



# Workshops

A series of stimulating workshops will be offered as part of this year's conference. These workshops are intended to enhance the experience of attendees and are scheduled both prior to and during the conference.

All CIES 2011 Montréal conference attendees are welcome to participate in the workshops, but space may be limited. Please read the descriptions of the workshops below and contact the appropriate persons to **pre-register** and reserve a space.

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## PRE-CONFERENCE WORKSHOPS

The following pre-conference workshops will take place on **Saturday, April 30, 2011**:

- 8:30am-12:30pm

**Sampling in large-scale assessments in education: Introduction to the concepts of statistical sampling, characteristics of complex samples, and implications for analysis and interpretation**

*Sabine Meinck, Research Analyst, IEA Data Processing & Research Center, Hamburg, Germany*

This workshop—aimed at researchers interested in the logic of statistical sampling, secondary data analysis with large scale assessment data, and the implementation of sample surveys—

introduces sampling methodology applied in large scale educational surveys, its background, and significance. When analyzing or interpreting sample data, researchers should always consider the sampling design used to select the targeted populations (e.g., schools, classes, students, teachers etc.), as failing to apply correct sampling weights and variance estimation procedures could lead to biased outcomes or/and misinterpretation of results. The concepts of cluster sampling, stratification, and unbiasedness will be illustrated, and the necessity of using weights when analyzing data from complex sampling designs will be discussed.

The purpose of this workshop is to transfer conceptual knowledge, rather than to build practical capacities to actually conduct the full selection process, by enabling participants to understand the implications that specific sampling designs applied in large-scale educational studies have on data analysis and interpretation. Participants will be qualified to consider advantages and disadvantages of specific sampling designs in discussion with executing sampling statisticians.

To register for this workshop, please email [seminar@iea-dpc.de](mailto:seminar@iea-dpc.de) or call +49-40-48-500-666.

- 8:30am-12:30pm

### **Using HLM with large-scale assessment data**

*Daniel Caro, Research Analyst, IEA Data Processing & Research Center, Hamburg, Germany*

*Leslie Rutkowski, Assistant Professor of Inquiry Methodology, Counseling & Educational Psychology, Indiana University, USA*

This workshop will train participants how to use HLM software through the analysis of family socioeconomic status (SES) influences on academic achievement in PIRLS 2006. First, the theory underlying

hierarchical linear models will be presented and the HLM software will be introduced. Second, relevant hypotheses for policy research regarding family SES influences will be evaluated, stressing theory, model specification, and interpretation of results. Participants will learn to specify, estimate, and interpret results of two-level models.

Aimed at graduate students, emerging researchers, and continuing researchers interested in hierarchical linear regression analysis for evaluating hypotheses using large-scale assessment data, the workshop requires participants to have prerequisite familiarity with regression techniques—including data manipulation (e.g., recoding, dichotomization, standardization), model specification in relation to theory, hypothesis testing, interpretation of coefficients, and model checking, as well as basic knowledge of the statistical complexities related to the data (e.g., plausible values and complex sample design). **Participants will need to bring laptop PCs with SPSS installed** and have intermediate knowledge of regression analysis; the HLM trial version will be distributed.

To register for this workshop, please email [seminar@iea-dpc.de](mailto:seminar@iea-dpc.de) or call +49-40-48-500-666.

- 10:00am-5:00pm

**Cognitive neuroscience: Exploring alternative perspectives to improve school quality in the developing world**

*Helen Abadzi, Senior Education Specialist, Education For All Fast Track Initiative (c/o World Bank)*

*Aaron Benavot, Professor of Global Education Policy, Educational Administration & Policy Studies, The University at Albany—State University of New York (SUNY), USA*

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.

To register for this workshop, please email [habadzi@worldbank.org](mailto:habadzi@worldbank.org).

- 1:00pm-5:00pm

**Gender, education, and liberation: Conversations across fields**

*Nancy Kendall, Assistant Professor of Educational Policy Studies,  
Comparative & International Education, University of Wisconsin—  
Madison, USA*

This workshop, sponsored by the CIES Gender & Education Committee, will provide participants with opportunities to engage with each other in large and small groups by examining the intersections of gender, education, and liberation across diverse fields, disciplines, research approaches, and conceptualizations (of education and liberation). The workshop will begin with a plenary panel of speakers that will examine diverse historical and current conceptualizations of the relationships

among gender, education, and liberation. Participants will then take part in two mini-workshops on key issues related to topics such as: gender, literacy, and empowerment; neoliberalism, inequality, and prospects for educational transformation; women's leadership and liberation; transformation, education, and the MDGs; and transnationalism, citizenship, and liberation.

Please note that **a nominal fee (\$10 regular/\$5 student)** will be collected for participation in the workshop; however, fee waivers are available on a needs basis. A limited number of fellowships to offset costs associated with attending the workshop will be available to graduate students and international scholars who are self-funding travel to the conference.

To register for this workshop, please email [pawlowski@wisc.edu](mailto:pawlowski@wisc.edu); payment will be collected on-site.

- 1:00pm-5:00pm

**A basic model for international surveys of educational assessment and some challenges of making it fit**

*Jack Schwille, Co-director, Teacher Education & Development Study in Mathematics (TEDS-M), Professor and Assistant Dean, International Studies in Education, Michigan State University, USA*

*Inese Berzina-Pitcher, Consortium Coordinator, Teacher Education & Development Study in Mathematics (TEDS-M), Michigan State University, USA*

*Maria Teresa Tatto, Principal Investigator, Teacher Education & Development Study in Mathematics (TEDS-M), Michigan State University, USA*

This workshop will focus on the challenges, issues, and lessons of international and comparative survey design. Over the fifty-year history of the International Association for the Evaluation of Educational

Achievement (IEA), a basic model for international surveys of educational assessment has been developed and has reached a highly professional and technically proficient form in the repeat surveys of TIMSS and PIRLS (and likewise the non-IEA PISA). Lessons will be drawn from the history of IEA and PISA research, with emphasis on the recent TEDS-M teacher education study, the first IEA study of higher education.

A basic model for international surveys of educational assessment will be presented together with some dilemmas that arise from difficulties of putting the ideals of this model into practice. This workshop will be of value to graduate students wanting to learn more about international research, as well as practicing researchers and others who seek a better understanding of the significance and validity of these surveys.

To register for this workshop, please email [berzina1@msu.edu](mailto:berzina1@msu.edu).

- 1:00pm-5:00pm

### **Using the ICCS 2009 International Database for secondary data analysis**

*Plamen Mirazchiyski, Research Analyst, IEA Data Processing & Research Center, Hamburg, Germany*

*Andrés Sandoval-Hernandez, Research Analyst, IEA Data Processing & Research Center, Hamburg, Germany*

This workshop provides an overview of the available database, methods, and analysis procedures used in the IEA's International Civics and Citizenship Education Study (ICCS). Conducted in 2009, with upcoming release of the International Database in November 2010, ICCS investigates how well young people are prepared to undertake active roles as citizens by collecting civic knowledge and contextual background information from students, teachers, and schools in 38

countries—as well as three regional modules (Asian, European and Latin American).

This workshop hopes to target graduate students and researchers at all levels that are interested in issues concerning international large-scale assessments and secondary data analysis related to civic education. The methodological complexities of ICCS will be presented, and software to analyze the data and obtain correct estimates will be distributed. **Participants will need to bring laptop PCs with SPSS 11 (or higher) installed** and have a basic working knowledge of statistics.

To register for this workshop, please email [seminar@iea-dpc.de](mailto:seminar@iea-dpc.de) or call +49-40-48-500-666.



## GENDER & EDUCATION SYMPOSIUM

On **Monday, May 2, 2011**, the CIES Gender & Education Committee will host its annual Gender & Education Symposium. This year’s symposium, “From Development to Empowerment,” will consist of three sessions featuring keynote speakers who will address the interplay between education and development, particularly in respect to accelerating girls’ and women’s education and empowerment. Lively discussions are sure to follow.

The Gender & Education Symposium speakers are leading experts on gender issues in comparative international education with practical experience in academia, non-governmental organizations, and UN agencies. They will engage participants on issues of civil society, social movements, feminism, human capabilities and empowerment, politics of place, settings in crisis and conflict, as well as the reproduction of gender inequalities in education systems.

All conference participants are invited to attend any or all parts of the symposium—as well as the topical **networking-mentoring luncheon**,\* to be held from 12:00pm to 1:30pm. All events will take place in Le Grand Salon at Fairmont The Queen Elizabeth Hotel.

- 8:30am to 10:00am (Part 1)

**How far does this go? Reflections on using the capability approach to evaluate gender, poverty, education, and empowerment**

*Elaine Unterhalter, Professor of Education & International Development, Institute of Education, London, UK*

- 10:15am to 11:45am (Part 2)

**Educational transformation: Women in communities in conflict in Swat, Pakistan**

*Zebu Jilani, President and Founder, Swat Relief Initiative Organization, Pakistan*

- 12:00pm to 1:30pm (Luncheon: Gender & Education Roundtables)\*

**Gender and education, between promise and progress: Considering the findings of the UIS Global Education Digest**

*Nelly Stromquist, Professor of International Education, University of Maryland—College Park, USA*

*Janet Bagnall, Editorial Writer and Columnist, Montreal Gazette*

*Mary Ann Maslak, Associate Professor of Education, St. John's University, USA*

*Emily Hannum, Associate Professor of Sociology and Education, University of Pennsylvania, USA*

**Capabilities: Potential for scholarship**

*Elaine Unterhalter, Professor of Education & International Development, Institute of Education, London, UK*

**Education and conflict: Advocacy and action**

*Zebu Jilani, President and Founder, Swat Relief Initiative Organization, Pakistan*

*Claudia Mitchell, James McGill Professor, McGill University, Canada*

- 1:45pm to 3:15pm (Part 3)

**Liberty is based on education**

*Tarcila Rivera Zea, Executive Director, Chirapaq, Centro de Culturas Indígenas el Perú*

*Lise Bastien, Director, First Nations Education Council of Québec, Canada [Discussant]*

\*The cost to attend the Gender & Education Symposium Luncheon is \$25 regular/\$10 student. The lunch menu will include a buffet with market fresh soup, a bouquet of crudités and various side salads, assorted sandwiches, vegetable chips, Le Montréalais fruit salad, and a selection of miniature pastries—as well as coffee and tea. Please email [gender@cies.us](mailto:gender@cies.us) to pre-register; payment will be collected on-site at registration.



## NEW SCHOLARS WORKSHOPS

From **May 1 to May 3, 2011**, the CIES New Scholars Committee will host its annual dissertation workshops:

- 8:30am-3:15pm (Monday, May 1)

**Higher education: Access and learning**

*David Post, The Pennsylvania State University*

**Secondary education: Access, learning, and educators**

*Henry Levin, Teachers College, Columbia University*

**Transition and educational programs**

*David Phillips, Oxford University*

*Noah Sobe, Loyola University—Chicago*

- 10:15am-5:00pm (Tuesday, May 2)

**Pedagogy, policy, and educators**

*Heidi Ross, Indiana University*

*Val Rust, University of California—Los Angeles*

**Globalization, immigration, and national identity**

*Shabnam Koirala-Azad, University of San Francisco*

*Ladislaus Semali, The Pennsylvania State University*

**Changing needs of education**

*Vandra Masemann, University of Toronto*

*James Williams, George Washington University*

- 8:30am-3:15pm (Wednesday, May 3)

**Girls' education**

*Joan DeJaeghere, University of Minnesota*

*Karen Monkman, DePaul University*

**Gender equity: Policy and local experiences**

*Sangeeta Kamat, University of Massachusetts at Amherst*

*Frances Vavrus, University of Minnesota*

**Youth: Non-formal education, orphans, and immigrant populations**

*Nancy Kendall, University of Wisconsin—Madison*

**Higher education: Quality, faculty, and graduates**

*Ruth Hayhoe, University of Toronto—OISE*

Every year the CIES New Scholars Committee hosts all-day workshops for Ph.D. and Ed.D. students to discuss their dissertation research with other doctoral students and experienced scholars in the field. Participants, who must be student members of CIES planning to attend the annual conference, should be in the proposal and early writing stages of their dissertation work; the goal of these workshops is to improve the work itself and strengthen links with international education programs. These workshops are made possible by faculty and student

member volunteers and are funded directly by the CIES Secretariat.

Each workshop will consist of formal presentation sessions, followed by a feedback period, to allow participants adequate time for constructive discussion with students and resource faculty. Students will be required to read and engage substantively with other participants' work both prior to and at the workshop. In order to allow the greatest number of new scholars to participate, students are selected to participate in one (1) full day. **Candidates who submitted proposals to the New Scholars Committee and were accepted for the workshops will be announced on the "SIGs & Committees" page.**



## CONFERENCE WORKSHOPS

The following workshops will take place on **Thursday, May 5, 2011**:

- 8:30am-11:45am

### **Education statistics in an international context**

*Lory Ajamian, Statistical Assistant, UNESCO Institute for Statistics, Montréal, Canada*

*Redouane Assad, Assistant Program Specialist, UNESCO Institute for Statistics, Montréal, Canada*

*Ioulia Sementchouk, Statistical Assistant, UNESCO Institute for Statistics, Montréal, Canada*

*Hanna Taleb, Statistical Assistant, UNESCO Institute for Statistics, Montréal, Canada*

*Hélène Tran, Statistical Assistant, UNESCO Institute for Statistics, Montréal, Canada*

*Nhung Truong, Assistant Program Specialist, UNESCO Institute for Statistics, Montréal, Canada*

*Peter Wallet, Assistant Program Specialist, UNESCO Institute for*

*Statistics, Montréal, Canada*

*Wendy Weng, Statistical Assistant, UNESCO Institute for Statistics,  
Montréal, Canada*

The UNESCO Institute for Statistics (UIS) collects, compiles, and publishes comparative education data and indicators, covering all levels of formal education, for more than 200 countries and territories. An essential source of information for monitoring the progress towards education targets set by the Millennium Development Goals and Education for All, the UIS database is used by researchers to benchmark the performance of education systems relative to those in other countries and to compare the organization of schooling across national contexts.

The aim of this workshop is to raise awareness of the key frameworks and indicators used for international education statistics and to promote access to the comparative data and analytical products available to researchers. The workshop will consist of four sections focused on UIS education data in a global perspective; turning national data into international data; understanding what monitoring indicators tell us; and practical tips for using information from the UIS Data Centre. UIS reports and working papers will also be made available to participants.

To register for this workshop, please email [UISworkshop@uis.unesco.org](mailto:UISworkshop@uis.unesco.org).

- 8:30am-11:45am

**Peace education pedagogy and transformation in the comparative and international education classroom**

*Andria Wisler, Director & Visiting Assistant Professor, Program on Justice & Peace, Georgetown University, USA*

*Maria Hantzopoulos, Assistant Professor of Education, Department of Education, Vassar College, USA*

*Zeena Zakharia, Gebran G. Tueni Fellow, Carr Center for Human Rights Policy, Kennedy School of Government, Harvard University, USA*

As the threat of violent conflict looms from turf clashes in city streets to international border disputes to internal civil wars, peace education has garnered growing attention in the fields of comparative and international education and international educational development. Peace educators agree that comprehensive peace education is not only education *about* peace, but also education *for* peace. Such a conceptualization has implications for peace education as an academic field, social practice, pedagogy, and area of research. But what is peace pedagogy? What is its place in the comparative and international education classroom? And can it liberate students and/or professors?

This workshop will focus on peace pedagogy in tertiary education and offer a platform for participants to reflect upon the process and content of their teaching in their higher education classrooms, in response to global efforts to cultivate a less violent world. The concept of “transformation,” a foundation of peace education and a term increasingly prevalent in development discourse, will be unpacked—in light of teaching by (and about) Paulo Freire, among others. The workshop will also include a **syllabus exchange** and the identification of senior and junior CIES faculty members and advanced doctoral students with commitments to peace education, in hopes of establishing mentoring relationships.

To register for this workshop, please email [akw28@georgetown.edu](mailto:akw28@georgetown.edu).