Workshops

Workshops will be held on Sunday, April 22. Workshops are open to all CIES attendees. Since capacity is limited, registration for workshops ($5) is required and will be available on the online registration site. For any additional inquiries regarding the content of the workshops, please contact the workshop organizers directly.

1. Teacher Education Study in Mathematics Workshop (TEDS-M) (8:30a-12:00p)
Organizers: Maria Teresa Tatò (mttat@msu.edu), Associate Professor of Educational Policy, Curriculum, Instruction and Teacher Education, Michigan State University.
Michael Rodriguez (mcrdz@umn.edu), Associate Professor of Quantitative Methods, University of Minnesota.

The goal of this workshop is to introduce and provide initial training for users of the TEDS-M data for their work now and to launch them as successful scholars in the field. Participants will become familiar with the logic, design and methods of TEDS-M and will be able to critically and thoroughly analyze the data with a deep knowledge of the study. For more on TEDS-M, see http://teds.educ.msu.edu/. The workshop will introduce TEDS-M conceptual framework and sampling design, explain instruments and assessments used, introduce the structure of the database, and practice analysis with the TEDS-M database. Please see the TEDS-M pdf for detailed information.

2. Cognitive neuroscience: Exploring alternative perspectives to improve school quality in the developing world (8:30a-1:30p)
Organizers: Helen Abadzi, Senior Education Specialist, Education For All Fast Track Initiative (c/o World Bank, (Habadzi@globalpartnership.org) and Aaron Benavot, Professor of Global Education Policy, Educational Administration & Policy Studies, The University at Albany—State University of New York (ABenavot@uamail.albany.edu).

This workshop will explore how academic performance in classrooms can improve in light of emerging research in cognitive science and neuropsychology. Concepts and insights from these fields often go untaught in teacher training programs and related venues, but they can help school leaders predict which methods are likely to be more effective for different student groups. The workshop will focus more specifically on lower-income countries. Besides summarizing neurocognitive research findings, this workshop will highlight areas of importance for researchers, policy analysts, government officials, and donor agencies involved in improving educational quality. Real-life events and videos from classrooms will be used. Topics addressed will include: cognitive psychology essentials and the effectiveness of various teaching methods; reading basics and methods; efficient textbooks for the poor in lower grades; instructional time use and wastage; math basics and instructional implications for young students; observational learning and the potential for innovative teacher training programs; and what to watch for when you visit schools in lower-income countries.

3. Comparative International Education Research Made Easier: How to Use Several Free Online Data Tools (1:00p-5:00p)
Organizers: David C. Miller, Ph.D. (dmill@air.org), American Institutes for Research.
Alexander W. Wiseman, Ph.D. (aww207@lehigh.edu), Lehigh University, College of Education.
The primary objective of this workshop will be to teach participants how to use three newly developed web tools applicable to various levels of comparative international education research. The workshop will involve demonstrations of the web tools and hands-on examples of how research questions in comparative international education can be addressed using these tools. There will also be time for participants to explore their own research questions using the web tools while the instructional staff assist and answer questions. These interactive data tools, which are free and publicly available, give researchers, from novice to advanced, the ability to easily view, explore, and manipulate international data. These tools will expand the breadth and depth of comparative international education research and inform evidence-based decision making. See the Data Tools pdf for more details.

These web tools have been developed with funding from the International Activities Program (IAP) at the National Center for Education Statistics (NCES), U.S. Department of Education, and in collaboration with the American Institutes for Research (AIR) and other contractors. They include: 1) the online Country Reports (CR) tool which allows users to readily examine and compare individual countries, or groups of countries, across several core indicators of development, 2) the International Data Explorer (IDE) which answers users’ questions about U.S. students’ knowledge and skills in comparison to their international peers (see http://nces.ed.gov/surveys/international/ide/), and 3) the International Cross-Time, Cross-System (XTXS) database — the most statistically advanced of the three tools — contains information relevant to quantitative analyses, including the empirical modeling of international data (see http://intledstatsdatabase.org/default.aspx). It places information collected from multiple sources and multiple points in time in one database for use by education researchers.

4. Strengthening the Evidence Based Practice of Educational Civil Society Organisations Initiative - Lessons Learnt and Ways Forward (1:00p-5:00p)

Organizer: Hugh McLean (Hugh.McLean@osf-eu.org), Open Society Foundation, UK

The central theme of the workshop is the validity of educational civil society field data, and represents a follow-up activity of CIES 2011 CIES panel with the same title. The Education Support Program of the Open Society Foundations convenes a workshop to present the results of work under its initiative entitled Strengthening the Evidence Based Practice of Educational Civil Society Organisations (CSOs). The goal of the proposed workshop is to provide researchers and practitioners with the opportunity of presenting the finding and discuss ways forward on efforts to strengthen the social validity of educational civil society produced information gathered during their school and classroom levels interventions. As part of the workshop six paper presentations will be delivered, which will explore the approaches and research directions for addressing the issue of better gathering and using data emerging from school and classroom levels interventions by educational civil society organisations. Researchers and practitioners with interest in further developing the learning, monitoring and evaluation frameworks around civil society organisations educational interventions to further inclusive education are invited to register. See the Civil Society Organizations pdf for more detailed information.

5. Privatization in Education Research Initiative (PERI) (8:30a-12:30p)

Organizers:
Dr. Ian Macpherson (ian.macpherson@osf-eu.org), Open Society Foundations
Professor Mary Metcalfe – Development Bank of Southern Africa
The workshop will showcase research, learning, and multi-media developed over the last twelve months under the Privatization in Education Research Initiative (PERI) and debate key questions arising from various forms of inquiry under the initiative. In 2010, PERI was established as a multi-annual global research initiative that sought to contribute to a better understanding the education justice outcomes of the increasing adoption of alternative educational service regulation and delivery mechanisms. The initiative set out to raise about the change in the nature of public education under conditions of deregulation, de-centralization, de-nationalization, privatization and competitive tendering of public functions in education. In addition, the initiative also supports new research by funding in-depth analysis and collection of new empirical data, and develops research capacity by providing opportunity for educational researchers to conduct and learn about educational policy analysis and by creating sustained networking opportunities among themselves internationally. Together, this range of knowledge, data and resources challenge much of the existing understandings and beliefs of privatized education services and as such the workshop will contribute to an informed public debate on privatization of education. See the PERI pdf for details.

6. Using IEA Databases for Secondary Analysis (8:30a-12:30p)

Organizer: Plamen Mirazchiyski, PhD (plamen.mirazchiyski@iea-dpc.de) and Andres Sandoval, PhD (andres.sandoval@iea-dpc.de), IEA Data Processing and Research Center

This course will provide an overview of the available international databases for latest cycles of the studies conducted by the International Association for the Evaluation of Educational Achievement (IEA). These are Progress in International Reading Literacy Study (PIRLS), Trends in International Mathematics and Science Study (TIMSS) and International Civic and Citizenship Study (ICCS). The content of the available data and materials in the databases will be reviewed. Studies' methodological complexities, implications for analysis and analysis procedures and methods will be presented and discussed in detail. The course provides hands-on training on analyzing data from Trends in International Mathematics and Science Study using software (provided by the course organizers) that handles all issues related with the analysis of large-scale assessment data. By the end of the course, participants should be able to comprehend the conceptual underpinnings of LSA, understand the sampling and data structure of the PIRLS 2006, TIMSS 2007 and ICCS 2009 database, access and evaluate the research questions and goals of the PIRLS, TIMSS and ICCS surveys, retrieve the IEA’s databases, international reports, technical documentation and questionnaires; effectively evaluate necessary methodology needed to analyze PIRLS, TIMSS and ICCS data, merge LSA data and prepare data for analysis using IEA provided software, and utilize IEA provided software to begin cross-national investigation of the data.

7. IEA Workshop on Sampling for Educational Assessments (8:30a-12:30p)
The workshop introduces sampling methodology applied in large scale educational surveys, its background and significance. The concepts of cluster sampling, stratification, and unbiasedness are defined and illustrated. The selection process is illustrated by means of an example. The necessity of using weights when analyzing data from complex sampling designs is demonstrated and the calculation of weights is explained. Other implications for data analysis, particularly the need for specific methods of variance estimation, are also examined. The course enables participants to understand the implications that specific sampling designs applied in large-scale educational studies have on data analysis and interpretation. The workshop aims to transfer conceptual knowledge rather than to build practical capacities to actually conduct the full selection process. Participants will be qualified to consider advantages and disadvantages of specific sampling designs in discussion with executing sampling statisticians.

8. Social Change through the Art of Movement: An Introduction to Dance 4 Peace (8:30a-12:30p)

Organizer: Amanda S. Munroe, munroe.a@gmail.com, Georgetown University

This workshop will be a hands-on introduction to the global peace education movement Dance 4 Peace. With direction from a certified Peace Mover facilitator, workshop participants will experience various aspects of the Dance 4 Peace curriculum by learning through doing. Building on aspects of social learning theory and the idea that individuals learn best how to teach others through first learning about themselves in interaction with others, the workshop will give learners the opportunity to experience and critique the Dance 4 Peace approach to teaching civic engagement.

Through creative movement, small group breakout activities, and a final large-group brainstorming session, participants will gain familiarity with the Dance 4 Peace experiential learning approach through active participation in Dance 4 Peace activities, tools for implementing creative approaches to peace education in their classrooms, space to reflect critically on the effects of the worldwide education revolution in practice, connections to co-participants interested in similar conference themes, time to brainstorm together implementation and evaluation techniques in peace education. Conference attendees with interest or experience in one or more of the following: education for social justice, conflict resolution, or civil engagement; peace education through experiential learning; arts education; physical education; reflective educational practice; or implementation and evaluation methods. “Dance novices” are encouraged to attend. NO FAMILIARITY WITH DANCE IS REQUIRED.

9. Understanding the Early Grade Reading and Math Assessments: From development to data analysis (8:30a-5:00p)

Organizer: Amber Gove (RTI International), agove@rti.org

The objective of the workshop is to provide participants with a basic understanding of the purpose, uses and processes involved in the administration and analysis of the Early Grade Reading and Math Assessments. Since developed in 2006, the Early Grade Reading Assessment (EGRA) has been administered in more than 50 countries and languages. Developed in 2008, the Early Grade Math
Assessment (EGMA) has been administered in 9 countries. Both assessment tools are individually administered oral assessment of foundation skills that have been found to be critical for later student success. On a sample basis, and with outside assessors, EGRA and EGMA can provide a system-level diagnostic of areas of skill deficiency. That is, it can be used to bring awareness to policy makers and educational authorities as to levels of foundational reading and mathematics learning in their systems. Understanding of the development and uses of each tool will help practitioners and academics in their research and evaluation efforts. For additional information please see www.eddataglobal.org

The target audience is university researchers interested in multi-country data analysis and NGO practitioners interested in impact evaluation and school-based assessments. At the end of this day-long workshop, participants will: a) understand the development process, rationale and purpose of the early grade reading and math assessments, b) gain experience in administration of the assessment tools, c) understand how key indicators from the assessments are calculated, and d) gain knowledge of publicly available training resources and materials available for further study and use.

10. CIES Gender and Education Committee Pre-Conference Workshop 2012 (1:00p-4:00p)

This interactive workshop will focus on the theory and practice of gender training. Reflecting on the work of scholars, trainers, policy-makers and development practitioners, participants will consider the role that training plays in disseminating gender equality goals and practices into different local contexts, and consider the methodological challenges of studying training in the context of social change.

Hundreds of NGOs, government organizations, and aid agencies participate in and provide brief educational courses that attempt to reach different populations with gender-related content (e.g. gender mainstreaming, sex education, HIV/AIDS, literacy, micro-finance and human rights education). Early training models sought to transform gender relations at the personal, organizational and/or societal levels. They focused on conceptual issues while drawing directly on the empirical or material experiences of participants. They were influenced by critical and feminist pedagogy developed within women’s studies programs at North American and European universities, and also inspired by the writings of Paulo Freire. In the 1990s, as gender training became increasingly institutionalized into and by development institutions, there has been a shift away from consciousness-raising toward a more technical, instrumental approach to training. As a result, there is growing concern among academics and practitioners that gender training no longer focuses on discovering gender, but constructing gender.

We will use the case of Instituto Promundo to consider how gender training is being mobilized, by whom and for what purposes. Instituto Promundo is a path-breaking international organization whose mission is to promote gender equality and end violence against women, children, and youth. We will have the opportunity to learn about and experience some of their "Program H," which encourages young men to reflect on rigid gender norms and their impact on sexuality, reproductive health, intimate and family relationships, fatherhood and care-giving, violence prevention, and emotional health. In the process, we will consider how gender trainers are practicing intersectionality in their courses as they link
gender to other systems of inequality such as race, caste, class, sexuality, generation, ability, citizenship, etc. in meaningful ways.

There will be opportunities for workshop participants to discuss areas for further research and strategies for building collaborative partnerships in ways that link theory with practice, and contribute new frameworks for studying training as a social change process. This workshop is open to all, and we particularly encourage those who may not have prior experience in gender, development, and training to participate.