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

International Session at the 2019 AERA Annual Meeting

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

Sat., April 6, 2018, 8:00am - 10:30am
The Westin Harbour Castle, Harbour Salon A
1 Harbour Square, Toronto, ON M5J 1A6

8:00 – 9:00 Breakfast Talk
Welcome: Annika Wilmers (DIPF, Frankfurt) and Gustavo Fischman (Arizona State University; Chair of the International Relations Committee/AERA)
Chair: David Miller (AIR American Institutes for Research)

Science under pressure: How can education contribute to an open-minded and informed citizenry?
Speakers:
• Dorothe Kienhues (University of Münster)
• William Sandoval (University of California, Los Angeles)

9:00 – 10:30 Six Parallel Roundtables

Table 1 The good, the bad, and the ugly: School leadership in schools under challenging circumstances
Chair: Stefan Brauckmann, Petros Pashiardis, Tobias Feldhoff

- Introduction to the topic: School leadership in schools under challenging circumstances
  Stefan Brauckmann (University of Klagenfurt), Petros Pashiardis (Open University of Cyprus), Tobias Feldhoff (University of Mainz)

- The basic competencies-programme for schools in challenging circumstances in Austria: Recontextualizing an ‘evidence-based’ improvement strategy
  Herbert Altrichter and David Kemethofer (Johannes Kepler University Linz), Katharina Soukup-Altrichter (University of Education Upper Austria), Stefan Brauckmann (Alpen-Adria University Klagenfurt)

- Leadership and school improvement in high need schools in Texas, USA
  Elizabeth Murakami (University of North Texas), W. Sean Kearney (Texas A&M University at San Antonio)

- What does it take to put high quality inclusion into work from a school leader’s perspective?
  Evidence from a small scale study in North-Rhine-Westphalia
  Dana Tegge (Humboldt-Universität Berlin), Stefan Brauckmann
• How schools face their challenges – organizational learning at schools in socially deprived areas in Germany
  Susanne Boese, Theresë Gesswein, Marko Neumann and Kai Maaz (DIPF Berlin)

  Participants: Jonathan Supovitz (University of Pennsylvania)
  Michelle D. Young (University of Virginia)

Table 2  Migration, refugees, and public education: Policy perspectives on immigrant and refugee youth education
Chair: Lisa Damaschke-Deitrick (Lehigh University)

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

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

Table 3  Migration, refugees, and public education: The role of language in immigrant and refugee educational experiences
Chair: Alexander Wiseman (Texas Tech University)

• Language and literacy development of Syrian refugee children and youth
  Redab al Janaideh and Xi Becky Chen (OISE/University of Toronto)
• Language competencies of young refugees in Germany
  Anike Dröscher, Christoph Homuth, Jutta von Maurice (Leibniz Institute for Educational Trajectories - LfBi)
• Specific needs in literacy and language learning of Syrian refugee students in Germany and Canada: a follow-up study
  Katrin Lindner (Ludwig-Maximilians-Universität), Abir Shamin and Xi Becky Chen (OISE/University of Toronto)
• Refugee experiences in higher education: Female perspectives from Egypt
  Ericka Galegher (Lehigh University)
• Supporting families with refugee background. A systemic analysis of family education programs: Welcome with IMPULS, Hippy and Opstapje.
  Annette Kortheuer (City of Munich)

  Handout: “Network for research cooperation between Canada and Germany on the integration of refugees”
  Karin Zimmer (University of Vechta), Nicola Mühlhäußer (DIPF, Frankfurt), Xi Becky Chen (OISE/University of Toronto)

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

  Chair: Barbara Muslic

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

  Participants: Dominique Klein (University of Duisburg-Essen)

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

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

  • New Curricula for a “Post-Truth” World
    Clark Chinn (Rutgers University)
  • Epistemic trust as part of critically reasoning about scientific (mis)information.
    Friederike Hendriks (University of Muenster)
  • The potential pitfalls of simplified science communication – and how to avoid them
    Lisa Scharrer (Ruhr-Universität Bochum)
  • Misinformation in education (WT)
    Megan Bang (Northwestern University)
Participants:
• Sarit Barzilai (University of Haifa)
• K.C. Busch (NC State University)
• Heather Clark (University of California Los Angeles)
• Doug Lombardi (Temple University)
• Sarah McGrew (Stanford University)
• Nina Vaupotič (University of Muenster)

Table 6: Democratic values in education
Chair: Norm Friesen (Boise State University), Rose Ylimaki (University of South Carolina)

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

Discussion Group:
  ➢ Daniel Castner (Indiana University)
  ➢ Sieglinde Jornitz (DIPF, Frankfurt)
  ➢ Todd Price (National Louis University)
  ➢ Bernhard Hemetsberger (University of Vienna)