

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:	<ul style="list-style-type: none"> • 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
	<ul style="list-style-type: none"> • Introduction to the topic: School leadership in schools under challenging circumstances <i>Stefan Brauckmann (University of Klagenfurt), Petros Pashiardis (Open University of Cyprus), Tobias Feldhoff (University of Mainz)</i> • The basic competencies-programme for schools in challenging circumstances in Austria: Recontextualizing an ‘evidence-based’ improvement strategy <i>Herbert Altrichter and David Kemethofer (Johannes Kepler University Linz), Katharina Soukup-Altrichter (University of Education Upper Austria), Stefan Brauckmann (Alpen-Adria University Klagenfurt)</i> • Leadership and school improvement in high need schools in Texas, USA <i>Elizabeth Murakami (University of North Texas), W. Sean Kearney (Texas A&M University at San Antonio)</i> • 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 <i>Dana Tegge (Humboldt-Universität Berlin), Stefan Brauckmann</i>

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

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

Chair: Lisa Damaschke-Deitrick (Lehigh University)

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

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

Chair: Alexander Wiseman (Texas Tech University)

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

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

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

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

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

Chair: Barbara Muslic

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

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

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

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

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

Participants:

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

Table 6: Democratic values in education

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

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

Discussion Group:

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