

## Message from the Chair

ISATT activities are in full swing! Because others will discuss the forthcoming ISATT Conference in Bari, Italy, I will mainly focus my attention on the Yearbook as well as on several smaller projects within the organization.

### ISATT Members Series Books (Brill)

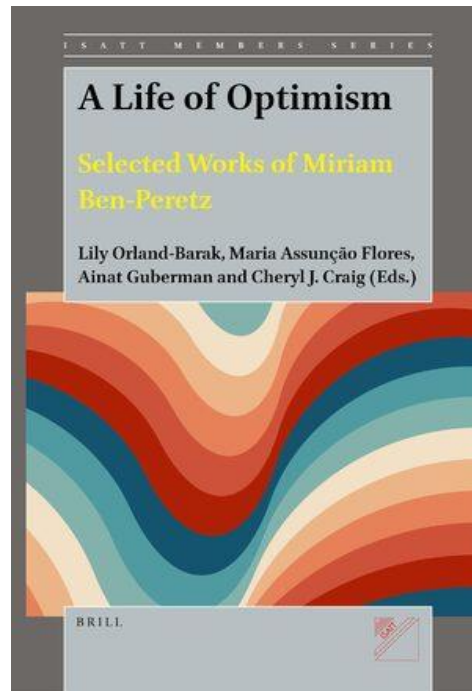
Before discussing the Yearbook, I would like to announce that the Brill book, *A Life of Optimism: Selected Works of Miriam Ben-Peretz*, has been published. It will be launched in Tel Aviv, Israel at a MOFET Conference in June and in Bari, Italy at the ISATT International Conference in July. It is the first volume of the ISATT Members Series edited by Ruth Kane, Juanjo Mena and Cheryl J. Craig.



**Cheryl Craig**  
ISATT Chair

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Following closely on the heels of the first Members Series book is a second volume about the international Covid-19 experience. Edited by Ruth Kane, Juanjo Mena and Cheryl J. Craig, this book will go to press as soon as the final chapters are submitted and edited.

### ISATT's 40<sup>th</sup> Anniversary Yearbook (3 volumes)

It is my great pleasure to announce that late last week, the first volume of the three-volume yearbook, titled *Teacher Education in the Wake of Covid-19*, was ready to go to press. The second volume, *Teacher Education in International Contexts*, is prepared as well. Last evening, the third volume, *Approaches to Teacher Education*, was completed. In this third volume, some reprint articles will need to be reduced to 40% of the original copies, which means a day or two of work remains before this book will also be finalized.

It has been a significant effort by many ISATT members to meet the submission deadline and I would like to thank everyone involved for their dedicated hard work. All three volumes comprising the 40<sup>th</sup> Anniversary Yearbook will be ready to be launched and sold at the Bari Conference. This is an amazing feat as we had such a small window of time to complete an incredibly enormous and complicated task. Not once, though, did we question our collective ability to get it done. And—with the collaborative spirit that our founders envisioned for our study association—we succeeded.

Special thanks go to our section editors who diligently invited chapters and took full creative authority over their portions of the yearbook. Gratitude is also expressed to Wendy Moran and Daniela Hotolean who enthusiastically invited and edited the Member Tributes that appear in all three volumes. Post-Doctoral Assistant, Xiao Han, deserves enormous praise for organizing, coordinating, and formatting all the chapters and the mountain of associated paperwork. The indexes for the three volumes were expertly prepared by Research Assistants Dajuana Fontenot (Volume 1) and Hulya Avci (Volumes 2 & 3). Ruth Kane and Juanjo Mena deserve special mention as well because they played dual roles as co-editors of the yearbook and section editors as well.

Congratulations, Everyone, for a job well done!



### 40<sup>th</sup> Anniversary Yearbook and Bari Conference Program

Conference Chair Loredana Perla and her team have generously dedicated time on the Bari Conference Program for different sections of the Yearbook to be presented. Yearbook section editors, working with each other, Loredana Perla's team and me, will determine who will present in what section. The good news is that conference proposals will not need to be submitted around the yearbook chapters. **They will automatically be part of the Bari Conference Program as they are already peer-reviewed.** Of course, time allotments will depend on how many authors will be present to share their work in the dedicated sessions.

### Separate News Item

On November 8, Lily Orland-Barak presented an in-person lecture at Texas A&M University on *Lost or Found in Translation? Translating Educational Research into Practice: Challenges and Promises*. ISATT members were invited to virtually attend her keynote address. The audience was equally divided between those present in person on campus and international ISATT members who attended online. A robust conversation took place following the talk. A follow-up lecture is scheduled for 2023-2024.



**Notable Lecture**  
Sponsored by the Glasscock Center



TEXAS A&M UNIVERSITY  
Collaborative for Innovation  
in Teacher Education

## Lost or Found in Translation?

### Translating Educational Research into Practice: Challenges and Promises





**Nov 8th, 2022**  
10 AM - 11:30 AM CST



**Room 311, Glasscock Center & Online**

In this talk, Dr. Orland-Barak discusses the challenges and promises in translating educational research into practice based on her research conducted in response to a call from the Ministry of Education in Israel during the COVID-19 pandemic. Specifically, she shares how to design, implement and evaluate a practical model for mentoring teachers in the transition to the digital teaching space.

**Lily Orland-Barak, Ph.D.**  
University of Haifa

Lily Orland-Barak is the former Dean of the Faculty of Education and the present Dean of the university



**Ruth Kane**  
**ISATT Secretary**

## Message from Secretary

The past year has rushed past in a bit of a blur as we gradually emerge from the grip of the pandemic. There have been noteworthy highlights that Cheryl has captured in her report.

*ISATT Regional conference, Bordeaux, France, October 2022:* It was wonderful to see so many members in person at our first ever regional conference in Bordeaux, France. What a treat to be able to network and hear of members amazing research from across the globe. I am so grateful to the Bordeaux ISATT conference organizers Magdalena Kohout-Diaz and Marie-Christine Deyrich for their hospitality and the thought-provoking conference they organized. It was hugely successful and a great opportunity to bring us together in conversation – and of course amazing food!

*ISATT Biennial Conference Bari, Italy July 2023:* You will see from Dani's communications to members that the [website](#) for the Bari conference is open and accepting abstract submissions. Registration will open in early 2023. The main conference runs from Monday 3<sup>rd</sup> July to Friday 7<sup>th</sup> July and promises to be a week of scholarly conversations, cultural activities, and professional networking. It will be an event not to be missed so submit your abstract now and start making plans for ISATT Bari 2023.

*The ISATT Bari pre-conference for graduate students* will begin Saturday 1<sup>st</sup> July mid-day and run through to Sunday 2<sup>nd</sup> July in the late afternoon. Graduate students can participate in seminars led by leading ISATT scholars and will also have the space to provide short presentations of their 'work in progress' and receive feedback from experienced ISATT researchers. The pre-conference requires separate registration and a small fee to cover costs for rooms, nutrition, and an evening for informal networking on Saturday. There is no need to submit an abstract. At the beginning of the pre-conference all participants will be invited to sign up for sessions where they can present their work in progress, no matter what stage their research is at, and receive feedback from peers and senior researchers. Seminars will include such topics as: navigating my doctoral journey; working with my supervisor; publishing; presenting my research to scholarly audiences; and, planning my academic career. One goal of the pre-conference would be to put in place a network of ISATT graduate students who could continue to support each other across their careers.

*ISATT Members Series Covid-19 Book:* We are in final editing stages of the ISATT Covid-19 book to be published with Brill Publishers. We paused this process to enable us to complete the ISATT 40<sup>th</sup> Yearbook. Now that has been completed through Prof. Cheryl Craig's leadership, we are turning our attention to the ISATT Members' Series and will be finalizing this in early 2023. Sincere apologies for the extended time this has taken.

In January/February 2023 we will be sending out several important calls to all ISATT Members:

*Membership on the ISATT Executive:* There are a number of members of the ISATT Executive whose terms ended in 2021, but due to the pandemic, they graciously continued in their roles until we could organize our next members' meeting.

I would like to sincerely thank Dr. Juanjo Mena for his dedication to the role of treasurer of ISATT across past years. Juanjo always brings a deeply thoughtful and compassionate lens to his work in the service of ISATT members and we are very grateful for his thoughtful insights and steady guidance – essential when dealing with finances across an international membership.

Members at large Prof. Diane Yendol-Hoppey, USA; Dr. Martha Prata-Linhares, Brazil; Dr. Ozge Hacifazlioglu, Turkey; and Prof. Elke Struyf, Belgium have served as members of the ISATT executive and helped keep our organization active and moving forward across the recent challenging years. We are most appreciative of their commitment and contributions to ISATT and look forward to them each continuing as active members of the ISATT membership. Calls for nominations to replace departing executive committee members will be circulated to all ISATT members in early 2023 and decided through approved processes at the July ISATT members' meeting in Bari.

Other members of the executive who have served one term, have indicated their willingness to continue in their roles for a further term including: Prof. Cheryl Craig, USA, Chair of ISATT; Prof. Ruth Kane, Canada, Secretary of ISATT; Dr. Stravroula Kaldi, Greece (who will take on leadership of the graduate Student sub-Committee); Prof. Philip Riley, Australia (Newsletter Editor) and Dr. Tara Ratnam, India (National Reps/ coordinator). We are grateful for the continuity that these executive members will contribute as we leverage the post-pandemic momentum initiated with the regional conference in Bordeaux in October 2022 and most certainly to be amplified with our upcoming ISATT Biennial conference in Bari 2023.

*Calls for 2025 ISATT Biennial conference to be scheduled in July 2025* will be circulated in early 2023. Members planning on submitting a bid for the ISATT biennial conference would be advised to begin thinking about this now and drafting their proposals. These will be presented to the membership and voted on through the Members' Meeting held at Bari in July 2023.

*Calls for 2024 ISATT Regional Conference* will also be circulated in early 2023. The regional conference is an opportunity for ISATT members within a particular region to work in partnership with a member of the executive to plan a conference in the year between our biennial conferences.

*Calls for nominations for ISATT Awards* will also be circulated in early 2023. We have, as an association, had a few years without celebrating members' amazing achievements through our awards. So we look forward to several nominations being received.

*ISATT Constitution and Standing Orders*: There has already been significant work undertaken on revising the ISATT Constitution and Standing Orders over recent years. Revised documents will be disseminated to membership for comment and input with final versions to be presented to the ISATT 2023 Members' Meeting, Bari, Italy for validation.

I very much look forward to reconnecting with you all in person in Bari, July 2023.

*Ruth Kane, Secretary ISATT*

# L'éthique inclusive comme nouvel horizon éducatif pour les enseignants et pour l'enseignement Inclusive Ethics in Education as a New Horizon for Teachers and Teaching

The ISATT regional conference was held on 6 and 7 October 2022 at the University of Bordeaux (France) under the theme of inclusive ethics. Organised for the first time in the French context, this conference follows the tradition of previous ISATT conferences that have focused on the burning issues of the future of research on education, teaching and teacher education. For the first time, this event was also bilingual, with the conference languages being French and English, thus opening the way to new research perspectives, both in terms of the papers scheduled and the exchanges between researchers involved in the field. Participation was large, diverse, and international: more than 120 researchers, representing 30 nationalities participated in the conference workshops and symposia, most in person. We would like to emphasise the quality of the work and the friendly atmosphere that prevailed throughout the activities of the scientific and social programmes. We hope that the advances, particularly in terms of collective collaborations, can be continued at the next ISATT conference to be held in Bari (Italy).

Link to the Regional Conference programme

[https://isatt2022.sciencesconf.org/data/pages/PROGRAMME\\_ISATT\\_2022b\\_2.pdf](https://isatt2022.sciencesconf.org/data/pages/PROGRAMME_ISATT_2022b_2.pdf)





**Tara Ratnam**  
Nation Reps Coordinator

### **Leveraging technology to collaborate in times of crisis**

The COVID-19 pandemic provided a fillip to operationalize the potential possibilities offered by technology for new ways to collaborate through distance. The online ISATT collaborative work, initiated during the pandemic, provided a conducive social space for participants working in the isolation of their individual contexts to come together virtually as a community of learners. Representatives from 29 diverse geographic and cultural contexts spanning five continents met in four groups every month over a year to analyze data that we had pooled about the ways in which we managed the exceptional circumstances caused by the pandemic. The findings from these investigations have been compiled into a section in the forthcoming ISATT 40<sup>th</sup> Anniversary Yearbook, Volume 3. We also participated in a hybrid mode at the ISATT Regional conference in October 2022 at Bordeaux for a live presentation of our findings.





## New ISATT members



**Kerri Ullucci**

Hello members,

Cheers from Rhode Island!

Thank you for this opportunity to introduce myself. I am currently an Associate Professor of diversity and equity in education at Roger Williams University in Rhode Island, USA. I was born and raised in Rhode Island and am a first generation college student. I received my Ph.D from UCLA in Urban Schooling and my MAT from the University of Pittsburgh in Elementary Education. I am a former elementary school teacher.

My research interests include race, culture and poverty issues in schooling and the development of culturally relevant teaching practices. I spent my last sabbatical working with refugee youth in 9-12 classrooms. I have been published in several journals, including Urban Education, Race, Ethnicity and Education and Teacher Education Quarterly. I am particularly proud of my new book, *Anti-Blackness at School: Creating Affirming Educational Spaces for African American Students*, published in November, 2022.

I teach both undergraduate and graduate pre-service teachers and have for almost 18 years. I am particularly interested in international approaches/understandings of diversity and equity work and welcome new academic collaborations.

Hope to meet you at a conference soon!

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**Richard Owino  
Ongowo**

I am Richard Owino Ongowo, a lecturer in the department of Educational Communication Technology and Curriculum Studies, Maseno University. I have 17 years' experience researching science teaching and 19 years' experience teaching and examining high school students in Biology and Chemistry before joining the University. I hold a PhD in Pedagogy-Biology of Maseno University, MEd (Science Education) of Egerton University and Bed (Science) of Moi University. I have a passion for science education programs that enable learners to apply scientific knowledge, develop scientific skills and education to acquire positive attitudes towards science.

During my professional career, I have been searching for a professional body that is concerned with research in teacher education and teaching. As a teacher educator, I am concerned whether the theories of teaching as espoused in lecture halls are translated into practice in the classrooms. I am concerned about what the learners are able to do as a consequence of the teaching they experience. The successful transfer of learning in different contexts proves that learners had the right pedagogic experience in the learning environment. I have a desire to be part of the community that disseminates research findings from the classroom to the wider community. I have interest in knowing what is happening pedagogic practice in other parts of the world. In my search for a professional association that would meet my expectations above, I came across International Study Association on Teachers and Teaching (ISATT).

Presently, I have research interests related to the the competency based curriculum in Kenya like self-efficacy, creativity, problem solving and critical thinking among others.

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Hello ISATT,



**Gokce Unlu**

As a new proud member of ISATT, first of all I would like to introduce myself to you all. I am Gokce Unlu; having taught English as a Foreign Language at higher education level in Turkey for more than 15 years, currently I am following my dreams and I am pursuing a PhD in education focussing on Equity, Diversity and Language, at the University of Nevada, Reno alongside my teaching career. I feel privileged to have become a member of this great community as I believe teachers need each other`s experience to help all learner communities develop around the world. We are all experiencing similar challenges no matter where we are located and we can turn these challenges into opportunities when we support each other and learn from each other. ISATT, which brings all of us together, is a great platform to share our experiences. I heard about this great community when my dear friend and mentor Prof. Ozge Hacifazlioglu recommended I become a member and I truly appreciate her for that great recommendation. I sincerely believe that this platform is very valuable not only because it creates opportunities to support our teaching but it also plays a crucial role by helping to inspire each other. This in turn would influence our teaching, research skills along with our wellbeing. I am looking forward to learning from you and sharing my experience as an international teacher and sharing my findings on equity, diversity and language as a researcher.

Thank you.



**Ben salah Laila**  
**Moulay Ismail University**

Dear ISATT Members and Colleagues,

It is with great pleasure that I have joined the ISATT community, which gives opportunities in the research field of teaching and teacher education.

I am a preservice language teacher educator and a teacher researcher at the École normale supérieure (Meknès). I received both my Master's degree (2012) and my PhD degree (2017) in sociolinguistics studies. I was a schoolteacher for almost 15 years.

As an enthusiastic researcher, especially in relation to interactive education, I want to learn and keep myself updated about the new perspectives and new discoveries around the world to enhance the quality of teaching at all levels of education. I decided to become an ISATT member because I want to pursue multidisciplinary research that takes advantage of the broad range of strengths of the Association in the process of teaching and education.

ISATT is a growing and progressive organization; its membership is global. Sharing of knowledge and experience happens not only during the conferences, but also through email and other social media platforms. My participation at the 19th ISATT Biennial Conference has been inspirational and full of learning.

It is exciting for me to work with the entire research community in an international and multicultural environment which gives career opportunities to young researchers. In this regard, the scientific contributions are fully valued and recognized.

By partnering with academic and other research experts and with the support from my colleagues, I believe I have the chance to develop my ideas. This is also a source of inspiration and information on the topics I am interested in.



Hello to the ISATT community. I am Alison Mitchell, a former headteacher (principal) of a large urban secondary school in Scotland, and now *Headteacher in Residence* at the University of Glasgow’s School of Education. The Headteacher (HT) in Residence represents:

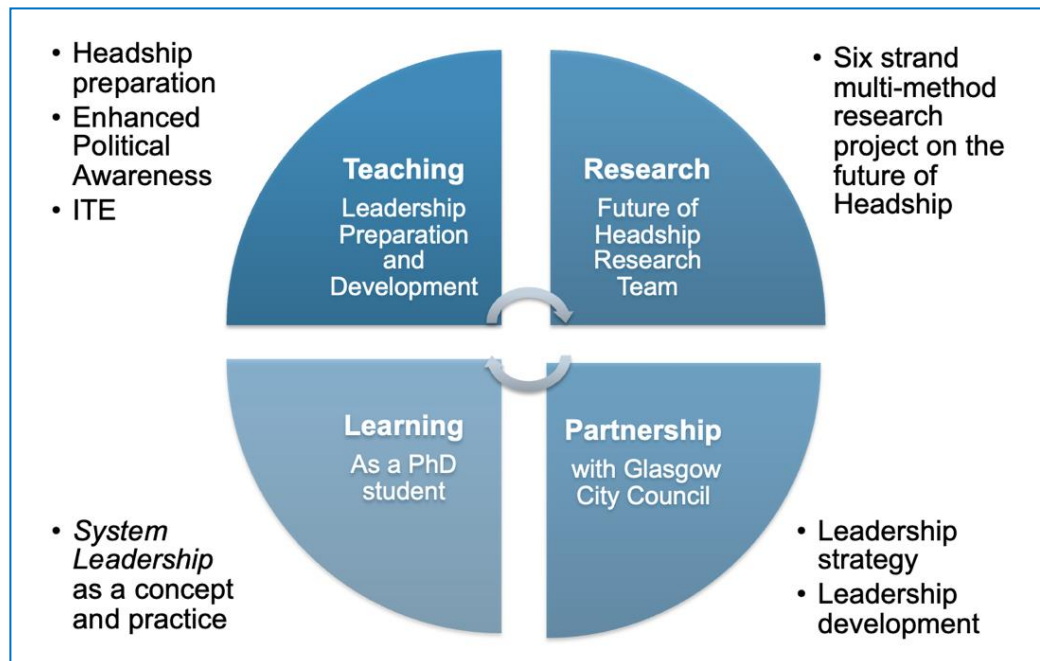
a unique approach to overcoming the perceived theory-practice divide and to showing how, working with schools, school leaders and local authorities, leadership education can be realised in partnership (McMahon & Purdie 2019, p.89).

[Alison Mitchell](#)

[@AlijMitchHT](#)

[@UofGHeadship](#)

As with ISATT, a key objective of the HT in Residence role is to link research and practice, in this case developing deeper contextual and theoretical understanding of the school leader role, to prepare future HTs to lead their schools, knowledgeably, ethically and courageously, in accordance with the General Teaching Council for Scotland (GTCS) Standards for Headteachers (GTCS, 2021a) and Standards for Teachers (GTCS, 2021b). My current work encompasses four areas (below): teaching, research, learning and partnerships, working with the Future of Headship (FOH) research team, and practitioners across the School of Education, in partnership with the largest local authority (district) in Scotland.



As such, I believe the ISATT community offers a significant resource, with publications directly addressing the relationship between teaching and research, thus supporting the Scottish Government aspiration of an Empowered Education System (Education Scotland, 2022). Further, I see this community as a resource that can enhance our leadership development programmes including our mandatory *Into Headship* programme that leads to the HT qualification in Scotland (GTCS, 2020), through demonstration of professional standards (GTCS, 2021a) that highlight the responsibility for HTs to ensure:

critical engagement with research and developments in curriculum, learning and teaching and work collaboratively with others to ensure this learning is creatively applied to improve outcomes for every learner (p.7).

Finally, I look forward to collaborative possibilities with ISATT members, supporting your aims to increase insights into the identity, role, contexts and work of teachers, and the process of teaching, and broadening the reach and impact of the ISATT community.

Thank you for the warm welcome. I am delighted to have joined ISATT.

## References

Education Scotland, 2022. *Progressing Towards An Empowered System*.

[online] Available at:

<https://education.gov.scot/media/ilabl3ub/progressing-towards-an-empowered-system.pdf>

GTCS., 2020. *Headship Qualifications*. [online] Available at:

<https://www.gtcs.org.uk/professional-standards/headship-qualifications/>

GTCS., 2021a. *GTC Standard for Headship*. [online] Available at:

<http://www.gtcs.org.uk/web/FILES/Professional-Standards-2021/2021-Standard-for-Headship.pdf>

GTCS. 2021b. *GTC Professional Standards for Teachers*. [online] Available at:

<https://www.gtcs.org.uk/professional-standards/professional-standards-for-teachers/>

McMahon, M. and Purdie, J., 2019. Headteacher-in-residence: an authentic approach to leadership preparation. *International Studies in Educational Administration*, 47(1), pp.89-101.

## Members' News

### ICT (WEB TOOLS) FOR ENGLISH LANGUAGE TEACHING IN PRIMARY SCHOOLS: TPACK FRAMEWORK AND USAGE

**Birsen Tütüniş, Golden Bayrak, Turkey**

English Language teaching requires the values, skills and knowledges necessary for 21st century learning. The methodologies English teachers adopt will not be satisfactory unless they keep up to date with quality research. English teachers' technological knowledge needs to take account of pedagogical content knowledge to enable the expected 21st century learning in ELT classes.

With this purpose in mind, an in-service training for English language teachers teaching young learners (aged 8-12) was designed on TPACK (Technological, Pedagogical and Content Knowledge) in Istanbul Turkey. The main aim was to improve their pedagogical and technological knowledge of the participant teachers (n=24). The researchers diagnosed the pedagogical and technological knowledge with pre-test and did the training with digital tools. The post test showed improvement on the stated knowledges. The Project was completed successfully. The details are available at **INTERNATIONAL JOURNAL OF EDUCATION TECHNOLOGY AND SCIENCE, 2022 2(1), 95-107**

**Eunice Nyamupangedengu, South Africa's National Rep** has been invited to be a keynote speaker at the Distance Education and Teachers' Training in Africa (DETA) conference that will take place on the 24<sup>th</sup> – 27<sup>th</sup> July 2023 at Makerere University, Kampala, Uganda see the link below.

[https://www.up.ac.za/cf-deta2023/news/post\\_3110238-keynote-speaker-professor-eunice-nyamupangedengu](https://www.up.ac.za/cf-deta2023/news/post_3110238-keynote-speaker-professor-eunice-nyamupangedengu)

**Partap College of Education** in India is organising their annual IPDA India International Conference on 24-25 Feb 2023  
Please see for further information [flyer](#)

**Dear members of Invisible College for Research on Teaching,  
We invite you to join us for Invisible College.**

Invisible College will occur this year, on Wednesday, April 12, 2023 (the day before AERA in Chicago). Invisible College also holds a **doctoral seminar for graduate students working on narrative dissertations**. The doctoral seminar meets concurrently with the Invisible College but it begins on the afternoon of Tuesday April 11, 2023 Wednesday, April 15, 2023. **PLEASE** let your students know and recommend their applying to the seminar.

To participate in the Doctoral Seminar the students should approach dissertation because they will be sharing their work at this point with each other. Your chair must recommend you and space is limited.

The Narrative SIG will send out notifications but even if you aren't a member yet of that SIG if your dissertation is a narrative one you are invited to apply. if you want to know more about the Narrative SIG Doctoral Seminar contact Cheryl Craig ([cherylcraig@tamu.edu](mailto:cherylcraig@tamu.edu)) and Vicki Dea Ross ([vicki.ross@nau.edu](mailto:vicki.ross@nau.edu)), or Eliza Pinnegar ([elizapinnegar@gmail.com](mailto:elizapinnegar@gmail.com)).

**Please visit the [website \(https://www.invisiblecollegeconference.com/\)](https://www.invisiblecollegeconference.com/) for all other information and updates including contact information.**

**Invisible College is the place** to discuss issues of research on teaching and teacher education about which you have ideas percolating or frustrations about things you'd like to study further. It is the place to bring data or findings you are wondering about, would like to push forward or discuss further. This is the place

- to talk about methodological innovation or the use of older strategies and techniques in new ways.
- to consider and discuss the theories, philosophies, world views and intellectual stances we take in our work
- to marshal a group of collaborators across countries and colleges.
- to get support in ideas you are shaping.

We live in perilous times for education and this is the space where we talk openly, freely and are critical friends to each other. We do not privilege a single form of research. We do not do formal presentations like AERA, but instead this is a contemplation, discussion, conversation, exploration kind of place. If you have ideas or belong to a group who want to discuss work that was not quite ready or not quite understood at AERA this is the space to get help support. If you are trying to figure out next moves with your work. This is the space.

**Please respond as soon as possible, but by January 6, 2023.**

**Your name**

**Will you join us?**

**Title of Session Proposed:**

**Participants to be involved (names, affiliation, email)**

**Description of session:**

**OR list a topic, research method/strategy, Idea, you'd like to be a participant in. You can also list others you would hope could join the discussion:**

***Ensuring the success of the doctoral seminar requires that advisers are proactive in supporting Doctoral Students in attending. Therefore.***

***We are including the call for the Doctoral Student Seminar below:***

The Narrative Research SIG is sponsoring a Doctoral Student Seminar as part of Invisible College, which precedes AERA. We hope you will consider applying to participate in the Seminar.

The Doctoral Student Seminar is intended to shape a space where a small group of doctoral students from around the world who are engaged in narrative research can share and discuss their work-in-progress and, through this process, feel supported through conversation and relationships with other narrative inquirers as they complete doctoral study and move into the academy. The Doctoral Student Seminar will begin on the afternoon of Tuesday April 11 and will continue into the evening as we have dinner together and on Wednesday, April 12.

*Because of your participation in Invisible College, doctoral students who are accepted to attend the Seminar are requested to register for Invisible College.*

Who should attend the doctoral seminar?

If you are in the midst of the research part of your doctoral program and would like opportunities to: share your work; support the work of other doctoral students; and, develop relationships with other narrative inquirers, we hope you will apply to attend the Seminar. Interested applicants should send a short curriculum vitae, a one-page description of their research, and a letter of support from their supervisor or member of their supervisory committee. Acceptance notices will be sent via email by February 14, 2023.



**Dr. Heidi Flavian**  
**Achva Academic College, Israel**

Looking back on 2022 allows me to summarize my academic achievements that are reflected in a variety of ways.

I will begin with the Collaborative Research Grant I have received with my colleague, Dr. Dana Barak-Harel, from the ISATT. The topic of the study is Teachers' self-efficacy during on-line lessons for primary school pupils with learning disabilities studying in mainstream classes, and we are already concluding data collection and on the core process of analyzing it. We will present our results in the conference that will take place in July, 2020, Bari, Italy.

Additionally, I was awarded for Outstanding Author Contribution in the 2022 Emerald Literati. That, for my chapter: Teachers' role and expectations: Processes vs. outcomes. In: T. Ratnam & C. Craig (Eds). *Excessive Teacher Entitlement: Digging at the roots. Advances in Research in Teaching Series*. Bingley, UK: Emerald Publishing. (pp. 63-76)

*Papers that were published during 2022 are:*

- Flavian, H. & Uziely, E. (2022). Determinants of teachers' attitudes towards inclusion of pupils with ADHD: The role of teacher education. *Frontiers in Education*.  
<https://doi.org/10.3389/feduc.2022.941699>
- Barak-Levy, Y. & Flavian, H. (2022). Dancing for All; A Case Study of Adolescents with ASD Learning to Dance and Express Themselves Through Movement, *ISEI: Issues in Special Education & Inclusion*, 31, 179-195
- Flavian, H. & Ben-Hemo, A. (2022). Inclusion of adults with developmental cognitive disability: vision, challenges and practice. In: M. Malka & M. Alyagon (Eds.). *Developmental Cognitive Disability: Theory, research and practice*. [Hebrew]
- Alstete, J., Flavian, H., & Petrova, K. (accepted, 2022). Hybrid, Blended, and Mixed-Mode Learning Quality: More Lessons Learned in the COVID Pandemic and Beyond, *Journal of Quality Assurance in Education*
- Levin, O., Frei, R., Flavian, H. & Miller, E. (accepted). Creating authenticity in simulation-based learning in teacher education: Exploring the role of simulation scenarios. *Studies in Higher Education*
- Barak-Levy, Y. & Flavian, H. (accepted). Learning self-expression through dance; A case study of adolescences with Autism Spectrum Disorder. *Research in Dance Education*

*Conferences I participated during 2022 are:*

Flavian, H. & Barak-Levy. If you want to promote inclusion – Think out of the box. IACEP 2022, International Association for Cognitive Education and Psychology. Virtual Conference, December, 2022.

Flavian, H. Transdisciplinary teaching in inclusive schools. ISATT 2022, Inclusive and ethics in education as a new horizon for teachers and teaching. Bordeaux, France. October, 2022.

Flavian, H. Assessing the quality of education from the ethical perspective of inclusion of adults with special needs in society. ECER; EERA, European Educational Research Association, Yerevan, Armenia, Sep. 2022

Flavian, H. & Barak-Levy. Promoting emotional and social awareness among adolescents with Autism Spectrum Disorder through dance. 16th International Technology, Education and Development Conference, March, 2022 DOI: 10.21125/inted.2022.0635

Flavian, H. Inclusion of adults with Developmental Intellectual Disability as part of the educational staff in schools, 16th International Technology, Education and Development Conference, March, 2022, DOI: 10.21125/inted.2022.0653



### Giving Back to Teachers With *IEA Teacher Snippets*

Teachers have always been essential to the work of IEA and its conduction of International Large-scale Assessments (ILSA), of which, a host of national and internationally comparative data measuring student achievement is collected for the following subjects:

- Mathematics for TIMSS (Trends in International Mathematics and Science Study)
- Reading for PIRLS (Progress in International Reading and Literacy Study)
- Civic and citizenship education for ICCS (International Civic and Citizenship Study)
- Information and computer literacy for ICILS (International Computer and Information Literacy study).

Teachers play an integral role in collecting the data and information for IEA's ILSAs, which is beneficial to researchers and other stakeholders in the field of education. We wanted to give back to teachers by providing meaningful insights from the data to use in the classroom.

IEA has spent time developing *Teacher Snippets*, a new, open-access, bite-size series that highlights practical information for teachers from international large-scale assessments that spark conversation. Personally, I was truly delighted to be part of this development and become co-editor of the *IEA Teacher Snippets* series.

The series was launched in Spring 2022 and I would like to invite you to discover *Teacher Snippets* on the [IEA website](#) and read more about the series [here](#).

Paula Koršňáková, PhD.  
IEA, Slovakia

## Members' Publications

Fayda-Kinik, F. S. (2022). The Digital Teacher: The TPACK Framework for Teacher Training. In A. Afonso, L. Morgado, & L. Roque (Eds.), *Impact of Digital Transformation in Teacher Training Models* (pp. 31-53). IGI Global. <https://doi.org/10.4018/978-1-7998-9538-1.ch002>

Fayda-Kinik, F. S. (2022). The role of organisational commitment in knowledge sharing amongst academics: an insight into the critical perspectives for higher education. *International Journal of Educational Management*, 36(2), 179–193. <https://doi.org/10.1108/IJEM-03-2021-0097>

Fayda-Kinik, F. S., & Cetin, M. (2022). Perspectives on knowledge management capabilities in universities: A qualitative identification of organisational factors. *Higher Education Quarterly*, 00, 1–20. <https://doi.org/10.1111/hequ.12407>

Fayda-Kinik, F. S., & Cetin, M. (2022). An econometric analysis of panel data for educational attainment and employment in tertiary education. *17<sup>th</sup> International Strategic Management Conference* (August 25-27, 2022), Tirana, Albania. <http://isma.info/ismc2022/> \*Awarded as the Best Paper.

The project, in which F. Sehkar Fayda-Kinik served as a researcher, titled "Immersive Business and Engineering English in Virtual Reality: A Tool for the Sustainable Mobility of the Skilled Workforce in the EU (I-BEE-VR)" within the scope of Erasmus+ Strategic Partnerships for Higher Education was successfully completed in 2022 and awarded as the "Good Practice Example" by European Commission. <https://erasmus-plus.ec.europa.eu/projects/eplus-project-details#project/2018-1-TR01-KA203-058252>

## **New book: *Doctoral Education as if People Matter: Critical Issues for the Future***

Eds: Marie-Louise Österlind, Pam Denicolo and Britt-Marie Apelgren

With the view of improving doctoral education, contributors from diverse cultural, political and disciplinary contexts critically analyse challenges and opportunities that impact on the experience of researchers and university staff. Readers are invited to consider their own circumstances and how the presented policies, procedures, values and practices, both common and unique, might either detract from or enhance their performance and well-being. Reflection on lessons learned through the pandemic are incorporated, reinforcing the value of collaboration and mutual respect between researchers and their supporters at all levels, for both the conduct of good science and a fulfilled work life. <https://brill.com/view/title/63683>

Would you like to review our book? Please contact Marie-Louise Österlind [marie-louise.osterlind@hkr.se](mailto:marie-louise.osterlind@hkr.se)

***In-service language teachers' examination discourses: Interpretative repertoires and positioning (2022)***

Author: Dorota Werbińska

Publisher: Slupsk, Pomeranian University in Slupsk, 2022

ISBN: 978-83-7467-372-3

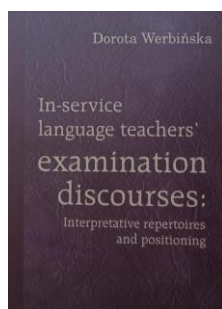
Pages: 234

The existing research on promotion-based teacher assessment is rather scant. There are ministerial periodical reports, the discussions of selected aspects of teacher assessment while considering other teacher development topics, or small-scale studies; yet comprehensive book-length publications about teacher promotion discourses are few and far between. Most monographs, however informative and thought-provoking, relate to the teacher promotion system in general without focusing on teachers teaching a particular school subject. What's more, they mostly rely on questionnaires from the main examination stakeholders, which is a popular and relatively easy method of data collection, and there is little work on how language is used by a teacher in workplace settings, to which a promotion interview belongs, or how it is constructed in the interactive act.

The book by Dorota Werbińska attempts to address some of the existing gaps. It explores the system of teacher promotion through the lens of one teaching subject group – foreign language teachers (n=48) in Poland. The study analyses teacher interpretative repertoires, which was inspired by the investigations in discursive psychology, and teacher positioning employed and negotiated during a promotion situation, which is based on the positioning approach. Both concepts have been chosen as ways of examining the world in a particular way, or lenses through which teachers' promotion interviews can be investigated. The study intends to reveal what happens during teacher promotion interviews, what candidates for a higher degree of teacher professionalism communicate, how this is received by commission panels, etc. and can be treated as an attempt at analysing the Polish example of appraisal-based teacher promotion.

The book is organised as follows. In Chapter One, the successive modifications of the Polish teacher promotion assessment system are chronologically described. Chapter Two is an overview of interpretative repertoires and positioning theory with respect to providing a theoretical foundation for the empirical chapters. Chapter Three is a link between theoretical chapters and empirical research. The focus is placed on the use of the method in the study, the description of the context, participants, design, and challenges which were experienced while conducting the project. Then follow two research chapters which deal in turn with two basic concepts of the book – interpretative repertoires (Chapter Four) and positioning (Chapter Five). Finally, the concluding part (Conclusions, Limitations, Implications, and Further Research) summarizes the findings from the whole study, tackles some broader issues and identifies future research directions.

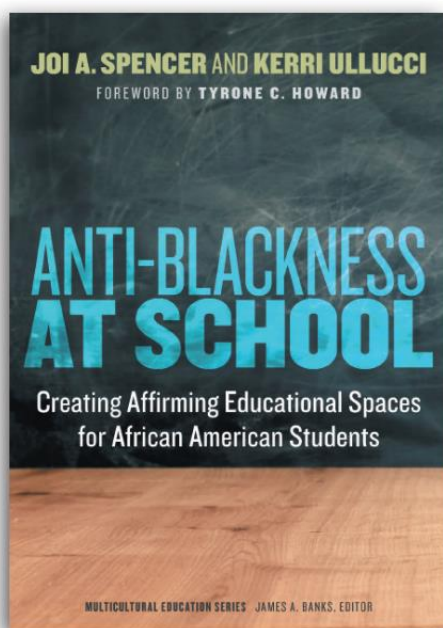
Writing the book was supported by the Polish programme "Doskonała Nauka" (Ministry of Education and Science).





# TEACHERS COLLEGE PRESS

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## Anti-Blackness at School

Creating Affirming Educational Spaces  
for African American Students

**Joi A. Spencer** and **Kerri Ullucci**

Foreword by Tyrone C. Howard

While schools often are framed as places of neutrality and fairness, many American schools have harmed Black children or been silent in the face of their struggles, under-education, and mistreatment. While there are undoubtedly adults in these spaces who support Black children, many others ignore Black families, minimize students' concerns, and believe that colorblindness will solve the problem of inequity in education. Embedded in everyday realities, the authors outline the many ways anti-Blackness shows up in schools. Drawing on more than 44 years of equity work, they provide concrete, doable, and meaningful ways in which teachers and administrators can create Black-affirming spaces. Written for pre- and in-service teachers and others working with Black children and youth, *Anti-Blackness at School* explores both the scope of anti-Blackness and how teachers can reject racism.

*"Spencer and Ullucci boldly lay out a blueprint based on theory, research, and solutions that offer us a path forward."*

—From the Foreword by  
**Tyrone C. Howard**, Pritzker Family  
Endowed Chair of Education,  
University of California, Los Angeles

*"The authors place Black youth and communities at the very center of their analysis as they make powerful recommendations for district, school, and classroom transformation."*

—**H. Richard Milner IV**, Cornelius  
Vanderbilt Chair of Education,  
Peabody College, Vanderbilt University

*"This book is a strong reminder that we must tell necessary truths and be unflinching and unequivocal in our efforts to protect Black humanity."*

—**Danny Bernard Martin**, professor,  
University of Illinois at Chicago

### Book Features:

- Provides interracial perspectives from authors Joi Spencer, a Black woman from California, and Kerri Ullucci, a White woman from Rhode Island.
- Uses case studies, activities, lessons, and techniques to talk about anti-Blackness, inventory its presence, and take steps to address the harm caused by it.
- Calls out how school policies, programs, belief systems, and customs are particularly hostile to Black youth.
- Explains why diversity work is not synonymous with antiracist work, offering a model focused on justice and equity.
- Directs practitioners to easily accessible resources that will allow them to challenge racism and uplift Black youth in their care.

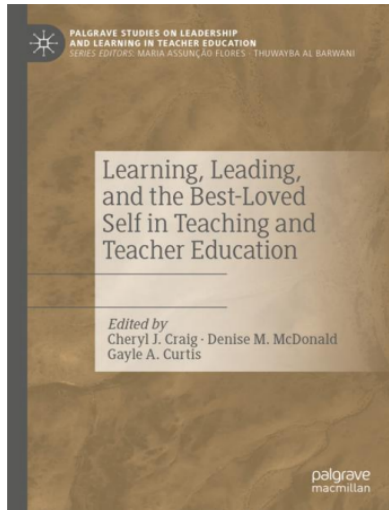
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**Learning, Leading, and the Best-Loved Self in Teaching and Teacher Education**

- Puts forth the concept of the best-loved self as a key component of teacher identity
- Includes examples of collaborative research across schools, districts, and universities
- Recounts the history and activities of a multi-institutional 15-year faculty development group

This book explores the concept of the "best-loved self" in teaching and teacher education, asserting that the best-loved self is foundational to the development of teacher identity, growth in context, and learning in community. Drawing on the work of Joseph Schwab, who was the first to name the "best-loved self," the editors and their contributors extend this knowledge further through the collaboration of their group of teacher educators, known as the Faculty Academy, who have been involved in examining teacher education for over two decades.

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