, Lena, 470-1 Lee, Maryjo Benton, 206-1, 532 Lee, Pei-Wei, 533 Lee, Sara, 336 Lee, Seung, 129, 218 Lee, Seungah, 323 Lee, Soo Jeung, 256 Lee, Suezan, 068, 482 Lee, Sunmin, 454 Leer, Jane, 061 Legusov, Oleg, 143, 545-1 Lehnhoff, Gabriela, 559 Lei, Jiayi, 046-9 Lei, Wanpeng, 619-4 Leighton, Margaret, 342-1 Leighton, Peter, 490



Leitch, Daniel Earl, 201-11 Le Mat, Marielle L.J., 558 Lemma, Demissew, 621 Lemmi, Catherine Anne, 546 Lemon, Jacob, 338 Lenskaya, Elena, 522 Leone, Marinella, 150 Lepillez, Karine, 515 Lerch, Julia, 564, 692 Lerner, Michael, 260 Le Roux, Janine Joan, 178 Leshukov, Oleg, 522 LeTendre, Gerald, 075, 118 Leung, Melanie Oi Ling, 566 Levatino, Antonina, 357, 698 Levatino, Antonina, 338 Levin, Henry M., 543 Levinson, Bradley, 126, 307 Levitan, Joseph, 451, 679 Levy, Daniel C., 620 Lew, Jamie, 037, 652-7 Lewin, Keith Malcolm, 254, 278-10, 333 Lewinger, Sarah Julianne, 305 Lewington, Sarah, 403 Lewis, Amy, 184-1 Lewis, Carrie Louise, 396-5 Lewis, Catherine, 118 Lewis, Steven, 053 Lewis, Trish, 663 Leymarie, Cassie, 137 Leys, Emily, 095 Leyton, Daniel, 652-2 li, chao, 159-9 Li, Denian, 154 Li, DongMei, 598 Li, Gang, 367 Li, Hanwei, 051-2 LI, Huan, 501 Li, Jiahang, 470-3 Li, Jian, 432-2 Li, Jin, 214 Li, Jinlong, 077 Li, Jun, 041, 077, 106, 127, 253, 648 Li, Katherine, 511, 545-3 Li, Liang, 178 Li, Ling, 272-3 Li, Lu, 411 Ll, Mengyang, 163

INDEX

Li, Ming, 581 Li, Minyi, 277-6 Li, Peiwei, 201-9 Li, Ruilin, 178, 417 Li, Shengru, 321, 644 Li, Wen, 432-4 Li, Wendan, 181, 206-4, 312-7 Li, Xiaoliang, 440, 550 Li, Yanxuan, 046-5 Li, Yu, 513 LI, YU, 680 Li, Yulan, 044 LIAN, YI, 619-5 Liang, Lily, 550 Liang, Weihong, 600 Liang, Xianping, 652-1 Liao, Yuqi, 332 Liaw, Yuan-Ling, 632 Liberiste-Osirus, Anasthasie, 481 Lichtenberg, Marie, 704 Lieberman, Ann, 171 Lieu, Joanne, 587-7 Liht, Jose, 090 Lilenstein, Adaiah Keren, 153, 332 Lillo, Sarah R., 220 lim, miyoun, 533 Lim, Sunbin, 680 Lima, Ana Paula Ferreira, 338 Lin, Chenghua, 391 Lin, Cong, 045 Lin, Hsiao Chen, 130 Lin, Jing, 273, 314, 342-3, 630 Lin, Le, 684 Lin, Warangkana, 368 Lin, Xi, 287, 719 Linan-Thompson, Sylvia, 714 Lindblad, Mårten, 278-12 Lindblad, Sverker S:son, 278-12, 438 Lindsay, Beverly, 276, 622 Ling, Hok Kan, 632 Lingard, Bob, 053, 201-5, 408, 438 Linn, Rachel, 396-14, 508-11 Lipcan, Alina, 114, 221, 508-11, 652-5 Lisman, Michael, 122 Lit, Ira, 075 Liu, Baocun, 106, 432-1, 602, 648 Liu, Chang, 201-2, 533 Liu, Huacong, 500



LIU, HUI, 179 Liu, Huquan, 432-4 Liu, Jing, 278-12 Liu, Jing, 077 Liu, Jingchen, 632 liu, jingyun, 643-4 Liu, Jingzhou, 272-9 Liu, Junyan, 657 Liu, Li, 041 Liu, Lingyu, 256, 471-7 Liu, Peng, 607 Liu, Ran, 396-6, 533 Liu, Ruo-Fan, 606 Liu, Shali, 201-12 Liu, Shuhua, 432-5 Liu, Shujie, 159-14 Liu, Shuning, 201-11 Liu, Wei, 163, 272-4 Liu, Weitong, 686 Liu, Wenli, 643-4 Liu, Wenzhao, 272-7 Liu, Xiangyan, 201-12, 502 Liu, Xiaoli, 206-2, 272-9, 669 LIU, YANG, 432-7 Liu, Ye, 336, 598 Llavina Serra, Judit, 338 Lloyd, Marion, 407 Lo, William Yat Wai, 213 Locasale-Crouch, Jennifer, 291, 677 Locke, Leslie Ann, 396-6 Locke, Steven, 307 Lockheed, Marlaine, 309, 433 Lodi, Camilla, 342-7 Logan-Friend, Jocelyn, 243, 396-14 Lombardo, Bridget, 471-10 Lomos, Catalina, 556 London, Jonathan, 678 Loo, Bryce, 096 Lopes Cardozo, Mieke, 225, 330 Lopez, Hugo, 307 Lopez, Joan C., 225 Lopez, Ligia Lopez, 505 Lopez, Natalia, 715 Lopez, Raisa, 587-5 Lopez-Amaro, Gerardo Lopez, 664 Lopez Martinez, Cesangari, 150 Lopez-Murillo, Karla, 479 Lopez Pereyra, Manuel, 161

López-Sandoval, María Guadalupe, 533 Lotan, Rachel, 075, 546 Lou, Jingjing, 050-4, 513 Louge, Nathalie, 017, 486, 674 Lourenço, Rui Pedro, 058 Louzano, Paula, 075, 179 Lovakov, Andrey, 058, 411 Lovison, Virginia, 059, 093 Lowden, Jessica, 259 Lowe, John, 367 Lowry, Amanda E., 304, 401-3 Loyalka, Prashant, 180, 550 Lu, Chunxiu, 432-1 Lu, Genshu, 432-7 Lu, Luke, 089, 616 Lu, Wei, 132 Lubin, Ian A., 342-6, 476 Lucwaba, Sipumelele, 184-1, 533 Luke, Stephen, 396-10, 655 Luna, Harvey, 045, 470-8 LUNA, MILTON, 233 Lund, Anna, 508-8 Lund, Jennifer, 312-8 Lundahl, Christian, 417 Lundahl, Lisbeth, 438 Luo, Jia, 159-6, 512 Luo, Zhaolin, 643-4 Luong, Phuong, 635 Lusambu, C.T. Mukasa, 649 Luschei, Thomas, 078 Lutfeali, Shirin, 281 Luyendyk Sonneveldt, Erin, 271 Lwandle, Ntokozo, 430 Ly, Mamadou, 396-2 Lyimo, Aristarick John, 394, 599 Lynch, R. Jason, 508-6 Lynd, Mark, 674 Lyngdoh, Dany, 080 Lyons, Aimee Lynn, 481, 614 Lyu, Jiahui, 271 LYU, YUXIN, 159-8

Μ

Ma, E, 663 Ma, Jinyuan, 041 Ma, Liping, 508-9 Ma, Mingwei, 046-5 Ma, Xinxin, 159-14



Ma, Yaling, 663 Mabala, Richard, 201-1 Machel, Olivia, 704 Machkasov, Yuri, 693 Macias, Luis Fernando, 260 Macias Villarreal, Julio César, 509 Mackay, Anthony, 105, 278-10 Mack Boyles, Lori, 434 Maclean, Rupert, 703 Macneil, James, 113, 540 Macpherson, Ian, 069 Maddah, Maya, 133 Maddrey, Hannah, 130 Madero, Cristobal, 317, 470-3 Madubedube, Noncedo, 046-13 Maeda, Hitomi, 048 Magalhães, Giovanna Modé, 618 Maglio, Amy, 151 Magno, Cathryn, 002, 006, 037, 284, 437, 652-7 Magradze, Magda, 352 Mahasneh, Randa, 202 Mahato, Ranjit, 540 Maheshwari, Neil, 536 Mahfouz, Julia, 133, 159-4 Mahmoud, Noha Nagy, 159-5 Mahoney, Meghan, 633 Mahroof, Dahlia, 342-9 Mai, Yiqiong, 321 Maiche, Alejandro, 046-2 Maier, Reana, 606 Main, Joyce, 159-9 Maina, Lucy, 039 Maina, Lucy, 472, 689 Maing, Ye Won, 338 Maisuradze, Nino, 352 Majee, Upenyu Silas, 201-3, 419 Majeed, Zara, 114 Makaiau, Amber, 278-1 Makalela, Leketi, 470-5 Makenova, Moldir, 293 Makhmetova, Zhadyra, 293 Maki, Wilma, 159-4, 235 Makleff, Shelly, 159-11 Maldonado, Carolina, 074 Maldonado, Sophia, 397 Malecki, Michelle S, 287 Malenfant, Jayne, 545-10 Malik, Saima Sohail, 524

INDEX

Malinovskiy, Sergey, 430 Mallareddy, Sandeep, 589 mallman, jennifer, 338 Malombe, Joyce, 108 Malone, Kathy, 293 Malone, Larissa, 289 Malose, Saki, 134, 158 Malouf-Bous, Katie, 543 Mandry, Antonia, 545-12 Mangione, Peter, 236 Mangobe Bomungo, Jean Marie, 345 Mangobe Bomungo, Jean Marie, 275 Manhong, Lai, 271 Manion, Caroline, 054 Manion, Caroline (Carly), 007, 273 Manning, Mandy, 156 Manona, Kulula, 683 Manske, Jill, 312-7 Mansur, Natasha, 238, 311 Mantilla Blanco, Paula Liliana, 639 Mantz, Cierra, 333 Manzano, Catherine, 005 Manzon, Maria E, 006 Mao, Chin Ju, 277-8 Mao, Dan, 159-14 Magsud, Anum, 670 MARCEL, Jean-Francois, 579 Marchi, Natália Zanetti, 174 Marcus, Rachel, 580 Marcy, Jennifer, 480 Marebgo, Lucas Henrique Fogaça, 081 Marginson, Simon, 407, 522, 561 Marian, Cosmin, 201-6 Marin, Thais Rodrigues, 203 Marino, Jonathan, 060 Mariott, Aleigha, 271 Marius, Paola, 489 Marope, Mmantsetsa, 046-2, 105, 153, 254, 278-10, 453 Marotta, Luana, 145, 553 Marques, Marcelo, 487 Marquez, Lisa Lynette, 338 Marston, Lauren, 080 Martens, Kerstin, 564 Martin, John, 671 Martin, Staci B, 092 Martinez, Eunice, 196 Martinez, Magdalena, 201-3 Martinez, Matias, 553



Martinez, Melissa Ann, 396-6 Martinez, Raphaelle, 130, 682 Martinez, Rebeca, 327, 486, 523 Martínez Larrechea, Enrique, 467 Martinez Negrette, Giselle D, 272-8 MARTINEZ PONS, MARC, 643-4 Martschenko, Daphne, 159-2 MARTY, ANA HELGA, 471-11, 587-6 Maruza, Fadzayi Marcia, 205-3 Marwat, Palwasha, 670 Masemann, Vandra, 029, 276 Masibhera, Collen, 272-2, 711 Maslenkova, Olga, 533 Masoud, Masoud A., 046-10 Massaga, Julius, 342-1 Massara, Gregory V, 312-2 Masterjohn, M. Genevieve, 643-3 Matafwali, Beatrice, 272-1 Matemba, Yonah Hisbon, 115, 317 Mateus, Angy, 074 Mathayas, Sabeena, 511 Mathews, Sarah, 253 Mathurin, Rachelle, 672 Matsane, Zanele, 604 Matsumoto, Koki, 199 Matsuzuka, Yukari, 132, 616 Matsuzuki, Sayaka, 312-8 Matthews, Mackenzie, 533 Mattos, Aliyya, 470-7 Matu, Jeffrey Ben, 286 Maudonnet, Janaina Vargas de Moraes, 338 Mavrogordato, Madeline, 627 Maxwell, Claire, 239 Mayne, Dorothy, 510 Mbizvo, Michael, 287 McAleavy, Tony, 361 McAnnally-Linz, Heidi, 517, 634 McBride, Stephanie, 054 McCabe, Constance, 193 McCabe, Michael, 471-12 McCance, Glenn, 523 McCarthy, Minako, 064 McCartney, Andrew Craig, 552 McClay, Mady, 305 Mcclure, Maureen, 346 McConnell, Christin, 130 McCormack, Alessandra, 447 McCormick, Alexandra, 716

McCormick, Mark, 388 McCowan, Tristan, 123, 152, 337, 357, 415, 446, 645 McCoy, Dana, 174 McCready, Lance T., 409 Mcdermott, Meredith, 217, 312-5, 457 McElwain, Alyssa, 719 McEwan, Hunter, 214 McFarlane, Roné, 046-13, 301 McGee, Ebony O., 159-9 McGinnis, G. Eric, 342-3 McGinnis, Sarah Kathleen, 408 McGivney, Eileen, 491 McGow, Barry, 278-10 McHugh, Denise, 314 McInerney, Kristen, 518 McInerney, Laura, 541, 643-4 Mckenna, Mary Fionula, 321 McKenzie, Marcia, 057, 455 McKinney, Phoebe, 471-8 McLaughlin, Colleen, 248, 293, 342-6 Mclean, Hugh, 023, 201-6, 270, 363 McLetchie, Stefan, 523 McLorg, Devon, 135 McNamara, Kevin, 159-15 McNatt, Zahirah, 614 McNaughtan, Jon, 719 McPike, Jamie, 067 MD. MOKHTAR, NOR SHIRIN, 687 Md Shaikh, Farid, 587-3 Medina Gual, Luis, 343, 643-4 Meegama, Kavita K., 630 Meek, Ashley, 396-1 Meemar, Salah, 545-5 Megahed, Nagwa M., 002, 283 Mehran, Golnar, 248 Mei, Weihui, 432-5 Meinck, Sabine, 715 Mejia, Jessica, 344, 611 Mekonnen, Belen, 413 Meland, Emily, 425 Melchor, Yver, 128, 545-7 Menashy, Francine, 052, 197, 609 Mendenhall, Mary, 471-6 mendes, Geovana, 184-1 Mendez, Ines, 392 Mendez, Lucrecia, 177, 307 Méndez, Mónica, 632 Mendez-Arreola, Roberto, 465



nela, 342-1 -10, 249, 340 1-7 338 37 a, 074 H, 508-3

Mendoza, Pilar, 099 Mendoza Yamashiro, Pamela, 342-1 Menendez, Alicia S., 046-10, 249, 340 Menezes, Junior, 545-6 Meng, Lingqi, 159-14 Meng, Yi, 312-9, 430, 471-7 Menino, Frederico, 208 Menolli Junior, Nelson, 338 Mensch, Barbara, 119, 287 Meraz Velasco, Alejandra, 074 Mercer-Taylor, Elizabeth H, 508-3 Mereb, Talita, 553 Merhi, Mirvat Said, 184-1, 395 Merinyo, Judith, 298 Merrell, Christine Rose, 348-1, 549-5, 656-2 Merrill, Martha, 722 Merseth, Katherine Anne, 065, 124, 221 Mertes, Nathalie, 019 Meshulam, Assaf, 101 Mesinas, Melissa, 045 Messih, Lillian, 151 Metcalfe, Amy Scott, 643-4 Metcalfe, Mary, 608 Metro, Rosalie, 183 Meyer, Heinz-Dieter, 214 Mfum-Mensah, Obed, 347 Michaelsen, Sonia, 159-10 Michel, Grace, 278-3 Middleton, Florence, 488 Middleton, Joel, 242 Miguel, Jessica, 231 Miheretu, Adane A, 278-6 Mihut, Georgiana, 100 Mikayilova, Ulviyya Tofiq, 270 Mikhailova, Aleksandra, 045 Miksic, Emily, 124 Mikulan, Petra, 653 Milana, Marcella, 653 Miller, David C, 019 Miller, Dustin, 470-8 Miller, Marissa, 184-1 Miller-Idriss, Cynthia, 262, 349, 549-2, 594 Milligan, Lizzi Okpevba, 046-14 Milovanovitch, Mihaylo, 424, 594 Mimi, Osama, 212 Min, Mina, 607 Min, Soo Kyung, 205-4, 405

Mendive, Susana, 644

INDEX

Minina, Elena Elena, 160 Miningou, Élisé Wendlassida, 159-3 Minja, Joan-Ndaambuyo Melchior, 333, 643-4 Mintrop, Rick, 624 Mir, Maidah, 516 Mir, Sayed Jamil, 159-15 Miranda, Alejandra, 680 Miranda-Fuenzalida, Daniel Andres, 008, 120, 666, 715 Miron, Mordechai, 312-5 Mirza, Ghazi Taimoor, 338 Misawa, Mitsunori, 642 Mishra, Shristi, 643-1 Mishra, Soumya, 536 Misiaszek, Greg W, 331, 358, 400-6, 590, 664 Misiaszek, Lauren Ila, 051-3, 358, 512, 590, 712 Miske, Shirley J, 282, 348-3, 538 Mistry, Hiren, 353-2 Mitana, John Mary Vianney, 472 Mitani, Emi, 533 Mitani, Hajime, 131 Mitchell, Arlene, 177 Mitchell, Claudia, 168, 545-10 Mithani, Shahzad, 201-2 Mitic, Radomir Ray, 406 Mitiche, Annette, 075 Mitoma, Glenn, 371 Mitsunaga, Haruhiko, 173 Miwa, Chiaki, 150 Miyoshi, Noboru, 184-1 Mizumatsu, Mina, 213 Mizunoya, Suguru, 526 Mkwananzi, Wadzanai Faith, 219, 337, 433 Mlambo, Yeukai, 208, 608 Mo, Cecilia H., 093 Mo, Cecilia, 059 Mo, Kyung-Hwan, 680 Mochizuki, Yoko, 088, 465 Mock, William, 046-5 Modesto, Heloisa Speranza, 168, 220 Moeller, Kathryn, 363 Mohamad, Mutiara, 661 Mohamed, Ahmad Ali, 282 Mohamed, Maryam, 613 Mohammed, Habiba, 090 Mohanta, Ranak Chandra, 184-1, 452 Moheyeldine, Nashwa, 471-3 Mohohlwane, Nompumelelo Lungile, 326 Mohohlwane, Nompumelelo, 396-4



Mokaya, Peter Onchuru, 442 Mokhtari, Kouider, 292 Mokuria, Vicki G, 652-9 Moland, Naomi A, 409, 587-7 Molebatsi, Palesa, 645 Molina, Ezequiel, 652-9 Moliner, Martí Manzano, 543 Moll, Amanda, 095, 554 Møller, Jorunn, 140 Molyneaux, Kristen J, 241, 470-7, 609 Momedraufi, Nadia, 464 Monaghan, Christine E., 386 Monahan, John, 629 Monkman, Karen, 226, 390, 609 Monse, Bella, 218 Mont, Daniel, 108, 436 Montague, Annie E., 273, 396-7 Montes, Isabel Cristina, 491 Montjourides, Patrick, 364 Montolla, Sara, 236 Montoya, Silvia, 263, 334, 660, 718 Moon, Heewon, 131 Moon, Seon-Hye, 288 Moore, Ryan, 667 Morales Betanco, Rosa Ángela, 559 Morales-Perlaza, Adriana, 179 Moran, Casey, 216 Morel Schramm, WEndy Quetzal, 277-7 Moreno, Martin, 309 Moreno, Tiburcio, 078 Moreno Medrano, Luz Maria Stella, 547 Morgan, Catharine, 113, 350, 540 Morgan, Hani, 545-2 Moriarty, Kristen, 051-1 Moriconi, Gabriela Miranda, 179 Morimoto, Mio, 342-8 Morimoto, Toyotomi, 246 Morneo Salto, Israel, 078 Morris, Emily, 002, 113, 282, 609 Morrison, Carihanna Janay, 312-7 Morrison, Ginny, 312-3 Morrison, Jeana E., 053, 100, 175, 206-1 Morton, Missy, 335 Mosate, Kabelo, 184-1, 533 Moschetti, Mauro, 324, 494 Moscoviz, Laura Helene, 159-10 Moses, Kurt David, 277-3 Mositsa, Naomi, 488

Moskal, Marta, 518, 719 Mossbridge, Julia, 278-10 Mosselson, Jacqueline, 052, 116, 197 Motala, Shireen, 301 Motilal, Geeta Balli, 200 Mottin, Lívia Pretto, 508-9 Mou, Leping, 143, 495 Moulton, Jeanne, 560 Mounajed, Nour, 272-5 Moura e Sá, Patrícia, 058 Moussa, Wael, 159-15, 292, 364, 533, 591, 683 Moussy, Hughes, 237, 621, 718 Moustafa, Shaimaa, 405 Mousumi, Manjuma Akhtar, 483 Moutsios, Stavros, 433 Mowbray, Jacqueline, 494 Mpalami, Nkosinathi, 549-5 Msukwa, Isaac Adeshina, 651 Muchira, John Munyui, 201-8 Mucyo, Kirsten, 308, 342-1 Mugo, John Kabutha, 472, 638, 690 Mugo, John, 542, 614 Muhia, Nelson Gichuhi, 173, 412, 530, 690 Muhindo, Richard, 641 Muigai, Patriciah, 166 Mukherjee, Mousumi, 406 Mukhtar, Ahmed M., 283, 338 MUKUNA, Ghislain, 643-4 Mukundi, Samuel, 690 Mukundu, Cecilia, 245 Mulcahy-Dunn, Amy, 292, 591, 674 Mullan, Caitrin, 613 Mumo, David, 342-9 Mumuni, Daniel, 637 Mundy, Karen, 069, 127, 277-1, 328, 506, 580, 698 Mungai, Anne, 002, 200, 402, 435, 609 Munir, Muhammad Afzan, 396-9 Munir, Qaiser, 047 Muñoz, Ismael G., 679 Muntasim, Tanvir, 046-14 Munyaneza, Simon Pierre, 395 Munyoro, Blessing Tapiwa, 585 Murakami, Yuki, 084 Muralidharan, Karthik, 709 Murphy, Katie Maeve, 159-3, 216, 272-6, 366 Murphy, Lynn, 277-1 Murphy-Graham, Erin, 241, 244, 277-1, 326, 348-8, 537, 624 Murray, Denise, 251



Murray, Liz, 277-2 Murray, Nancy, 102 Murray, Tim, 054, 568 Murray, T. Scott, 526 Murugaiah, Kiruba, 079, 587-5 Musafir, Shankar, 142 Mushi, Gloria, 201-1 MUSIIMENTA, MODERN KAREMA, 472 Muskin, Joshua A., 201-7, 470-7 Musoni, Fungisai, 087, 400-2 Mussabayeva, Merey, 501 Mussawy, Sayed Ahmad Javid, 250 Mutere, Malaika, 604 Mutisya, Maurice, 094, 258, 412 Muyingo, Peter, 178 Mwangi, Peter, 434

Ν

Na, Ya, 513 Nabacwa, Rehemah, 294, 652-10 Nafziger-Mayegun, Rhoda Nanre, 085 Nagashima, Yoko, 291 Nagata, Junichi, 184-1 Nag Chowdhuri, Meghna, 565 Nagy, Emese, 075 Nahar, Meherun, 338 Naidoo, Jordan, 305 Najeeullah, Qimmah, 601 Nakabugo, Mary Goretti, 412, 649 Nakagawa, Mana, 323 Nakamura, Pooja Reddy, 300, 558 Namatende-Sakwa, Lydia, 305 Nandakumar, Vandana, 643-4 Nangia, Aditi, 454 Nanwani, Sanjay, 257 Naranjo, Amparito, 045 Naranjo, Bernardo Hugo, 078 Naseem, Samina, 062, 257 Nash, Petula, 471-12 Nash, Spencer, 362, 589 Nasir, Bassem, 212 Nasser, Ilham, 594 Nassereka, Faridah, 649 Nath, Seema, 617 Natunga, Sarah, 097 Nauman, Sarwat, 134 Navarrete-Cazales, Zaira, 467 Navarro-Leal, Marco Aurelio, 467

INDEX

Nazaryan, Lilit, 424 Nazeer-Ikeda, Rita Zamzamah, 369 Nderu, Evangeline, 124, 255 Ndiaye, Mame Diara, 184-1 Nduku, Tabitha Kilonzo, 255 Neff, Emelye, 208 Negrete González, Sharoon Iliana, 545-7 Negron-Gonzales, Genevieve, 260 Nelson, Bryan, 425 Nelson, Janella, 492 Nelson Laird, Thomas, 661 Neoh, Jia Ying, 247, 401-1 Neshyba, Monica Vasquez, 661 Nestel, Yona, 538 Nesterova, Yulia, 169, 209, 508-9 Neubauer, Deane E., 602 Neuman, Michelle, 074, 291 Nezhnov, Petr, 533 Ng'eny, Carolyne, 503 Nguimpeu, Pierre, 709 Nguyen, Cuong, 159-4 Nguyen, Dao T, 159-9 Nguyen, David Hoa Khoa, 312-9 Nguyen, Diep Thi Bich, 091 Nguyen, Hang Thuy, 278-11 Nguyen, Huong L, 104 Nguyen, Huyen Thi Thanh, 401-3 Nguyen, Nicole, 209 Nguyen, Nuong, 344 Nguyen, Phung Dan, 104 Nguyên, My? Liêm Thi?, 278-8 Ngware, Moses, 127, 173, 258, 288, 690 Nhan, Ngo Thanh, 278-8 Ni, Liangtao, 513 Niad, Hayley, 356, 704 Niati, Noella Binda, 503 Nicolai, Susan, 086, 580 Nielsen, Ann Walker, 608 Niemann, Dennis, 564 Niemelä, Mikko, 320 Nienhaus, Sylvia, 416 Nieto, Ana, 198, 272-6 Nieto, Ana María, 074 Nieto, Diego, 474 Nilsson, Lennart, 278-12 Ning, Haiqin, 400-5, 533 Nirban, Virendra Singh, 145, 184-1 Niu, Sunny, 607



Njagi, Joan Wanjira, 258 Nkhoma, Nelson M, 172 Noble, Frannie, 024, 264 Noel, Zina Gabriella, 134, 158 Nogami, Ikuru, 134 Noguiera Sanca, Sarah, 508-1 Nombo, Cresanus Biamba, 471-3 Nongrum, David, 080 Nordin, Andreas, 471-13, 527, 647 Nordtveit, Bjorn H., 002, 052, 127, 152, 197, 241, 609 Nordtveit, Fadia, 159-12 Norfles, Nicole, 629 Norman, Julianne, 305, 515, 643-4 Norman-Tichawangana, Verity, 116 North, Amy, 468 Novokova, Natalia, 342-8 Nsapato, Limbani Eliya, 151 Nsubuga, Enoch Ssemuwemba, 312-3 Nuga-Deliwe, Carol, 396-4 Nukaga, Misako, 252 Null, Wesley, 261 Nunez, Gabriela, 062 Nunez, Koral Melissa, 627 Nuraeni, Siti, 659 Nur-Awaleh, Mohamed A., 248, 272-8, 367, 658 Nurse, Shauntelle, 403, 706 Nurshatayeva, Aizat, 295, 338 Nussey, Charlotte, 502 Nwake, Apollo, 508-1 Nwizu, Stella Chioma, 524 Nwokeyi, Stacey, 362 Nyapokoto, Raimond, 301 Nyeu, Maung, 159-2, 297, 304, 696 Nyirenda, Pamela, 287

0

Oates, Melanie, 338 O'Bryan, Simone, 351 Ocampo-Salazar, Carmen Alejandra, 491 Ochoa, Ces, 141, 714 Oddy, Jessica, 259 Odell, Marcia, 046-7 O'Donnell, Jennifer Lee, 532 Odugu, Desmond Ikenna, 434 Oduor-Noah, Linda, 531 Oduro, Evelyn, 520 Oduro, Nina, 286 Oetman, Michelle, 287, 699 Presenter

Ogando, Laura, 074, 255 Ogando Portela, Maria Jose, 212 Ogrady, Marianne, 024 Oh, Soon Young, 131 Oh, Yujin, 680 Ohara, Kenji, 312-8 O'Hara, Hunter, 448 Ojiambo, Ukaiko, 508-2, 545-11 Okamoto, Hiroyuki, 533 Okech, Alfred, 396-1 Oketch, Moses, 002, 180, 427, 609, 645 Okhidoi, Otgonjargal, 242 Okogbue, Obioma, 665 Okoli, Grace, 348-7 Oktafiga, Defta Akauna, 661 Okullo, Domnick, 255 OLADELE, OGUNNIRAN MOSES, 157 Olagbegi-Adegbite, Olayinka, 545-11 Olavarria, Dayana, 359 Oldac, Yusuf Ikbal, 205-5 Oldham, Sam, 066 Oleksiyenko, Anatoly, 433, 528 Oliveira, Gabrielle, 201-11 Oliver, Benjamin Warren, 159-1 Olmedo, Antonio, 489 Ome, Alejandro, 046-10, 249, 643-4 Omercajic, Kenan, 642 Omoeva, Carina, 245, 292, 349, 364, 542, 655 Omondi, Yussuf, 274 Omuraliev, Tolon, 159-1 Omurkulova, Chinara, 159-1 Ong, Elly, 343 Ong, Fung Ling, 278-7 Ong'ele, Salome, 396-4 Onguko, Brown, 079 Onibon, Nosiru Olajide, 418 Ono, Yumiko, 312-8 Opalo, Ken, 586 Opaman, Amos, 097, 649 Opiyo, Tobias, 182 Ordenes, Miguel, 624 Ordoñez, Adriana, 078 Ordorika, Imanol, 407 Orellana, Victor, 194 Oren, Ido, 290 Ornelas, Carlos, 203 Ortega, Lorena, 415 Ortega, Yecid, 081



Osburn, Robert H, 234 Osibodu, Molade, 342-2 Osipian, Ararat, 484 Osorio, Eliana, 184-1 Otieno, Mary Akinyi, 342-1 Otsu, Risa, 338 Otunuyi, Abdul K. T., 418 Outhred, Rachel, 361, 652-5 Overbey, Lisa, 597 Ovie, Glory Rita, 508-5 Oviedo, Maria, 122 Owocki, Sarah, 184-1 Oyagi, Moses, 255 Oyarzun, Juan de Dios, 415 Ozen, Elif, 338 Ozier, Owen, 682 Ozturk, Mustafa, 164, 470-1

Ρ

Paccagnella, Marco, 500 Pache, Alain, 057 Padilla, Ivonne, 102 Page, Lindsay, 295 Pagel, Rebecca Povec, 286, 542 Pagès Martín, Marcel, 140 Paglayan, Agustina, 586, 678 Pahm, Miriam, 342-6, 560 Pai, Grace, 060 Paik, Susan, 246 Paine, Lynn W., 044 Palacios, Rosario, 708 Palmas, Santiago, 428 Pan, Haisheng, 432-3 Pan, Jian, 684 Pan, Kunfeng, 547 Pan, Li, 612 Pan, Pengfei, 046-8 Pan, Suyan, 406 Panackal, martin babu, 342-6 Panigrahi, Jinusha, 222 Pansiri, Nkobi Owen, 396-8 Panth, Brajesh, 703 Papadimitriou, Antigoni, 058, 206-2 Papajoanu, Ondrej, 632 Parakkal, Naivedya, 312-4 Parcerisa, Lluís, 584, 698 Paredes Trapero, Alejandro, 560 Park, Bethany, 018, 170, 517

INDEX

Park, Do-Yong, 629 Park, G Yeon, 395 Park, Hyunjoon, 519 Park, Jae H, 602 Park, Maureen F, 665 Park, Moon Seok, 617 Park, Namgi, 184-1 Park, Soyoung, 471-5 Parker, Amy, 012, 354, 396-11, 471-6, 558 Parker, Heidi, 629 Parker, Rubeena, 301 Parker, Susan, 078 Parra-Gaete, Ivet, 078 Parreira Do Amaral, Marcelo, 355 Pashby, Karen, 043, 239, 548 Passauer, Leah, 475 Patel, Samima, 714 Paterson, Andrew, 698 PATHANIA, GAURAV J., 359 Pathmarajah, Meera, 557 Patil, Lara, 328, 363 Patino, Hilda Ana Maria, 312-4 PATIÑO, Isabel, 470-8 Patrinos, Harry Anthony, 068 Paulson, Julia, 056, 474 Pautasso, Andrea Milán, 463 Pava, Clara, 281, 591 Pawlowski, Emily, 019, 338 Payan, Gustavo, 587-6 Payandehnik, Abbas, 454 Paz, Frine, 615 Pelissero, Amy Elizabeth, 137 Pellowski Wiger, Nancy, 282 Peltola, Minna, 012 Peng, Shanjuan, 619-1 Peng, Yuyun, 643-4 Peng, Zhengmei, 272-7 Pengelly, Kelly, 679 Penicela, Chanceler, 168 Penilla Becerra, Carol Fabiola, 686 Pereira, Ana Paula, 240 Pereira Marques de Carvalho, Ana Paula, 717 Perera, Aimee, 338 Pereyra Veres, Elisa, 587-5 Perez, Ligia, 662 Perez-Jöhnk, Greses A., 045, 470-8 Pereznieto, Paola, 159-11 Perlman Robinson, Jenny, 605



Perry, Laura Ross, 287 Persaud, Amlata, 065 Persson, Anna, 652-9 Perumal, Juliet Christine, 178, 201-12, 396-9, 508-5 Perumalsamy, Venie, 508-5 Pervez, Saulat, 536, 594 Pesanayi, Tichaona, 046-6 Pescador, José Ángel, 587-2 Pescador, Octavio Augusto, 236, 587-2 Peterson, Andrew, 159-7 Pettersson, Daniel, 438 Pflepsen, Alison, 327, 486, 567 Pham, Minh T., 338, 643-4 Pham, Trang T.T, 710 Phan, Anh-Thu Gia, 278-8 Phan, Brooke BT, 193, 348-5, 549-6 Phan, Le-Ha, 089 Phillips, Alisa Michelle, 404 Phillips, Aprille, 169 Phillips, David, 539 Piattoeva, Nelli, 040 Piezunka, Anne, 508-5 Pigozzi, Mary Joy, 470-7 Pillay, Thashika, 043 Pineda, Fernanda, 184-1, 313 Pineda, Pedro, 123, 201-3 Pinskaya, Marina, 045, 369 Pinson, Halleli, 056, 101, 138 Pinto, Christabel, 611 Pinto, Christine Campos de Xavier, 174 Pinto, Isabela, 278-2 Pinto, Sebastian, 045 Pinto, Sebastian, 470-8 Piper, Benjamin, 079, 124, 281, 396-4, 611 Pires Renault, Lotte Marianne, 274 Pisani, Lauren, 024, 124, 159-3, 198, 490 Pitt, Megan, 271 Pizmony-Levy, Oren, 036, 161, 217, 235, 296, 312-5, 409, 504, 548, 587-7, 642, 647 Plank, David, 107, 199, 261, 324, 346, 553 Platas, Linda M., 288 Platas, Melina, 586 Platonova, Daria, 484 Plua, Catalina, 470-8 Pluim, Gary, 353-6 Poblete, Ximena, 471-1 Poque, Barton, 493 Poisson, Muriel, 329, 424 Pokharel, Ayush, 342-3

Polen, Lisa, 287 Pon, Adrienne, 156 Ponczek, Vladimir Pinheiro, 174 Ponguta, Liliana A., 074 Pop, Daniel, 201-6 Popa, Simona, 127, 346 Popkewitz, Thomas S., 438 Popovic, Radmila, 027, 211, 627 Porter, Maureen K, 046-13, 224, 312-2, 342-2 Posholi, Lerato, 645 Post, David, 002, 375, 609 Postiglione, Gerard A, 648 Poudel, Babu Ram, 340 Poudel, Lekha Nath, 340 Pouezevara, Sarah, 083, 567 Powell, Christine, 272-6 Powell, Justin J.W., 158, 436, 647 Powers, Shawn, 159-3 Pradhan, Menno, 117, 636 Pradhan, Sahara, 052, 160, 197 Press, Sarah, 061, 135 Pressley, Jennifer K., 221, 294 Pretorius, Elizabeth, 153 Price, Colleen, 169 Price, Heather E, 342-5 Priede, Alejandra, 078 Prieto, Maria del Sol, 366 Prieto, Miriam, 140 Primi, Ricardo, 255 Primus, Franziska, 417 Pritchett, Lant, 117, 586, 678 Prøitz, Tine Sophie, 396-13, 508-2 Prou, Marc, 672 Psaki, Stephanie, 119 Pumarejo, Jose Rafael Baca, 509 Puruncajas, Veronica, 233 Pusser, Brian, 407 Pynnönen, Lauri, 372

Q

Qadach, Mowafaq Ali, 145 Qi, Lin, 607 Qian, Huanqi, 106 Qian, Jia, 619-4 Qiao, He, 432-1 Qiao, Weifeng, 077 Qie, Haixia, 432-3 Qin, Lei, 616

Presenter



Qin, Ruilin, 046-9 Qin, Yunyun, 342-8 Qin, Yuyou, 232 Qiu, Jie, 041 qiu, peilin, 417 Qiu, Wengi, 201-2 Qiu, Xuehua, 277-6 Qu, Jing, 631 Qu, Mengya, 184-1 Qu, Yinjiao, 132 Quan, Gong, 272-3 Quan-Baffour, Kofi Poku, 641 Quaresma, Maria Luisa da Rocha, 491 Quarles, Dominique A., 342-6 Quaynor, Laura, 200 Quintero, Genevieve, 470-5

R

Rabadi, Hana, 159-3 Rabinowitz, Darren, 312-5 Rabinowitz, Stanley, 329 Raby, Rosalind L., 048, 143, 348-7, 400-4 Radford, Kate, 201-10 Radjai, Leyla, 631 Radó, Péter, 201-6 Rafla, Joyce, 216, 366 Rahim, Hiba, 470-8 Rahimi, Shaifulhaq, 047 Rahman, Zaynah, 246 Rai, Uddhav, 340 Raikes, Abbie, 074, 650 Raimbekova, Lolagul, 471-2 Ralaingita, Wendi, 340 Ram, Rajesh, 142 Ramachandran, Anaga, 159-3, 216, 291, 366 Ramahi, Hanan, 133, 149 Ramirez, Francisco, 323 Ramirez, Maria, 392 Ramirez, Rachel, 691 Ramirez, Thelma, 174 Ramírez Mena, Sergio, 344, 587-6 Ramos, Dulce María, 046-9 Ramos, Josie, 166 Ramos, Kathleen, 320 Ramos, Marcela, 318 Ramos-Mattoussi, Flavia S., 471-11, 567 Ramos Zincke, Claudio, 140 Ramot, Rony, 094

INDEX

Ramsarup, Presha, 172 Randolph, Elizabeth, 305, 515, 643-4 Rankin, Janny Grant, 025, 237, 549-3 Rao, Sridevi, 278-11 Rappeport, Annie, 314 Rappleye, Jeremy, 506 Rasmussen, Colin, 478 Rasse, Alejandra, 543 Rasul, Imran, 490 Rathod, Bharat, 400-2, 702 Ratovondrahona, Pascale, 627 Raudonyte, leva, 718 Raval, Harini, 159-3, 291 Ravitch, Sharon, 178 Raza, Mahjabeen, 471-4, 516, 557 Razafindrabe, Voahirana, 486 Razquin, Paula, 316 Read, Robyn B., 326 Recch, Filipe, 240 Reddick, Celia, 055, 079, 205-1, 308 Reddy, Malini, 218 Reddy, Michelle, 199 Reder, Trine Juul, 647 Redman, Katherine, 156 Reedy, Timothy Duane, 338, 629 Reeves, Aimee, 628 Regan, Matthew, 278-5 Regan, Robert, 446 REGISTE, Pierre Philippe Wilson, 274 Regmi, Kapil Dev, 347, 716 Regsuren, Bat-Erdene, 321 Rehman, Attique, 636 Reichert, Frank, 600, 666 Reichman, Roxana G., 131 Reichmuth, Heather Lyn, 470-3 Reid, Alan, 057 Reid, Erin, 353-2 Reid-Westoby, Caroline, 288 Reigosa, Vivian Elena, 392 Reigosa, Vivian, 348-2 Reigosa-Crespo, Vivian, 046-2, 348-2 Reilly, Anita, 591 Reite Christensen, Ingrid, 545-9 Ren, Ping, 179 Ren, Wan, 432-6, 508-10, 643-4 Rendon, Ana Lucia, 652-6 Resler, Kalene, 515, 713 Resnick, Gary, 236



Ress, Susanne, 142, 419 Rev, Catalina, 074 Reybold, L. Earle, 046-12 Reyes, Iliana, 428 Rhein, Douglas, 545-3 Richardson, Dominic, 026, 212, 285, 429, 526 Richardson, Emily, 567 Richey, Amanda, 312-4 Richmond, Simon, 372 Ricou, Marcel, 667 Ridge, Natasha Y., 202, 363, 497, 613 Riemer, Frances, 348-7 Ring, Hannah Reeves, 201-10, 449 Ringot, Veronique, 568 Ritter, Todd, 274 Ritzenberg, Maximlee, 299 Rivas, Axel, 548 Rivera, Sebastian Diego, 471-9 Rizwan, Sidra, 070 Ro, Hyun Kyoung, 119 Roberts, Tobias Paul, 348-9 Robertson, Susan L., 162 Robertson, Susan Lee, 393, 582, 668 Robinson, Clare Farne, 603 Robinson, Gareth, 330 Robinson, Kerry, 159-4 Robinson, Lynsey, 470-6 Robson, Karen, 606 Roche, Jane, 049 Roche, Stephen, 083, 152 Rodrigues, Silvia Helena, 048 Rodriguez, Pilar, 392 Rodriguez, Sophia, 037, 410, 454, 652-7 Rodríguez, Diana, 410, 474, 639 Rodriguez-Morales, Idalia, 094, 150, 595 Rodriguez, Elena Heredero, 525 Rogan, James, 009 Rogel, Avner, 587-7, 642 Rogers, Robert, 170, 418 Rojas, María Teresa, 194 Rolla, Pierfrancesco, 150 Rolleston, Caine, 427 Rolleston, Caine, 337, 361, 652-5 Roman, Diego, 045, 470-8 Roman, Sigrid, 521 Román, Diego X., 470-8 Romero, Giovanna, 643-4 Romero, Mauricio, 586

Presenter

Romero-Amaya, Daniela, 639 Romiq, Laura, 184-1 Romo, Francisca, 677 Ron Balsera, Maria, 222 Ronen, Tammie, 664 Rosa, Leonardo, 553 Rosado-Viurques, Atenea, 545-7 Rosales de Veliz, Leslie Vanessa, 102, 184-1, 397, 533 Rose, Pauline, 090, 114, 180, 263, 326, 427, 508-11, 580, 652-5,678 Rosekrans, Kristin, 662 Rosekrans, Kristin, 615 Rosenberg, Eureta, 046-6, 172 Ross, Karen, 046-4, 115, 201-9, 401-1 Ross, Samantha, 329, 354, 530, 558 Ross, Susan, 588 Rosser, Andrew, 678 Rossiter, Jack, 093, 114, 470-2 Rothbard, Victoria, 449 Roue, Bevin, 469 Rouhani, Leva, 205-4 Roumell, Elizabeth Anne, 184-1 Rousseau, Michel, 396-12 Rowe, Karen, 693 Roy, Sudipta, 056 Rozhenkova, Veronika, 278-4, 533 Rozzi, Ricardo, 142 Rubenstein, Beth L, 614, 690 Rubio, Fernando Ernesto, 184-1, 397 Rubio, Fernando, 533 Ruddy, Anne-Maree, 585 Rueckert, Rachel, 589 Rugutt, John, 272-8, 658 Rumery, Molly, 587-4 Russell, Jennifer, 623 Russell, Michael C., 101, 318 Russell, S. Garnett, 305, 371, 639 Rutkowski, David, 632, 715 Rutkowski, Leslie Ann, 632 Ruto, Sara, 069 Rwehumbiza, Annagrace Felix, 201-1 Ryall, Cameron, 299, 656-4 Rydberg, Nancy M, 419 Ryskulova, Chynarkul, 722 Ryu, JungHyun Jasmine, 619-6 Ryu, Yeonghwi, 159-2



S

Sa, Creso, 201-3 Sabates, Ricardo, 396-9, 709 Sabic-El-Rayess, Amra, 238 Sabzalieva, Emma, 443, 722 Sacco, Chiara, 342-5 Sachdev, Anu, 471-2 Sachdev, Anu, 278-1 Sachdeva, Shubhi, 441, 471-4 Sacks, Isabel, 199 Sadlier, Stephen T., 359 Saeed, Saba, 114 Saeed, Tania, 209 Safarha, Elnaz, 080, 615 Sage, Cornelia, 067, 294 Sagun, Rose Mary Grace, 201-2 Sahni, Urvashi, 282, 537 Sailors, Misty, 220 Saini, Akash Kumar, 587-5 Saito, Lorine E, 246 Saito, Mioko, 718 Sakamoto, Arthur, 508-9 Sakamoto, Jutaro, 299 Sakar, Mousumi, 341 Sakata, Nozomi, 173, 499, 596 Sakurai, Riho, 118 Salah, Guled, 159-11 Salajan, Florin Daniel, 006, 456, 505 Salamyar, Abdul Naser, 464 Salas, Natalia, 194 Sales, Sandra R, 417 Salgado, Vania, 677 Salgado Delgado, Rodrigo, 686 Salinas, Daniel, 103 Salisbury, Taylor, 155 Salokangas, Maija, 324, 627 Salto, Dante J, 620 Salvi, Francesca, 046-3 Samii, Cyrus, 242 Samoff, Joel, 309, 487 Samoylov, Andrey, 522 Sampang, Mariel Joy, 342-1 Sampat, Sameer, 508-5 Samuelson, Beth Lewis, 184-1, 395 Sanchez, Huai Ming, 540 Sánchez, Reinaldo, 425 Sanchez-Alvarez, Citlalli, 342-5 Sanchez-Tapia, Ingrid, 212

INDEX

Sandefur, Justin, 586 Sanders, Justin, 098 Sandhoff, Michelle, 545-6 Sandholtz, Wayne, 586 Sandoval-Hernandez, Andres, 008, 072, 120, 277-5, 666, 715 Sang, Wenjuan, 080 Sangwa, Jean Pierre, 275 Saniyazova, Aray, 046-8, 338 Saniyazova, Zhanar, 046-8 Sanjines, Carol, 184-1 Sanni, Kayode, 321, 541 Santibanez, Lucrecia, 078 Santori, Diego, 489 Santos, Daniel Domingues, 074, 255 Santos, Elizabeth, 231 Santos, Graziella Souza dos, 446 Santos, Humberto, 553 Santos, Iris, 040, 647 Santos-Phillips, LaIndia, 184-1 Sany, Melanie, 141 Sanyal, Arjun, 478 Sar, Sarin, 638 Sarda, Meenal, 605 Sargeant, Jennifer, 674 Sargent, Tanja, 322, 347 Sargsyan, Viktoria, 013, 159-3, 198 Sarkar, Tanushree, 452 Sarli, Prasanti Widyasih, 278-8 Sarmento, Simone, 081, 145 Sarr, Badara, 396-2 Sarungi, Veronica, 171 Sarvarzade, Somaye, 478 Sassi, Meriam, 508-1 Satary, Zarmina, 508-12 Sathananthan, Saranya, 623 Satish, Usha Nikita, 454 Sato, Yuriko, 089 Sattarzadeh, Sahar D., 396-6 Saul, Roger, 596 Saunders Campbell, Pia, 471-12 Sausner, Erica B., 159-8, 289 Savage, Glenn, 053 Savage, Laura, 326, 396-14, 471-14, 678, 709 Savage, William E, 412, 433 Savard, Annie, 257 Savard, Michelle, 159-10 Savvides, Nicola, 277-5 Sawhney, Sonia, 617



Sawyer, Adam, 721 Saxena, Pooja, 585 Sayed, Yusuf, 470-6 Sayre, Rebecca, 650 Saz, Marco, 196 Scarpino, Cassandra, 342-1 Scettri, Barbara, 708 Schafft, Kai, 399 Schechter, Chen, 145 Scheid, Patricia, 470-7 Schell, Emily Petruzzelli, 480 Schell, Kate, 588 Schendel, Rebecca, 337, 652-5 Schenk, Elizabeth Fawn, 434 Schipper, Youdi, 682 Schler, Lynn, 138 Schlicht-Schmälzle, Raphaela State, 278-5 Schlüter, Katharina, 708 Schmelkes, Sylvia Irene, 660, 718 Schmidt, Dana, 119, 470-7, 537 Schmidt, Elena, 396-10, 655 Schneider, Dorothee, 632 Schodt, Sara, 677 Schoelen, Leonie, 400-3, 626, 652-1 Schubert, Heidi, 524 Schuelka, Matthew, 046-14, 335, 532 Schuenke-Lucien, Kate, 481, 614 Schuetze, Hans G., 159-9 Schug, Megan, 551 Schugurensky, Daniel, 590 Schultz, Jon-Håkon, 342-7 Schulz, Wolfram, 120 Schuster, Johannes, 653 Schwartz, Benjamin, 545-11 Schwartz, Kate, 216, 343 Schwarz, Kaylan, 046-3 Schweisfurth, Michele, 044, 530 Schwille, John, 456 Scott, David, 696 Scott, Marc, 343 Scoular, Claire, 691 Scussel, Andressa, 338 Sears, Stephanie, 280 Sebaganwa, Alphonse, 707 Sebbah Temsamani, Jannate, 338 Seeberg, Vilma, 513 Seeger, Anna, 621 Seff, Ilana, 669

Presenter

Segi-Vltchek, Yayoi, 046-11, 201-15 Seiden, Jonathan, 074, 490 Seidman, Edward, 471-4, 516 Seithers, Laura, 298, 479 Sekerka, Leslie Elizabeth, 184-1 Selebalo, Hopolang, 301 Sell, LeeAnn, 585 Sellar, Sam, 201-5, 582, 653 Semenova, Elena, 169 Sen, Saktibrata, 605 Sepulveda, Magdalena, 494 Sera, Anna, 312-2, 400-6, 555 Serieux-Lubin, Luanne K, 342-6 Serna Frausto, Alicia, 545-7 Sevilla, Maria Paola, 470-6 Sewilam, Hani, 471-3 Sfredo Miorando, Bernardo, 205-2 Shaban, Fateh, 248 Shafiq, M. Najeeb, 127, 206-3, 396-6, 529 Shah, Nooruddin, 092 Shah, Payal P., 046-4, 115, 390, 466 Shah, Rabi, 400-6, 600 Shah, Ritesh, 056, 086, 330, 668 Shahid, Areebah, 508-12 Shahid, Faryal, 557 Shahjahan, Riyad, 002, 295, 609 Shahriari-Rad, Arash, 632 Shakenova, Aiunur, 424 Shakya, Dipu, 338 Shalem, Yael, 171 Shallwani, Sadaf, 272-1, 503 Shamatov, Duishonkul, 293 Shank Lauwo, Monica, 641 Shanks, Kelsey, 272-5 Shao, Yuli, 644 SHAOLI, JING, 533 Shareff, Rebecca, 244 Sharifian, Maryam Sadat, 138 Sharma, Deepti, 201-8 Sharma, Ghanashyam, 601 Sharma, Mani Ram, 338 Sharma, Rashmi, 134 Sharma, Robin, 046-1 sharma, Shalender, 080, 636 Sharma, Shyam, 237 Sharp, Starlette, 348-3 Shedeed, Sarah Ikhlass, 248 Sheehy, Beth, 447



Shekarian, Mariana, 311 Shen, Hua, 616 Shen, Leina, 432-1 Shen, Suping, 581 Shen, Wenqin, 077, 256, 432-6, 598, 648 Shen, Wensong, 587-1 Shen, Yuting, 348-4 Shengri, Li, 321 Shephard, Daniel, 640 Shephard, Kerry, 686 Sherpa, Helen Bernadette, 350 Shey, Mo Mo, 308 Shibanova, Ekaterina, 430 Shibuya, Maki, 643-4 Shields, Robin, 052, 594, 647 Shilo, Guy, 642 Shim, Jaehwee, 619-5 Shimauchi, Sae, 256 Shimizu, Mitsuko, 719 Shimojima, Yasuko, 064 Shin, Debbie, 205-2, 358 Shin, Janet, 134, 158 Shin, SuYeong, 480 Shinde, Aarya, 454 Shinwari, Mohammad Ibrahim, 047 Shirazi, Roozbeh, 006, 721 Shivhare, Neha, 700 Shivhare, Neha, 314 Shivshanker, Anjuli, 086, 278-6, 471-14, 508-1 Short, Mary E., 504 Shriberg, Janet, 278-6 Shujing, Fu, 184-1 Shukia, Richard, 114, 650 Shukla, Tanu, 145, 184-1, 594 Shulgina, Natalia, 522 Shultz, Lynette, 043, 254 Shumba, Overson, 245 Shuminov, Erkinaz, 623 Sibanda, Mgaphelisi, 554 Siddigui, Munazza, 277-1 Sidhu, Ravinder, 089 Sidle, Aubryn Allyn, 652-3 Sidorkin, Alexander, 136 Sikenyi, Maurice, 144, 234 Silova, Iveta, 002, 276, 506, 609 Silva, Elizabeth, 166 Silver, Rachel, 419 Silverstone, Sally Eva, 046-1

INDEX

Silvestre, Gabriela Judith, 123 Sim, Jasmine B.-Y., 159-7 Sim, Woohyang, 613 Simielli, Lara, 463 Simmons, Allie, 299 Simms, Pete, 054, 184-1, 568 Simon, Denis, 648 Simons-Lane, L. Bahia, 619-6 Simpson, Graeme, 225 Simpson, Heather, 344 Simpson, Jeff, 271 Sinclair, Julie, 406 Singal, Nidhi, 396-9 Singh, Abhijeet, 709 Singh, Anupma, 661 Singh, Sanjay, 080 Singh, Suzanne, 699 Sinha, Utpal, 589 Sirianni, Nicki, 623 SIROHI, VINEETA, 471-12 Sirois, Geneviève, 179 Sirota, Sandra, 205-4, 371 Sitabkhan, Yasmin, 065, 114, 281, 611, 650 Sitoe, Alcina, 168, 220 Sitomaniemi-San, Johanna, 697 Sivasubramaniam, Malini, 396-9, 499 Sivesind, Kirsten, 647 Skedsmo, Guri, 140 Skinner, Makala, 480 Skinner, Nadine, 278-2, 400-3 Slade, Timothy, 486 Slaymaker, Tom, 218 Slee, Roger, 335 Sloan, Jane, 166 Sloan, Seaneen, 062, 159-10 Smagulova, Juldyz, 159-1 Smail, Amy, 044 Smiley, Anne, 011, 084 Smith, Alan, 450, 474 Smith, Cristine, 113 Smith, Daniel Henry, 347 Smith, Emma, 365 Smith, Ron, 278-10 Smith, Tiffany Lachelle, 289, 400-4 Smith, William, 103, 652-9, 698 Smith, William, 349 Snaider, Carolina, 324 Snyder, Tani, 184-1



Soares, Fernanda, 278-6, 611 Soares, Iuri Correa, 446 Soares, Sammara, 553 Sobe, Noah W., 002, 315, 438 Sodatsayrova, Nazira N/A, 348-7 Soepriyatna, (NFN), 201-4 Sohail-Butt, Naeem, 047 Solano-Flores, Guillermo, 566 Soler-Hampejsek, Erica, 287 Solesin, Luca, 508-2 Solly, Mike, 039 Solorio, Michelle Lilly, 050-2 Solum, Kristina, 356 Soman, Kouassi, 285 Some, Herve Touorizou, 224, 333 Sommers, Jeffrey, 201-6 Son, Heekwon, 271 Sondlo, Aviwe, 257 Song, Ji Won, 626 Soni, Trishana Devi, 050-4 Sønsthagen, Anne Grethe, 545-9 Soria, Adrian, 045, 470-8 Sorokin, Pavel, 068 Soroui, Jaleh, 338 Sorrells, Audrey M., 471-5 Soublis, Theoni, 159-8, 448 Sow, Aliou, 021 Soye, Emma, 278-7 Soysal, Yasemin, 323, 519, 632 Spaolonzi Queiroz Assis, Ana Elisa, 467 Sparks, Jason, 722 Sparks, Jason, 293, 443 Spaull, Nic, 103, 153, 332 Spear, Anne, 046-3, 401-2 Spear, Anne, 713 Speciale, Teresa, 162 Spector, J. Michael, 224 Spedding, Trish, 094 Spence, Kevin James, 147 Spence, Sandra, 090 Spengler, Natalie, 184-1 Sperduti, Vanessa, 499 Spero, Thatcher Austin, 631 Spier, Elizabeth, 490, 671 spires, bob w, 050-1, 219 Spratt, Jennifer, 065 Spreen, Carol Anne, 015 Spurzem, Paul, 159-11

Presenter

Sretenov, Dragana, 272-3 Sridharan, Swetha, 176 Srikantaiah, Deepa, 004, 278-9, 342-7 Stacki, Sandra L, 442, 466 Stahelin, Nicolas, 057 Stanic, Sanja, 399 Stannard, Luke, 681 Stark, Lauren Elizabeth Ware, 015 Stark, Lindsay, 669 Starkey, Nicole, 596 Starr, Lisa J, 168 St.Clair, Ralf, 548 Steele, Barbara, 223 Steele, Jen, 338, 552 Stein, Sharon, 239 Steinbach Torres, Ana Elvira, 358 Steiner, Jordan J, 046-3 Steiner-Khamsi, Gita, 180, 310, 409, 531, 564, 647 Stein-Smith, Kathleen, 277-7 Stern, Jonathan, 707 Stevens, Mitchell, 262 Stewart, Jan, 144 Stewart, Molly, 585 St. George, Eileen, 201-7 Stickel, Tabitha Rae, 348-9 Stiglmeier, Claire, 396-1, 639 Stiles, Penelope Jean, 201-5 Stimel, Derek, 184-1 Stine, Susan, 533 Stoeckle, Rebecca Jackson, 286 Stojanov, Krassimir, 214 Stone, Rebecca, 414, 493, 559 Stornaiuolo, Amy, 465 Strader, Sarah, 027 Streitwieser, Bernhard T., 049, 201-3 Streng, Matt, 278-6 Strigel, Carmen, 010, 674 Strong, Krystal, 085, 503, 600 Su, Melody, 201-4 Su, Pin-Ru, 184-1 Su, Shu, 719 Su, Zhixin, 106, 159-14 Suárez, Ana María, 338 Subramanian, Vinodh, 599 Sucuano, Lois Martin, 005 Sugihara, Toshihiko, 184-1 Sugimura, Miki, 602 Sugiyama, Ryuichi, 312-8



Sugrue, Ciaran, 062, 159-10 Sukhbaatar, Javzan, 644 Sulbaran, Ebed, 508-4 Sullivan, Timothy Patrick, 362, 589 Sultana, Nargis, 507 Sum, Kwok Wing, 338 Summers, Katharine, 338, 410, 533, 677 Sun, Defang, 232 SUN, Hechuan, 272-7 Sun, Kathy Liu, 278-2 Sun, Qi, 348-9, 700 SUN, XU, 432-7 Sun, Yang, 643-4 Sun, Yi, 163, 206-4 Sun, Yifan, 314, 400-2, 619-7 Sund, Louise, 043 Sund, Per, 471-3 Sundberg, Daniel, 527 Sundharam, Joanna Shruti, 278-2 Sung, Jieun, 712 Sunny, Bindu, 483 Sunte, Carolyne, 166 Suryadarma, Daniel, 117 Susanti, Dewi, 636 Sustarsic, Manca, 388 Suter, Larry, 365 Sutoris, Peter, 408 Suwignyo, Agus, 678 Suzuki, Takako, 463 Svenson, Nanette Archer, 123 Swadek, Ghada, 046-14 Swain, Walker, 677 Swanson, Julie Hanson, 492 Sweeney, Loughlin, 342-3 Swift-Morgan, Jennifer, 396-2, 486 Swindell, Andrew, 238 Syahril, Iwan, 059 Sykes, Kate, 354 Symonds, Jennifer, 062, 159-10 Sywulka, Sara, 425 Sziegat, Hongmei, 480, 508-6, 545-3

T

Tabatadze, Shalva, 412 Tabi, Emmanuel, 175, 604 Tabilo, Ismael, 083 Tabulawa, Richard, 337 Tadesse, selamawit, 223

INDEX

Taggart, Nancy, 125, 286, 341, 425, 542 Taguchi, Shimpei, 210 Taheri, Mustafa, 464 Tahhan, Anas, 272-6 Taiyeb, Aamir, 206-3 Taj, Norin, 002, 609, 652-3 Takada, Jun-Ichi, 321, 644 Takayama, Keita, 127, 505, 696 Takayanagi, Taeko, 471-1 Tal, Hilla, 098 Tal, Rachel, 290 Tamang, Pemba, 338 Tamtik, Merli, 706 Tan, Jee-Peng, 309 tan, liying, 278-11, 508-6 Tan, Minda, 336 Tanck, Hilary, 470-4 Tang, Hengtao, 476 Taniguchi, Kyoko, 173 Tao, Sharon, 541, 671 Tao, Zhen, 619-5 Taoi, Torika, 342-5 Tapia, Esther, 428 Tarazi, Marwan, 212 Tarlau, Rebecca, 015, 363, 563, 590 Tarman, Bulent, 312-10 Tarnowski, Randy, 558 Tarrow, Norma, 276, 290 Tarumi-Nonoyama, Yuko, 432-6 Tatto, Maria Teresa, 078, 127, 293, 433 Tauson, Michaelle Marie, 278-7 Tawil, Sobhi, 159-5 Tay-Lim, Brenda Siok-Hoon, 660 Taylor, Aleesha, 270 Taylor, Stephen, 097, 396-4 Taylor, Susan, 157 Te, Alice Yuen Chun, 104 Teegen, Bettina, 545-3, 661 Teeple, Paul, 425 Tefera, Daniel, 413 Teferra, Tirussew, 114 te Kaat, Aukje, 159-13 Tellez, Cristian, 715 Temerbayeva, Aizhan, 443 Temko, Sonya Rose, 174, 278-1 Teng, Jun, 432-1 Tenorio, Ana M, 366 Termes, Andreu, 140, 357



Presenter

Teron, Seuti, 201-14 Tesha, Ewald, 201-1 Thakkar, Komal, 338 Thakur, Dan, 054, 156 Thangaraj, Miriam, 419 Thapa, Amrit, 545-4, 610 Thar, Shamo, 400-1 Thier, Michael, 193 Thoma, Hanni, 197 Thomas, Janet, 701 Thomas, Katherine, 182 Thomas, Matthew A.M., 006, 029, 044 Thomas, Shakita Shavonne, 441 Thomas, Steffi Elizabeth, 396-9 Thompson, Greg, 201-5 Thompson, Jennifer, 168, 545-10 Thomsen, Kerri, 394 Thorn, Kaila, 450 Thukral, Hetal, 396-12, 558 Thurlow, John, 683 tian, Chuan Earl, 201-11 Tibbetts, Patricia, 129, 523 Tibbitts, Felisa, 254, 313, 371 Tietjen, Karen, 345, 471-10 Tiguryera, Scholastica, 579 Tikly, Leon P., 245, 347 Timm, Susanne, 355 Timmer, Andria, 563 Timoria, Diana Debi, 299 Tirri, Kirsi, 131 Tiruneh, Dawit Tibebu, 224 Tiwari, Ashwini, 445, 471-5 TIWARI, PRIYAMVADA, 643-4 Tobin, Joseph, 118, 252 Todd, Jandee L., 193 Tokunaga, Tomoko, 252 Tokwani, Maria S. Rowayi, 404 Tolani, Nitika, 094, 277-1, 349, 471-12 Toledo, Will, 251 Tom, Miye N., 083, 431 Tomaneng, Rowena, 280 Tomita, Maki, 045 Tong, Jing, 391 Tong, Lihua, 432-6 TONG, WANG XI, 159-14 TONG, Yuting, 565 Tonini, Donna C., 508-4 Torney-Purta, Judith, 666 Torrente, Catalina, 102

Torres, Paul Antonio, 348-2 Torres, Rodrigo, 103 Torres Díaz, María del Rosario, 348-2 Tost, Jeremy, 219 Totobaeva, Aisulu, 312-10 Toukan, Elena, 205-1, 330 Toussaint, Norma, 447 Toussaint, Norma, 637 Toutant, Ligia, 235 Toutkoushian, Robert, 396-6 Townsend, Evan, 134, 158 Toyamah, Nina, 583 Tozini, Kelber, 471-5, 545-2 Tran, Linda, 061, 159-13 Tran, Thai Ha, 361 Treviño, Ernesto, 415, 470-6, 666, 715 Trilokekar, Roopa, 706 Tröhler, Daniel, 040 Trotignon, Guillaume, 334 Trudell, Barbara, 125 Trudell, Joel, 125 Tsai, Shu-Chen, 184-1 Tsang, Kwok Kuen, 545-5 Tsegay, Samson M., 410 Tsiga, Ismaila, 701 Tsinigo, Edward, 124, 170 Tsokodayi, Yemurai, 332 TSUI, Chak Pong Gordon, 396-13 Tsujimoto, Atsushi, 210 Tsukui, Atsushi, 338 Tsuruhara, Toshiyasu, 290, 342-3, 401-1 Tsyrlina-Spady, Tatyana V, 600 Tu, Siqi, 550 Tubbs Dolan, Carly, 079, 230 Tufail, Fatima Bint, 151 Tu'i, Nina, 342-5 Tulloch, Caitlin, 014 Tummala, Alekya, 299 Tumung, Aimoni, 201-14 Turner, Brad, 685 Turner, David A., 665 Turner, Jasmine, 201-10 Turner Johnson, Ane, 243 Turney, Adam M., 471-10 Tursunbayeva, Xeniya, 051-4, 293, 316 Tymms, Peter, 348-1, 656-2 Tzenis, Joanna, 518

Torres, Carlos Alberto, 042, 189, 237, 358, 458, 590



U

Udayakumar Holla, Chinmaya, 449 Udo-Umoren, Inyang, 644 Ulloa, Maria Margarita, 277-4 Umar, Aishat, 701 Umemiya, Naoki, 210 Unadkat, Devanshi, 348-8, 465 Unangst, Lisa, 471-5 Unangst, Lisa, 157, 295 Unger madar, Michal, 170 Unterhalter, Elaine, 470-6, 645 Upadhyay, Arjun, 155, 482 Urban, Mathias, 416 Ureta Viroga, Maria Magdalena, 396-6 Usman, Syaikhu, 583 Utari, Valentina, 583 Uwamahoro,, Diane, 150 Uwimana, Katherine, 338

V

Vacas, Daniela, 470-8 Vaccaro, Giannina, 206-2, 502 Valdés Cotera, Raúl, 463 Valdez, Gabriela, 271 Valdez, Laura Veronica, 196 Valdiviezo, Laura, 532 Valencia López, Enrique Eduardo, 556 Valencia-Salazar, Lina María, 491 Valenzuela, Juan Pablo, 415 Valerio, Alexandria, 396-6 Valerio, Vilma, 587-6 Valero, Caterina, 560 Valiente, Oscar, 158 Valimaa, Jussi, 407 Valles, Daniel Dominguez, 331 Vally, Salim, 085 Valverde, Gilbert A., 205-2, 392, 444 Vance, Elizabeth, 525 Van den Branden, Kris, 508-4 Van De Waal, Willem, 350 van Leent, Lisa, 161 Vanner, Catherine, 168 Vanner, Catherine, 111, 466, 545-10 Van Ommering, Erik, 182 Van Praag, Clara, 449 van Veen, Klaas, 403 Varady, Corrin, 243 Vásquez, Niyereth, 338

INDEX

VAVILALA, MOUNIKA PRASHANTHI, 145 Vavrus, Frances, 044, 205-1, 298, 315, 529 Velásquez Carvajal, Silvana, 471-9, 643-2 Velez, Gabriel, 277-5 Vellani, Shezleen, 092 Vellanki, Vivek, 587-3 Velthuizen, Frank, 708 Venegas-Muggli, Juan I, 389 Venkatesh, Vivek, 238 Vergara, Oscar Michael, 272-8 Verger, Antoni, 140, 158, 194, 296, 324, 357, 494, 564, 584, 698 Verhine, Robert Evan, 295 Verkade, Gabriel, 211 Verschueren, Carine, 217, 312-5 Vickers, Edward, 088 Vijil, Maria J, 414 Villalobos, Alejandra, 338 Villalobos, Cristobal, 415, 491, 715 Villalobos, Cristobal, 666 Villanueva Hernández, Vicente, 509 Villarroel, Elizabeth, 652-4 Vital, Louise Michelle, 406 Vitrukh, Mariia, 448 Vivekanandan, Ramya, 069 Vlad, Ion, 164 Volman, Monique L.L., 558 Volmari, Saija, 272-7, 647 von Hof, Jocelyn, 545-9 Vonkova, Hana, 632 Von Mende, Sylvaine, 651 von Suchodoletz, Antje, 202 Vorster, Carien, 097 Vu, Huong Thi Thanh, 361 Vu, Jennifer, 198 Vu, Khoa, 361 Vukmirovic, Zarko, 413 Vuzo, Mwajuma, 470-5

W

Wadatau, Madawaki, 651 Wadley, Catherine Anne, 402 Waghid, Yusef, 590 Wagner, Brit, 184-1 Wagner, Dan, 127, 237, 284, 427 Wagner, Lexie, 634 Wahlström, Ninni, 647 Waistell, Daniel, 182, 321



Wakiira, Elias, 334 Wako, Etobssie, 277-9 Walker, Jude, 137 Walker, Susan, 159-3, 272-6 Wallace, Darion, 692 Walls, Elena, 014, 097, 170, 285, 341, 396-12, 718 Wals, Arjen, 455 Walsh, Clare, 631 Walters, Cyrill Agnes, 495 Wambari, Lucy M., 486 Wambua, Damaris, 013, 198 Wambua, Pauline M., 545-12 WAN, Guofang, 134 Wandix-White, Diana, 652-9 Wane, Njoki, 696 Wang, Chenyu, 712 Wang, Dan, 659 Wang, Dongfang, 312-6 Wang, Guoxiang, 508-10, 567 Wang, Jian, 316, 370, 567, 594, 643-4 Wang, Jian, 545-2 Wang, Jian, 159-14 Wang, Jiaxing, 154 Wang, Jingying, 659 Wang, Jo Lizhou, 338 Wang, Lihua, 432-5 Wang, Lili, 157 WANG, LIli, 338 Wang, Lu, 272-7, 545-1 Wang, Min, 432-6, 656-1 Wang, Mingyang, 581 Wang, Nicole, 476 Wang, Nixi, 555 Wang, Sharron Xuanren, 508-9 Wang, Sue, 694 Wang, Tingyu, 432-2 Wang, Weijia, 304, 370, 432-6 Wang, Weijian, 441 Wang, Xiaodong, 077, 272-7 Wang, Xiaona, 348-6 Wang, Xiaoqing, 132 Wang, Xiaoxiao, 686 Wang, Yan, 131 Wang, Yang, 272-7 Wang, Yangyang, 336 Wang, YiMeng, 277-6 Wang, Yiping, 159-8 Wang, Yuejia, 272-4

Wang, Zhanjun, 077 Wang, Zhen, 545-3 Wanger, Stephen P., 271, 471-7 Wantchekon, Leonard, 709 Warrick, R. Drake, 652-8 Wärvik, Gun-Britt, 438 Washul, Tsehuajab, 512 Wassermann, Johan, 371 Watanabe, Aya, 064 Watts, John Peter, 664 Wawire, Brenda, 524 Weah, Teetha, 508-1 Weatherby, Kristen, 342-5 Weatherholt, Tara, 065, 221, 294 Weaver, Nina Elizabeth, 096 Webb, Amber, 338, 533 Webb, P. Taylor, 653 Webber, Fae, 545-6 Weber, Savine, 715 Webre, Anne-Coleman, 251 Webster, Nicole, 085 Wedajo, Hanna Girma, 050-1 Wei, Mengfei, 533 Wei, Wei, 487 Wei, Zhongyu, 163 Weiland, Christina, 644 Weiler, Hans N., 368 Weinman, Jennifer S, 201-4 Weinstein, José, 624 Weisenhorn, Nina, 278-6 Wekullo, caroline, 389 Welch, Anthony, 561 Weller, Jacolyn, 470-1 Weller, Wivian, 048, 355 Welply, Oakleigh, 532 Welsh, Benjamin, 312-9 Wen, Wei, 694 Wermke, Wieland, 627 Wessells, Mike, 669 Westaway, Gillian, 636 Westermark, Åsa, 172 Westrick, Jan, 348-3 Westrope, Clay, 230, 615 Wheaton, Wendy, 471-12 Wheeler, Kevin, 471-8, 523 White, Melissa, 706 Whitsel, Chris, 073 Wicaksono, Bagus Yaugo, 299

Presenter



Wieczorek, Douglas, 091 Wiggers, Ingrid Dittrich, 277-2 Wiksten, Susan, 020, 184-1, 353-5 Wilinski, Bethany, 650 Willemsen, Laura Wangsness, 298 William, Francis, 333 Williams, Delize, 122 Williams, James H., 305 Williams, Jasmine, 321 Williams, Kenneth, 617 Williams, Melody A., 182, 559 Williams, Rhiannon D., 002, 400-3, 609 Willoughby, Michael, 221 Wilsey, David, 508-3 Wilson, Elisabeth, 113 Wilson, Hannah-May, 084, 396-9 Wilton, Katelin, 159-3, 272-6, 533 Win, Nwe Ni, 596 Windzio, Michael, 564 Winfield, Sarah, 090, 538 Wingard, Audra, 278-2 Winter, Liz, 293 Witenstein, Matthew A., 246, 385, 702 Witt, Allison, 272-4 Wojniak, Justyna, 261 Woldegiorgis, Tessema Bekele, 060 Woldehana, Tassew, 427 Woldehanna, Tassew, 060, 114, 709 Woldetensay, Takelech Abebie, 643-4 Wolf, Sharon, 114 Wolf, Sharon, 018, 044, 124, 170, 343, 427, 579 Wolfenden, Freda, 396-11, 608 Wolff, Laurence, 234 Won, Chealin, 692 Wong, Kevin M., 082 Wong, Mary Shepard, 138, 237 Wong, Pia, 546 Wong, Ting Yin, 607 Wong Oviedo, Melissa, 159-11 Woo, Hansol, 255, 320 Woodman, Taylor Clay, 348-7 Woodrick, Kelsey, 551 Woods, Kerry, 691 Woolis, Diana, 277-1 Worku, Mastewal, 551 Worrell, Frank, 669 Wotipka, Christine Min, 323 Wray, S. Ama, 604

INDEX

Wu, Andrew P., 204 Wu, Ching-Shan, 643-4 Wu, Mei, 532 Wu, Nan, 594 Wu, Nora, 454 Wu, Qiyun, 710 Wu, Wei, 195 Wu, Wenting, 046-9 Wu, Wenxi, 533 Wu, Xi, 619-6 Wu, Xueping, 432-5 Wu, Yi-jung, 643-4 Wuermli, Alice, 159-3, 216 Wuermli, Alice, 216, 366 Wulff, Antonia, 023 Wulff, Antonia, 046-14, 315, 618 Wyman, Damian, 400-1, 598, 659

X

Xiang, Xin, 205-4, 550 Xiao, Hongying, 063 Xiao, Meng, 311 Xie, Ailei, 440 Xie, Hui, 051-2, 684 Xie, Meng, 172 Xie, Xiaoyu, 157 Xie, Yanjie, 391 Xing, Jingwen, 533 Xing, Yun, 533 Xiong, Weiyan, 658 Xiong, Yuhan, 201-2 XIU, Qi, 607 Xu, Bingna, 432-1 Xu, Cora Lingling, 089, 539, 616 xu, jingyi, 277-6 Xu, Lu, 619-4

Y

Yakavets, Natallia, 220 Yakavets, Natallia, 293 Yakubu, Muhammad Auna, 418 Yallew, Addisalem Tebikew, 050-2 Yamada, Shoko, 087 Yamaguchi, Shinobu Yume, 321, 644 Yamamoto, Beverley A, 252 Yameogo, Desire, 177 Yan, Huan, 619-6 Yan, Li, 338



Yan, Wenfan, 044, 157, 272-3, 545-3, 547, 663, 680, 710 Yan, Wenfan, 063 Yang, Chun, 533 Yang, Dayu, 336 Yang, Di, 106 Yang, Fan, 508-4 Yang, Fei, 607 Yang, Jason Cheng-Cheng, 256 Yang, Lindon, 201-11 Yang, Luxin, 694 Yang, Miaoyan, 521 Yang, Ming, 643-4 Yang, Peidong, 089, 616 Yang, Po, 066 Yang, Xi, 619-4 Yang, Xiaowei, 619-3 Yang, Xin, 545-2 Yang, Yingchen, 508-6 Yang, Yingxue, 619-7 Yang, Yuan, 432-3 Yang, Zhanxia, 508-10 Yanzhen, Zhu, 545-8 Yao, Christina W., 213, 406 Yao, Meilin, 044 Yashkina, Anna, 171 Yasin, Katharine (Kit), 372 Yasin, Said, 562 Ydesen, Christian, 140, 296, 647 YE, Pin, 277-6 Ye, Wangbei, 348-5 Ye, Xuping, 338 Yemini, Miri, 127, 160, 239 Yeniad, Nihal, 338 Yenigun, Halil, 603 Yi Borromeo, Varaxy, 049 Yiqzaw, Addis, 413, 558 Yin, Danqing, 549-4 Yin, Ming, 629 Ying, Zhiliang, 632 Yiu, Lisa, 550 Yiu, Lisa, 513 Yonezawa, Akiyoshi, 083 Yoo, Jisung, 677 Yoo, Jonathan, 504 Yoo, Sung-Sang, 271, 659 Yorke, Louise, 060 Yoshikawa, Hirokazu, 074, 159-3, 216, 366 You, Yun, 502

Younes, Mona, 321, 396-1, 681 Young, Catherine, 588 Young, Natalie A.E., 550 Yu, Carol, 362 Yu, Feijun, 342-8 Yu, Haibo, 232 YU, KAHYEON, 442 Yu, Lan, 391, 719 Yu, Min, 320, 410, 513 Yu, Shijie, 686 YU, SHUAI, 561 Yu, Sijie, 277-8 Yu, Wan, 348-6 Yu, Xiaoran, 471-2, 513, 598, 659 Yu, Yun, 403 Yuan, Fei, 093, 119, 471-13 Yuan, Huanshu, 470-2, 643-4 Yuan, Teng, 336 Yudkevich, Maria, 058, 411 Yung, Kevin Wai Ho, 657 yunusova, vafa, 533

Ζ

Zaalouk, Malak, 200 Zada, Reem, 216 Zafeirakou, Aglaia, 022, 453 ZAHEER, ZAHRA, 670 Zahir, Leena, 046-5 Zahra, Fatima Tuz, 634 Zaidi, Aashti, 396-14, 585 Zakharchuk, Nataliia, 046-8 Zakharia, Zeena, 721 Zakharov, Andrei, 066, 136, 399 Zaki, Omar, 587-2 Zakirova, Gulnara, 528 Zakrzewski, Vicki, 088 Zamarro, Gema, 632 Zameer, Sedigullah, 464 Zancajo, Adrian, 158, 324, 489 Zandamela, Celia, 168 Zanon, Cristian, 255 Zanoni, Katie, 325, 401-1 Zapata, Juliana, 176, 483 Zapata, Mayli, 679 Zavala, Melody, 509, 685 Zaver, Arzina, 353-2 Zehra, Kaneez, 201-13 Zeinoun, Pia, 216

Presenter

Zeme, Mesfin Derash, 345 Zeng, Xiaofang, 343 Zewolde, Solomon Amare, 312-1 Zeynali, Shiva, 358 Zhang, Guili, 648 Zhang, Hui, 643-4 Zhang, Hui, 391 Zhang, Jessica, 614 Zhang, Jiachen, 046-9 Zhang, Jianhui, 278-1, 471-7 Zhang, Jiaqing, 533 Zhang, Lei, 176 Zhang, Li-Fang, 648 Zhang, Mengdi, 643-4 zhang, menggi, 432-2 Zhang, Ran, 159-9 Zhang, Rong, 106 Zhang, Ruifang, 619-1 Zhang, Wei, 688 Zhang, Wei, 581 ZHANG, XIANYU, 338 Zhang, Xinwei, 659 Zhang, Xinwei, 400-4, 471-2, 598 Zhang, Xinyue, 348-4 Zhang, Xue, 159-6 Zhang, Yang Guo, 440, 643-4 ZHANG, YANPING, 432-7 Zhang, Yi, 500 Zhang, Yidan, 348-8 Zhang, Yingjia, 689 Zhang, Yuan, 332 Zhang, Yuping, 322 Zhang, Zhe, 338 Zhao, Jin, 545-3 Zhao, Juanjuan, 652-2, 694 Zhao, Song, 552 Zhao, Tongtong, 312-1 Zhao, Xiaoguang, 619-4 Zhao, Xuemin, 046-5 Zhao, Yiran, 050-4 Zheng, Grace Yajun, 607 ZHENG, Tainian, 565 ZHENG, Xin, 663 Zhong, Zurong, 432-4 Zhontayeva, Zhanyl, 293 Zhou, Cuiping, 657 Zhou, Guangli, 581 Zhou, Hui, 710

INDEX

Zhou, Jianzhong, 533 Zhou, Jiaxian, 046-2 Zhou, Jinyan, 432-7 Zhou, Linli, 367, 400-1 Zhou, Mi, 710 Zhou, Yanan, 143 Zhou, Yi, 277-8 ZHU, FEIFEI, 134 Zhu, Jiani, 213 Zhu, Lei, 652-1 Zhu, Meihua, 272-7 ZHU, Menghua, 508-10 Zhu, Qiong, 430 Zhu, Yidan, 126 Zhu, Zhiyong, 648 Zhuang, Tengteng, 430 Zhulamanova, Ilfa, 471-1 Ziegler, Lauren, 469 Ziki, Alison, 488 Zinigrad, Roman, 531 Ziols, Ryan, 697 Zmas, Aristotelis, 099 Zong, Xiaohua, 232 Zongrone, Adrian, 161 Zook, Lisa, 299, 656-4 Zubairi, Asma, 090 Zuilkowski, Stephanie Simmons, 127, 471-11, 524, 701 Zumpe, Elizabeth, 624 Zuniga, Marylin, 280 Zuo, Xinyue, 312-7 Zviagintsev, Roman, 045, 369 Zwier, Janelle, 404, 554



SUBJECT / KEYWORDS

- Accountability: 046, 053, 059, 060, 069, 103, 140, 157, 159, 169, 171, 184, 201, 206, 277, 278, 285, 299, 329, 347, 357, 361, 365, 368, 400, 424, 483, 494, 508, 517, 536, 543, 556, 563, 583, 586, 587, 636, 654, 678, 687, 698
- Action Research: 057, 060, 092, 116, 133, 135, 159, 166, 201, 231, 233, 277, 292, 320, 331, 338, 348, 396, 404, 420, 442, 504, 511, 512, 513, 545, 604, 652, 660, 664, 710
- Administration: 046, 063, 091, 100, 159, 184, 201, 240, 248, 272, 277, 278, 295, 334, 348, 389, 501, 536, 541, 586, 602, 607, 643, 680, 717, 719
- Adult Education & Lifelong Learning: 046, 062, 065, 066, 105, 108, 125, 126, 137, 159, 175, 184, 201, 205, 206, 224, 272, 277, 278, 312, 338, 348, 368, 389, 441, 463, 464, 471, 478, 502, 510, 533, 567, 579, 619, 634, 641, 643, 658, 716
- **Anthropology of Education:** 118, 201, 220, 223, 233, 234, 298, 312, 338, 347, 408, 419, 512, 545, 557, 630, 641, 664, 712
- Arts Education: 164, 184, 278, 587, 604, 626, 643, 652
- Assessment: 040, 046, 060, 067, 069, 080, 081, 097, 113, 117, 124, 131, 133, 137, 153, 157, 171, 173, 176, 181, 184, 201, 202, 205, 215, 216, 230, 236, 258, 272, 277, 278, 288, 293, 296, 300, 308, 309, 332, 335, 338, 342, 348, 361, 365, 367, 369, 395, 396, 399, 400, 408, 412, 413, 418, 438, 440, 441, 444, 452, 470, 471, 472, 492, 508, 515, 526, 533, 536, 540, 542, 548, 555, 557, 564, 566, 583, 587, 594, 595, 597, 599, 632, 638, 644, 649, 651, 652, 655, 660, 672, 673, 677, 691, 695, 707, 715, 716, 717, 718, 722
- Bilingual or Multilingual Education: 045, 046, 051, 067, 081, 082, 125, 141, 145, 159, 162, 184, 201, 204, 230, 231, 246, 272, 275, 293, 294, 300, 307, 308, 309, 338, 345, 396, 397, 405, 412, 434, 471, 475, 481, 509, 518, 524, 532, 533, 536, 545, 551, 588, 662, 663, 670, 672, 673, 685, 689, 691, 692, 694, 704, 714

Capacity Building: 046, 047, 050, 062, 068, 070, 080, 088, 097, 101, 116, 122, 130, 133, 134, 141, 166, 171, 182, 184, 201, 211, 242, 243, 244, 272, 291, 292, 293, 307, 312, 333, 334, 338, 340, 342, 396, 404, 443, 447, 450, 454, 464, 471, 485, 488, 495, 503, 509, 513, 517, 520, 528, 533, 538, 542, 554, 559, 560, 562, 585, 587, 602, 607, 624, 626, 629, 636, 638, 643, 649, 660, 672, 674, 685, 687, 701, 708, 710, 718

Subject/Keywords

- Child Development: 044, 046, 060, 065, 074, 125, 150, 159, 167, 173, 182, 198, 216, 221, 233, 236, 255, 258, 272, 277, 278, 288, 294, 338, 348, 399, 401, 418, 442, 452, 453, 454, 490, 508, 533, 551, 552, 554, 587, 592, 643, 652, 671, 672
- **Citizenship Education:** 046, 085, 100, 120, 126, 136, 154, 159, 163, 183, 201, 205, 206, 223, 239, 246, 247, 257, 277, 278, 283, 305, 307, 312, 318, 325, 331, 338, 342, 348, 353, 393, 396, 400, 401, 406, 442, 446, 465, 471, 495, 508, 511, 521, 533, 545, 592, 598, 600, 601, 626, 635, 639, 643, 649, 652, 664, 666, 673, 692, 696
- **Civil Society Organizations (CSOs):** 049, 096, 159, 201, 205, 206, 270, 289, 329, 338, 396, 412, 471, 478, 494, 531, 532, 619, 631, 649, 652
- **Classroom Management:** 080, 136, 201, 346, 348, 418, 472, 492, 508, 533, 673
- **Colonialism:** 087, 100, 137, 169, 201, 205, 223, 233, 312, 342, 396, 533, 545
- **Comparative Methods:** 044, 050, 055, 058, 066, 068, 087, 098, 103, 128, 131, 134, 145, 157, 158, 159, 161, 170, 180, 184, 197, 205, 239, 246, 247, 252, 272, 277, 278, 289, 312, 316, 317, 318, 332, 338, 342, 346, 360, 364, 365, 424, 429, 431, 432, 438, 442, 443, 456, 471, 493, 505, 506, 516, 533, 545, 548, 555, 556, 563, 594, 596, 616, 629, 643, 647, 651, 652, 658, 665, 707
- **Conflict Resolution:** 138, 277, 278, 290, 312, 314, 330, 342, 401, 412, 419, 448, 471, 516, 521, 533, 639, 670
- Cost-Benefit Analysis: 170, 519, 660
- **Critical Pedagogy:** 059, 132, 144, 162, 164, 206, 224, 257, 272, 277, 278, 279, 283, 312, 331, 342, 351, 359, 369, 370, 502, 503, 521, 533, 643, 692, 721
- **Critical Race Theory:** 087, 100, 159, 169, 175, 193, 205, 280, 289, 312, 400, 508, 545, 547, 604, 619, 692, 696, 702
- **Critical Theory:** 049, 085, 099, 160, 184, 201, 278, 299, 301, 304, 311, 338, 358, 396, 400, 403, 417, 441, 445, 446, 471, 487, 513, 527, 545, 582, 590, 631, 696
- **Cross-National Studies:** 040, 048, 066, 068, 093, 098, 114, 120, 131, 137, 154, 159, 163, 175, 179, 184, 193, 201, 245, 251, 272, 277, 295, 299, 309, 317, 320, 323, 330, 332, 336, 338, 342, 343, 344, 348, 351, 364, 365, 369, 370, 396, 400, 401, 407, 411, 436, 441, 463, 470, 471, 493, 500, 503, 516, 519, 522, 526, 533, 545, 548, 556, 594, 597, 600, 601, 603, 627, 632, 636, 643, 644, 647, 652, 654, 666, 692, 694, 703, 713, 715, 719, 722
- **Cultural Studies:** 044, 046, 131, 159, 162, 163, 175, 184, 201, 205, 216, 220, 234, 244, 246, 289, 297, 311, 312, 314, 343, 368, 372, 400, 405, 471, 484, 505, 533, 545,



Subject/Keywords

INDEX

555, 587, 598, 600, 604, 619, 632, 652, 697, 703

- **Curriculum Studies:** 043, 045, 046, 059, 116, 128, 131, 151, 153, 159, 169, 183, 184, 193, 209, 220, 224, 238, 244, 248, 277, 278, 280, 282, 312, 320, 330, 338, 342, 343, 370, 396, 400, 405, 414, 430, 431, 444, 446, 456, 463, 470, 471, 472, 474, 495, 504, 505, 520, 527, 545, 565, 579, 583, 587, 600, 612, 619, 643, 649, 652, 664, 670, 673, 692, 696, 720, 721
- **Decentralization:** 063, 159, 201, 240, 297, 299, 312, 340, 522, 563, 583, 587, 594, 649, 680, 695
- **Decolonization:** 043, 046, 087, 099, 128, 159, 169, 200, 201, 231, 272, 277, 280, 301, 342, 348, 368, 396, 400, 419, 431, 475, 495, 503, 505, 512, 533, 545, 590, 602, 604, 643, 652, 664, 689, 716
- **Development:** 046, 061, 062, 063, 080, 086, 087, 091, 093, 128, 129, 130, 133, 134, 150, 151, 158, 159, 176, 183, 184, 201, 205, 211, 215, 219, 233, 242, 252, 254, 275, 277, 278, 283, 293, 309, 312, 326, 328, 333, 334, 338, 342, 346, 348, 352, 372, 396, 401, 404, 427, 434, 445, 457, 470, 471, 488, 505, 508, 511, 513, 517, 533, 537, 545, 548, 558, 562, 564, 585, 586, 587, 602, 608, 636, 637, 641, 643, 645, 652, 659, 674, 681, 697, 702, 703, 710, 712, 716
- **Development Aid:** 047, 056, 086, 087, 130, 159, 170, 201, 204, 236, 250, 278, 312, 333, 338, 368, 470, 485, 487, 533, 545, 584, 619, 636, 649, 652, 670, 682, 704, 716
- **Disability Studies:** 163, 205, 335, 348, 354, 356, 364, 396, 445, 452, 471, 510, 526, 532, 617, 655
- **Discourse Analysis:** 050, 056, 163, 164, 183, 205, 209, 239, 272, 279, 305, 390, 405, 406, 471, 491, 502, 504, 533, 548, 643, 652, 684, 689, 696
- **Distance Learning:** 046, 096, 130, 211, 243, 278, 287, 321, 372, 476, 491, 533, 568, 583, 627, 643, 652, 679
- **Diversity and Education:** 046, 062, 064, 118, 136, 144, 159, 201, 205, 246, 253, 272, 289, 304, 320, 332, 338, 342, 348, 389, 396, 405, 416, 419, 436, 440, 441, 448, 470, 480, 508, 532, 533, 545, 547, 555, 604, 643, 652, 680, 686, 702
- Early Childhood Education: 044, 046, 050, 060, 062, 065, 067, 074, 114, 118, 124, 130, 135, 150, 159, 167, 170, 173, 174, 182, 184, 204, 216, 221, 236, 255, 258, 272, 277, 278, 281, 288, 291, 292, 294, 321, 338, 342, 343, 348, 356, 366, 394, 396, 399, 401, 413, 416, 418, 441, 452, 453, 469, 470, 471, 490, 503, 508, 517, 522, 533, 545, 551, 559, 587, 592, 643, 644, 650, 655, 656, 662, 670, 671, 672, 693, 711

Econometrics: 059, 295, 553, 636, 643, 683, 709

- Economics of Education: 046, 059, 065, 066, 068, 070, 100, 159, 170, 201, 278, 301, 309, 328, 332, 334, 361, 364, 365, 396, 471, 480, 483, 484, 507, 508, 543, 545, 553, 583, 585, 616, 634, 643, 660, 661, 683
- Emergency & Post-Conflict Education: 046, 050, 054, 055, 056, 084, 092, 095, 135, 138, 159, 201, 211, 225, 230, 238, 242, 250, 259, 260, 272, 275, 277, 278, 330, 338, 342, 346, 366, 372, 396, 420, 439, 449, 464, 471, 474, 482, 485, 508, 515, 521, 533, 545, 552, 564, 568, 586, 591, 614, 639, 640, 643, 652, 668, 681, 687, 721
- **English Language Teaching:** 046, 051, 081, 087, 159, 184, 204, 251, 277, 287, 307, 312, 338, 345, 348, 395, 417, 470, 475, 508, 524, 643, 657, 694, 708
- **Environmental Education:** 046, 056, 057, 101, 120, 142, 154, 159, 217, 245, 278, 287, 307, 314, 318, 331, 338, 342, 350, 358, 408, 430, 431, 471, 504, 505, 508, 533, 590, 664, 686, 704
- Equity: 045, 046, 050, 064, 065, 080, 090, 094, 100, 103, 107, 117, 118, 119, 133, 136, 151, 159, 177, 184, 199, 201, 206, 221, 222, 231, 258, 271, 272, 278, 280, 282, 289, 301, 304, 312, 332, 335, 336, 338, 342, 343, 348, 361, 364, 369, 388, 389, 396, 399, 400, 412, 415, 418, 419, 424, 427, 432, 440, 441, 463, 470, 471, 475, 478, 481, 483, 484, 489, 491, 494, 498, 507, 508, 513, 533, 543, 545, 550, 553, 554, 555, 558, 563, 566, 583, 587, 591, 598, 604, 606, 617, 629, 636, 643, 644, 652, 655, 663, 664, 669, 671, 680, 695, 708, 715
- **Ethnicity:** 138, 159, 184, 258, 272, 338, 351, 361, 396, 400, 508, 521, 532, 545, 547, 555, 604, 619, 635, 658
- **Ethnography:** 050, 051, 056, 081, 159, 163, 183, 201, 205, 206, 231, 234, 278, 289, 298, 311, 390, 393, 400, 408, 416, 417, 419, 429, 470, 471, 489, 512, 513, 527, 533, 545, 550, 555, 565, 596, 606, 694, 712, 721
- **Experimental Design/RCTs:** 080, 097, 102, 180, 242, 249, 253, 274, 287, 308, 348, 362, 396, 412, 449, 471, 481, 490, 586, 589, 634, 643, 644, 709
- **Family Education:** 046, 182, 201, 255, 348, 350, 401, 471, 524, 551, 669
- **Feminist Theory:** 046, 161, 178, 201, 278, 311, 396, 400, 471, 502, 545, 590, 635, 713
- **Finance and Planning:** 046, 068, 090, 184, 201, 221, 222, 312, 328, 334, 363, 364, 368, 396, 538, 553, 562, 585, 682, 687

Gender Issues/Studies: 046, 050, 054, 061, 062, 080, 090, 095, 106, 119, 151, 159, 161, 166, 168, 178, 184, 201,



202, 205, 206, 211, 223, 249, 272, 274, 278, 279, 280, 281, 282, 287, 289, 298, 305, 311, 312, 322, 323, 325, 338, 342, 348, 350, 354, 356, 390, 400, 401, 404, 419, 420, 430, 441, 442, 468, 471, 478, 479, 491, 492, 502, 508, 510, 515, 530, 532, 533, 536, 538, 545, 558, 568, 587, 590, 598, 606, 613, 634, 641, 642, 643, 652, 671, 697, 702, 711, 713, 715, 716, 720

- **Global Citizenship:** 043, 045, 046, 063, 064, 085, 120, 160, 163, 181, 193, 201, 205, 209, 220, 239, 254, 277, 278, 283, 312, 320, 338, 342, 348, 353, 355, 358, 400, 401, 405, 406, 465, 504, 508, 516, 548, 592, 600, 603, 619, 623, 631, 661, 664, 679, 702, 712
- **Global Governance:** 053, 057, 088, 201, 206, 248, 278, 295, 326, 355, 368, 393, 438, 447, 489, 494, 508, 531, 564, 583, 584, 653, 678, 687, 698, 716
- **Globalization:** 040, 043, 046, 050, 051, 056, 066, 087, 096, 098, 100, 123, 131, 132, 140, 154, 158, 160, 163, 172, 183, 184, 193, 201, 205, 224, 239, 247, 252, 271, 272, 277, 278, 295, 323, 342, 348, 357, 365, 369, 410, 418, 443, 448, 455, 471, 480, 484, 487, 489, 494, 501, 508, 511, 527, 533, 545, 548, 582, 584, 585, 597, 601, 602, 603, 608, 613, 616, 619, 622, 631, 643, 647, 652, 684, 694, 716, 717, 718
- **Graduate and Doctoral Education:** 104, 159, 181, 184, 199, 206, 250, 256, 271, 272, 278, 312, 338, 348, 367, 396, 400, 403, 406, 409, 443, 471, 502, 508, 545, 612, 661, 717
- Higher Education: 039, 044, 045, 046, 048, 049, 050, 051, 058, 062, 063, 066, 075, 081, 085, 089, 091, 094, 096, 098, 099, 100, 101, 104, 119, 122, 123, 128, 132, 134, 139, 143, 144, 154, 157, 158, 159, 164, 172, 175, 178, 184, 199, 201, 204, 205, 206, 210, 213, 222, 224, 233, 234, 243, 247, 248, 250, 252, 256, 257, 262, 271, 272, 277, 278, 283, 286, 295, 304, 311, 312, 323, 333, 338, 342, 348, 351, 359, 367, 368, 371, 389, 393, 396, 400, 401, 403, 406, 407, 410, 411, 417, 419, 430, 432, 434, 440, 443, 445, 448, 470, 471, 479, 480, 484, 487, 491, 495, 501, 508, 509, 510, 522, 528, 533, 536, 545, 547, 557, 560, 561, 582, 583, 598, 602, 603, 604, 606, 607, 613, 616, 619, 620, 622, 630, 631, 642, 643, 645, 648, 652, 658, 661, 668, 679, 684, 686, 701, 702, 706, 710, 719, 722
- **History of Education:** 040, 066, 093, 214, 246, 247, 248, 296, 316, 342, 367, 400, 408, 417, 438, 494, 533, 545, 586, 587, 670, 717
- Holistic Education: 046, 159, 184, 205, 230, 272, 277, 312, 314, 338, 342, 348, 350, 358, 396, 400, 412, 448, 454, 471, 481, 508, 551, 568, 587, 630, 643, 690, 700
- Human Capabilities Approach: 050, 080, 201, 245, 272, 312, 318, 348, 353, 396, 400, 408, 465, 518, 532, 585

Subject/Keywords

Human Rights Education: 050, 081, 092, 164, 278, 325, 342, 371, 408, 455, 471, 603, 617, 666

- Immigrant and Migrant Education: 045, 046, 049, 050, 051, 056, 062, 118, 126, 138, 144, 175, 184, 201, 203, 205, 234, 239, 246, 272, 304, 312, 332, 336, 338, 348, 399, 400, 401, 410, 480, 491, 508, 513, 518, 522, 532, 533, 555, 587, 601, 616, 642, 643, 652, 669, 677, 708, 712, 721
- Inclusive Education: 046, 056, 064, 068, 092, 102, 108, 118, 161, 163, 201, 202, 204, 205, 231, 233, 244, 272, 277, 278, 287, 294, 301, 308, 312, 321, 326, 335, 342, 343, 348, 354, 360, 389, 396, 415, 424, 436, 445, 464, 471, 508, 511, 530, 532, 545, 563, 591, 617, 629, 640, 642, 653, 655, 671, 681, 685, 691, 708
- Indigenous Knowledge and Education: 045, 125, 159, 169, 172, 184, 201, 204, 205, 231, 272, 297, 299, 312, 318, 331, 338, 348, 395, 396, 431, 450, 451, 470, 512, 532, 533, 565, 604, 658, 696, 706, 721
- **Information and Communications Technology (ICT):** 046, 145, 159, 184, 201, 205, 211, 243, 278, 286, 287, 321, 329, 338, 348, 356, 454, 465, 476, 509, 523, 533, 545, 579, 583, 589, 623, 628, 632, 643, 644, 652, 681, 685, 686, 699
- Instructional Technology: 046, 051, 201, 243, 272, 278, 287, 312, 321, 338, 348, 362, 372, 476, 508, 512, 533, 643, 683, 686
- Intercultural Education: 046, 051, 132, 156, 163, 179, 181, 184, 201, 206, 213, 219, 231, 252, 272, 278, 290, 312, 367, 369, 388, 396, 400, 403, 418, 434, 471, 479, 508, 516, 533, 545, 548, 601, 629, 641, 684
- Interdisciplinary Studies: 065, 132, 159, 184, 198, 272, 278, 320, 338, 342, 348, 396, 448, 508, 533, 545, 648, 652
- International Education: 029, 040, 045, 046, 048, 050, 051, 054, 058, 060, 089, 091, 092, 098, 102, 117, 131, 132, 157, 160, 172, 181, 184, 193, 201, 202, 206, 208, 213, 231, 245, 252, 262, 263, 271, 272, 277, 278, 282, 299, 312, 318, 321, 338, 342, 346, 348, 355, 358, 361, 368, 396, 400, 403, 406, 410, 434, 443, 470, 479, 480, 482, 484, 504, 508, 516, 519, 528, 530, 532, 533, 545, 546, 550, 561, 594, 601, 602, 607, 613, 616, 619, 627, 631, 632, 633, 643, 652, 656, 677, 679, 684, 704, 706, 707, 709, 716, 719
- International Organizations: 040, 046, 053, 063, 069, 105, 108, 209, 222, 263, 272, 296, 315, 346, 408, 455, 485, 487, 505, 508, 527, 533, 545, 548, 564, 584, 591, 631, 641, 653, 654, 716

International Students: 046, 048, 051, 089, 091, 104, 139,



Subject/Keywords

INDEX

143, 154, 162, 175, 184, 193, 206, 210, 213, 278, 312, 348, 367, 388, 389, 403, 405, 419, 479, 480, 508, 510, 533, 545, 550, 601, 616, 619, 631, 652, 661, 679, 706, 719

- Knowledge Production & Exchange: 046, 050, 053, 069, 075, 082, 123, 155, 159, 163, 178, 179, 201, 205, 238, 244, 272, 277, 278, 326, 346, 358, 367, 368, 396, 411, 417, 419, 450, 465, 471, 480, 487, 506, 516, 532, 545, 559, 582, 602, 603, 626, 635, 652, 662, 709, 717
- **Labor Studies:** 046, 066, 134, 150, 151, 158, 206, 286, 309, 311, 643
- Language & Language Policy: 039, 046, 050, 051, 055, 079, 081, 082, 113, 125, 137, 153, 159, 164, 179, 204, 205, 272, 295, 308, 332, 338, 340, 345, 347, 366, 372, 395, 412, 434, 452, 470, 471, 475, 508, 511, 512, 524, 536, 545, 558, 566, 588, 641, 649, 669, 673, 689, 714
- Leadership: 063, 070, 091, 133, 136, 145, 159, 166, 171, 178, 184, 201, 203, 205, 224, 236, 248, 277, 280, 291, 299, 342, 405, 440, 508, 510, 545, 554, 557, 624, 627, 643, 663, 680
- LGBTQI Studies: 161, 184, 338, 409, 587, 642, 643

Linguistics: 278, 338, 545, 558, 605, 616, 673

- Literacy Studies: 044, 046, 047, 050, 062, 102, 113, 125, 137, 141, 153, 159, 175, 184, 201, 204, 220, 255, 277, 278, 279, 287, 292, 294, 297, 300, 308, 321, 332, 338, 340, 344, 348, 351, 356, 362, 394, 395, 396, 397, 413, 414, 417, 418, 448, 452, 465, 469, 470, 471, 475, 481, 488, 493, 508, 509, 524, 526, 536, 545, 548, 588, 589, 591, 595, 599, 611, 615, 628, 637, 643, 649, 651, 652, 670, 673, 683, 685, 689, 693, 699, 701, 704, 714
- Mathematics Education: 051, 118, 136, 184, 257, 272, 278, 281, 288, 289, 304, 316, 332, 342, 348, 362, 370, 401, 470, 508, 540, 556, 565, 587, 589, 595, 633, 643
- **Migration:** 055, 056, 092, 096, 120, 126, 139, 156, 184, 201, 203, 219, 234, 252, 271, 277, 289, 312, 400, 410, 454, 468, 471, 508, 513, 518, 533, 545, 616, 643, 652, 666, 719, 721
- Mixed Methods: 045, 050, 051, 060, 062, 079, 094, 150, 155, 157, 159, 163, 184, 198, 201, 205, 206, 220, 223, 239, 240, 251, 274, 277, 282, 299, 316, 325, 337, 338, 342, 365, 366, 396, 400, 401, 411, 415, 418, 440, 449, 450, 452, 464, 471, 480, 493, 508, 524, 525, 530, 533, 552, 566, 585, 586, 596, 628, 633, 651, 652, 669, 707, 713, 719

Monitoring and Evaluation: 046, 068, 074, 084, 097, 116,

142, 150, 155, 159, 174, 180, 181, 184, 215, 218, 236, 258, 263, 272, 278, 292, 327, 338, 340, 341, 342, 348, 366, 389, 397, 413, 436, 439, 450, 454, 468, 471, 481, 486, 490, 508, 517, 528, 533, 542, 545, 589, 611, 615, 651, 652, 660, 662, 674, 677, 686, 704, 718

- **Multicultural Education:** 045, 046, 113, 126, 163, 246, 290, 297, 320, 338, 347, 369, 425, 441, 470, 532, 533, 545, 643, 680, 689
- **Narrative Inquiry:** 051, 091, 161, 183, 184, 201, 234, 282, 298, 342, 400, 441, 448, 470, 508, 639
- **Neoliberalism:** 051, 064, 099, 100, 133, 160, 164, 179, 184, 239, 311, 323, 357, 359, 368, 407, 442, 471, 489, 545, 563, 602, 643, 652, 654, 657, 679, 688
- Non-formal/Popular Education: 046, 116, 141, 150, 159, 219, 233, 259, 272, 277, 278, 312, 317, 342, 350, 353, 408, 410, 417, 431, 471, 503, 533, 540, 554, 585, 604, 619, 640, 643, 685, 693, 711
- Non-governmental/Community-based Organizations: 046, 050, 057, 116, 134, 151, 170, 178, 184, 201, 238, 242, 243, 272, 278, 326, 338, 342, 348, 357, 396, 404, 447, 464, 470, 471, 485, 503, 507, 508, 511, 524, 533, 560, 562, 568, 585, 619, 643, 704, 712
- **Participatory Methods:** 046, 065, 092, 134, 155, 159, 205, 222, 225, 277, 298, 318, 330, 346, 348, 360, 363, 372, 396, 412, 481, 492, 504, 545, 568, 587, 674
- Peace Education & Prevention of Violence: 138, 144, 159, 164, 201, 206, 209, 257, 272, 278, 283, 290, 305, 312, 325, 330, 342, 401, 434, 471, 474, 508, 560, 587, 643, 652, 670, 692
- Pedagogy: 044, 046, 050, 060, 094, 138, 142, 151, 159, 164, 179, 184, 201, 214, 220, 224, 236, 257, 272, 277, 278, 288, 293, 305, 308, 312, 316, 317, 320, 333, 337, 338, 342, 343, 348, 358, 370, 399, 405, 418, 463, 470, 471, 472, 481, 517, 532, 557, 565, 587, 589, 612, 617, 630, 642, 643, 652, 663, 664, 683, 694, 722
- **Philosophy of Education:** 045, 064, 159, 164, 214, 277, 278, 314, 448, 470, 505, 506, 630, 700
- Policy Studies & Analysis: 040, 046, 053, 057, 059, 065, 066, 070, 092, 093, 094, 096, 099, 103, 107, 117, 123, 126, 131, 137, 138, 139, 140, 142, 145, 158, 159, 160, 169, 173, 181, 184, 199, 201, 203, 205, 206, 213, 217, 231, 233, 236, 238, 242, 243, 246, 253, 270, 272, 277, 278, 279, 283, 289, 293, 311, 312, 316, 322, 324, 328, 333, 335, 338, 342, 345, 347, 351, 357, 360, 361, 363, 364, 370, 389, 396, 400, 407, 415, 417, 419, 424, 436, 438, 442, 444, 445, 446, 450, 463, 470, 471, 474, 482,

484, 487, 489, 506, 507, 508, 522, 527, 528, 532, 533, 536, 545, 547, 548, 556, 557, 558, 561, 563, 564, 567, 580, 583, 584, 587, 594, 596, 598, 606, 607, 612, 613, 618, 619, 620, 621, 622, 642, 643, 647, 648, 650, 651, 652, 653, 654, 657, 677, 678, 688, 698, 706, 709, 710, 716

- Political Science: 040, 050, 070, 158, 159, 203, 206, 213, 234, 238, 253, 324, 367, 443, 508, 536, 586, 587, 600, 603, 616, 678
- Post-Colonial/Decolonization Studies: 043, 044, 046, 050, 163, 169, 193, 200, 201, 239, 272, 283, 295, 297, 301, 312, 330, 342, 347, 393, 403, 416, 431, 434, 445, 471, 506, 516, 545, 587, 619, 652, 668, 686, 692, 697
- **Post-Foundational Studies:** 046, 060, 331, 400, 419, 505, 652, 697, 712

Post-Structuralism: 351, 401, 454, 471, 652

Primary Education: 039, 046, 050, 051, 057, 060, 064, 065, 070, 080, 102, 113, 124, 141, 144, 159, 171, 173, 184, 201, 206, 220, 233, 242, 274, 277, 278, 279, 287, 294, 299, 300, 312, 316, 329, 338, 340, 345, 347, 348, 362, 372, 394, 396, 412, 420, 429, 434, 452, 463, 469, 517, 526, 533, 536, 545, 551, 552, 565, 587, 592, 611, 633, 637, 643, 649, 659, 662, 669, 673, 677, 680, 681, 683, 689, 704, 707

Privatization: 046, 179, 184, 193, 201, 203, 221, 222, 278, 312, 324, 328, 338, 359, 363, 396, 400, 470, 483, 489, 494, 508, 531, 563, 582, 618, 620, 643, 654, 688

Professional Development: 046, 051, 066, 075, 080, 091, 093, 094, 104, 133, 134, 144, 159, 171, 179, 184, 201, 211, 220, 251, 253, 277, 286, 293, 304, 320, 321, 322, 342, 352, 369, 372, 404, 418, 448, 463, 470, 508, 529, 545, 554, 567, 579, 587, 607, 624, 627, 629, 649, 652, 659, 674, 677, 714, 720

Program Evaluation: 044, 046, 064, 075, 080, 093, 117, 124, 159, 170, 180, 184, 198, 201, 249, 272, 274, 278, 292, 316, 338, 340, 343, 348, 351, 363, 366, 412, 439, 444, 454, 470, 471, 485, 503, 507, 508, 524, 533, 553, 558, 560, 596, 605, 611, 619, 633, 652, 667, 704

Public-Private Partnerships: 053, 094, 159, 184, 201, 203, 243, 278, 286, 324, 328, 338, 344, 347, 362, 396, 447, 454, 470, 488, 494, 508, 543, 559, 582, 585, 586, 618, 652, 667, 688

Qualitative Methods: 046, 050, 051, 058, 079, 080, 094, 099, 100, 104, 134, 136, 142, 157, 159, 160, 168, 184, 201, 206, 210, 217, 223, 234, 238, 248, 272, 277, 292, 297, 312, 325, 338, 341, 342, 348, 351, 366, 367, 395, 396, 400, 401, 403, 417, 429, 443, 448, 449, 451, 470, 471, 480, 483, 489, 508, 510, 521, 530, 533, 543, 545,

Subject/Keywords

549, 561, 566, 583, 587, 598, 600, 606, 617, 619, 643, 650, 663, 682, 706, 713, 719

Quantitative Methods: 058, 080, 103, 104, 124, 134, 145, 150, 159, 176, 178, 179, 184, 202, 217, 242, 245, 255, 258, 277, 292, 312, 316, 332, 336, 338, 341, 342, 348, 357, 362, 365, 367, 368, 370, 396, 399, 430, 432, 443, 463, 469, 470, 471, 500, 501, 508, 513, 517, 526, 533, 545, 552, 558, 566, 579, 586, 587, 598, 607, 619, 632, 641, 643, 644, 650, 651, 652, 658, 659, 661, 662, 664, 679, 680, 698, 715

Queer Theory: 161, 587, 643, 712

- **Race & Schooling:** 159, 162, 206, 289, 304, 351, 405, 441, 498, 547, 606, 652, 661, 669, 702
- Refugee Education: 039, 046, 049, 050, 055, 056, 079, 084, 092, 096, 126, 133, 135, 137, 138, 144, 156, 167, 173, 182, 184, 201, 205, 211, 248, 260, 278, 298, 308, 312, 342, 372, 396, 449, 471, 508, 510, 533, 545, 621, 639, 640, 643, 652, 668, 669, 687, 712

Religion & Religious Education: 106, 128, 223, 234, 260, 312, 314, 317, 403, 508, 586, 587

Rural Education: 045, 050, 070, 133, 150, 159, 180, 184, 205, 219, 220, 231, 233, 244, 279, 322, 338, 348, 362, 399, 400, 432, 441, 463, 464, 471, 513, 524, 533, 550, 600, 641, 652, 659, 690, 710, 712

Secondary Education: 046, 081, 090, 102, 142, 151, 159, 161, 162, 181, 184, 201, 202, 203, 233, 247, 249, 270, 277, 278, 281, 293, 307, 312, 336, 342, 348, 352, 371, 388, 399, 400, 419, 432, 454, 464, 470, 471, 472, 483, 507, 508, 526, 536, 543, 545, 550, 565, 580, 582, 583, 587, 600, 612, 619, 627, 634, 643, 644, 680, 686, 716

Service Learning: 044, 157, 348, 396, 533, 679

Shadow Education: 051, 512, 519, 619, 629, 657, 684, 688

- **Social Justice:** 045, 046, 050, 081, 085, 107, 113, 118, 133, 161, 162, 166, 184, 201, 205, 208, 214, 245, 246, 277, 301, 311, 330, 336, 348, 351, 358, 396, 400, 432, 450, 471, 479, 498, 511, 533, 545, 587, 590, 616, 619, 663, 669, 702
- **Social Movements:** 046, 085, 099, 159, 184, 205, 359, 370, 396, 408, 410, 494, 503, 533, 563, 587, 590, 600, 603
- **Social Network Analysis:** 046, 061, 101, 159, 328, 363, 480, 487, 647, 653

Social Studies Education: 046, 057, 059, 128, 193, 238, 312, 432, 446, 470, 533, 600, 696

Sociology of Education: 046, 058, 093, 144, 159, 184,

Subject/Keyworks

193, 194, 205, 223, 247, 252, 272, 277, 278, 304, 312, 322, 332, 336, 338, 348, 370, 393, 399, 400, 416, 432, 440, 446, 484, 487, 491, 505, 507, 508, 512, 513, 519, 532, 533, 543, 545, 550, 552, 564, 590, 606, 641, 652, 659, 678, 695

Southern Theories: 062, 128, 201, 312, 505, 686

South-North Dialogue: 205, 271, 406, 441, 508, 545

South-South Collaboration: 048, 206, 326, 418, 508, 511

Special Needs Education: 046, 205, 279, 321, 335, 360, 436, 445, 471, 510, 617, 691, 708, 715

Statistics: 230, 245, 357, 396, 526, 627, 652

STEM Education: 080, 081, 094, 119, 131, 159, 243, 244, 257, 278, 338, 348, 352, 401, 430, 454, 471, 502, 619, 629, 667, 697, 720

Student Mobility: 048, 089, 104, 123, 132, 139, 162, 193, 206, 210, 248, 278, 312, 348, 388, 403, 443, 479, 480, 491, 508, 519, 521, 545, 616, 677, 679, 684, 695, 719

Student Retention: 211, 274, 309, 338, 389, 464, 507, 533, 545, 643

Study Abroad: 046, 048, 051, 098, 104, 132, 184, 205, 210, 248, 271, 272, 277, 278, 312, 338, 348, 367, 388, 396, 400, 403, 406, 443, 448, 480, 508, 519, 545, 612, 619, 643, 661, 679, 684

Sustainability: 046, 050, 051, 057, 064, 088, 091, 097, 101, 105, 106, 113, 116, 123, 134, 138, 141, 142, 143, 145, 150, 159, 170, 171, 172, 177, 184, 200, 201, 202, 208, 217, 218, 223, 231, 239, 242, 243, 245, 250, 254, 255, 257, 272, 277, 278, 283, 285, 292, 307, 312, 318, 321, 331, 333, 334, 338, 342, 344, 347, 348, 352, 395, 396, 404, 408, 418, 431, 442, 445, 447, 448, 450, 453, 457, 458, 464, 470, 471, 472, 488, 495, 504, 508, 509, 511, 520, 522, 528, 533, 541, 545, 562, 587, 596, 605, 612, 615, 623, 626, 629, 637, 643, 649, 650, 652, 660, 662, 665, 671, 674, 686, 687, 689, 690, 692, 693, 703, 704, 716

Teacher Education and Professionalization: 044, 046, 050, 051, 053, 055, 059, 070, 075, 093, 094, 101, 118, 124, 131, 133, 145, 153, 159, 160, 168, 171, 179, 184, 201, 213, 220, 223, 244, 245, 253, 255, 257, 272, 277, 278, 281, 289, 291, 299, 304, 309, 311, 312, 315, 316, 317, 320, 321, 322, 333, 338, 340, 342, 343, 348, 352, 366, 369, 371, 396, 410, 413, 414, 429, 444, 463, 464, 470, 471, 475, 486, 508, 516, 517, 520, 522, 523, 533, 540, 541, 545, 546, 557, 564, 565, 566, 567, 579, 587, 588, 591, 592, 596, 604, 607, 611, 612, 619, 621, 627, 633, 635, 636, 640, 643, 644, 649, 650, 651, 652, 654, 659, 663, 671, 672, 677, 683, 704, 708, 710, 719

Teacher Recruitment and Retention: 051, 075, 091, 103, 138, 141, 145, 184, 291, 309, 312, 315, 316, 326, 329, 338, 342, 364, 396, 429, 470, 508, 557, 626, 644, 663, 671, 677, 682, 710

Teaching Comparative Education: 043, 046, 118, 145, 184, 197, 272, 308, 343, 456, 474, 516, 594, 612, 652

Technical/Vocational Education: 046, 050, 122, 134, 143, 151, 158, 184, 202, 286, 322, 330, 338, 410, 425, 464, 470, 471, 472, 503, 511, 525, 542, 545, 560, 643, 667, 690, 702, 703, 720

Textbook Analysis: 128, 175, 209, 224, 238, 247, 305, 308, 370, 533, 587, 612, 619, 639, 643, 670, 692

Urban Education: 094, 225, 289, 393, 412, 469, 543, 545, 550, 585, 626, 643, 652

Youth Development: 046, 050, 055, 062, 085, 095, 116, 120, 125, 126, 134, 141, 158, 159, 166, 176, 184, 201, 202, 203, 209, 219, 225, 238, 272, 277, 278, 286, 287, 317, 322, 330, 338, 341, 342, 344, 350, 351, 393, 400, 425, 442, 450, 469, 471, 472, 474, 478, 503, 508, 518, 523, 525, 533, 537, 542, 549, 560, 580, 587, 598, 600, 619, 623, 639, 643, 652, 659, 666, 667, 670, 690, 720



COMMITTEE / SIG

- **Committee: Gender & Education** 007, 046, 054, 061, 062, 090, 106, 111, 119, 151, 159, 168, 201, 226, 249, 278, 280, 282, 311, 348, 390, 468, 502, 544, 652, 713
- **Committee: New Scholars** 035, 050, 051, 115, 205, 206, 273, 349, 400, 401, 466, 499, 539, 646
- Committee: UREAG 272, 306, 398, 435, 473, 510, 547
- **SIG: Africa** 046, 116, 159, 173, 200, 224, 267, 312, 333, 347, 362, 404, 503, 520, 530, 580, 626, 641, 645, 671, 701
- SIG: African Diaspora 175, 289, 342, 461, 498, 604
- **SIG: Citizenship and Democratic Education** 046, 120, 126, 159, 183, 227, 239, 247, 278, 312, 348, 371, 396, 521, 592, 600, 696
- **SIG: Contemplative Inquiry and Holistic Education** 159, 269, 314, 448, 630, 700
- SIG: Cultural Contexts of Education and Human Potential 038, 159, 201, 272, 304, 405, 441, 512, 555
- **SIG: Early Childhood Development** 065, 074, 124, 130, 150, 159, 174, 198, 216, 221, 255, 258, 272, 291, 294, 342, 366, 416, 460, 471, 490, 650
- **SIG: East Asia** 064, 106, 118, 159, 163, 184, 214, 252, 277, 322, 336, 370, 421, 432, 513, 550, 598, 607, 616, 619, 684
- **SIG: Economics and Finance of Education** 068, 170, 222, 309, 334, 507, 553, 585, 610
- **SIG: Education, Conflict, and Emergencies** 055, 056, 071, 079, 084, 086, 135, 138, 167, 201, 230, 238, 242, 259, 272, 278, 330, 342, 396, 471, 474, 482, 485, 508, 552, 568, 621, 639, 640, 643, 652, 681, 687
- **SIG: Environmental and Sustainability Education** 042, 046, 057, 101, 142, 148, 217, 233, 244, 277, 312, 318, 331, 396, 471, 504, 664
- **SIG: Eurasia** 046, 073, 159, 270, 293, 312, 342, 352, 399, 443, 484, 722
- **SIG: Globalization and Education** 040, 043, 053, 085, 140, 154, 160, 162, 194, 201, 272, 296, 324, 348, 357, 386, 410, 489, 494, 527, 531, 564, 584, 631, 653, 698, 716, 718, 721
- **SIG: Global Literacy** 102, 113, 125, 137, 228, 300, 327, 394, 396, 397, 414, 428, 470, 471, 481, 486, 493, 509, 524, 599, 611, 637, 651, 652, 683, 685, 699
- **SIG: Global Mathematics Education** 192, 281, 288, 470, 540, 565, 587

- **SIG: Higher Education** 049, 058, 063, 096, 098, 099, 100, 123, 132, 139, 143, 157, 159, 172, 201, 213, 256, 262, 271, 278, 323, 337, 348, 368, 387, 406, 407, 411, 430, 440, 471, 491, 495, 501, 528, 545, 602, 603, 648, 652, 658
- **SIG: ICT for Development (ICT4D)** 159, 201, 229, 243, 287, 321, 372, 428, 465, 623
- **SIG: Inclusive Education** 046, 108, 121, 196, 335, 354, 356, 360, 389, 396, 424, 436, 471, 532, 617, 708
- **SIG: Indigenous Knowledge and the Academy** 233, 297, 348, 396, 423, 451
- **SIG: Language Issues** 028, 039, 081, 082, 110, 159, 204, 308, 434, 475, 545, 588, 673, 689
- **SIG: Large-Scale Cross-National Studies in Education** 072, 103, 277, 332, 342, 348, 392, 500, 548, 556, 594, 632, 666, 715
- **SIG: Latin America** 042, 078, 122, 147, 196, 199, 203, 231, 233, 240, 307, 392, 415, 428, 463, 467, 559, 677
- **SIG: Middle East** 046, 133, 149, 159, 201, 202, 248, 279, 283, 613
- SIG: Peace Education 144, 164, 278, 290, 303, 325, 342
- SIG: Post-foundational Approaches to Comparative and International Education 190, 431, 505, 652, 697, 712, 717
- SIG: Religion and Education 223, 234, 317, 422
- SIG: Sexual Orientation and Gender Identity and Expression 036, 161, 409, 587, 642, 643
- **SIG: South Asia** 340, 385, 452, 471, 483, 511, 516, 536, 545, 557, 587, 670, 702
- **SIG: Study Abroad and International Students** 048, 210, 262, 268, 312, 348, 367, 388, 403, 479, 480, 508, 545, 601, 661, 679, 719
- **SIG: Teacher Education and the Teaching Profession** 044, 059, 075, 078, 093, 112, 179, 220, 277, 315, 316, 320, 343, 369, 396, 429, 470, 471, 545, 546, 579, 612, 652, 663, 710
- SIG: Teaching Comparative Education 197, 302, 456, 467
- **SIG: Youth Development and Education** 095, 176, 201, 219, 225, 277, 286, 341, 393, 425, 450, 462, 471, 472, 518, 525, 560, 690

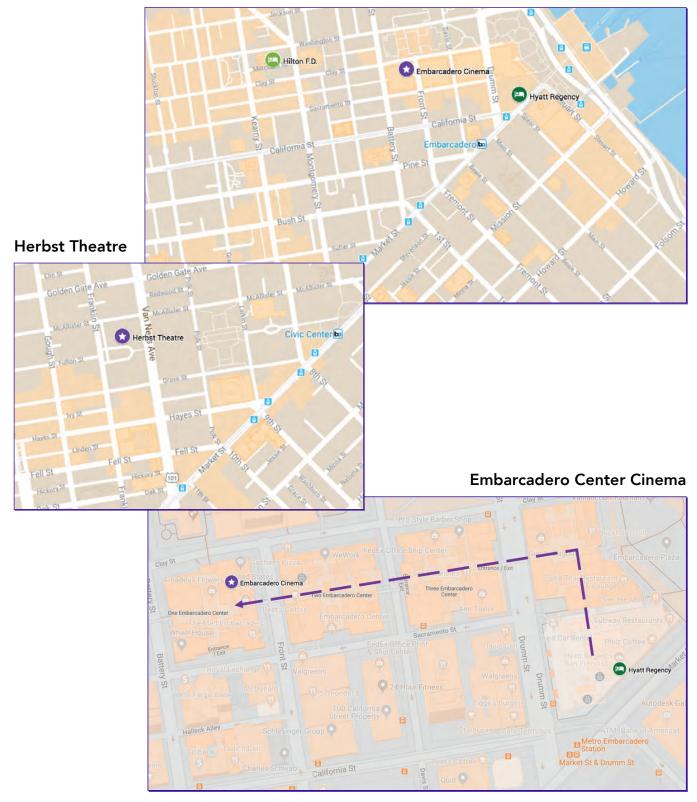


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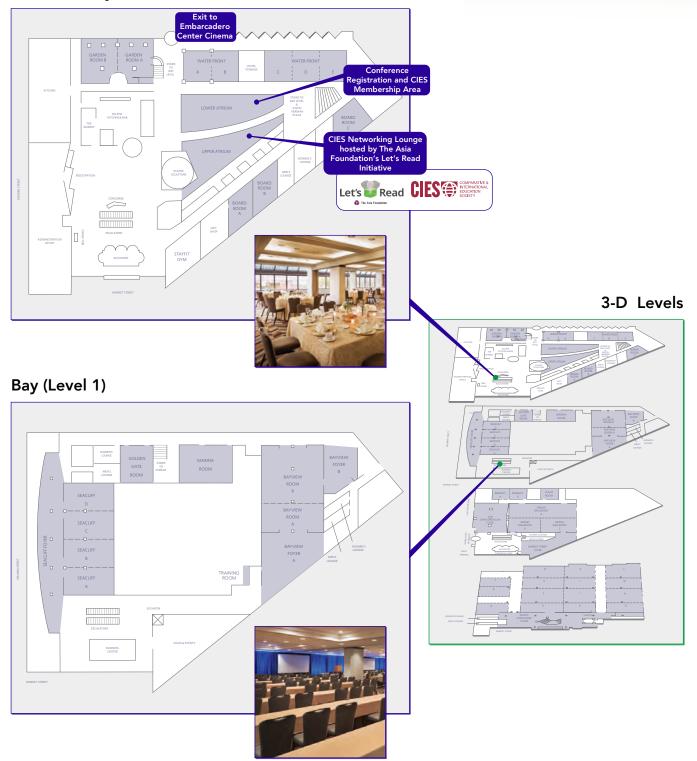
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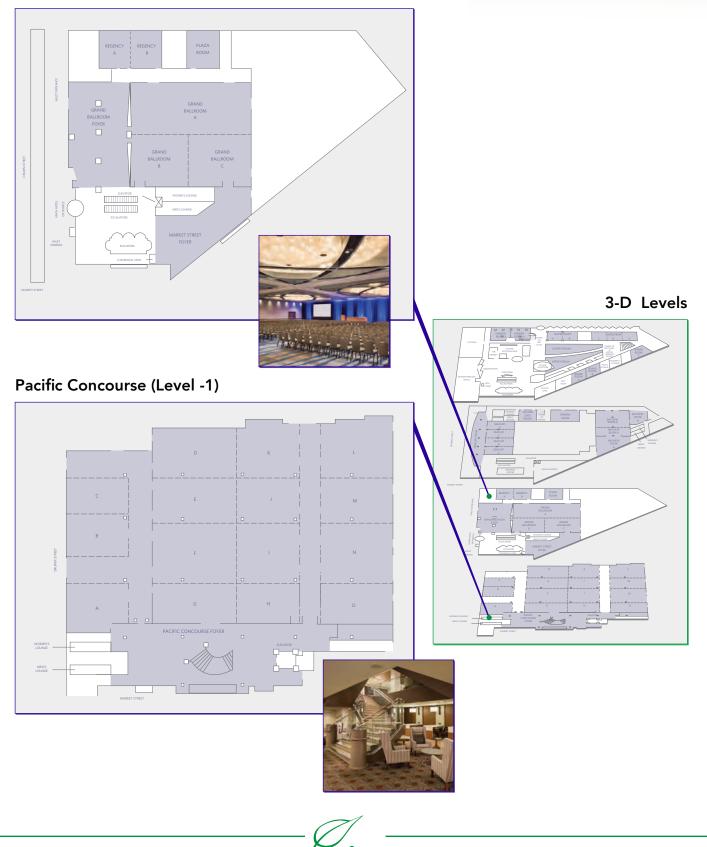




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