



## Pre-Conference Workshops – Schedule

[Rev. 12/21/2020]

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PLEASE NOTE – Some workshops have changed times or other details since this list was prepared. Please see All Academic for the most current information.

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- All vCIES 2021 Pre-Conference Workshops will take place virtually on April 25, 2021.
- Times listed below are Pacific daylight savings time (PDT).
- Pre-Conference Workshops require a separate registration fee of \$55 (in addition to the conference registration fee) – this is a flat fee for one full-day workshop or one or two half-day workshops.
- Each workshop has a maximum number of spaces (set by the workshop organizers).

### Full-day Workshops

Time	Title Facilitators Keywords	Abstract	Capacity
10am-4:30pm	<p><b>Using the Out-of-School Youth Literacy Assessment (OLA)</b></p> <p>Mary Sugrue, Education Development Center (EDC)</p> <p>Michelle Kearns, International Rescue Committee (IRC)</p> <p>Brittany Hebert, Education Development Center (EDC)</p> <p>Assessment, Literacy, Youth</p>	<p>With the current worldwide disruption to learning, the need for alternative education programs to support literacy acquisition for older youth and adults is likely to become ever more urgent. Facilitators and program managers need reliable, tested tools to place students at the appropriate levels and measure learning gains. The Out-of-School Youth Literacy Assessment (OLA) was developed by Education Development Center to measure literacy skills of older youth and young adults, whose learning needs are different from those of young children attending primary school. In addition to measuring foundational reading and writing skills, the assessment incorporates real-life reading items which document the functional literacy skills that youth and adults may have acquired without formal literacy instruction. It is designed to be easily modified for different alphabetic language and cultures, and has been adapted for use in Liberia, Rwanda, Mali, the Philippines, Guyana and Sierra Leone. The OLA has been identified by USAID as a suggested reading assessment tool for measuring youth reading skills. In this workshop, participants will be introduced to the tool and its uses. They will learn the procedure for adapting the instrument to local contexts, administering the assessment, and analyzing and using results. They will also hear lessons learned from implementers in various countries and discuss a road map for continued development. The first part of the workshop is geared toward all levels of program implementers, while the second part will delve more deeply into technical issues for monitoring and evaluation professionals.</p> <p>Workshop Rationale: Learning objectives: By the end of this workshop, participants will:</p>	20

		<p>a) Understand the range of appropriate uses of OLA</p> <p>b) Know the domains that the OLA measures and have a basic understanding of the test structure and items</p> <p>c) Identify promising practices for test adaptation, administration and use based on field experiences</p> <p>d) Understand the steps involved in adapting the tool to local context</p> <p>e) Know the administration procedures and basic steps for data analysis</p> <p>Organization and delivery plan: The workshop will be structured in two parts of 3 hours each. In the first part, participants will be introduced to the OLA, hear a brief overview of the tool development process and learn about how it has been used in various contexts. In small groups, participants will review the administrator’s guide and learner stimulus from an English language assessment to gain an understanding of how the test is structured and the key domains covered. In the second part of the workshop, participants will learn about the adaptation process, and discuss how they might apply it to their own context. They will also review the administration training guide and discuss best practice for test administration. Finally, they will learn and practice steps for data analysis and discuss ideas for continued development of the OLA.</p>	
7am-1pm	<p><b>Writing Stories that Transform: How communities generate transformative stories</b></p> <p>Autumn Star, Power of Goodness, Friends Peace Teams Alma Aparece, Asia West Pacific, Friends Peace Teams Nadine Hoover, Friends Peace Teams -Clerk Peace Ministries</p>	<p>Participants will:</p> <p>Clarify the relationship between literacy and peace.</p> <p>Experience a Power of Goodness lesson drawing on the Alternatives to Violence Project that has transformed individuals and whole school systems.</p> <p>Practice community story writing based on African Storybook and values-based Literacy for Peace and Justice.</p> <p>Participate in community feedback that prepares stories to submit to one of the repositories of open-source books.</p> <p>Acquire experience to replicate the story writing process.</p> <p>Conceptual Framework Literacy, peace, and justice go hand-in-hand. Where literacy levels are low violence towards women and children is high. Working in war zones through Friends Peace Teams in Asia West Pacific, we discovered peace requires: 1) transforming power (AVP); 2) trauma recovery and resiliency; and 3) development of literacy and human capabilities. Without literacy, people revert to violence. Literacy for Peace and Justice develops books with the precursor cognitive skills for understanding of self and others, recognizing emotions, and developing innate capabilities required for a peaceful society. <a href="https://FriendsPeaceTeams.org/power-of-goodness">https://FriendsPeaceTeams.org/power-of-goodness</a></p> <p>Simulation of Power of Goodness Events</p> <p>Conduct a lesson carrying a theme through an opening, reading, discussion, activity, game, debriefing,</p>	50

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	<p>Mary McKenna, NEST USA</p> <p>Literacy, Peace Education, Social Justice Education</p>	<p>and closing. Participants will experience how to bring the story and theme alive in memorable, interactive ways, and discuss key elements of the approach. Power of Goodness (PoG) collects stories for literacy and educational programs that support peace and justice. The Chechen Minister of Education called for Power of Goodness to be in every library throughout Chechnya. Teachers Manual and Community Guide</p> <p>Case Studies in Transformative Literacy</p> <p>The African Storybook Project elicits stories from communities. They engage students, teachers, and community members to create diverse stories in multiple African languages. See:  <a href="https://www.saide.org.za/documents/Clacherty_book_making_report_Jan2020.pdf">https://www.saide.org.za/documents/Clacherty_book_making_report_Jan2020.pdf</a>  <a href="https://docs.google.com/document/d/1DJehggUIDLRZmvl_PmznljDg6Al3v4pa_kdR6SleACw/edit">https://docs.google.com/document/d/1DJehggUIDLRZmvl_PmznljDg6Al3v4pa_kdR6SleACw/edit</a></p> <p>Literacy for Peace and Justice utilizes their approach developing prompts to elicit values-based stories from diverse communities. Participants will review examples of books generated in various workshops. See Literacy for Peace and Justice. Also: Last Garden of Aleppo Sita and the Pencil</p> <p>Writing Transformative Stories</p> <p>Participants will write their own stories using the community story writing model. In four groups: elementary and secondary (or higher) levels; and stories that reflect cultural experience or acts for peace or reconciliation. Facilitators will outline a series of steps in the whole group, then join each group to support their work. Once stories are drafted, participants share their work and exchange feedback in the whole group. Participants will leave with direct experience needed to lead their own community story-writing sessions.</p> <p>Conclusions</p> <p>When books are explicitly written to reflect the transforming power of individual and group actions in the world, which are then used in their own schools and communities, literacy becomes a building block to creating a more just and powerful world. We invite participants to consider this workshop as a “case-study-in-action”, as it will provide participants with the context and experience to facilitate the creation of book collections in and for their own communities.</p>	
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Morning Half-day Workshops

Most morning workshops run from 10:00am to 1:00pm PDT, with a few exceptions as noted in left column.

Time	Title Facilitators Keywords	Abstract	Capacity
8am-11am	<p><b>The Camera as a Tool to Challenge Power Relations in a Participatory Action Research Classroom</b></p> <p>Assaf Meshulam, Ben-Gurion University of the Negev</p> <p>Avy Hemy, Ben-Gurion University of the Negev</p> <p>Participatory Research/Methods, Post-Colonial Studies, Visual Methodology</p>	<p>Conducting a Participatory Action Research (PAR) in schools is challenged by traditional asymmetrical power relations between adult teacher-researcher and young student-participants inherent in the school setting. In this workshop, we will present the PowerView, a new photography-based method that may help researchers to reduce the power hierarchy in the research classroom.</p> <p>PAR is based on the assumption that providing research participants the ability to reflect on and analyze their unique circumstances will enable them to generate progressive knowledge that will affect their lives. Implementing PAR methodologies within a school can be thus a powerful tool for challenging power relations, providing students with voice, empowering them socially, and transforming them into agents of social change (Call-Cummings, 2018; Cook-Sather, 2012; Cammarota, 2011).</p> <p>However, the power relations with which researchers conducting such PAR projects must contend are particularly complex and asymmetrical, due to the age, knowledge, class, and institutional affiliation gaps inherent to the school setting (Fontana and Frey, 2005). Constructing research as a framework of mutual advocacy and recognizing the participants as genuine collaborators requires that researchers seek and develop new practices and techniques for creating a nonhierarchical PAR process. To respond to this call we developed the PowerView - a photography-based methodological tool that rests on postcolonial thought, feminist theories and critical visual studies.</p> <p>Bhabha (1984, 1998) argued that the binary construction of oppressor-oppressed, observer-observed ignores the reciprocal hybrid relations between them. The potential to counter colonial authority and power, argued Bhabha, exists already in the act of parodized representation of the ruler through the eyes of the oppressed subject. Following Bhabha's work, critical visual studies scholars have interpreted the colonized gaze into the camera of the Western photographer ('return-of-the-gaze') as a move that is 'aimed at recovering resistance or at least a trace of agency for the nameless masses trapped like insects within modernity's visual archive' (Amad, 2013: 53). Azoulay (2012) argues that the widespread use of photography in recent years allows photographers to observe the actions of the ruling power and create images that force the authorities to negotiate their power. Feminist theory explores how the dominant male gaze objectifies women - while the person who is gazed at becomes objectified, the person who gazes becomes a powerful subject (Mulvey, 1975). Therefore, it is argued, marginalized groups should be allowed to represent themselves through photographs they take in</p>	30

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		<p>order to change how they are represented (Wang, 1995). Based on the above premises and thinking, we took the further step of having the student-participants direct their cameras at the instructor-researcher so as to enable them to reverse the researcher's 'right to look without being looked at' (Leenhardt, 1973: 76). The PowerView method is composed of five consecutive steps: (a). Reflect on what you feel and think about the instructor-researcher and design a photo shoot; (b). Shoot the picture; (c). Describe your experiences and feelings during the photo shoot; (d). Defamiliarization – choose an image and tell a story about the person in it; (e). Describe the effect of PowerView on your power relations with the researcher. Delivery plan: a. Theoretical and conceptual background + Method stages (30 min.) b. Explanation of the work process in the workshop (10 min) c. Experiencing the different method steps. (60 min.) d. Screening of the photographed images and discussing, using Photo-Elicitation technique, the process that the participants went through (60 min.) e. Summary and conclusions (20 min)</p>	
8:30-11:30am	<p><b>Leveraging evidence-based Smart Buys note for country-based transformational education reforms</b></p> <p>James O'Donoghue, DFID Amy Bellinger, Education Commission Benjamin Piper, RTI International Sylvia Schmelkes, Instituto Nacional para la</p>	<p>This proposal is based on a forthcoming Smart Buys note, developed by the Global Education Advisory Panel (GEEAP), an independent international body consisting of leading researchers and policymakers from around the globe, including a Nobel prize winner, who have contributed to and applied the burgeoning evidence base in education. Its recommendations which will be launched in October 2020, on the occasion of the World Bank's annual meeting, and aim to aid education investors in their decisions for country-level transformational investment. The panel is making recommendations on the expected cost-effectiveness of specific types of interventions; the relative value of different interventions; and how to implement them. As education investments are and will be dealing with the aftermath of COVID-19, and new players are likely to take a larger role in decisions about these future investments, it is more crucial than ever to have these investments based on strong evidence. The Smart Buys note lays out a range of interventions grouped into the following tiers of cost-effectiveness, reflecting both size of impact and strength of evidence:</p> <ul style="list-style-type: none"> <li>• Great buys: Highly cost-effective with strong evidence.</li> <li>• Good buys: Good evidence of cost-effectiveness.</li> <li>• Promising but low-evidence: For these approaches, there are some small rigorous studies showing high levels of cost-effectiveness, but overall the evidence base is more limited.</li> <li>• Bad buys: Strong, repeated evidence that these programs have not worked in the past in many</li> </ul>	60

	<p>Evaluación de la Educación</p> <p>Maria Brindlmayer, Building Evidence in Education (BE2)</p> <p>Accountability, Experimental Design/RCTs, Financing and Planning</p>	<p>situations or are not effective or cost-effective.</p> <p><b>PURPOSE:</b> The workshop will be led by the chair of the Panel from the Universidad Iberoamericana in Mexico, country-experts from FCDO, other supporting team members from the Panel and convening organizations, FCDO, the Education Commission, and the Building Evidence in Education working group*, to:</p> <ul style="list-style-type: none"> <li>• Increase the uptake of the note and the underlying evidence base in country-based decision making;</li> <li>• Increase awareness and ability like the example of a country (Ghana, Pakistan) and work through how the note can be leveraged for evidence-based policy and investment decisions by different players in the education system.</li> </ul> <p><b>DELIVERY PLAN:</b> Participants will be provided with a hypothetical case to make a policy and investment decision by leveraging the insights from the note and its underlying evidence. Participants will be divided into groups representing different players in the education system. Each group will make its proposal on how to invest the available budget, followed by discussion.</p> <ul style="list-style-type: none"> <li>• Welcome</li> <li>• Approach for the Smart Buys note and presentation of recommendations. (Hand-out: the Smart Buys Note, supporting key research).</li> <li>• Discussion</li> <li>• Break-out into smaller groups to develop a recommendation to a country’s MoE – by country (Pakistan and Ghana) – to come to investment recommendations based on the country’s situation and the Smart Buys recommendations. (Hand-out: case study)</li> <li>• Case study explanation and tasks – looking at different stakeholder perspectives</li> <li>• Working in small groups</li> <li>• Groups present their recommendations, followed by discussion</li> <li>• Feedback on the process and the note.</li> </ul> <p><b>LEARNING OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>• Develop an in-depth understanding of the recommendations of the Smart-Buys note</li> <li>• Learn how these can be applied when working with ministries in a country-context.</li> <li>• Get a clear understanding of “effective” interventions and “cost-effective” interventions.</li> <li>• Get a good understanding of different stakeholder perspectives when making these decisions.</li> </ul> <p>*The Building Evidence in Education working group is a group of about 40 education research donors who aim to strengthen donor research collaboration and coordination, encourage higher standards of commissioned research, and promote the availability and access to rigorous evidence.</p>	
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<p>10am-1pm</p>	<p><b>Love-based Dialogue, Arts, Literature and Storytelling: Inspiring Positive Changes in our Troubled World</b></p> <p>M. Olivero, Universidad Nacional de Rio Cuarto Rebecca Oxford, Univ of Alabama / Univ of Maryland Amanda Fiore, University of Maryland Annie Rappeport, University of Maryland Jing Lin, University of Maryland</p> <p>Arts Education, Contemplative Inquiry, Mindfulness</p>	<p><i>Contemplative Inquiry and Holistic Education SIG Workshop Part 1.</i> Workshop facilitators: Annie Rappeport, Amanda Fiore, Rebecca Oxford, and María Matilde Olivero</p> <p>Purpose, learning objectives, and delivery plan:</p> <p>This workshop will comprise three parts. The first part will be facilitated by Annie Rappeport. She will focus on love-based listening and dialogue. We often speak but do not listen. Annie posits listening is an act of love as it enables us to go into a dialogical relationship. She will share techniques on listening with care and understanding grounded in the performing and visual arts, and participants will learn exercises for use in solo, paired and group settings for ‘tuning up’ listening skills and imparting these skills in dialogue facilitation settings.</p> <p>The second part of the workshop will be facilitated by Rebecca Oxford and María Matilde Olivero. They will focus on “Using the arts in holistic, peace-oriented language teacher education and language teaching.” They will share their research and practice on holistic language education, employing transformative, arts-enhanced, peace-oriented activities for the whole person, i.e., with heart, mind, spirit integrated in social and cultural contexts. They will share how arts-enriched teacher training and language education helps learners and teachers spread peace and develop “arts of the heart”: caring, love, intercultural understanding, imagination, and empathy with people and nature.</p> <p>The third part of the workshop is on “the power of story for creating dialogue and inspiring change” to be led by Amanda Fiore. Amanda will discuss how in every crisis there is a choice: what kind of person will we be? Throughout history this choice has been influenced by the crafting of powerful stories. Whether told by politicians, the media, or our own mind and body the decision to take action in a crisis or look away is largely the result of the narratives we choose to believe. In this regard, Amanda will facilitate the dialogue to consider the long history of story, uncover the power it yields in our lives, and explore ways to leverage this power to create transformative change in our world.</p>	<p>100</p>
<p>10am-1pm</p>	<p><b>How well are students prepared for life in the digital age? Analyzing international data</b></p>	<p>The primary objective of this workshop is to explore how data from the International Computer and Information Literacy Study (ICILS) 2018 can be used for research regarding students’ preparedness for life in the digital world.</p> <p>The workshop will explore how secondary analysis of ICILS 2018 data could provide further insights for policy and practice. Group work and presentations by participants will complement lectures by the</p>	<p>30</p>



	<p><b>from 13 countries (including the U.S.)</b></p> <p>Julian Fraillon, Australian Council for Educational Research Falk Brese, IEA</p> <p>Information and Communications Technology (ICT), Large-Scale Assessments</p>	<p>workshop instructors.</p> <p>ICILS 2018 was conducted by the IEA (International Association for the Evaluation of Educational Achievement). The study administered authentic computer-based assessments to Grade 8, or equivalent, students. ICILS 2018 assessed two learning outcomes, Computer and Information Literacy (CIL) and Computational Thinking (CT) (see Fraillon et al., 2019). These skills underpin effective participation in the contemporary digital world that demands new ways of reimagining life to tackle the essential planetary challenges.</p> <p>The course will introduce participants to IEA’s ICILS 2018 study. The ICILS 2018 database has been released in spring 2020 and provides a rich source for secondary research of outcomes related to computer and information literacy of 8th grade students in 13 countries around the world, including the United States. The database includes data collected from the student tests of CIL and CT, and the questionnaires administered to teachers, coordinators of Information and Computer Technology (ICT) at schools, school principals and national research centers. The workshop will include an overview of ICILS, covering its background, conceptual framework and design. It will present some key findings from the 2018 data collection, as well as examples of secondary research conducted with ICILS 2013 data.</p> <p>Participants will be introduced to the survey instruments and database, and be provided with access paths to data sources, technical documentation, analysis guides and software tools. There will also be a presentation about available variables such as students’ computer and information literacy scores, students’ self-efficacy in the use of ICT, as well as school-level learning contexts and variables regarding teachers’ personal and professional background.</p> <p>With this information, participants start working in groups to formulate and discuss research questions that can be addressed with ICILS 2018 data. The instructors will be available to mentor the development of research ideas and design as well as to answer technical questions. Participants will present their research questions in order to provide opportunities to share ideas.</p> <p>During the second part of the workshop, the research questions developed by workshop participants will be used to show example analysis and discuss results. Instructors will show how to run these analyses using the IEA IDB Analyzer. This is a software tool specialized to analyze international large-scale assessment data. The instructors will provide advice and guidance regarding the analysis and the interpretation of the results. Participants with laptops that have SPSS installed could install the software, replicate the analysis shown, and practice the use of the IEA IDB Analyzer.</p> <p>No prior knowledge about large-scale international studies is required. Basic knowledge about statistical analysis is not required but is an advantage. Participants should bring their laptops.</p>	
10am-	<b>Comparative and</b>	There are a number of data platforms and tools that are free and publicly available on the web for	TBD

<p>1pm</p>	<p><b>International Education Research Made Easy Using Free Online Data Platforms and Tools</b></p> <p>Thanh Mai, American Institutes for Research</p> <p>Emily Pawlowski, American Institutes for Research</p> <p>Yuqi Liao, American Institutes for Research</p> <p>Aysel Gojayeva, International Association for the Evaluation of Educational Achievement (IEA)</p> <p>Nathalie Mertes, IEA</p> <p>Amy Rathbun, American Institutes for Research</p> <p>Cross-National</p>	<p>conducting comparative and international education research. However, many people are either not aware of these or are 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 use these effectively. The workshop will focus on three platforms/tools, which have been developed with funding from the International Activities Branch at the National Center for Education Statistics (NCES), U.S. Department of Education:</p> <p>The ILSA Gateway, is a new platform that, for the first time, provides researchers a single entry point to major international large-scale assessments (ILSAs) in education conducted by the following organizations: CONFEMEN (PASEC), the IDB (PRIDI), the IEA (ICCS, ICILS, PIRLS, TEDS-M, and TIMSS), the OECD (PIAAC, PISA, and TALIS), SACMEQ (SACMEQ III Study), UNESCO (TERCE), and the World Bank (STEP). For each study, users can navigate to a fact sheet that provides a quick overview; read more detailed information on the study’s framework, design, results, data, etc.; and easily access the related resources on the external study websites. The platform features a glossary, search tool, and paper database, of which the latter allows researchers to identify relevant articles published to date in peer-reviewed journals, including secondary analyses of the above-mentioned study data.</p> <p>The International Data Explorer (IDE) allows users to explore student and adult performance on ILSAs and explore thousands of variables derived from survey questionnaires administered to the students or adults and to the students’ teachers and principals. Data are available for more than 100 countries. With the IDE, users can select their own countries and variables for analysis, run a variety of statistical tests (e.g., crosstabulations, significance testing of means and percentages, gap analysis, regression analysis), and generate customizable tables, charts, and maps. The IDE includes data for all years from PIAAC, PIRLS, PISA, TALIS, and TIMSS.</p> <p>The Country Profiles and Comparisons tool provides contextual data for about 80 countries. Users can examine and compare countries on about 75 key indicators grouped into several categories: International Assessment, Population, Economy, Education Expenditure, Education System, and Government. Users can examine many indicators for a small number of countries, examine a few indicators for a large number of countries, and toggle between these two view options. The data come from multiple sources, such as the ILSAs coordinated by IEA and OECD, OECD’s Education at a Glance, the World Bank Databank, and the CIA World Factbook.</p> <p>Throughout the workshop, the leaders will provide hands-on examples of how research questions in comparative and international education can be addressed using the various online data platforms and tools. 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</p>	
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	Analysis, Large-Scale Assessments, Quantitative Methods	research methods is helpful but not necessary.	
10am-1pm	<p><b>Conducting Qualitative Research in the era of COVID-19: Cyberethnography</b></p> <p>Azure Stewart, New York University</p> <p>Rebecca Bayeck, the Pennsylvania State University</p> <p>Autoethnography, Qualitative Methods</p>	<p>Finding topics and researching is becoming more complex, and requires a lot of ingenuity, creativity, and flexibility especially in the era of a global pandemic. Join this workshop where participants will engage in an interactive session on finding research topics and conducting research through a series of activities.</p> <p>Finding topics, accessing research sites, and conducting research has been and is getting more challenging especially in these times of crisis. The global pandemic has exceptionally increased the complexity related to research and data collection. Yet, the global pandemic should not prevent scholars and students from engaging in research and data collection. Indeed, the global pandemic provides students and scholars with opportunities to rethink, redesign, and reimagine their research and the way they engage with data collection.</p> <p>In this workshop, we will focus on how to advance research in the COVID-19 era. The presenters will discuss ways to find research topics, and conduct research in the midst of a global pandemic. Participants in this workshop will learn:</p> <p>A) how to transform their ideas, interests, hesitations, and/or questions into research or dissertation projects</p> <p>B) how to develop research questions</p> <p>C) and how to identify research approaches and strategies that are safe to use and appropriate to use in the era of COVID-19 (e.g., cyberethnography, digital ethnography, etc).</p> <p>Presenters will engage participants in guided small group discussions, with the purpose of having participants reflect on and consider their work environments as research sites (e.g. working from home). Presenters will also engage participants in a series of group discussions to enable participants to consider the daily activities related to their work as data. As this is a group activity, participants will be able to learn from each other, which will lead to meaningful discussions and insights.</p> <p>Research approaches, techniques, technologies, and tools will then be shared with participants as avenues they may explore to advance research in this era. This workshop is appropriate for students, and early career scholars. As a result of this workshop, participants will:</p> <ul style="list-style-type: none"> <li>• Recognize research opportunities</li> <li>• Develop strategies for conducting research</li> <li>• Identify technologies/tools and research approaches appropriate for research</li> </ul>	15

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		<ul style="list-style-type: none"> <li>Choose appropriate and safe research approaches</li> </ul>	
10am-1pm	<p><b>Culturally responsive teaching to help Central American immigrant children develop literacy skills</b></p> <p>Rebecca Stone, American Institutes for Research</p> <p>Maria Vijil, Juarez and Associates</p> <p>Daniel Sojuel, Universidad del Valle de Guatemala</p> <p>Paola Andrade, Red para la Lectoescritura Inicial de Centroamérica y el Caribe - RedLEI-</p> <p>Romina Quezada Morales, Teachers College, Columbia University</p> <p>Lourdes Guzmán-Taveras, Centro</p>	<p>Purpose of the workshop: The purpose of this activity is to fill a knowledge gap among teachers in terms of how they instruct Central American immigrant students in the early grades. As many immigrants come from underprivileged racial, social, and economic backgrounds, Central American Children often arrive in the United States with poor reading and writing skills. The guide focuses on describing the education systems in Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica, the Dominican Republic where immigrants come from, which often neglect student needs, further putting them at a disadvantage when arriving in the US. Migrant children also tend to be from marginalized ethnic groups, have mother tongues other than Spanish and cultures that are not reflected in their national curriculums. The Early Grade Literacy Network for Central America and the Caribbean (RedLEI), in collaboration with the K-12 Outreach Program at the Institute of Latin American Studies at Columbia University, has created a professional development guide for New York City teachers that can also be attractive to other teachers. The guide intends to help teachers understand the cultural, social, political and economic context of their students whose parents have recently immigrated from the region, as well as the educational policies and practices of student’s countries of origin. The guide is meant to bridge this knowledge gap and help provide strategies to adapt the literacy curriculum to best fit the needs of immigrant students. This workshop will help illustrate the use of and information presented in the guide to create culturally adapted classes.</p> <p>Learning objectives:</p> <p>Understand the student’s context and literacy knowledge based on their home country’s education systems.</p> <p>Adapt best practices in teaching reading comprehension to a culturally and socially appropriate lesson.</p> <p>Optimize the guide’s lessons, strategies and information for early childhood literacy education in the classroom.</p> <p>Delivery plan:</p> <p>20-minutes: Provide our interpretation of culturally responsive teaching explanations and their importance for learning outcomes of Central American immigrant children.</p> <p>15-minutes: Present the guide, its various components and how it can be used in a culturally responsible classroom.</p> <p>5-minute break</p> <p>60-minutes: Group work using the guides’ strategies for adapting a reading comprehension classroom activity for a Central American Student’s context.</p> <p>55-minutes: Present the activities created by each group to the plenary and exchange ideas and suggestions for future classroom activities and uses of the guide.</p>	30

	<p>de Excelencia para la Investigación y Difusión de la Lectura y Escritura</p> <p>Rafael Meza, Resarcher</p> <p>Alex Bonilla-Jarquín, Universidad Centroamericana de Nicaragua</p> <p>Ingrid Nanne, Universidad del Valle de Guatemala</p> <p>Inclusive Education, Literacy, Migration</p>	<p>5-minute break</p> <p>20-minutes: Discuss scaling-up similar guides and practices across classrooms for migrant students from other regions to help transform education systems to be more inclusive of the diversity of students in the early grades.</p>	
10am-1pm	<p><b>Experiencing education in emergencies: Creating a crowd-sourced simulation on the climate migrant experience</b></p> <p>Kate Williams, University of Maryland and Creative</p>	<p>Online video games and virtual simulations have increased over the years as a means to educate wider audiences, particularly with a lens towards empathy, advocacy, and social justice. The use of these simulations affords participants a low-risk and cost-effective environment to learn, make mistakes, and reflect on their activities while still feeling actively engaged in a scenario. However, very few simulations to date have been developed that specifically address education in emergencies contexts. Currently, the INEE website and accompanying database on simulation resources points to only two examples: "Learning is Their Future: Darfuri Refugees in Eastern Chad" and the "Arcazian Refugees in Zamborra." However, "Learning is Their Future" is no longer actively being supported on the INEE website, and the "Arcazian Refugees" is paper-based. Our graduate organization in Education in Conflict and Emergencies has successfully hosted events and lessons on campus that interactively help participants model and storyboard these types of contexts and problems. We propose hosting a participatory simulation that would allow participants to think critically and storyboard these contexts.</p>	40

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	<p>Associates International Anne Corwith, University of Maryland Michael Brick, Institute for Higher Education Policy</p> <p>Climate Change, Education in Emergencies, Technology</p>	<p>The goals are to better engage attendees in the scenarios that stakeholders may face in the field and to mutually use their input towards developing a collective online education in emergencies simulation for the CIES community. We intend to make the resulting simulation available to students, teachers, policy makers, and the general public to demonstrate the importance, opportunities, and challenges of sustaining education, especially in contexts of climate change events. To this end, the session will provide a unique opportunity for attendees to engage in a constructivist process.</p> <p>The workshop will begin with design thinking exercises and introductory lecture on the separate histories of serious games and climate migrants. Then, participants will be split into small groups and tasked with a specific scenario. Each scenario will center on the role of a key stakeholder and the groups will conceptualize up to two decision scenarios, utilizing the presented materials, their own personal experiences, and supplied reference to the INEE Minimum Standards. For each decision scenario, the groups will be asked to further develop two to three choices and possible outcomes styled like the game books "Choose Your Own Adventure." The scenarios will then be fed into an online platform and shared back to the audience. To close the session, the presenters will debrief with small groups, discussing the experience.</p>	
10am-1pm	<p><b>How to ace results in reading and math? Secrets you won't hear elsewhere</b></p> <p>Helen Abadzi, University of Texas at Arlington Aglaia Zafeirakou, The World Bank</p> <p>Learning, Literacy, Reading</p>	<p>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. The 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 they produced exciting results. They demonstrate that it is possible to make nearly everyone literate in a few months. On numeracy, similarly students can become fluent mental "calculators", able to tackle more complex operations. 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. It will also discuss online options.</p>	50
10am-1pm	<p><b>How to Successfully Navigate the U.S. Academic job</b></p>	<p>International graduate students come to foreign countries with high levels of career aspirations and goals. However, after degree completion they find themselves in a dilemma regarding their career choices due to a radical shift in their immigration status. According to NAFSA (2020) "Navigating the waters from a college degree to an internship or job in the United States is fraught with obstacles for</p>	Not stated

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	<p><b>Market as an International Student?</b></p> <p>Meenakshi Sharma, Mercer University Sara Bano, North Dakota State University</p> <p>International Education, International Students, Professional Development</p>	<p>international students". International graduate students are faced with various added challenges in the U.S. job market (NAFSA, 2020). Despite spending years in the foreign context and completing educational degrees, transitioning and making sense of academic and professional cultures and contexts continues for international students. They lack social-cultural capital as compared to their American peers but share the same end goals with them when it comes to the job market. International graduate students need specialized training and advice to pursue their careers and scholarly paths in America. They risk their professional dreams and aspirations in the absence of a targeted support system. Unfortunately, such support rarely exists within higher education institutions because faculty and administrators are not prepared to guide international students to successfully navigate the job market and to forge fulfilling career paths. Since, a large number of international students, scholars, and faculty participate in CIES every year, it presents a perfect platform to address this crucial need to share advice and expertise that international graduate students need to become successful professionals. We propose this workshop as a space where we will share the knowledge and resources to support international graduate students to mindfully and purposefully plan their future career paths in the United states.</p>	
<p>10am-1pm</p>	<p><b>Innovative Financing for Education: Analysis of Multi-stakeholder Perspective Case Studies</b></p> <p>Ajay Singh, Tata Institute of Social Sciences Archana Mehendale, Tata Institute of Social Sciences Tomas Esper, Columbia</p>	<p>Achieving global education targets has put increasing pressure on global and national budgets, requiring the mobilisation of resources through existing and new financial sources. As a result of the need for more funding, a search for new ways to fund development is emerging. Termed "innovative financing", this approach looks for non-traditional ways to raise additional funds and to spend existing funds in more efficient and effective ways through the use of market-like practices. Over the last decade, several proposals have been discussed on using innovative financing instruments and arrangements; the sector is only now witnessing widespread experimentation in the education sector. Many, but not all, innovative financing mechanisms move away from the traditional supply-driven paradigm of international aid financing to more market-oriented approaches that combine social and financial returns, foster collaboration between the public and private actors to deliver development outcomes at scale, more effective distribution of delivery and financial risk and address market failures and catalyses political momentum. Alongside the enthusiasm for utilising innovation in financing, there also exists scepticism and polarising debates, primarily around the engagement of the private sector in financing and delivery of education as a public good. The debate on innovative financing is heated with proponents who, arguing from an economic perspective, point at the need for non-traditional and new means of funding. In contrast, opponents with a background in human rights and education, highlight concerns of equity and quality when development work follows the logic of a</p>	<p>80</p>

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	<p>University Felicitas Acosta, Universidad Nacional de General Sarmiento Marina Dreux Frotte, NORRAG Marina Avelar, Institute of Education, University College London Arushi Terway, NORRAG</p> <p>Development Aid, Equality &amp;/or Equity, Public- Private Partnership</p>	<p>market. Education is an attractive arena for private sector engagement, where both philanthropic and profit-seeking activities have considerably increased over the past few years. Without any doubt, the private sector has discovered education service provision as a terrain in which huge profits can be made given the right to education legislation in different parts of the world. Research on the topic is scarce in capturing the experience of piloting and scaling up of particular innovative financing mechanism, and critical analysis of the stakeholder motivation for engaging in innovative financing projects. On a more practical side, there is also a lack of documentation on lessons learned around mechanism implementation in terms of relevance, applicability, adaptability, efficiency, efficacy, and effectiveness for reaching the targets of SDG4.</p> <p>In this workshop, participants will work through four case studies that capture the multi-stakeholder perspective on designing and implementing innovative financing mechanism within the education and youth employment sector. Participants will work in groups to analyse the relevance, applicability and adaptability of these experiences to additional educational contexts.</p> <p>Case Studies: Argentina - Proyectá tu Futuro: a case study of a Social Impact Bond for employability training in Buenos Aires Ethiopia - Results-Based Financing in Vocational Education and Training: the Skills and Knowledge for Youth Project India Education Outcomes Fund South Africa- Financing Early Childhood Development: the Impact Bond Innovation Fund</p>	
10am-1pm	<p><b>Interactive Audio Instruction (IAI) development workshop</b></p> <p>Wakil Bukar, FHI 360 Hortense Bulungu Pemba, Education Development Center Ghislaine Makonga,</p>	<p>In response to Covid-19 school closures, educational programs have been forced to adapt lessons to remote delivery using locally available technology while supporting a broad range of learner needs in response to the pandemic. Particularly in contexts without access to internet or other devices, radio remains the most effective means of reaching the most learners, but also presents an array of challenges as an audio-only platform. In this workshop, participants will explore guiding principles for interactive audio instruction (IAI) design for home, community, and school-based learning and will practice designing radio programs from design document to audio scripts using those best practices. Participants will come away from the workshop with practical tools and guiding documents to help them think about and design their own interactive audio programs. Presenters will include FHI 360 technical experts who designed Covid-19 radio programming in Ghana, Nigeria, and the DR Congo. The workshop will open with a few examples of interactive audio instruction (IAI) in different contexts, including IAI for use in a class with a facilitator and at home for individual learners. Participants will be guided to identify connections between audio lessons and prior knowledge on best practices for in-</p>	50



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	<p>FHI 360 Ernest Amoah Ampah, Ghana Education Service Headquarters Betty Mensah- Bonsu, FHI 360 Nathalie Louge nlouge@fhi360. org FHI 360 Emily Miksic, FHI 360 Elyssa Skeirik, FHI 360  Distance Learning/Educate ion</p>	<p>person instruction. Facilitators will then present a brief overview of the process of IAI development leading to the end product from the demonstration. The facilitators will discuss implementing the process in different contexts, including the rapid adaptations necessitated by Covid-19 school closures.</p> <p>The workshop agenda will reflect the steps in the development process, including design documents, scope and sequence, master plans, scripts, testing, audio production, and distribution. To begin, facilitators will present a case study and explain the role and format of design documents to guide IAI production. In breakout groups, participants will use the case study to draft a design document, taking into consideration constraints that often affect audio programming, such as budget, end-user learning context, and contexts with multiple local languages. Groups will then return to plenary to walk through the adaptation of a scope and sequence from a formal curriculum to audio programming, and then the process of transforming that curriculum into master plans for each lesson, which then guide script writing. Returning to breakout groups, participants will use a master plan from the case study to write a basic script for one activity using a provided template. Groups will then have the opportunity to present their scripts and simulate testing protocols. Facilitators will conclude the workshop with a presentation on the remaining steps of production and distribution, including sharing a toolkit of resources for IAI development that ties together the process presented during the workshop. Facilitators will invite participants to ask questions about the process presented and share learnings from their group work.</p>	
<p>10am- 1pm</p>	<p><b>Let's dirty our hands: Contextualizing the Assessment of Life Skills and Values in East Africa (ALiVE)</b></p> <p>John Mugo, ZiziAfrique Foundation Khadija Shariff, Milele Zanzibar foundation Mauro Giacomazzi, Luigi Giussani</p>	<p>The Assessment of life skills and values in East Africa (ALiVE) is an initiative of the Regional Education Learning Initiative (RELI), through the Values and Life Skills Thematic Cluster. In this 3-year initiative, 20 civil society organizations in Kenya, Tanzania and Uganda are collaborating to: 1) Develop open-sourced contextualized assessment tools; 2) Generate large-scale evidence through a household-based assessment of adolescents (13-17 years); 3) Inform policy decisions and public awareness to focus on support the development of values and life skills; and 4) Develop local assessment capacities and amplify East Africa's voice on the regional and global platforms. The initiative has prioritized the measurement of four competences across the three countries: Self-awareness, Problem solving, Collaboration and Respect.</p> <p>The purpose of this workshop is to share and expose to scrutiny and learning three ongoing processes. The workshop will be divided into 2 main sessions, each focusing on a key process, with an opening and closing session.</p> <p>Session 1: Opening [20 minutes]</p> <p>The participants will be welcomed to the workshop, and introductions done through a participatory method to settle them in. A brief overview of the ALiVE initiative will be presented, followed by a Q&amp;A</p>	<p>30</p>

	<p>Institute of Higher Education</p> <p>Assessment, Large- Scale Assessments, Life Skills</p>	<p>session to ensure proper understanding of the context.</p> <p>Session 2: Contextualizing Competences [60 minutes] In this sub-session, the participants will be walked through the journey of designing the contextualization study, the process of holding conversations with adolescents, their parents and teachers in rural and urban contexts and adaptation of the grounded theory, the post-field conferencing with experts, the regional harmonization meeting, and until bringing to convergence the localized definitions of constructs with the understandings in global literature. Participants will work with a set of learning questions to expose this process to scrutiny, as we learn from it, and draw lessons for global knowledge.</p> <p>Session 3: Developing measurement framework for transferrable competences [80 minutes] This session will take the participants through the process undertaken to dissect the SEL competences into their sub-elements, and generating measurable units for item development. This will be a technical session, immersing the participants deep into the process for learning and informing. Given the time limitation, an overview of the four competences will be given, then participants divided to work in breakout sessions on each competence.</p> <p>Session 4: Closing [20 minutes] In the closing session, participants will be walked through, in deeper detail, the pending processes of tool development and validation, as well as the household-based assessment, the advocacy and voice amplification processes, and the running of learning community. Short feedback will be given, while exploring future collaboration opportunities.</p>	
<p>10am- 1pm</p>	<p><b>Profiles Enhancing Education Reviews (PEER): Facilitating peer learning and policy dialogue on core SDG-4 issues</b></p> <p>Juliana Zapata, UNESCO/GEM Daniel April, UNESCO Francesca Endrizzi, UNESCO/GEM</p>	<p>The Global Education Monitoring (GEM) Report has the mandate to monitor progress towards SDG4 and on education in the other SDGs. It also aims to report on the implementation of national and international education strategies outlined in the Framework for Action to help hold all relevant partners to account for their commitments. To fulfil this role, the GEM Report team has developed a new tool, PEER, <a href="http://www.education-profiles.org">www.education-profiles.org</a>. Prepared through desk-based research, the profiles collect country's regulations and policies on key education issues central to SDG4 worldwide. PEER is an evidence-based tool that seeks to monitor and assess the implementation of national education strategies, facilitate peer learning and encourage policy dialogue at the national and regional levels on issues central to SDG4. PEER is designed to allow cross-country comparisons, identify and share good practices, help to clarify concepts and terminologies. This workshop will present PEER rationale, methodologies, and its internal and external uses and it will explore its potentials as comparative research tool. It will showcase country examples drawing on its content and on similar tools developed by other organizations.</p> <p>PEER on inclusion in education and financing for equity are the first set of profiles developed and</p>	<p>60</p>

	<p>Comparative Education, Gender, Inclusive Education</p>	<p>published so far summarising countries’ approaches towards inclusion. While most countries have adopted a definition of inclusive education, only a small group of them have embraced a broad approach covering all learners. Different perceptions on inclusion are reflected in the laws and policies, which still too often mainly focus on children with disabilities. Countries tend to focus on distinct groups also in learning materials and curricula, and teacher training. Overall financing mechanisms, policies providing resources to schools, students and families, and social policies, including conditional cash transfers will be discussed.</p> <p>Work underway cover issues of non-state actors in education, the theme of the 2021 GEM Report, and gender equality in education. The workshop will present key findings on 2020 PEER and describe the work on gender.</p> <p>The workshop main objectives are to:</p> <ul style="list-style-type: none"> <li>• Introduce the overall framework of PEER.</li> <li>• Present the methodologies used and summarise findings.</li> <li>• Discuss and exchange on policies and legislations developed within countries, using the main findings from the first set of profiles on inclusion in education.</li> <li>• Explore the use of PEER for comparative research purposes and to inform and guide policymaking to monitor progress towards SDG4 and relevant education objectives.</li> <li>• Reflect on ways to strengthen profiles and their processes, such as the validation process, through the sharing of practices from participants and other regional organizations.</li> </ul> <p>Delivery plan</p> <ol style="list-style-type: none"> <li>1. Welcoming remarks and introduction</li> <li>2. PEER: Background information</li> <li>3. The role of PEER and other tools to foster evidence for policy dialogue between countries on issues central to SDG 4 <ul style="list-style-type: none"> <li>• Actual use and impact for internal and external analysis.</li> <li>• Potential use and impact, including for research purposes.</li> <li>• Comparison between PEER and similar tools</li> </ul> </li> <li>4. Key findings from PEER on inclusion and ongoing work <ul style="list-style-type: none"> <li>• Making the bridge between inclusion and gender</li> <li>• Implications to SDG 4 data collection.</li> <li>• Going forward with PEER.</li> </ul> </li> <li>5. Next Steps and conclusions.</li> </ol>	
<p>10am-1pm</p>	<p><b>Training Workshop: Using M&amp;E Insight,</b></p>	<p>International development projects are often challenged with managing large amounts of data and information across multiple programs and partners. Organizations tend to use one of two solutions:</p>	<p>15</p>

<p><b>an Open Source Data Management System</b></p> <p>Willard Mutoka, Education Development Center - USAID Zambia Let's Read Project</p> <p>Isaias Zelaya Sanchez, Education Development Center - USAID Honduras Reading Activity</p> <p>Neena Aggarwal, Education Development Center</p> <p>Munir Mahomar, Education Development Center</p> <p>Information and Communications Technology (ICT), International Development, Technology</p>	<p>either create a unique custom platform that cannot easily be replicated for other projects or purchase proprietary a subscription-based platform that cannot be sustained beyond the life of the project. Using a common data standards approach, Education Development Center (EDC) created an open source data management platform called M&amp;E Insight with customizable templates that can be easily adapted and scaled for use by international development projects, local governments, and partners. The system features a visual, interactive interface that makes it easy to collect, organize, manage, and analyze data. Data can be entered and extracted through a user-friendly online interface or collected offline and uploaded to the system, where it is then linked to interactive dashboards (with external tools) that are accessible by all stakeholders. This system is available at no cost on GitHub and can be downloaded and configured for use by Monitoring, Evaluation, Research and Learning (MERL) practitioners.</p> <p>In this workshop, participants will learn how to easily organize, prepare, and setup M&amp;E Insight as a data management system and how it can be adapted to projects of all types and sizes. In addition, participants will be introduced the benefits of collaborating with open source projects for social good. By the end of this workshop, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Setup an instance of M&amp;E Insight, an open source data management system using an example project template and learn how to collect, monitor, report, and analyze data.</li> <li>• Understand the values of using common data standards approach for international development projects and how to identify common data elements for their projects</li> <li>• Learn how to collaborate with open source projects for M&amp;E and international development for social good.</li> </ul> <p>Audience: M&amp;E practitioners, who work and manage international projects for education, workforce development, and health.</p> <p>Delivery plan:</p> <ul style="list-style-type: none"> <li>• Phase 1: Introduction to the common education data standards conceptual model and share how EDC projects are using M&amp;E Insight to streamline their data management processes.</li> <li>• Phase 2: How-to setup M&amp;E Insight using an example project.</li> <li>• Phase 3: Break into groups to practice each of the steps to setup M&amp;E Insight to organize, input, and report on data</li> <li>• Phase 4: Regroup to reflect</li> </ul>	
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Afternoon Half-day Workshops

Most afternoon workshops run from 1:30pm to 4:30 PDT, with a few exceptions as noted in left column.

Time	Title Facilitators Keywords	Abstract	Capacity
4pm-7pm	<p><b>Identifying, refining, and narrowing: How to develop a good research question (New Scholars workshop)</b></p> <p>Nozomi Sakata, Hiroshima University Vanessa Sperduti, Western University Supriya Baily, George Mason University</p> <p>Mixed Methods, Qualitative Methods, Quantitative Methods</p>	<p>The <i>New Scholars Committee (NSC)</i> endeavors to provide ample opportunities for students to participate not only in any one of our long-standing sessions but also to create fresh programming that reflects student wants and needs. We would like to offer a new and exciting initiative as part of the CIES 2021 pre-conference. In this 3-hour interactive session, offered on the Sunday afternoon prior to the conference both on-site and online, we aim to attract students and early-career academics.</p> <p>The focus will be on "How to develop a good research question". To offer some context, in previous years, we heard feedback from many students and mentors that it would be helpful if NSC could have a venue or event where students could delve deeper into "writing a good research question". As a committee, we thought it important to respond to this need, and that it would be beneficial for our constituency. Benefits of such a workshop would be far-reaching for those pursuing academic and other professional careers; developing the skill of writing a good research question is certainly applicable for all researchers.</p> <p>As such, we approached and had a conversation with one of the NSC's long-standing champions - and returning mentor of both the Dissertation Mentoring Workshop (DMW) and Publication Mentoring Workshop (PMW) - Dr. Supriya Baily (Associate Professor, George Mason University). Dr. Baily kindly agreed to help NSC facilitate this pre-conference session; Dr. Baily's expertise and experience in teaching courses on research methodology and theorizing qualitative research methods will be critically helpful in guiding the conversation.</p> <p>Structure and delivery of the workshop</p> <p>Selected readings (1-2 articles in mind, but TBD/finalized with facilitators) will be sent to participants approximately three weeks prior to the conference (April 1, 2021), which they will be asked to read in preparation for discussion. On the day of the workshop, aspects of these readings will be integrated through the session. Participants will have</p>	36

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		<p>an interactive experience where they will be creatively led through the process of (a) talking about their own research, a practiced and learned skill; (b) formulating research questions based on what it actually is that they want to know; (c) sharing best practices with each other, which can be theoretically and methodologically supported; (d) reflecting this year’s conference theme and interactively discuss how we conduct socially-responsible research in changing contexts ; and (e) becoming (more) critical in how to formulate questions which respond appropriately to gaps in literature. We will plan a synchronous workshop to accommodate both on-site and online participants by using break-out rooms and giving equal opportunities for discussion regardless of the mode of participation.</p> <p>We will also provide multimodal resources that can be shared/used to extend learning and engagement into academic and practical settings. Such resources would include various websites, blogs, podcasts, articles, and handbooks that will be discussed and compiled/distributed digitally to all participants. Based on this year's initiative, and early interest in the session, we endeavor to regularly run NSC pre-conference workshops at future CIES conferences.</p>	
1:30-5:30pm	<p><b>Intersectional Feminist Mentoring: A Career Intervention (Gender and Education &amp; UREAG Workshop)</b></p> <p>Ademola Akinrinola, University of Illinois at Urbana-Champaign          Laura Seithers, University of Minnesota          Pavan Antony, Adelphi University          Lisa Yiu, University of Hong Kong          Kristy Kelly, Drexel University   Columbia</p>	<p>Gender and Education Committee [GEC] and Under Represented Racial, Ethnic and Ability Groups [UREAG] Conference Workshops.</p> <p>Organized by Kathlyn Elliott, Kristy Kelly, Lisa Yiu, Ademola Akinrinola, Pavan John Antony, Laura Seithers</p> <p>Workshop Description and Schedule</p> <p>Across organizational contexts, women, women of color, and other minoritized individuals experience sexist, racist, and otherwise discriminatory workplaces (Acker, 1990; 2006) that increase barriers to professional development and career advancement, which in turn contributes to the leaky pipeline phenomenon. Chilly organizational climates often leave women and minoritized individuals to ‘figure it out’ alone, even at conferences. Conferences, in-person or virtually however, can offer important spaces to counter this reality through opportunities for graduate students and early career scholars and practitioners to develop professional networks, hone their communication skills, and integrate into communities of practice that are key to their success.</p> <p>The 2020-2021 GEC feminist mentoring program uses a series of online workshops and</p>	50

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	<p>University Kathlyn Elliott, Drexel University</p> <p>Activism, Feminist Theory, Inner Growth and Development</p>	<p>events that draw on feminist and critical race theories of mentoring to help individuals better navigate their careers for a variety of organizations and disciplines. The series will utilize a feminist mentoring approach which focuses on empowerment of the mentees with regard to their ability to thrive in gendered/racialized organizations, while dismantling institutional practices that sustain sexist and racist cultures. It relies on a mentoring episode structure to offer short high-quality developmental interactions to participants who may or may not already be in a mentoring relationship.</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> <li>• Develop skills, plans and goals for networking and conferencing virtually</li> <li>• Discuss the role of activism in professional organizations and the challenges of being an activist-researcher</li> <li>• Brainstorm and share best practices for dismantling the researcher-practitioner hierarchy and building productive, mutually beneficial relationships</li> <li>• Engage with others on how to approach moving beyond binarism in the Gender and Education Standing Committee</li> <li>• Share personal and professional challenges, get advice, and provide the same support for others in this space</li> </ul> <p>Workshop Schedule</p> <p>Introduction (30 minutes)</p> <ul style="list-style-type: none"> <li>• Highlight the work done by GEC on feminist mentoring</li> <li>• Overview of Feminist Mentoring Research</li> </ul> <p>Breakout sessions (45 minutes each, 10 minutes break between sessions; participants choose 3)</p> <ul style="list-style-type: none"> <li>• Networking and Conferencing Virtually</li> <li>• Activism in Professional Organizations</li> <li>• Building Researcher Practitioner Partnerships</li> <li>• Moving Beyond Binarism</li> <li>• Supportive Problem Solving (Open Topics)</li> <li>• Crafting Gender and Education Syllabi</li> </ul> <p>Closing (30 minutes)</p>	
1:30-	<b>Critical Compassionate Inner</b>	<i>Contemplative Inquiry and Holistic Education SIG Workshop Part 2</i>	100

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<p>4:30pm</p>	<p><b>Work: Cultivating Health and Wellbeing Intelligence amidst Pandemic and Crises of Social Injustice and Climate Change</b></p> <p>Yishin Khoo, OISE, University of Toronto Yifan Sun, Rudolf Steiner University College Denise McHugh, University of Maryland, College Park Tom Culham, Beedie School of Business Simon Fraser University Avraham Cohen, Adler University, Vancouver Canada Heesoon Bai, Simon Fraser University Jing Lin, University of Maryland</p> <p>Contemplative Inquiry, Coronavirus, Spirituality</p>	<p>Workshop facilitators: Jing Lin, Heesoon Bai, Avraham Cohen, Tom Culham, Denise McHugh, Yishin Khoo, Yifan Sun</p> <p>Purpose, learning objectives, and delivery plan: We often fall into passivity and powerlessness when disease strikes us and those we love. Our entire society has a very strong leaning towards this way. We simply and totally relegate our health, the foundation of our wellbeing and happiness, to medical professionals. It does not even occur that we can educate ourselves and our children about how to maintain optimal health and wellbeing. We may know anatomical facts and disease processes from studying biology and physiology, but knowing how to be healthy takes an embodied, experiential, and holistic approach.</p> <p>The COVID-19 pandemic has potential as a wakeup call. In our pre-conference workshop, we will present ideas and practices that enable a shift to a new form of education where learners learn about the workings of their dynamic and complex body in relation to their heart, mind, and spirit, as well as the natural world. Deep wisdom exists among world cultures, and in our own unconscious mind, on healing which can be revived and awakened along with the knowledge of modern science, e.g., neuroscience. We propose that this new form of education embraces a renewed understanding of our body as supremely intelligent and actively and dynamically self-healing rather than passive and lacking in intelligence of its own. When self-healing happens, the healing of the planet Earth can be strongly re/initiated as our body and the Earth body are essentially one. Conversely, restoring a healthy relationship between ourselves and the Earth will also aid humans' self-healing: for, the Earth is the great loving and compassionate being who provides us with medicine we need to heal ourselves; we need to 'remember' how to see this.</p> <p>In this pre-conference workshop, participants will have an opportunity to learn about and strengthen their health intelligence and competencies, which include: awareness of, and connection between, our emotions and body reactions; learn about how to be present to our body sensations and understand the emotional/egoic blockages and ways to skillfully work with them. Engage mindfulness, presence, love, understanding, inner work, forgiveness etc. to revitalize our body energy and return our body to its optimal state. We will be re-/cultivating the vital energy (called Qi, prana, and/or Ki as described in various languages) that plays a critical role in health and healing. Our</p>	
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		workshop will also address, from our holistic educational perspective, the currently volatile social justice and equity issues. A proposal will be made that through inner work and meditation, we can cultivate an acute sense of equality among all people and beings and know the source of our societal crises and environmental breakdown; that we see the need for social justice not only at the institutional levels and policies but also in personal and collective levels through healing traumas that originate from the separation of our higher Self from our self, from other people and Mother Earth.	
1:30-4:30pm	<p><b>From Democratic to Sustainability Citizenship Education: The Community of Philosophical Inquiry Pedagogy</b></p> <p>Mitch Conway, Teachers College, Columbia University Saiki Cheah, Helsinki University</p> <p>Capacity Building, Education for Sustainability, Knowledge Production &amp; Exchange</p>	<p>Purpose of the workshop</p> <p>The purpose of the workshop is to showcase and demonstrate how Community of (Philosophical) Inquiry (CPI) may offer a platform for dialogical learning to promote personal meaning making and motivate collective effort for addressing a core set of democracy or sustainability issues and actions (e.g. “pro-environmental” identity and practice climate actions, sustainability lifestyle). CPI framework has been used as a pedagogical approach for inquiry-based learning, philosophy with children (PwC) and teachers and staff development</p> <p>Learning objectives and expected outcomes</p> <p>Through engaging in dialogical inquiry, participants may exercise and develop active listening, critical thinking and (inter)-personal understanding; which in turn would bring upon integrated, relational considerations for promoting collective undertakings (e.g. becoming environmental citizens, impactful climate actions, responsible consumption and production). Moreover, CPI is dialogical in nature that enables participants to examine and collaborate scientific knowledge, epistemological discourse and normative considerations in discerning the subject matter.</p> <p>Description of Methods</p> <p>There are four characteristics of Community of (Philosophical) Inquiry that are conducive to these cooperative learning outcomes. First, the process of CPI aims at producing a settlement or judgement even though it may be a partial and tentative. Second, the process has a direction that moves along the argument. Third, the argument is handled through dialogical discussion that is continual and interactive with previous information presented. Fourth, the procedural rules of inquiry are largely logical and caring in nature that moves the argument along the line towards reasonableness.</p> <p>Expected outcomes</p>	30

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		Concerning making impactful actions and forming longstanding “pro-democratic/ environmental” identities in educators and students, these characteristics of CPI may work as a means to broaden considerations for personal meaning making and informed evaluation, action steps towards dealing with complex issues such as democratic deliberation, environmental protection and sustainability and behavioral change.	
1:30-4:30pm	<p><b>Getting words on the page: Strategies for productive academic writing</b></p> <p>Gerardo Blanco, Boston College Francine Menashy, University of Massachusetts Boston</p> <p>Graduate and Doctoral Education, Professional Development</p>	<p>Purpose:</p> <p>In the face of competing professional and personal responsibilities, academics often find their writing gets pushed aside (Silva, 2007). At every career stage, academics feel they lack time to write. And when they do sit down to write, wrestle with perfectionism and insecurities (such as imposter syndrome) that can cause writing paralysis (NCFD, 2020; Thomson &amp; Kamler, 2016). During COVID-19, academic productivity has reduced dramatically for certain groups of scholars—in particular women and persons of color—due to child care responsibilities, shifts in teaching modalities, and increased emotional stresses (Kramer, 2020).</p> <p>Stalled writing can have significant impacts on academic career trajectories; applications for jobs, grant proposals, and tenure reviews all demand CVs with lists of publications. Moreover, written work represents the key way in which scholars disseminate their research findings. For doctoral students, degrees are not conferred until dissertations are written. In addition, more than ever before, those beyond traditional academic roles aspire to publish their work. For these reasons, writing cannot be pushed aside.</p> <p>This workshop aims to help participants prioritize their writing. Through concrete strategies and hands-on activities, workshop attendees will walk away with a personalized toolkit that they can apply to their future writing to help them tackle those incomplete dissertation chapters, that half-finished journal article, the book proposal they’ve been meaning to submit.</p> <p>The facilitators approach this workshop through an asset-based lens: everyone can write and get published. The factors that impede scholarly writing relate to the structure of academia, not personal abilities. And there’s no one-size-fits-all strategy for getting words on a page; each writer has different backgrounds, desires, and responsibilities (at home and at work). Participants can adapt the strategies shared during the workshop to fit their unique needs.</p>	15

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		<p>Participants at any career stage are welcome.</p> <p>Learning Objectives:</p> <p>Participants will learn new strategies for productive academic writing, including:</p> <ul style="list-style-type: none"> <li>- developing writing schedules</li> <li>- adopting regular writing habits</li> <li>- protecting writing time</li> <li>- setting realistic goals</li> <li>- letting go of perfectionism</li> <li>- avoiding distractions</li> <li>- gaining confidence as a writer</li> <li>- using software to help organize writing projects</li> <li>- establishing writing groups (or making a new writing-buddy)</li> </ul> <p>Delivery Plan:</p> <p>This workshop will be conducted virtually over Zoom. The workshop will include a candid discussion of what participants find most challenging in terms of their own writing. The facilitators will share organizational strategies for time-management around writing and have participants develop their own writing schedules; personal goals; and lists of priorities. We will introduce various strategies successful academics have adopted to protect their time, and discuss ways of letting go of perfectionism and battling imposter feelings. To enable conversation and engagement, facilitators will use small breakout groups, online visual tools such as Google Jamboard, and introduce some software ideas that can aid in organization and planning.</p> <p>References:</p> <p>Kramer, J (2020) The Virus Moved Female Faculty to the Brink. Will Universities Help?  <a href="https://www.nytimes.com/2020/10/06/science/covid-universities-women.html">https://www.nytimes.com/2020/10/06/science/covid-universities-women.html</a></p> <p>NCFD (2020) National Center for Faculty Development and Diversity.  <a href="https://www.facultydiversity.org">https://www.facultydiversity.org</a></p> <p>Silva, P. (2007) How to Write A Lot: A Practical Guide to Productive Academic Writing. Washington DC: APA</p> <p>Thomson, P. &amp; B. Kamler (2016) Detox Your Writing: Strategies for Doctoral Researchers. London: Routledge.</p>	
1:30-4:30pm	<b>How do I measure "fuzzy" social and emotional skills?:</b>	Practitioners, researchers, academics, and policy makers working on SEL programming in low-resource and fragile contexts struggle to identify and measure children's	30

	<p><b>Developments and adaptations of an SEL measure in low-resource, fragile environments</b></p> <p>Allyson Krupar, Save the Children / American University          Julia Johna, Save the Children          Nikhit D'Sa, University of Notre Dame</p> <p>Assessment, Education in Emergencies, Program Evaluation</p>	<p>wellbeing. This measurement gap has become increasingly apparent as millions of children were not able to access schools because of the COVID-19 epidemic, leading to learning disruptions, health, and wellbeing challenges. In high-resource contexts, there are measures for evaluating in-school and out-of-school SEL programs for school-aged children. However, many of these tools have content that is difficult to translate and contextualize in low-resource environments. Available tools often require high literacy, potentially above what is present in programming for the most marginalized children. Restrictive copyright conditions or high user-fees also make these materials inaccessible. Finally, the skills measured by some tools (like negative affect or emotion attribution accuracy) do not translate into actionable programming recommendations.</p> <p>To address these challenges, we developed the International Social and Emotional Learning Assessment (ISELA) measuring children’s SEL competencies to meet diverse programmatic needs in low-resource and fragile contexts. We first reviewed measures from high-resource contexts, NGO programs, national competency requirement meta-reviews, and the extant literature regarding children’s SEL. We identified recurring relevant competencies like self-concept, stress management, perseverance, empathy, and conflict resolution. We tested several question types—vignette-based, performance-based, Likert-scale, and visual analogue scales—in different countries and programs. ISELA helps measure children’s SEL skills between 6-12 years old, and whether this differs by key equity factors: age, gender, socioeconomic status, adversity exposure, and environmental threats. Longitudinally, ISELA allows us to assess SEL programs’ effects on children’s wellbeing and identify those left behind. ISELA modules have been used in programming in the Democratic Republic of the Congo, Egypt, Haiti, Iraq, Jordan, Kenya, Mexico, South Sudan, Tanzania, Syria, Thailand, and Uganda.</p> <p>In this workshop, we will help navigate the confusing SEL measurement landscape, walking participants through four important questions:</p> <ul style="list-style-type: none"> <li>(a) Should I contextualize, adapt, or develop an SEL measure?</li> <li>(b) How do I develop an SEL measure?</li> <li>(c) How do I contextualize or adapt an existing SEL measure?</li> <li>(d) What ethical considerations need to be accounted for when measuring children’s</li> </ul>	
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		<p>wellbeing?</p> <p>We will present ISELA as a case study to illustrate SEL evaluation practices, providing attendees with examples and resources.</p> <p>Learning objectives:</p> <ol style="list-style-type: none"> <li>(1) Participants understand data collection approaches to measure SEL with marginalized children</li> <li>(2) Participants understand and practice adapting tools, methods, and training for measuring children’s SEL</li> <li>(3) Participants are aware of ethical guidelines and best practices measuring children’s SEL</li> </ol> <p>The workshop will include instruction, demonstration, discussion, role-play and small group activities. Participants will explore SEL concepts and gain knowledge about what makes SEL data collection unique, particularly in low-resource environments. We will introduce ISELA and how the tool’s activities correspond to children’s SEL. Pairing the instruction with resources, participants will adapt specific tasks and approaches for a young audience and practice their adaptations in groups. We will conclude with a group discussion for participants to provide feedback and ask questions about adaptation.</p>	
1:30-4:30pm	<p><b>Justifying and Securing Increases in Inclusive Education Budgets</b></p> <p>Darrell Freund, DAI Sakil Malik, DAI</p> <p>Financing and Planning, Governance, Inclusive Education</p>	<p>Across the global south, achievement of national coverage of rights-based health, education and protection services for the most vulnerable is lagging original global commitments, with populations seeing a rising disparity in supply and demand, and children being the unfortunate victims. Rising birth rates, stagnant wages and an increasing percentage of disabled and marginalized children entering the educational system are all contributing to overstretched and under resourced supports.</p> <p>Governments in these countries have made public commitments to fund services while also committing to improve policy, widen dialogue and introduce new pro-poor legislation. Despite these commitments, gaps exist in ‘paying’ for policy, due to lack of financing, realistic plans, and involved supportive actors.</p> <p>As practitioners and partners, working within the Government systems on policy and practical implementations have led to marked improvement in educational support. Where barriers still exist are in the actual payment mechanisms for policies and how Governments can effectively engage on budgeting and finance linked to system</p>	50

		<p>needs. Government budgets, tax policy and sector specific allocations are often fraught with political, professional and personal sensitivities that can delay, and in some circumstances, deny real change.</p> <p>The workshop is designed to introduce participants to effective government budgeting concepts and reforms that can be utilized and leveraged by education stakeholders to justify and secure increases in inclusive education budgets to match policy commitments and improve practices across systems. Basic budgeting approaches will be introduced, along with a discussion of potential reforms that shift the negotiation for government budgets away from governmental politics and toward the goals and objectives a country wants to achieve in the education sector</p> <p>An easy and common approach for budgeting is to negotiate increases at the line item and organizational levels. However, this approach does not incorporate the government’s goals and objectives in the budgeting process to justify budget increases at the organizational level and often leaves Ministries without the results they technically desire. Under traditional budgeting approaches, government ministries and agencies are left to develop their strategies and achieve their goals and objectives within the arbitrary budget ceilings that are set by the Ministry of Finance or other government financial institutions. Proactive, results-based program budgeting provides the tools to better justify government budgets by connecting programs and their budgets to planned outcomes and results. This workshop will explain how program budgeting can be leveraged by educators to justify increased budgets and design better educational programs and will walk participants through how to outline links between public commitments and public programming in finance.</p>	
<p>1:30-4:30pm</p>	<p><b>Reflexivity and Transformation in Research: Challenges and Opportunities in Comparative, International and Development Education</b></p> <p>Yecid Ortega, University of Toronto Norin Taj, University of Toronto</p>	<p>Abstract: Over the past few decades, we have seen the dominant paradigms of development being questioned and a call for new methodological approaches that emphasize partnership and mutual respect toward design and application of research and knowledge production.</p> <p>For any researcher trained in institutions in the Global North and conducting research in the Global South, being reflexive of the research process is imperative; it’s important to know what we know, how we know and how we report the ‘truths’ in research findings to promote social justice and empathy, while maintaining research rigor and</p>	<p>30</p>

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	<p>Comparative Methods &amp;/or Analysis, Epistemology, Qualitative Methods</p>	<p>emphasizing on dialogue and collaboration. This collaborative workshop will explore some frameworks and tools for reflective inquiry, facilitate participants to problematize their roles and positionalities as insider-outsider researchers and to critically examine their own assumptions, attitudes and stereotypes to make responsible choices for co-creation of knowledge and educational change.</p> <p>Objective: The objective of the workshop is (a) to explore the established and emergent methodologies for reflective inquiry as a social science researcher; b) to revisit the insider/outsider positionalities in social science research using researcher reflexivity and the decolonization of methods, particularly for scholars of development education; and c) to suggest competencies of self-reflection and reflexivity for the researchers/practitioners in adopting a holistic idea of ‘global development’ by acknowledging their place, role and responsibility.</p> <p>Who can attend? The intended audience includes graduate students, practitioner-researchers, post-doctoral researchers and anyone in development (education), interested in qualitative research.</p>	
<p>1:30- 4:30pm</p>	<p><b>Reimagining storytelling: using Human-Centred Design to foster effective child- centred learning through the power of educational entertainment (edutainment)</b></p> <p>Doreen Bateyunga, Ubongo Clíodhna Ryan, Ubongo</p> <p>Culturally-Responsive Pedagogy, Marginalized Voices, Ubuntu</p>	<p>As we navigate this era of rapid change, issues of culture, power relations and community dynamics challenge us to interrogate our roles as educators and researchers. The power of story has remained strong throughout this period of change, and technology provides us with a huge opportunity to access and share a wider variety of stories from multiple vantage points. This workshop will provide a hands-on deep dive where participants will learn how to apply human-centered design and best practices in storytelling to co-create effective and engaging learning resources together with their intended users, putting learners, parents and communities at the centre. Participants will be invited to explore polarities such as traditional vs. modern, collective vs. individual and how, through human-centred design, learning resources can adopt an ‘and’ rather than ‘or’ approach. They will learn to create entertaining stories that meet learners where they are, are representative of their users and use proven techniques to improve learning outcomes.</p> <p>Our team will share insights into the role that storytelling has played in making our innovations impactful to over 17 million families across Africa and beyond. Using a case study of how we engaged children and communities to explore the Pan-African</p>	<p>24</p>

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		<p>value of ‘Utu/Ubuntu’ (shared humanity) in the 21st century through edutainment, we will guide participants through a hands-on, interactive learning experience. During the workshop, participants will develop their own human-centred research plan and story outline.</p> <p>Our key learning objectives for this interactive workshop are to enable participants to:</p> <ol style="list-style-type: none"> <li>1) Develop a plan to apply the human-centred design process in their work</li> <li>2) Identify ways in which storytelling can be used to help learners more effectively engage with learning</li> <li>3) Create and test engaging content and stories for learners, parents and caregivers</li> </ol> <p>Our delivery plan to reach key outcomes will recreate the human-centred design process in the workshop.</p> <p>Methodology:</p> <ol style="list-style-type: none"> <li>1. Introduction to the human-centred design process - case study of the development of Ubongo Kids Season 5 illustrating how we engaged children and communities to develop and share a 21st century version of ‘Utu’ through edutainment.</li> <li>2. In groups, participants will identify a topic or theme that they wish to teach through story and develop a short research plan</li> <li>3. Through the World Cafe approach, participants will practice the research process by asking their fellow participants some research questions in order to aid the story writing process. A follow up discussion will see the participants identify potential blindspots and limitations that may warrant further rounds of research in a real-life setting</li> <li>4. Through case study examples, participants will be introduced to the Story Circle approach. Using the research they have gathered, participants will work in groups to prepare a story outline that is both entertaining and educational</li> <li>5. Participants will share their story outlines with the group to receive further feedback and share ideas for how they will incorporate this method into their work</li> </ol> <p>Ultimately our plan for delivery will help participants reach the following outcomes:</p> <ul style="list-style-type: none"> <li>- Understand the role of human-centered design to develop effective educational content;</li> <li>- Gain practical and easily applicable skills to becoming a better storyteller; and</li> <li>- Gain insights into Ubongo’s methods of storytelling to kids and communities across</li> </ul>	
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1:30-4:30pm	<p><b>The LEGO Foundation learning through play workshop</b></p> <p>Mary Winters, LEGO Foundation Emilie Brix, The LEGO Foundation</p> <p>Capacity Building, Learning, Pedagogy</p>	<p>Children require a breadth of skills to navigate an uncertain and complex world- now more than ever with the fresh challenges brought on by the COVID-19 pandemic. The LEGO Foundation believes that learning through play contributes to the development of a breadth of skills, and allows children to become creative, engaged, life-long learners.</p> <p>This hands-on workshop will allow participants to reflect upon and discuss “what is play”? Through inter-active brick-based activities, participants will play and have fun while learning about the LEGO Foundation’s Learning through Play approach, the five characteristics for playful experiences, as well as the holistic skills for lifelong learning which are developed through play.</p> <p>The workshop will be presented through a variety of hands-on brick-based activities, allowing participants to be actively engaged and participating throughout the full length of the workshop. Participants will be asked for example to use bricks to build a variety of objects or experiences, which will not only familiarize participants with the use of LEGO bricks, but will also spark imagination and creativity during the build, as well as when creating narratives to accompany their build. The building activities and subsequent sharing sessions will allow participants to determine what constitutes a playful experience for them, which launches a discussion of the LEGO Foundation’s five characteristics of playful experiences.</p> <p>Additional brick-based activities will allow participants to explore what is so special about play, and to identify the different skills they develop during different play activities. A discussion on the LEGO Foundation’s five skills for holistic development will follow, to highlight the subsets of skills children regularly develop and practice during play.</p> <p>The remainder of the workshop will focus on learning through play in practice; participants will explore different LEGO tools including DUPLO six bricks, as well as tinkering with pull-string motors. All activities will include a reflection the variety of skills participants developed and relied upon while playing (for ex-ample spatial visualization, sensory-motor skills, cognitive flexibility, emotional regulation, adaptive social functioning, etc.)</p> <p>This on-site workshop will emphasize the power of learning through play, while participants play and have fun.</p>	40



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