

CIES 2018 PRE-CONFERENCE WORKSHOPS

The CIES 2018 Annual Conference features a series of pre-conference workshops on **Sunday, March 25th**. These are intended to offer a space for attendees to engage with experts on important issues and questions related to research, policy and practice in comparative and international education. These workshops are designed to have a pedagogic orientation such that attendees leave with enhanced skills, knowledge and understanding.

Capacity is limited and additional registration is required for Pre-Conference Workshops at a flat rate of **\$40 for 1, 2 or 3 workshops**. Registration is available on-site on a space-available basis. Each workshop is 3 hours long unless otherwise stated.

SUNDAY, MARCH 25

8:30 - 11:30 AM SESSION

001. A hands-on introduction to COIL (Collaborative Online International Learning)

Museo de Arte Popular, Auditorium
Pre-Conference Workshop | 8:30 to 11:30 AM

Globalization affects people in myriad ways, and global communication technologies transmit information across geographic boundaries, but many form opinions about the world and make decisions without first-hand, authentic knowledge of others. Until recently, travel was the only way for students to access this knowledge, but few study abroad and those who do are often privileged. The structure and format of study abroad also strongly mediates what students gain from their experience. Collaborative Online International Learning (COIL) addresses issues of authenticity, access, and quality by utilizing technology to engage faculty and students in meaningful collaborative relationships and activities. COIL is also aligned with how Landorf and Doscher (2015) define global learning, as the process of diverse people collaboratively analyzing and addressing complex problems that transcend borders. This workshop will help faculty, administrators, and researchers pursue COIL and align their work with other global learning initiatives at their home institutions.

Workshop Organizers:

- Stephanie Doscher, *Florida International University*
- Jon Rubin, *COIL Consulting*

002. Restorative practices: A traditional tool from Aboriginal, Indigenous, and First Nations peoples and its positive impact on classrooms worldwide

Hilton Reforma, 4th Floor, Don Alberto 3
Pre-Conference Workshop | 8:30 to 11:30 AM

This workshop highlights a method of giving students, teachers, and the community a voice in a unique kind of problem solving – one that emphasizes healing and restoration over traditional harsh punishment. Restorative Practices are drawn from long-standing models from Aboriginal, Indigenous, and First Nations people around the world. Workshop participants will learn how Restorative Practices in schools represent a new alternative to traditional discipline, and promote accountability, dialogue, and respect among students and teachers. This is a hands-on workshop that will teach participants how the use of Restorative Practices, drawn from traditions in the Global South, can help ensure that all voices are heard in a respectful and attentive way, and that the learning atmosphere becomes a rich source of information, identity, and interaction.

Workshop Organizers:

- Eric Duncan, *American Federation of Teachers*
- Walter Taylor, *Quest Center, Chicago Teachers Union Foundation*

003. SDG 4 strategizing: Critical perspectives on the way forward

Hilton Reforma, 4th Floor, Don Alberto 4
Pre-Conference Workshop | 8:30 to 11:30 AM

While countries have started implementing the 2030 Agenda for Sustainable Development, there are a number of unresolved areas that hamper progress and divide the education community, such as learning outcomes, global comparability, financing and regulation of the private sector. This workshop provides a space for critical discussion and debate about SDG 4 –the goal on quality education– and its strengths and weaknesses. It brings together people who have engaged in critical analysis of the new agenda and aims to challenge, inform and support the implementation of SDG 4 as well as related research agendas. It will look at existing critiques and analysis, provide critical perspectives and food for thought as focus is shifting towards national-level actors and action, and discuss strategies for implementation, financing and monitoring. Finally, the workshop aims to identify areas that require more attention and analysis, contributing to a SDG 4 research agenda.

Workshop Organizers:

- Hugh McLean, *Open Society Foundations*
- Antonia Wulff, *Education International*

004. Open Science workshop: From vision to practice

Hilton Reforma, 2nd Floor, Don Américo
Pre-Conference Workshop | 8:30 to 11:30 AM

Open Science is based on the principles of inclusion, fairness and sharing for the benefits of the public good, but also of transparency for increased efficiency and scientific rigor. It encompasses a number of practices, including: collaborative platforms for research based on open access academic articles, educational resources and data, and peer reviews and research

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evaluation forms. Unfortunately, an increasing number of publishing businesses promote proprietary/for-profit systems of knowledge production, management (e.g. databases) and dissemination that are detrimental to the democratization of knowledge, quality education and decent work. This participatory and practical workshop invites participants to explore open scholarly practices that they can integrate into their daily scientific routines and fosters a critical discussion on how open education practices and policies can be promoted in their constituencies.

Workshop Organizers:

- Gustavo E. Fischman, *Arizona State University*
- David Robinson, *Canadian Association of University Teachers*
- Rosario Rogel, *Universidad Autónoma del Estado de México*
- Jon Tennant, *Independent Researcher*
- Nikola Wachter, *Education International*

005. Comparative and international education research made easy: Using free online data platforms and tools

Hilton Reforma, 2nd Floor, Doña Socorro
Pre-Conference Workshop | 8:30 to 11:30 AM

There are a number of data platforms and tools that are free and publicly available on the web for doing comparative and international education research. However, many people are either not aware of these or not aware of which to use to answer specific research questions. These online data platforms and tools vary considerably in terms of content, functionality, data visualization capabilities, and availability of country data. The primary objective of this workshop is to teach participants how to effectively use these. It is recommended that participants bring their own laptops to follow along with the hands-on demonstrations and explore their own research questions. Some knowledge about quantitative research methods is helpful but not necessary. The online platforms and tools demonstrated in the workshop will include the most recently released data from international large-scale assessments (ILSAs), such as PIRLS, PISA, and TIMSS, and other data sources.

Workshop Organizers:

- Julian Enrique Gerez, *American Institutes for Research*
- Marissa Hall, *American Institutes for Research*
- Yuqi Liao, *American Institutes for Research*
- Nathalie Mertes, *IEA*
- Frank Torres Fonseca, *American Institutes for Research*

006. Peer-to-peer support for teachers in crisis contexts: Implementation, impact, and evidence

Hilton Reforma, 2nd Floor, Don Diego 1 Section A
Pre-Conference Workshop | 8:30 to 11:30 AM

The Teachers in Crisis Contexts working group (the TiCC) was founded in April 2014 as an inter-agency effort to provide more and better support to teachers in crisis settings. Their first initiative was the development of the 'Training Pack for Primary School Teachers in Crisis Contexts', launched

at CIES in 2015 and used in crisis settings across the globe. The TiCC is now launching complementary peer coaching materials, recognizing that the continuous support teachers are able to provide to one another enables them to make sustained positive changes in their teaching practice. Through this workshop, participants will explore the peer coaching materials, while building a shared understanding of how we can better foster peer support amongst teachers in crisis settings and specifically measure the impact of this type of initiative at different levels. In addition, participants will engage in dialogue to identify strategies to support contextualization of teacher professional development initiatives, taking into account the needs and challenges of the teachers with whom they work.

Workshop Organizers:

- Charlotte Bergin, *Save the Children UK*
- Kathleen Denny, *Norwegian Refugee Council*
- Rachel McKinney, *Save the Children US*
- Emily Richardson, *Save the Children US*

007. Bridging two worlds: Interactive and practical approaches to peacebuilding and democratic education

Hilton Reforma, 2nd Floor, Don Diego 1 Section B
Pre-Conference Workshop | 8:30 to 11:30 AM

This interactive and engaging workshop will explore the use of storytelling, music, expressive arts, and writing as tools for exploring cultures, understanding and accepting difference, and building relationships. Participants will be provided with a newly published resource, *Bridging Two Worlds* (2018) that includes over 150 lessons and activities for K-12 on such topics as peace and sustainability, resilience, building personal and community connections, storytelling, expressive arts training, responding to mental health issues, and life/career development. This resource emerged from a three-year national research program that investigated best practices for supporting newcomer children and youth in Canada. To effectively support the growth and development of a healthy and peaceful society, we must acknowledge and respect the diverse cultures and lived experiences of all citizens. By building culturally responsive bridges in our school systems, we strengthen resilience and address many of the challenges that face today's children and youth.

Workshop Organizers:

- Lloyd Kornelsen, *University of Winnipeg*
- Marc Kuly, *University of Winnipeg*
- Jan Stewart, *University of Winnipeg*

008. Internationalizing the graduate curriculum: South-North engagement through short-term study tours

Hilton Reforma, 2nd Floor, Don Diego 1 Section C
Pre-Conference Workshop | 8:30 to 11:30 AM

Curriculum, co-curriculum and student learning outcomes constitute one of the pillars of comprehensive internationalization (American Council on Education, 2016). Traditional strategies, such as semester- or year-long study abroad experiences, are often difficult to implement in

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graduate programs, especially those oriented to adult-learners and working professionals. This workshop presents strategies for organizing short-term study tours based on recent experiences in Poland, Cuba, Thailand, and Vietnam. Collaboration and coordination among a private partner, a College of Education, and multiple other campus constituents is at the core of the strategic approach presented in this workshop. The workshop focuses on balancing the rigor of a credit-bearing course with the needs of working professionals in graduate programs by providing meaningful targeted opportunities for cultural and linguistic engagement and immersion. The workshop facilitators represent the private partner, college administrators, and faculty, with illustrative examples of student work and outcomes.

Workshop Organizers:

- Joseph B. Berger, *University of Massachusetts Boston*
- Gerardo Blanco Ramírez, *University of Massachusetts Boston*
- Sylvia Rozwadowska-Shah, *Colibri Boston/Cogito World Education*
- Felicia L. Wilczenski, *University of Massachusetts Boston*

009. The local/global relationship within notions of global competencies: Meaning, relevance, and value of global competencies from the 'inside, out'

Hilton Reforma, 2nd Floor, Don Diego 1 Section D
Pre-Conference Workshop | 8:30 to 11:30 AM

Two Canadian provinces, Ontario and British Columbia, are moving to deepen their support of students in building 'transferable skills' in areas like critical thinking, creativity, problem solving, communication, and global citizenship (British Columbia, 2016; Ontario, 2018). These provinces mirror an international trend towards focusing on these areas of student learning alongside traditional areas like literacy, mathematics, or science (OECD, 2016; LMTF, 2013). This workshop seeks to generate a diverse conversation of value and meaning around notions of global competencies, or transferable skills from the perspectives of individuals situated within very different local contexts. The session seeks to invert current ideas about 'global' or common sets of skills and capacities that are often conceptualized as relevant to the world by starting from the ground up. This workshop will use participants' own epistemological and experiential sense of learning in schools to interrogate this international trend.

Workshop Organizers:

- David Cameron, *People for Education*
- Annie Kidder, *People for Education*

010. The future of work, STEM, and education: Taking home lessons from Egypt, India, and Mexico

Hilton Reforma, 2nd Floor, Don Diego 2
Pre-Conference Workshop | 8:30 to 11:30 AM

The ability of today's students to answer current and future challenges—both locally and on the scale of the international Sustainable Development Goals—depends on them being well-prepared in fields such as science, technology, engineering, and mathematics, as well as the arts, design and

manufacturing (often referred to as STEM, STEAM, or STEM2D). In many contexts, work opportunities also draw strongly on these fields. When education systems do not give enough emphasis to STEM education, when they cannot keep pace with rapid advancements and technological changes, and do not integrate critical soft skills into the learning process, young people often leave school unprepared, and societies and economies miss out. This workshop features a series of three hands-on activities allowing participants to learn from advancements in STEM education in Egypt, India, and Mexico, in collaboration with MIT's global Fab Lab Network, the Fab Foundation, FHI 360, and World Learning. Participants will take home lessons they can apply to schools, development projects, and policy frameworks.

Workshop Organizers:

- Monika Aring, *FHI 360*
- Hany Attalla, *World Learning*
- Sherry Lassiter, *Fab Foundation*
- Catherine Honeyman, *World Learning*

011. Using digital tools to enhance the design, delivery and evaluation of online global education courses

Hilton Reforma, 2nd Floor, Don Diego 3
Pre-Conference Workshop | 8:30 to 11:30 AM

This workshop is designed for educators who are interested in designing and teaching online global education courses at the university level (graduate and undergraduate). Using the course "Education in a Global World" as an example, this workshop will discuss the process of conceptualizing a college-level course on globalization and education, identify effective learning activities, and demonstrate how innovative digital tools can be used to improve student engagement, promote interactive learning and inform continuous improvement of teaching and course design through learning outcome assessments. Participants of this workshop will gain a conceptual understanding of the logic of curriculum design and have hands-on opportunities to explore innovative digital tools that are implemented in the course. This workshop is appropriate for those with little to extensive teaching experience in online environments. It will also be of interest to those currently teaching courses related to globalization and education.

Workshop Organizers:

- Jessica Adams, *University of California, Berkeley*
- Erin Murphy-Graham, *University of California, Berkeley*
- Devanshi Unadkat, *University of California, Berkeley*
- Yidan Zhang, *University of California, Berkeley*

012. Truth together: Collaborative and arts-based research across diverse settings

Hilton Reforma, Second Floor, Don Diego 4 Section A
Pre-Conference Workshop | 8:30 to 11:30 AM

This workshop invites researchers to engage in dialogue over the use of critical, qualitative research methods, such as photovoice, ethnodrama and digital storytelling methods

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that present the lived experiences of individuals in more inclusive and egalitarian ways. Workshop presenters are scholars committed to disrupting the long history of the imbalanced researcher-participant dichotomy through the use of arts-based. Facilitators offer participants resources and ideas based on our experiences conducting field work; at the same time, we aim to host an open discussion about the challenges and ethical questions that often arise in utilizing participatory research methods. Participants will expand their qualitative methods toolbox, be invited to share their experiences, and will develop a rationale and preliminary plan for using innovative methods in their own qualitative research endeavors.

Workshop Organizers:

- Anne E. Pfister, *University of North Florida*
- Anneliese Cannon, *Westminster College* (joining via Skype)

013. Privatisation has failed: How can public education systems be fixed? Exploring accountability and transparency

Hilton Reforma, 2nd Floor, Don Diego 4 Section B
Pre-Conference Workshop | 8:30 to 11:30 AM

While there is a broad agreement that education systems, in particular in the Global South, face a number of challenges, and there is a growing acknowledgement that privatisation in education will not be able to solve these issues, what are the solutions that can be put forward to improve education governance? The increased involvement of private logics, models and actors has been shown to generally worsen, rather than improve, governance challenges in education. Alongside financing, some under-explored concepts and tools include accountability and transparency. This workshop will draw from recent research, in particular from the latest Global Education Monitoring report and the IIEP, to explore the potential of different forms of accountability and transparency to radically transform and improve public education. Participants will gain a practical understanding of accountability and transparency and jointly come up with concrete suggestions and research agendas to build an education reform vision to improve public education systems.

Workshop Organizers:

- Sylvain Aubry, *Global Initiative for Economic, Social and Cultural Rights*
- Mireille de Koning, *Open Society Foundations*
- Delphine Dorsi, *Right to Education Initiative*
- Tanvir Muntasim, *Education Specialist*
- Muriel Poisson, *UNESCO International Institute for Educational Planning (IIEP)*
- William C. Smith, *UNESCO Global Education Monitoring Report*

014. USAID new guidance on measuring youth employment outcomes

Hilton Reforma, 2nd Floor, Don Genaro
Pre-Conference Workshop | 8:30 to 11:30 AM

USAID's Office of Education (USAID E3/ED) will present their new draft guidance for monitoring and evaluating outcomes of youth employment programs specifically related to employment quantity, employment quality, and employability skills. The guidance presents an extensive collaborative effort across the Agency's offices and between key partners engaging in youth employment programs and aims to improve monitoring and evaluation practices of youth employment programs through the use of comparable outcome indicators. This workshop is an opportunity for education-implementing partners and education monitoring and evaluation experts to learn about and gain awareness of the draft guidance. In addition, the workshop will be an opportunity for facilitators to solicit feedback on the guidance in order to strengthen it and ensure that the Agency's efforts are consistent with other funders and partners' efforts in the sector.

Workshop Organizers:

- Laurence Desein, *USAID*
- Nancy Taggart, *USAID*

015. A workshop/retreat to practice, learn, and contemplate the application of: Meditation and loving kindness practices in postsecondary education (Part 1 of 2)

Hilton Reforma, 4th Floor, Don Julián
Pre-Conference Workshop | 8:30 to 11:30 AM

The application of contemplative practices in postsecondary education is relatively new. Many questions arise: what does it look and feel like in a class; what purpose does it serve; how do students react; how to introduce it; etc.? This workshop/retreat provides opportunities to participate in two applications of contemplative practices: (1) developing ethics through meditation, and (2) recharging through movement, loving kindness and listening. In this workshop/retreat, participants will engage in practices provided by workshop leaders for about 2 hours out of the 3 hours allotted. The remaining time will be facilitated enabling participants to interact with presenters and participants to exchange experiences and ideas related to the application of contemplative practices in education. No prior experience required; first timers welcome! Please wear comfortable clothes suitable for mild stretching. ***This workshop consists of two parts.*** The other part addresses Respect for life and resonance with nature practices and listening as pathways to deeper learning in postsecondary education and is being held from 11:45 AM to 2:45 PM in the same room. ***Participants should plan to attend both sessions.***

Workshop Organizers:

- Tom Culham, *City University of Seattle*
- Molly Dunn, *Marymount University*

016. Unsettling universities: Radical vulnerability, embodied pedagogies, and the politics of knowledge production

Museo de Arte Popular, Manitas 2
Pre-Conference Workshop | 8:30 to 11:30 AM

What does it mean to tell stories of struggle for justice through one's research and teaching practices? Drawing on Shank and Nagar's (2013) concept of radical vulnerability,

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we will work together to challenge North/South colonial knowledge hierarchies and deconstruct the reproduction of North/South binaries that naturalizes unequal power relations. To do this, we will engage in a multi-sited dialogue to bring together researchers and educators entangled in unequal locations, in order to develop nuanced sensibilities about alliance work in the academy. Namely, the workshop will draw from our collective experiences engaging with stories of struggle to develop critical and active reflections on the methodological and pedagogical choices we make. The workshop will conclude with a conversation that centers unsettling established imaginations of academic teaching and co-authorship, making space instead for a commitment to building just dialogues and ethical embodied alliances across languages of difference in the university, CIES and beyond.

Workshop Organizers:

- Emily Morris, *University of Minnesota Twin Cities*
- Sara J. Musafier, *University of Minnesota Twin Cities*
- Richa Nagar, *University of Minnesota Twin Cities*
- Maria C. Schwedhelm, *University of Minnesota Twin Cities*
- Roozbeh Shirazi, *University of Minnesota Twin Cities*

8:30 AM - 2:45 PM SESSION

The following workshops are 6 hours long, and therefore run from 8:30 AM to 2:45 PM. Please plan accordingly.

017. Creating learning against radicalization

Hilton Reforma, 4th Floor, Doña Adelita
Pre-Conference Workshop | 8:30 AM to 2:45 PM

This workshop begins with a discussion about current narratives regarding radicalization, extremism and terrorism. Workshop leaders will facilitate a discussion about current discourses on radicalization, extremism and terrorism and how these discourses shape policies, as well as perspectives on how to counter radicalization and extremism. The workshop then explores the role education can play in fostering or preventing marginalization and the radicalization of youth and examines both inclusive and divisive pedagogical practices. Finally, examples will be provided of instructional materials to counter-radicalization that were developed during a three-day Institute by a diverse group of educators and academics. Based on discussions about these materials, participants will form small groups and create instructional deliverables that can be used by teachers, parents, and others to teach against radicalization and extremism (for example: children's short story or an art intervention that can be used to teach against radicalization). These deliverables will be presented to all participants.

Workshop Organizers:

- Adeela Arshad-Ayaz, *Concordia University*
- Muhammad Ayaz Naseem, *Concordia University*
- Ezgi Ozyonum, *Concordia University*
- Marlon Sanches, *Concordia University*

018. Embedding social and emotional learning in textbooks and other educational materials: Addressing inclusive identities and SDG 4.7

Hilton Reforma, 4th Floor, Don Alberto 2
Pre-Conference Workshop | 8:30 AM to 2:45 PM

Education has two faces, as noted by Bush and Salterelli in 2000: it can increase social tensions and conflict and/or ameliorate divisions in society. Today, many education systems aim to build social cohesion amidst diversity, despite limited resources. A new generation of textbooks and other education materials, guides and assessment tools are needed to support teachers in promoting social and emotional learning (SEL), including development of inclusive student identities and applying SEL to globally endorsed societal goals listed in Sustainable Development Goal Target 4.7. Producing more effective, motivational and contextualized materials requires North-South and South-South collaboration of academics and practitioners. Drawing on an analysis of relevant SEL skills by a cross-cultural team of graduate students, the workshop will ask how to empower Southern writers of national textbooks and educational materials to support respect for diversity, social cohesion and sustainable development in line with national aspirations and to protect youth against extremism.

Workshop Organizers:

- Susan Ayari, *Creative Associates International*
- Elizabeth Anderson, *American University*
- Koli R. Banik, *USAID*
- Aaron Benavot, *University at Albany-SUNY*
- Sabrina J. Curtis, *George Washington University*
- Jisun Jeong, *George Washington University*
- Margaret Sinclair, *Independent Consultant*
- Mary Wanjiru Kangethe, *Kenya National Commission for UNESCO*
- Wendy Wheaton, *USAID*
- James Williams, *George Washington University*

019. Fostering international partnerships to enhance student and program responsibilities to host communities

Museo de Arte Popular, Manitas 1
Pre-Conference Workshop | 8:30 AM to 2:45 PM

This workshop will highlight dignified, just, and equitable community-campus partnerships supporting international development that also educate students as socially responsible global citizens. The objective of this work is to reshape universities as community-engaged institutions dedicated to advancing learning and knowledge for social change and, simultaneously, to call on academics to create and sustain a global movement of participatory and collaborative societies. Using lessons from community organizations, this workshop will explore successful models of dignified and just campus-community responses to challenges in order to begin crafting a better world. Facilitators will use existing literature, courses, curricula, programs, and community development projects to support meaningful reflection, dialogue and learning, thereby enhancing participant skills and knowledge for

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improved pedagogical and curricular approaches to north-south cooperation. By creating a space for active listening and critical dialogue between various organizations that are committed to co-educating and collaborating for social change, in this workshop, participants and facilitators can together begin to address the gaps between theory and practice.

Workshop Organizers:

- Christopher Miller, *Andean Alliance for Sustainable Development*
- Julio Cesar Nina Cusiyanpanqui, *Comunidad Campesino de Saqillo*
- Patrick Kennedy, *Middlebury Institute of International Studies at Monterey*
- Alfredo Ortiz Aragón, *University of the Incarnate Word*

11:45 AM - 2:45 PM SESSION

020. Is it possible to use dialogue of knowledges as a teacher training methodology in intercultural bilingual education?*

Museo de Arte Popular, Auditorium

Pre-Conference Workshop | 11:45 AM to 2:45 PM

*This session will be conducted in Spanish

The Cayetano Heredia Peruvian University's School of Education in Lima trains Quechua, Aimara, and Shipibo-origin students to become Intercultural Bilingual Education teachers. The major's curriculum, which seeks the development of competencies, posits the dialogue of knowledges as methodology. How should we conceptualize this tool in the courses we teach? This workshop will address several teaching practices to develop the dialogue of knowledges as a teacher training strategy in the classroom, including storytelling in mother languages and participant observation; audiovisual documentation of interviews with Indigenous leaders; creating student profiles; and using riddles in mother languages to teach literacy skills.

Workshop Organizers:

- Manuel Cárdenas, *School of Education, Cayetano Heredia Peruvian University*
- Gladys Gamarra, *School of Education, Cayetano Heredia Peruvian University*
- Ingrid Guzmán, *School of Education, Cayetano Heredia Peruvian University*
- Luis Enrique López, *FUNPROEIB Andes*

021. Civil society in Latin America: REDUCA's contribution to joint work in education

Hilton Reforma, 4th Floor, Don Alberto 3

Pre-Conference Workshop | 11:45 AM to 2:45 PM

The objective of this workshop is for participants to reflect on

the educational reality in Latin America where inequality of opportunities is a reality that generates exclusion. The Latin American Network for Education (REDUCA) seeks to show the relevance of civil society organizations working in a network to guarantee the right to learn in such a way that every student has a place in school, to learn and to participate in its educational process with a regional approach. The workshop includes activities to reflect about the reality of Latin America, the experience of REDUCA and, finally, a chance to debate about the challenges implied in networking in this part of the world where governments and civil society have not shown proper coordination in working together to overcome the educational problems of the region.

Workshop Organizers:

- David Calderón, *REDUCA/Mexicanos Primero*
- Laura Ramírez, *REDUCA*

022. Cost capture and cost analysis of USAID-funded education projects workshop

Hilton Reforma, 4th Floor, Don Alberto 4

Pre-Conference Workshop | 11:45 AM to 2:45 PM

This workshop is a must for those wishing to understand the policy drivers and technical approaches associated with cost capture for the international education sector. This is a unique opportunity to learn from USAID about the process of cost capture and the approach to cost analysis in the education sector that USAID has developed. Workshop participants will be provided with an opportunity to participate in a simulation exercise to learn first-hand how to apply USAID's cost capture guidance, with significant opportunities for discussion and feedback to USAID's team. In addition, the participants will hear from one of the early adopters of USAID's cost reporting guidance – the Vamos Ler! project in Mozambique. In examining this project, workshop organizers will share the challenges and lessons learned during initial setup of the cost data capture system both at the headquarters and in the field office, and will also share how the project is using cost data for management purposes. This workshop is highly participatory and we ask that participants come prepared to contribute their experience and expertise.

Workshop Organizers:

- Elena Walls (Vinogradova), *USAID*
- Katie Johnston-Davis, *USAID*

023. Methodology training: Safer Learning Environments Qualitative Assessment Toolkit

Hilton Reforma, 2nd Floor, Don Américo

Pre-Conference Workshop | 11:45 AM to 2:45 PM

USAID ECCN has produced a Safer Learning Environments Qualitative Assessment Toolkit that aims to assist programmers in identifying and understanding the nature of specific risks to safety that exist in learning environments in which they operate. As a backdrop, children and youth in crisis and conflict environments face specific and complex

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challenges related to schooling, in particular in terms of their ability to access a Safe Learning Environment (SLE). Without a clear vision of the learning environment, programs often do not achieve results, are unsustainable and most significantly, may exacerbate conflict and/or crisis possibly harming the individuals they seek to benefit. Different risks to safety require different interventions to respond, but often the nature of those specific risks (and what is already in place to try to overcome them – the assets) are not known to programmers. The SLE toolkit is designed to lead program implementers with little research training and/or experience (e.g. junior local M&E staff) through a systematic and rapid (4-6 week) four-step process that assists in the prioritization of data collection and supports rapid analysis and reporting. While the qualitative toolkit is accessible and user-friendly and does not require formal in-person training, ECCN offers this workshop as an opportunity to gather together interested researchers and practitioners to learn in-person how to implement this assessment to help inform their projects and plans.

Workshop Organizers:

- Gwendolyn Heaner, *USAID Education in Crisis and Conflict Network*
- Karla Giuliano Sarr, *SIT Graduate Institute*

024. An introduction to developing an e-course for teacher professional development

Hilton Reforma, 2nd Floor, Doña Socorro
Pre-Conference Workshop | 11:45 AM to 2:45 PM

Teachers are key actors to ensuring their pupils' successful learning. Therefore, supporting teachers is essential. Research on effective teacher professional development highlights the importance of building teacher content and pedagogical knowledge, opportunities for application of new knowledge, and continuous exchange with colleagues. But how does one design professional development in a way that supports these aspects and fits into the larger country context of teacher preparation and professional development? Though a big task, when done well and collaboratively with local stakeholders, it has proven to promote teacher motivation, increase application of best practices and teachers' confidence in responding to their pupils' needs. Drawing on the facilitators' e-course development experience for teachers and coaches in Rwanda and Ghana, this interactive and hands-on workshop will lead participants through a five-step process (analysis, design, development, implementation, and evaluation) for developing a professional development e-course catered to teachers' needs and interests. Participants are encouraged to bring their laptops.

Workshop Organizers:

- Nathalie Louge, *FHI 360*
- Sarah Strader, *FHI 360*
- Chantal Uwiragiye, *FHI 360*

025. A conversation with leaders from the Mexican Democratic Teachers Movement

Hilton Reforma, 2nd Floor, Don Diego 1 Section A
Pre-Conference Workshop | 11:45 AM to 2:45 PM

This workshop centers the experiences of Mexican teacher activists in their struggle to transform public education. The Mexican Democratic Teachers Movement arose in the late 1970s, as a movement of dissident union members who founded the National Coordinating Committee of Education Workers (la CNTE). Over the past decades, la CNTE has become an important vehicle for teachers to participate in the governance of their schools. Several national leaders will attend the workshop, which will be organized in four parts: (1) a moderated round table discussion, in which the workshop organizers engage in an informal dialogue with activists about their movement, with a Q&A session for participants; (2) Small group discussions among workshop participants about teachers struggles in their own countries and local responses to market-oriented education reforms; (3) Presentations from workshop participants to the activists about the educational reforms and teacher struggles in their local contexts; (4) Reactions and comments from the Mexican activists about the connections between these different teacher struggles, and strategies for building a global teacher movement. This workshop will have Spanish-English translation.

Workshop Organizers:

- Christian A. Bracho, *University of La Verne*
 - Javier Martínez Campos, *University of Massachusetts Amherst*
- Christopher Chambers Ju, *Tulane University*
- Aziz Choudry, *McGill University*
 - Mario Novelli, *Centre for International Education, University of Sussex*
- Rebecca Tarlau, *Pennsylvania State University*

026. Getting acquainted with IEA and its international comparative studies

Hilton Reforma, 2nd Floor, Don Genaro
Pre-Conference Workshop | 11:45 AM to 2:45 PM

IEA is a nonprofit international scientific society that conducts comparative pedagogical research worldwide. Since 1958, IEA has measured students' achievement in subjects such as mathematics and science (TIMSS), reading (PIRLS), and civic and citizenship education (ICCS), investigated students' computer skills (SITES and ICILS), and researched early childhood (ECES) and teacher education (TEDS-M). IEA's open datasets provide a solid evidence base for researchers, educators and policymakers, recognized by UNESCO as invaluable for monitoring progress toward the SDGs. In this workshop, participants will learn about the development, design and implementation of IEA's large-scale assessments, and how results can be used to aid educators and inform evidence-based decisions. Researchers interested in quantitative data on achievement will find exploration of IEA resources and opportunities for analysis valuable. Participants will develop good understanding of contexts and additional qualitative information, and together debate and develop

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interdisciplinary perspectives of IEA studies and their role in improving education, as well as challenges and limitations in using their results.

Workshop Organizer:

- Paulina Koršňáková, *IEA*

027. A workshop/retreat to practice, learn and contemplate the application of: Respect for life, resonance with nature practices, and listening as pathways to deeper learning in postsecondary education (Part 2 of 2)

Hilton Reforma, 4th Floor, Don Julián

Pre-Conference Workshop | 11:45 AM to 2:45 PM

The application of contemplative practices in postsecondary education is relatively new. Many questions arise: what does it look and feel like in a class; what purpose does it serve; how do students react; how to introduce it; etc.? This workshop/retreat provides opportunities to participate in two applications of contemplative practices: (1) applying contemplative practices to resonant with nature, and (2) writing and listening as pathways to deeper learning. In this workshop/retreat, participants will engage in practices provided by workshop leaders for about 2 hours out of the 3 hours allotted. The remaining time will be facilitated enabling participants to interact with presenters and participants to exchange experiences and ideas related to the application of contemplative practices in education. No prior experience required; first timers welcomed! Please wear comfortable clothes suitable for mild stretching. ***This workshop consists of two parts.*** The other part addresses: Meditation and Loving Kindness Practices in Postsecondary Education and is being held from 8:30 to 11:30 AM. ***Participants should plan to attend both sessions.***

Workshop Organizers:

- Amanda Fiore, *University of Maryland, College Park*
- Kara Korab, *University of Maryland, College Park*
- Jing Lin, *University of Maryland*

028. Pre-Hispanic musical instruments made with clay*

Museo de Arte Popular, Manitas 2

Pre-Conference Workshop | 11:45 AM to 2:45 PM

****This session will be conducted in Spanish***

In this workshop, participants will learn pre-Hispanic traditional pottery techniques to create musical instruments with clay, including whistles, ocarinas, flutes, and whistling crocks. Attendees will learn how to use low-temperature clay, wooden and bamboo sticks, plaster molds, and banding wheels to mold clay into musical instruments, which they will be able to keep.

Workshop Organizers:

- José Manuel Patlax Morales, *Artist*

11:45 AM - 6:00 PM SESSION

The following workshops are 6 hours long, and therefore run from 11:45 AM to 6:00 PM. Please plan accordingly.

029. Using the Quality Learning Environment for Education in Emergencies (QLE for EiE) Toolkit

Hilton Reforma, 2nd Floor, Don Diego 1 Section B

Pre-Conference Workshop | 11:45 AM to 6:00 PM

The aim of a Quality Learning Environment for Education in Emergencies is to promote a protective, safe, inclusive and healthy learning environment, conducive to learning. This workshop aims to enable participants to understand the principles behind QLE for EiE and how these translate into improved learning environments for children. This workshop will cover the various steps involved in QLE for EiE, starting with getting to know the framework, the data collection tools, and data management system to seeing how findings can be used to identify gaps in the learning environment and how to improve them.

Workshop Organizers:

- Aya Alkhaldi, *Redd Barna (Save the Children Norway)*
- Zeina Bali, *Redd Barna (Save the Children Norway)*

030. Using R to fit HLM with large-scale assessment data

Hilton Reforma, 2nd Floor, Don Diego 1 Section C

Pre-Conference Workshop | 11:45 AM to 6:00 PM

This workshop will train participants on how to use the R (BIFIE package) software through the analysis of family socioeconomic status (SES) influences on academic achievement, with data from the IEA's Trends in International Mathematics and Science Study (TIMSS) and UNESCO's Third Regional Comparative and Explanatory Study (TERCE). First, the theory underlying hierarchical linear models will be presented and the BIFIE package in R software will be introduced. Secondly, relevant hypotheses for policy research regarding family SES influences will be evaluated, stressing theory, model specification, and interpretation of results. Participants will learn to specify, estimate, and interpret results of two-level models with R (BIFIE package). Participants are required to bring a laptop with R and RStudio installed and to have intermediate knowledge of regression analysis. All other needed packages will be installed during the workshop.

Workshop Organizers:

- Falk Brese, *IEA*
- Daniel Miranda-Fuenzalida, *Pontificia Universidad Católica de Chile*
- Adriana Viteri, *UNESCO*

031. Educational policies and practices in the context of the War on Drugs: A workshop to build a shared research-action agenda

Hilton Reforma, 2nd Floor, Don Diego 1 Section D

Pre-Conference Workshop | 11:45 AM to 6:00 PM



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This workshop aims to bring together a group of education scholars, activists, and practitioners working in settings affected by the war on drugs in order to share experiences and develop a shared research-action agenda. Together we will examine the contributions and limitations of educational research and action in this area to-date and explore future directions for research and practice that acknowledge the complex interplay between international drug policies, militarization, development and education. We hope through this workshop to launch an international interdisciplinary network of scholars, activists and practitioners working on this thematic area.

Workshop Organizers:

- María José Bermeo, *Universidad de Los Andes*
- Diana Rodríguez-Cómez, *Universidad de Los Andes*
- Atenea Rosado, *Ministry of Public Education (México)*

032. Project management for new graduates in international education

Hilton Reforma, 2nd Floor, Don Diego 2
Pre-Conference Workshop | 11:45 AM to 6:00 PM

This workshop focuses on the fundamentals of Project Management and is designed as a mini-course for new graduates entering the world of international education work. The workshop includes a focus on 1) PM Methodologies; 2) Organizational Management; 3) Project Planning; 4) Project Control; 5) Team Management; and 6) Financial Management. Each topic will be addressed through individual learning modules with cumulative applied learning, where participants will take what they are learning and apply it in a scenario-based model.

Workshop Organizers:

- Sakil Malik, *World Learning*
- Amy Pallangyo, *World Learning*

033. Citizenship, identity, and education: Theoretical and methodological challenges and opportunities in a globalized world

Hilton Reforma, 2nd Floor, Don Diego 3
Pre-Conference Workshop | 11:45 AM to 6:00 PM

Due to dialectic relationships between citizenship and identity, citizenship education presents a productive discourse for the discussion of the interplay of the both concepts. How do individual's multiple identities (national, ethnic, or racial) affect their citizenship and civic practices? Is civic identity similar to citizenship? Does the identity paradigm help us better understand the idea of expanding citizenship? And most importantly, how does education address all these problems? The objective of this workshop is to initiate a discussion and get critical insight of an interplay of citizenship and identity and the role of citizenship and democratic education in identity construction, negotiation, and development. The workshop will be organized in the form of a seminar where presenters and participants will share their conceptual, empirical, or policy research as well as practical experiences. The workshop is sponsored by the CIES Citizenship and

Democratic Education Special Interests Group (CANDE SIG) and the James F. Ackerman Center for Democratic Citizenship at Purdue University.

Workshop Organizers:

- Anatoli Rapoport, *Purdue University*
- Miri Yemini, *Tel Aviv University*

034. Early grade reading program design and implementation: Best practices and resources for success

Hilton Reforma, 2nd Floor, Don Diego 4 Section A
Pre-Conference Workshop | 11:45 AM to 6:00 PM

This workshop will provide participants with an opportunity to learn more about specific topics and available resources related to early grade reading (EGR) programs in low-income country contexts. Topics will include: early grade reading pedagogy and instruction; teacher professional development; development and use of early grade reading materials; and instructional coaching, among others. For each topic, facilitators will summarize applicable research; provide an overview of evidence-based, effective approaches being used in EGR programs globally; share resources that can be used to plan and implement EGR programs; discuss case studies and examples; and stimulate discussion about the topics. Guidance on program design, implementation, monitoring and evaluation, and scale-up and sustainability will be integrated throughout the training. Workshop content will be delivered by the Reading Within Reach (REACH) initiative. The content was developed in collaboration with the Global Reading Network community of practice and reflects current best practices and experiences.

Workshop Organizers:

- Adrienne Barnes, *Florida State University*
- Marion Fesmire, *Florida State University*
- Aristarick Lyimo, *Reading Within Reach (REACH) Initiative*
- Alison Pflapsen, *Reading Within Reach (REACH) Initiative*
- Deepa Srikantiah, *Reading Within Reach (REACH) Initiative*

035. Survey design in education policy research: Innovative tools, tips and lessons learned

Hilton Reforma, 2nd Floor, Don Diego 4 Section B
Pre-Conference Workshop | 11:45 AM to 6:00 PM

Within the social sciences, surveys are among the most common methods of data collection. Although at a first glance, designing a survey questionnaire can be seen as a relatively easy endeavour, in practice a number of choices must be taken in order to limit non-response, ask valid and accurate questions within the constraints that characterize every research project. Some aspects can be particularly challenging: how do we ask teachers and principals in an effective way about complex concepts of a subjective nature, such as attitudes or motivations? How do we look for truthful answers when questions on sensitive topics are asked (salary bonuses, students' selection, teaching to the test)? How can comparability of data be pursued in different

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national and sub-national contexts? Apart from offering an introduction to questionnaire design, this workshop offers its participants the opportunity to learn and discuss ways to face these particular challenges as well as the chance to analyze and share experiences with survey implementation in the context of ongoing comparative and international education projects. This workshop is grounded on the experience of the following research projects and initiatives involving survey design: Reforming Schools Globally: A Multi-Scalar Analysis of Autonomy and Accountability Policies in the Education Sector (REFORMED); Teacher Motivation Working Group (TMWG); and Autonomía y rendición de cuentas en la reforma educativa mexicana: Procesos de recontextualización en el campo pedagógico (PAPIIT).

Workshop Organizers:

- Clara Fontdevila, *Universitat Autònoma de Barcelona*
- Antonina Levatino, *French Institute for Demographic Studies/ Universitat Autònoma de Barcelona*
- Lluís Parcerisa, *Universitat Autònoma de Barcelona*
- Cecilia Peraza, *Universidad Nacional Autónoma de México*
- Emily Richardson, *Save the Children US*
- Andreu Termes, *Universitat Autònoma de Barcelona*
- Antoni Verger, *Universitat Autònoma de Barcelona*

3:00 - 6:00 PM SESSION

036. Representations of education in Latin American film**

Museo de Arte Popular, Auditorium
Pre-Conference Workshop | 3:00 to 6:00 PM

**This session is sponsored by the Open Society Foundations

This three-hour show-and-tell facilitated by Hugh McLean from Open Society Foundations and Jorge Baxter and Adriana Cepeda, Festival curators, will feature clips from Latin American films and facilitate discussions between participants on how education is represented in these films and how they can be used in education settings.

Workshop Organizers:

- Hugh McLean, *Open Society Foundations*
- Jorge Baxter, *Universidad de Los Andes*
- Adriana Cepeda Espinosa, *Filmmaker*

037. Knowledge at the margins: Leveraging co-curriculum for decolonization

Hilton Reforma, 4th Floor, Doña Adelita
Pre-Conference Workshop | 3:00 to 6:00 PM

Higher education scholarship generally accepts that student movements for decolonization in the global South play an important role in higher education transformation. Such movements illustrate that transformative pedagogies and curriculum that drive decolonization also emerge in the informal or co-curriculum of student life outside the

classroom. However, such student-driven pedagogies and curriculum for change are often not considered part of the formal curriculum, leaving students as curriculum workers at the margins of institutional engagement for change. This workshop will explore original approaches and practices to engage with students as curriculum workers and place student movements for decolonization at the center of institutional change. Participants will gain a comparative overview of the impact of institutional hidden and co-curriculum, reflect on ways to engage with students as curriculum workers, and practical methods for scaffolding learning for change from the margins to the center of institutional curriculum design.

Workshop Organizer:

- BR Rudi Buys, *Cornerstone Institute*

038. Education as social project: Strengthening the influence of civil society in education policy

Hilton Reforma, 4th Floor, Don Alberto 3
Pre-Conference Workshop | 3:00 to 6:00 PM

Education “reform” makes sense to the extent that we change practices, and this will only happen when we move beyond thinking of education as a “program of government” and take responsibility for our shared social education project. Reforming an education system is a long-term project, whose continuity is far from guaranteed as we move from one presidential administration to the next. Civil society engagement in the education policy process can play a critical role in assuring this continuity. In this workshop, we will present – through the analysis of specific campaigns – the work of Mexicanos Primero, an organization that has worked for over a decade to promote the transformation of the Mexican education system. Workshop participants will learn more about our methodology for influencing education policy through applied research, communication, activation of authorities and social participation and develop their own action plans to impact education policy.

Workshop Organizers:

- Juan Alfonso Mejía López, *Mexicanos Primero*
- Jennifer L. O'Donoghue, *Mexicanos Primero*

039. What can we learn from applying an education system diagnostic?

Hilton Reforma, 4th Floor, Don Alberto 4
Pre-Conference Workshop | 3:00 to 6:00 PM

A growing field of researchers are taking a systems approach to education. System diagnostics can be considered a first, tangible entry point to systems thinking: through the process and product of a system diagnostic, a group of people define the system they are looking at and seek to understand the dynamics, complexities and bottlenecks therein. Participants map the system, develop shared understanding of the boundaries of that system, and identify ways to navigate through the system to find the most effective route to their goals. In this workshop, participants will learn about some of the cutting edge, ongoing work to understand how education systems work, including a report that the UK's Department

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for International Development (DFID) and Global Partnership for Education (GPE) commissioned on education system analytical tools and from Lant Pritchett on what the RISE program (Research on Improving Systems of Education) has learned from their own diagnostic exercise. Participants will have a chance to apply two of these tools to their real world examples of education reform.

Workshop Organizers:

- Moira Faul, *University of Geneva*
- Raphaelle Martínez, *Global Partnership for Education*
- Laura Savage, *DFID*

040. Measuring social-emotional learning: Consensus for action

Hilton Reforma, 2nd Floor, Don Américo
Pre-Conference Workshop | 3:00 to 6:00 PM

An evidence-base in high-income countries shows that social-emotional learning interventions improve children's academic and behavioral outcomes (Durlak et al., 2011) and this evidence has translated into a burgeoning interest in and focus on SEL programming in emergencies. Having a common set of core competencies and measurement sub-tasks will allow us to build evidence together and move further, faster. This can help us jointly advocate for the need for more focus on SEL programming in Education in Emergency (EiE) plans. This workshop will engage participants by 1) drawing on experiences and knowledge of participants to round out the picture of the universe of SEL competencies that we focus on in EiE programming; 2) engaging in consensus-building activities that help us articulate the core SEL competencies that we can all focus on in EiE programs; and 3) developing a plan for how to move forward with the development of measurement sub-tasks that we can use to jointly measure the impact of our EiE SEL programs.

Workshop Organizers:

- Autumn Brown, *International Rescue Committee*
- Roxane Caires, *Global TIES for Children, New York University*
- Nikhit D'Sa, *Save the Children*
- Silvia Diazgranados Ferrans, *International Rescue Committee*
- Carly Tubbs Dolan, *Global TIES for Children, New York University*

041. Strengthening the role of qualitative research in education

Hilton Reforma, 2nd Floor, Doña Socorro
Pre-Conference Workshop | 3:00 to 6:00 PM

Qualitative research methods play an important role in program evaluation, especially with a focus on the Global South and research contextualization, but often they are considered "second class" methods, when compared to quantitative evaluations, especially experimental methods. When researchers want to know 'what works' quantitative methods are commonly selected instead of qualitative methods. However, without good qualitative data to contextualize these findings, 'how or why things work' often remain obscured. Thus, Building Evidence in Education (BE2), a

group of over 30 funders of education programs, is developing a guidance note to help commissioners of research and researchers design and implement qualitative research with a high level of rigor. Through short presentations and roundtable discussions, participants in this workshop will learn and share experiences about: when to use qualitative data collection for which questions; how to manage primary data collection, including sampling; methods in qualitative analysis; ethics; challenges, including researcher bias; and available tools.

Workshop Organizers:

- Rachel Hinton, *DFID*
- Sarah Jones, *USAID*
- Dominic Richardson, *UNICEF Office of Research-Innocenti*

042. Teacher learning, education, and professional development: A review of models and practices from the Global South

Hilton Reforma, 2nd Floor, Don Diego 1 Section A
Pre-Conference Workshop | 3:00 to 6:00 PM

The Teacher Motivation Working Group (TMWG) recognizes the importance of teacher quality for student learning and provides a platform for research on teacher motivation and well-being in order to realize quality education for all. In this workshop, the TMWG will facilitate a conversation around effective models of teacher education and professional development to connect issues of teacher motivation and teacher learning. The workshop draws on theoretical models and the experiences of practitioners in the Global South. Participants will be exposed to literature on the topic while hearing directly from four country models via pre-recorded videos and direct interviews. In addition, the workshop will provide an opportunity for participants to hear from and engage with education professionals in Mexico. The workshop will use a blended approach to facilitate interactive conversations and dialogue and will guide participants in thinking about key principles for teacher education and professional development in different contexts.

Workshop Organizers:

- Mary Burns, *Education Development Center*
- Molly Hamm-Rodríguez, *University of Colorado Boulder*
- Diane Lalancette, *UNESCO International Task Force on Teachers*
- Emily Richardson, *Save the Children US*
- Reinier Terwindt, *STIR Education*

043. How to use longitudinal education assessment data for secondary analysis

Hilton Reforma, 4th Floor, Don Emiliano
Pre-Conference Workshop | 3:00 to 6:00 PM

This workshop will provide a basic training in techniques for longitudinal data analysis using a mixture of theoretical and practical sessions to illustrate concepts. Participants will work with data from large-scale school surveys, drawing on Young Lives' unique study of childhood poverty, conducted in Ethiopia, India, Peru and Vietnam since 2002. The workshop

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will begin with a review of the advantages of collecting and analyzing longitudinal data and introduce survey designs and research methods with examples from the 2016-17 round of school surveys. The implications of complex data structures will be addressed – including the repeated measurement of student achievement and the linking of students to teachers and schools. In the second part of the workshop, participants will be led by trainers in the analysis of an example research question before developing their own enquiries and conducting analysis using STATA or SPSS. Results will be presented, and the workshop will close with ideas for further investigation.

Workshop Organizers:

- Bridget Azubuikwe, *Young Lives/University of Oxford*
- Padmini Iyer, *REAL Centre, University of Cambridge*
- Rhiannon Moore, *Young Lives/University of Oxford*
- Jack Rossiter, *Young Lives/University of Oxford*
- Caine Rolleston, *University College London Institute of Education*

044. How to improve results in reading and math: Little-known clues from cognitive neuroscience

Hilton Reforma, 2nd Floor, Don Genaro
Pre-Conference Workshop | 3:00 to 6:00 PM

Reading programs are very popular in CIES, but they get very modest results at best. Specialists often have different and conflicting opinions reading instruction, and governments become confused. Reading emphasis often results in a neglect of math skills. Can better methods be developed for teaching the poor? It helps to know how the brain processes the information and therefore how to teach it most easily. Neuroimaging research is published constantly nowadays, and it offers answers that are quite different from common beliefs. This workshop will present the memory and perceptual mechanisms that lead to efficient instruction of reading and math. Crucial are “low-level” unconscious variables, such as perceptual learning. Methods have been developed and tried in multiple countries and have produced exciting results. They demonstrate that it is possible to make nearly everyone literate in a few months. Participants will learn the process of preparing and piloting teaching materials that optimize perceptual learning and the variables that make fluency and comprehension possible. This workshop will teach concepts different from those usually taught.

Workshop Organizers:

- Helen Abadzi, *University of Texas at Arlington*
- Aглаia Zafeirakou, *Independent Researcher*

045. Building South-North dialogue through graduate-level comparative education travel-study

Hilton Reforma, 4th Floor, Don Julián
Pre-Conference Workshop | 3:00 to 6:00 PM

Consistent with the call for workshops on “curricular and pedagogical approaches,” this session combines South

African and American scholars to describe a two-week July 2017 comparative education travel-study effort that they collaborated on which brought 12 American doctoral students to South Africa to better understand South African schooling and to consider how South Africa’s efforts shed light on American school environments with which they were much more familiar. That trip is the primary basis for the workshop’s consideration of travel-study as a vehicle for teaching comparative education. We then review various logistic considerations and negotiations of expectations as one creates such a binational collaboration. One virtue of this kind of intensive program activity is that it allows advanced coursework to be completed by practicing educators. We also consider its potential role in building cohort cohesiveness and including distance education for students who often cannot attend on-campus semester classes.

Workshop Organizers:

- Edmund Hamann, *University of Nebraska-Lincoln*
- Guy Trainin, *University of Nebraska-Lincoln*
- Saloshna Vandeyar, *University of Pretoria (Centre for Diversity in Education)*
- Thiru Vandeyar, *University of Pretoria (Centre for Diversity in Education)*

046. Expanding cooperative dialogue through education diplomacy

Museo de Arte Popular, Manitas 1
Pre-Conference Workshop | 3:00 to 6:00 PM

Education diplomacy –using the skills of diplomacy to bridge divides between sectors, diverse actors, and borders to address education challenges and advance transformative education– is at the heart of enabling dialogue between South and North and neutralizing traditional hierarchies of knowledge and power. This interactive workshop will examine models of cooperation, collaboration, and partnership and the individuals, organizations, and sectors involved that work to overcome barriers to improve education and facilitate dialogue among relevant stakeholders. Participants will have an opportunity to analyze these models using an education diplomacy framework and drawing upon their own experience and knowledge. They will leave the workshop establishing professional goals in how they will grow and expand their work as an education diplomat.

Workshop Organizers:

- Yvette Gatilao Murphy, *Association for Childhood Education International*
- Amanda Stamp, *Association for Childhood Education International*
- Diane Whitehead, *Association for Childhood Education International*

047. IEA PIRLS 2016 and ICCS 2016: Utilizing IEA’s most recent data on reading literacy and civic education for secondary analysis

Museo de Arte Popular, Manitas 2
Pre-Conference Workshop | 3:00 to 6:00 PM

This workshop will introduce participants to two IEA studies,

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the Progress in International Reading Literacy Study (PIRLS) and the International Civic and Citizenship Education Study (ICCS). With results published end of 2017, the workshop will provide insights into the objectives, structure, and outcomes of IEA's most recent studies on reading literacy (PIRLS) and civic and citizenship education (ICCS). Participants will learn about the complexities of international large-scale assessments in education and the consequences for analyses. Supported by the instructor, participants will think about and develop research questions and analysis plans that could be addressed with PIRLS or ICCS data. These will be presented to the plenary, offering participants the opportunity to collect feedback and discuss their ideas. Participants should bring their laptop computers with access to Wi-Fi.

Workshop Organizer:

- Falk Brese, *IEA*

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