

2009 CIES Conference**Lehigh University Participants****SUN, MAR 22 - 10:00AM - 11:30AM**

Building/Room: TBA1 / Parkview

Session Title: Education as a Technical Science: Diffusing and Adapting Universalized Scripts

Session Participants:

German education: From academic discipline to intersecting field

S. Karin Amos (University of Tübingen)

Privatization of the Turkish Higher Education System in the Post-1980s Era

Fatma Gök (Bogazici University, Turkey)

The Politics of Comparison in Social Work

Rainer Treptow (University of Tübingen)

Reshaping Education: The Substitution of the teacher as a 'reflexive practitioner' by the 'classroom manager'

Frank-Olaf Radtke (Goethe Universität Frankfurt am Main)

Evaluation in Brazilian higher education: Rationale and objectives

Lucia Bruno (Universidade de Sao Paulo)

Discussant: Alexander W Wiseman (Lehigh University)

Chair: S. Karin Amos (University of Tübingen)

Abstract:

This panel investigates changes and transformations in the field of education as a technical science through the analysis of the diffusion and adaptation of universalized scripts in universities worldwide. We ask two questions: (1) How does new education governance take place related to the global categorization and differentiation of knowledge?, and (2) How do universities either react to or act as institutions of innovation in creating education as a science? To answer these questions, we look at trends in funding, professionalization, and technification related to the institutionalization of education in universities worldwide. We consider cross-national trends, but especially focus on Brazil, Germany, Turkey, and the United States. For each case, we consider the organizational culture of university knowledge and training, trends in the quality of university-sponsored education departments and programs. Against this background, we focus on the current politics of comparison toward technification of education as a science. While the origins and characteristics of education science vary, evidence suggests that global institutional actors such as nation-states, IGOs, NGOs and other actors have institutionalized a legitimated way of structuring education science, which still allows for variation in the complexity, categories, and content of education within a legitimate, institutionalized education science model

SUN, MAR 22 - 12:00PM - 1:30PM

Building/Room: TBA3 / Physicians Auditorium

Session Title: Invited Session: The Impact of International Achievement Studies on National Education Policymaking

Session Participants:

Chair: Alexander W Wiseman (Lehigh University)

Discussant: Andreas Schleicher (Organisation for Economic Cooperation and Development)

Discussant: Hans Wagemaker (International Association for the Evaluation of Educational Achievement)

Discussant: Clementina Acedo (International Bureau of Education, UNESCO)

Discussant: David P Baker (Pennsylvania State University)

Discussant: Maria Teresa Tatto (Michigan State University)

Discussant: Henry M Levin (Teachers College, Columbia University)

Abstract:

The rapid expansion of national participation in international achievement studies is a hallmark of global educational accountability and planning. Educational policymakers in participating countries often look to their nation's achievement results as indicators of progress and quality in education. This information has been used to make decisions about resources such as funding and status both within and across national educational systems. Some of the most productive uses of TIMSS and PISA data by policymakers has been to create agendas for innovation and equity in national educational systems, but there accounts of the "abuse" of the data. This panel will reflect on the merits and limitations of league tables, provide recommendations for ways that international achievement data can be used in real-world policymaking situations, and discuss what the future of international achievement studies holds.

SUN, MAR 22 - 2:00PM - 3:30PM

Building/Room: TBA3 / Physicians Auditorium

Session Title: Invited Session: Institutionalizing Comparative and International Education: Debates and Challenges

Session Participants:

Discussant: Martin Carnoy (Stanford University)

Discussant: Stephen P. Heyneman (Vanderbilt University)

Discussant: Andy Green (Institute of Education, University of London)

Discussant: Patricia K Kubow (Bowling Green State University)

Discussant: Karen Mundy (OISE / University of Toronto)

Discussant: Alexander W Wiseman (Lehigh University)

Abstract:

Alongside interest in internationalizing higher education experience worldwide, there is increasing interest in teaching about comparative and international education in schools of education, both at the graduate and undergraduate level. This panel examines a range of theoretical, pedagogic, and curricular approaches used to create and institutionalize comparative and international education programs in the United States and globally.

SUN, MAR 22 - 4:00PM - 5:30PM

Building/Room: TBA2 / Colonial Ballroom East

Session Title: Globalizing Minds: Rhetoric and Realities in International Schools

Session Participants:

Discursive practices as best practices? Examining the discourse of the international baccalaureate organization

Anna Hahn

IB IS: International baccalaureate or international business in China's international schools

Zejun Zhou (Indiana University)

Growing globally minded citizens in the desert: A comparative curricula analysis of two schools in Kuwait

Kelly Card (Lehigh University)

Fostering Global Mindedness in International Schools in the United States

Diane Gal, Judith E King-Calnek

Chair: Iveta Silova (Lehigh University)

Chair: Daphne Hobson (Lehigh University)

Discussant: Doyle Stevick (University of South Carolina)

Discussant: Fred Brown (South Carolina University)

Abstract:

Despite various attempts to define the concept of “global mindedness/citizenship,” it is impossible to settle on a commonly agreed definition because it takes distinct meanings in different contexts. This panel examines why the idea of “global mindedness/citizenship” is becoming so appealing to nations, even to some of the most authoritarian and conservative countries, across the world. The panel examines a series of issues related to the nature, dynamics, and evidence of “education for global mindedness/citizenship” in different international school contexts. Some papers examine the complexity of factors that drive educators to develop curricula for “global mindedness/citizenship,” while and also, to examine how the phenomenon is understood, interpreted, and modified in different cultural settings. Discussion will revolve around such issues as different interpretations of the meaning of “education for global mindedness/citizenship,” theory and practice of implementing the concept, the role of international organizations in shaping the idea of “global mindedness/citizenship,” and culturally contextualized meanings of the concept across international schools in different nations. The intent is to have a combination of theory-driven syntheses of current scholarship, reports of new empirical research, and critical discussions of major topics around the panel's theme.

MON, MAR 23 - 2:00PM - 3:30PM

Building/Room: TBA1 / Calhoun

Session Title: Meeting with the Current Editors of International Education Research Journals (Global Perspective)

Session Participants:

Education and Society and World Studies in Education

Joseph Zajda (Australian Catholic University)

Comparative Education Review

David Post (Pennsylvania State University)

Comparative Education

Michele Schweisfurth (University of Birmingham)

Compare: A journal of Comparative Education

Karen Evans (Institute of Education, University of London), *David Turner (University of Glamorgan)

Globalisation, Societies, and Education

Roger Dale (University of Bristol), *Susan Robertson (University of Bristol)

International Journal of Educational Development

Joel Samoff (Stanford University)

Oxford Review of Education

Geoffrey Walford (University of Oxford)

European Education

Iveta Silova (Lehigh University), Alexander W Wiseman (Lehigh University)

International Review of Education

Virman Man (UNESCO Institute for Education)

Current Issues in Comparative Education

Stephanie E Bengtsson (Teachers College, Columbia University)

Prospects

Clementina Acedo (International Bureau of Education, UNESCO)

Harvard Educational Review

Elisabeth Blair (Harvard University)

Canadian and International Education Review

Suzanne Majhanovich (University of Western Ontario)

Educational Practice and Theory

Rea Zajda (Educational Practice & Theory)

Research in Comparative and International Education

David Phillips (Oxford University)

Chair: Joseph Zajda (Australian Catholic University)

Abstract:

This is a meeting of Education editors, who currently edit international and comparative education research journals. The idea is for each editor to talk about the journal, editorial policy and special issues, and trends on scholarly research. This panel will be limited to about 14 editors present, representing the following international journals in comparative education and policy research: Compare, Comparative Education, Comparative Education Review, Canadian and International Education Review, Current issues in Comparative Education, European Education, International Journal of Educational Development, Globalisation, Societies, & Education, International Review of Education, Oxford Review of Education, World Studies in Education and other relevant journals as required.

The aim is to increase the level of co-operation among the education journals editors (in terms of building recent research data of publications in comparative education journals, indexes, speeding up the refereeing process, nominating an international panel of referees, guest-editors, and promoting other aspects of scholarly editors' work, facilitate the exchange of ideas, discussing strategic research in comparative pedagogy, on-line research data, marketing, and co-publishing of special issues as scholarly books. "How to get published in comparative and scholarly journals papers" will also be presented.

TUE., MAR. 24 – 10:00 AM – 11:30 AM

Building/Room: TBA2/Colonial Ballroom East

Session Title: Cross-National Studies of Higher Education

Session Participants:

A cross-national analysis of female faculty: Trends and explanations

Christine Min Wotipka (Stanford University), *Elise Paradis (Stanford University)

The worldwide expansion of human rights programs in higher education, 1975-2005

David Suarez (University of Southern California), Tricia Martin (Stanford University), *Francisco O Ramirez (Stanford University)

Managing organizational change during institutional upheaval: Bosnia-Herzegovina's higher education in transition

Dijana Tiplic (Stanford University)

Educational governance, diffusion and adaptation of universalized scripts in the construction of education as a "technical" science in universities worldwide

S. Karin Amos (University of Tübingen), **Alexander W Wiseman (Lehigh University)**

Chair: Christine Min Wotipka (Stanford University)

Abstract:

Over the past forty years, dramatic changes have impacted higher education institutions around the world. Among them, the doubling of enrollments and diversification, pressures for efficiency and accountability, and the reconceptualization of knowledge have been notable. Although similarities no doubt exist among higher education institutions in form and function, important cross-national differences emerge as well. This panel explores cross-national expansion in four areas: female faculty, human rights programs, organizational change, and Education as a "technical science." While several of the studies here suggest that global level models and linkages may explain isomorphic changes in these areas, in the case of countries facing transition, micro-level explanations may be particularly insightful to elucidate organizational responses to the changing higher education environment.

TUES., MAR. 24 – 10:00 AM – 11:30 AM

Building/Room: TBA1/Gold

Session Title: Why NGOs React: Cases of Azerbaijan, Kazakhstan, Kyrgyzstan

Session Participants:

Chair: Ulviya Mikailova (Center for Innovations in Education)

Azerbaijan: What are we advocating for?

Elmina Kazimzade, Ulviya Mikailova

Kazakhstan: What is the cost of free education?

Saule Kalikova

Kyrgyzstan: Out of reach, or education access for children in remote areas

Alexander Ivanov

Discussant: Iveta Silova

Abstract: The proposed panel examines the changing dynamics of NGOs' involvement in education reform efforts in three post-Soviet countries. In the 1990s, NGOs have primarily promoted reform packages, usually inspired by external forces. This panel will discuss two studies, "Private tutoring" and "Parental Informal Payments" which resulted in developing new reform strategies and advocacy plans that redefined the role of NGOs in post Socialist education.

TUES., MAR 24 – 12:00 PM – 1:30 P M

Building/Room: TBA2/Colonial Ballroom East

Session Title: Cross-Regional Panel on Girls'/Women's Education: Empowerment at the Edge of Globalization?

Session participants:

Chair: Vilma Seeberg

Nonformal girls' education in traditional Bangladeshi villages

Jill Sperandio

Rural Han Chinese girls' schooling

Vilma seeberg

Care USA: Nuturing girls' leadership cross-culturally

John B. Trew; Joyce Adolwa

Village voices, modern choices

Rachel Anderson

Discussant: Karen Monkman

Abstract:

Along with the MDGs, the power and transgenerational effectiveness of educating girls and young women has become a basic tenet of the anti-poverty canon, yet reality still provides a sharp contrast. This panel was formed to present a cross-regional exploration of the impact of schooling, nonformal and formal, in the lives of socially excluded girls and young women, their identity, and the meaning they make of it. The papers are largely based on fieldwork conducted in rural villages on 3 continents, which lie at the other edges of globalization.

TUE, MAR 24 - 4:00PM - 5:30PM

Building/Room: TBA3 / 416

Session Title: Closing the Skill Gap: The Role of Education in Supporting Growth and Competitiveness in the ECA Region

Session Participants:

Chair: Jennie Weiner (Harvard University)

The Status Loss of the Teaching Profession in Azerbaijan and Kyrgyzstan: Analysis of Student University Admission Data

Iveta Silova (Lehigh University)

The Changes and Challenges Faced by the Teaching Profession in a Post-Soviet Context

Christine Harris-Van Keuren (Teachers College, Columbia University)

Why are there so many teachers in Eastern Europe and Central Asia? Quantitative answers from a teacher demand model

Lars Sondergaard (World Bank)

Teacher Responsibilities and Compensation Schemes in Eastern Europe and Central Asia

Algerlynn Gill (World Bank)

Discussant: Analia V. Jaimovich (Harvard University)

Abstract:

The World Bank is preparing a regional report entitled “Closing the Skill Gap: The Role of Education in Supporting Growth and Competitiveness in the ECA Region”. At the start of the transition, ECA education systems had similar initial conditions, experienced similar shocks over the same time period, adopted different policy responses, and experienced different outcomes. The presentations for this panel evaluate the educational similarities and divergences in the region, especially those related to teachers. First, an overview of education in the ECA region will be provided detailing the current challenges experienced by these countries, especially those challenges felt by the teachers in this region. Next, the quantity of teachers is evaluated and a demand model is presented to shed light on the quantitative explanation for the number of teachers in the region. Then, an investigation of two teacher salary structures is analyzed. The Soviet teaching load or “stavka” salary structure and the workload salary schemes are discussed and the implications of these pay structures on the teaching profession are explored. Finally, an evaluation of those entering the teaching profession is presented utilizing pedagogical student admission test scores as quantifiable evidence.

TUE, MAR 24 - 4:00PM - 5:30PM

Building/Room: TBA3 / 320

Session Title: (Dis)engaging Students, Teachers, Parents, and Community in Rural Schools: Challenges of Rural Education in China

Session Participants:

Performing care: The countryside in student teachers’ implemented and perceived summer social

practice curriculum

Hailing Wu (Michigan State University), Lynn W Paine (Michigan State University)

Beyond the school wall: Students' cynicism in a countryside school in northwestern China

Jingjing Lou (Beloit College; Indiana University)

Mother-child discrepancy: Interpretations of children's school experience and educational expectations

Yuping Zhang (Lehigh University)

Trades-off between the "top-down" and "bottom-up" school education management models: The implementation of school development planning in western China

Zhiyong Zhu (Beijing Normal University)

An observation project of elementary school teachers' usage of participatory teaching method in western China

Decheng Zhao (Beijing Normal University)

Chair: Heidi A Ross (Indiana University)

Discussant: Heidi A Ross (Indiana University)

Abstract:

From the state's grand vision to "Construct the Socialist New Countryside" to grassroots rural reconstruction projects to urbanization and migration motivated by market forces in between, in the recent years, rural China has undergone changes that have brought significant impact on the process as well as goals of rural education. This panel draws upon data from diverse communities to examine the impact of such social, economic, demographic and policy changes on rural schooling in China, with a focus on the perspectives of four stakeholders, teachers, students, parents and rural community. Panelists explore the failure as well as success of teacher training and practice to advance social justice by addressing the needs of rural children and communities; the cynicism exhibited by rural teenagers in face of a "money society" and how this affects students' engagement in their daily schooling and academic/career aspirations; the discrepancy between parents' and children' interpretation of children's schooling experience and expectations and its implications for parental intervention in rural schooling; and the increasing community involvement in rural schooling, motivated by both state as well as NGOs' initiatives.

TUE, MAR 24 - 6:00PM - 7:30PM

Building/Room: TBA1 / Gold

Session Title: Kneller Lecture and Roundtable: Schriewer in Focus - The Theory Debate in Globalization

Session Participants:

Chair: Iveta Silova (Lehigh University)

The Theory Debate in Globalization

Juergen Schriewer (Humboldt University, Berlin)

Discussant: Francisco O Ramirez (Stanford University)

Discussant: Kathryn M Anderson-Levitt (University of Michigan, Dearborn)

WED, MAR 25 - 8:00AM - 9:30AM

Building/Room: TBA2 / Colonial Ballroom East

Session Title: The Professionalization of Comparative Education

Session Participants:

Elements of professionalization in comparative education

Alexander W Wiseman (Lehigh University), *Erwin H Epstein (Loyola University Chicago)

CIECAP: Comparing course content in comparative education

Kathleen Stone (Illinois School District 105)

CEIMA: Resource for teaching materials

Patricia K Kubow (Bowling Green State University), *Bruce Collet (Bowling Green State University), *Meghan Burley (Bowling Green State University)

CIECAP: Prospect for analysis of programs

Jennifer Schmuhl (Loyola University Chicago)

Abstract:

The Comparative and International Education Course Archive Project (CIECAP) was launched in 2003 at Loyola University Chicago and announced at a session of the CIES meeting that year. CIECAP has become an important project of Loyola's Center for Comparative Education. Its initial purpose was to survey and analyze the content of the introductory course in comparative education and sustain a cumulative record of how the field is taught at institutions throughout the world. It was designed to be a major resource for instructors of comparative education. That purpose endures, but recently the project expanded to include a survey and analysis of not simply coursework in the field, but also programs and centers that maintain a teaching and research posture in comparative education. Most of this work has been done at Loyola, but another recent innovation is the launch of an affinity project, CEIMA, at Bowling Green State University, which surveys and analyzes teaching materials in the field. CIECAP and CEIMA contribute to the field's professionalization, and this panel reviews the work of those projects as well as discusses the nature and development of comparative education as a professional field.

WED, MAR 25 - 11:30AM - 12:30PM

Building/Room: TBA1 / Room 218

Session Title: European Education SIG Recruitment Meeting

Session Participants:

Chair: Iveta Silova (Lehigh University)

Chair: Alexander W Wiseman (Lehigh University)