



Message from Chair

This holiday season is a perfect time for ISATT, our shared organization, to celebrate the growth of the programs we offer (i.e., two regional conferences in 2024; the institutionalization of our research groups) and the expansion of our membership (i.e., increasing and constantly changing). One of the striking ironies of this contested era of globalization is that as the educational field has matured and educators have embraced new concepts of internationalism (ISATT is a trendsetter in this regard), countries of origin have become more guarded about the interactions of citizens and more protective of intellectual property. At WERA, the World Educational Research Association Meeting, which was held in Singapore last year, we discussed how international conferences hosted by organizations like ISATT promote peace because members get to know and care about each other personally and professionally. This is a fine note on which ISATT can begin 2025.

Our organization officially wishes to thank Luiz Sanches Neto from Brazil and Stavroula Kaldi from Greece, along with each of their talented teams of colleagues and students, for the wonderful professional and cultural experiences gleaned from your regional conferences. We also look forward—with great anticipation—to our June 2025 international meeting in Glasgow, Scotland. At that meeting, we will also vote on which country will host our 2027 international gathering.

I am happy to report that the Brill Members' Series volume, *A pedagogical view of the COVID-19 pandemic: International perspectives, experiences, and analysis*, is at press and, with a stroke of luck, could appear in 2024 with a 2025 publication date. The draft manuscript is 309 pages. Befitting of its topic, the book's cover presents a fresh blue and green world with orange blotches symbolizing the spread of Covid.

Another Brill Members' Series book that is nearing publication is the English version of *The art of attentive teaching*, authored by Yaron Schur of David Yellin Academic College in Jerusalem.

Also, three Brill Conference Series Books are in preparation: one from our international conference in Italy and two from our regional conferences in Brazil and Greece. It is a race as to which one will appear in press first. Editors for the volumes and the orders in which they will appear are still being determined. Invited chapter authors will be selected soon as well.

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Another book, *After excessive teacher and faculty entitlement: Expanding the space for healing and human flourishing through ideological becoming*, edited by Tara Ratnam and Cheryl J. Craig, has been published. It is in Emerald's Advances in Research in Teaching series. I mention this because the volume features several ISATT members as authors.

Thus far, there is no limit to the number of books carried in the Brill Members' series. Ruth Kane, Juanjo Mena, and I look forward to receiving your proposals. Also, Emerald's ART series is always a publishing possibility. Stefinee Pinnegar and I are also open to receiving proposals.

Finally, Invisible College will be held on April 22, the day before the American Educational Research Association (AERA) Meeting in Denver, Colorado. Many ISATT members have participated in the program in previous years. It is congenial space to share your developing research projects. Please watch for the deadline for proposals and the announcement of the website address for their submission. You are warmly invited to either attend and/or present at Invisible College. In many ways, it is an annual ISATT-related space.

I wish all our ISATT members and their families—both near and far-- a relaxing and joy-filled holiday season.

With every best wish for happiness and peace,

Cheryl J. Craig

ISATT Chair



We are happy to announce the publication of the following book

**After Excessive Teacher and Faculty Entitlement:
Expanding the Space for Healing and Human Flourishing Through
Ideological Becoming**

Edited by: Tara Ratnam & Cheryl J. Craig

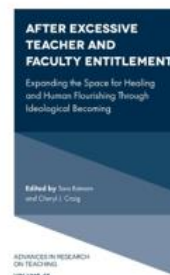
ISBN: 9781837978786
Publishing: 18 September 2024
£90.00 / €117.00 / \$140.00

This second collection of perspectives on excessive teacher/faculty entitlement draws together authors from nine countries to address afresh the 'conundrums' affecting teaching and teacher education through the new lens afforded by the notion of excessive entitlement.

Enjoy 30% off this title with the code EME30 via our Emerald Bookstore.



Scan the QR code to find out more.



ADVANCES IN RESEARCH
ON TEACHING
VOLUME 47





Christiana Delwien
Afrikaner
Treasurer

Message from the Treasurer

As the year 2024 comes to a close, I am excited to reflect on our journey, celebrate our accomplishments, and share an optimistic vision for the future. This message serves both as a motivational message and an annual summary of ISATT's financial progress. It highlights the spirit of our community and the milestones we've achieved together.

1. **Welcoming New Members:**

We were delighted to welcome a few new members into the ISATT family this year. Their enthusiasm and fresh ideas have already begun to enrich our discussions and initiatives.

o **Membership Renewal Challenges:**

While celebrating our new members, we recognize the challenge of some *existing members not renewing their memberships*. If you haven't renewed your ISATT membership yet, please do so. Your continued participation is vital to our mission and ensures that we remain a strong and united network.

2. **Support Through Sponsorship:**

Thanks to the generosity of our sponsors, many of our new members were able to join despite financial challenges. Your sponsorship reflects the collaborative spirit that defines ISATT. We encourage you to continue your support, and I would like to inspire others to follow your lead and sponsor those who want to join but cannot afford the fees.

3. **Enhanced Outreach Efforts:**

Our **Outreach Coordinator** and **National Representative Coordinator** worked tirelessly to expand ISATT's reach. Their efforts have brought our organization to new regions and connected us with educators who are passionate about teaching and learning. *Thank you, Tara and Luiz!*

4. **Innovative Regional Efforts:**

Our **National Representatives** played a critical role in introducing ISATT to educators in their areas. Their dedication to outreach and engagement has been instrumental in expanding our global presence. *I'm challenging all National Representatives to enroll more new members in 2025. A surprise reward is awaiting the one registering the most new members!*

5. **Preparations for Glasgow 2025:**

We are thrilled about the upcoming **ISATT Glasgow Conference** in 2025. Planning is well underway, and we look forward to a landmark event that will showcase our growth, unity, and shared vision for the future.

Vision for 2025:

- Attract and support more new members.
- Reconnect with past members and encourage renewals.
- Strengthen regional and global collaborations.
- Shape the future of education through groundbreaking research, meaningful dialogue, and innovative practices.

Thank you for your commitment, enthusiasm, and contributions. Together, we will continue to transform education and empower educators worldwide.

Wishing you all a Merry Christmas and a prosperous New Year.

Warm regards,
Christiana D Afrikaner
ISATT Treasurer

"Joining ISATT is an investment in your professional growth and a gateway to a global network of educators committed to shaping the future of teaching excellence."



Tara Ratnam
Nation Reps Coordinator

From the ISATT NR coordinator's desk: Sharing more news about the ISATT community projects

I am very happy to share a brief summary of the work in progress of the five ISATT groups sent by the respective group coordinators. All five groups will be presenting their findings at the ISATT Glasgow Conference 2025.

Filling the gaps of online practicum for novice teachers: An international collaborative study

Coordinators: Daniela Roxana Andron and Stefania Kifor, Lucian Blaga University of Sibiu, Romania

Our group is exploring the challenges encountered by novice teachers as they navigate the demands of face-to-face teaching, considering that their pedagogical practicum was completed virtually during their initial teacher education. The comparative research is conducted in Romania, Portugal, Israel, Poland, and Singapore and our findings will be presented as the outcome of our mutual learning through collective analysis. The group intends to identify—via interviews conducted with 10-15 novice teachers whose practicums were online in each country—the difficulties faced in their first year. Also, eventual support mechanisms for managing difficulties will be shared, along with opportunities to reflect on lessons learned in this formative international context.

Exploring the impact of artificial intelligence on teacher training: From fantasy to new ways of creating a world.

Coordinators: Magdalena Kohout-Diaz, Marie-Anne Châteaureynaud, and Marie-Christine Deyrich, University of Bordeaux, France

This research examines the potential of artificial intelligence (AI) to impact teacher training practices. The study employs self-administered questionnaires (over 450 responses already collected) constructed based on the findings of focus groups. The initial results indicate a range of reactions, from curiosity to skepticism. The objective is to capture the diverse perceptions of teachers and their trainers and to enhance the inclusiveness of teaching by conducting a critical examination of the integration of AI into educational strategies. Furthermore, it emphasizes the importance of diversity and collaborative, comparative research, which is being conducted by a team of 28 researchers from 11 countries.

The changing roles of teachers and their competences – international perspectives

Coordinator: Dorota Werbińska, Pomeranian University, Poland

Our project aims to uncover how teachers make sense of the changing landscapes and identify new roles which emerge from teachers' everyday practices. The data has been collected from Brazilian, Finnish, German, Hong Kong, Polish, US, and Zimbabwean teachers (n=78) who were requested by eight researchers from six countries to describe or/and talk on their typical working days, competences, and temporal changes to their professional roles. It is noteworthy that, focusing on diversity, this ISATT collaborative project may better allow for sharing wide knowledge about teachers' work in various international contexts and help inform issues that determine the need for the redefinition of teachers' competences and contemporary roles.

Social justice pedagogies in teaching

Coordinators: Luiz Sanches Neto, Federal University of Ceará, Brazil and Stavroula Kaldi, University of Thessaly, Greece

Since the insightful discussions from the ISATT Conference in Bari, we have been investigating critical incidents related to teaching for social justice in Brazilian, Greek, Indian, New Zealander, Polish, Scottish and South African educational contexts. The objective of our collaborative research project is to map the incidents critical to teaching for social justice in order to understand how teachers deal with potentially unjust situations in their daily pedagogical practices. A Freirean theoretical framework supports our qualitative approach and thematic analysis.

The Dynamics of Geographic Space When Working with International Teacher Educators in Collaborative Research

Coordinator: Melissa Newberry, Brigham Young University, USA

Having participated in a large-scale ISATT international study that continued two years during the pandemic, we noticed tensions that arose within and among the groups of educators participating in the study. Tensions arose from situational constraints and cultural and ontological approaches to the work. The purpose of this research is to investigate the lived experiences of teacher educators participating in international research projects, considering their respective geographical places. Using a questionnaire consisting of five open-ended questions regarding group dynamics, this study explores how the participants came to understand their roles and responsibilities, and the lived experiences of their geographical places during their joint collaborative work.

2nd ISATT Regional Conference in Brazil — Fighting Social Injustices through Teacher Collaboration

From the 9th to the 13th of September 2024, the Federal University of Ceará (UFC) hosted simultaneously the *3rd International Congress of Teacher-Researchers* and the **2nd ISATT Regional Conference in Brazil**. What a delightful and intense week it was! Its theme was the fight against social injustices, discussing how — through teaching collaboration — we can reduce these injustices. All activities were in person and researchers from all continents attended the event, including oral presentations, keynotes, panels, workshops and a pre-conference for Master's and PhD students on Monday. Highlights of the pre-conference program were a workshop on *Collaborative work and project-based learning* by the ISATT Executive Committee member Prof. Stavroula Kaldi from Greece, and a shared session by UFC Provost for Human Resources Marlon Paiva and ISATT administrator Daniela Hotolean on *Global connectivity and cultural challenges*.

The opening ceremony was co-hosted by the UFC Vice-Rector Prof. Diana Azevedo, Human Rights Commission President Prof. Rafael dos Santos Silva, and ISATT Treasurer Dr. Christiana Afrikaner from Namibia, whose keynote addressed *Empowering through education, social markers and intersectionalities in teaching*. Next, UFC Prof. Henrique Cunha Júnior emphasized *African scientific heritage and Pan-Africanism: Parameters for educators fighting for social justice* in his keynote address. The next days featured research on the *Self-study of teaching and teacher education practices (S-STEP)*, which foreshadowed the S-STEP sessions to be offered next year at the ISATT Biennial Conference at the University of Glasgow.

Tuesday highlights were keynotes addresses by the ISATT Chair Prof. Cheryl Craig (US) on *Self-study and the best loved self* and by Prof. Tim Fletcher (Canada) on *Using self-study as a platform for a research program* — in addition to a workshop on *Learning self-study of practice* by ISATT Executive Committee member Prof. Stefinee Pinnegar (US) (Co-creator of S-STEP). Closing the second evening, a panel discussion on *Professional master's degree programs for in-service teachers* hosted by UFC Prof. Danyelle Nilin with the Provost for Research and Graduate Programs Prof. Regina Célia Monteiro and the Brazilian National Coordinator of Sciences and Humanities for Basic Education Prof. Antonia Bezerra.

The theme of self-study continued on Wednesday with keynote speeches by Prof. Tom Russell (Co-creator of S-STEP), who addressed *What 30 years of self-study have taught me about teacher education* and Prof. Rodrigo Fuentealba from Chile on *How we learn to change our practice in initial teacher education through a collaborative self-study*. In addition, a two-day workshop on *Memory-work as a collaborative method to address issues of social justice* was presented by the ISATT National Representatives Prof. Alan Ovens and Prof. Dawn Garbett from New Zealand.

On Thursday, ISATT National Representative of Brazil Prof. Maria Inês Marcondes gave a presentation, along with Prof. Luísa Figueiredo do Amaral, about *Paulo Freire's influence on educators*. After that, ISATT member and conference co-organizer Prof. Luciana Venâncio hosted a session with UFC Provost for Community Outreach Programs Prof. Bernadete Porto and Prof. Maria Amélia Santoro Franco on *Critical pedagogy as a pedagogy of resistance*. In the afternoon, Prof. Stefinee Pinnegar's keynote speech addressed the theme of *Uncovering knowledge of practice*. At the close of the evening program, there was a session on the *Forum of Coordinators of the Institutional Program of Scholarships for Teaching Initiation (PIBID)* with its leader Prof. Cristiane Hauschild Johann, along with the Provost of Undergraduate Programs Prof. Hermógenes Oliveira, and UFC Prof. Filipe Ximenes and Prof. Jaqueline Andrade.

Finally, on Friday the Congress concluded with keynotes by Prof. Dawn Garbett on *making a difference with collaborative strategies for resilience*, and by Prof. Alan Ovens on *connections matters — the power of collaboration to combat social injustice*. The social program was also intense, including a visit to beaches nearby Fortaleza, a gala dinner and a wrap-up party. The ISATT Regional Conference in Brazil was also supported locally by funding obtained from the National Council of Research (CNPq) for a collaborative research project led by the ISATT Outreach Coordinator and co-organiser Prof. Luiz Sanches Neto. Noteworthy, the success of the event is due to many efforts from the ISATT organisation and multiple Brazilian institutional agents, such as the professional Master's program (ProEF) at the UFC Institute of Physical Education and Sports (IEFES), the Rector's, Vice-Rector's and Provosts' offices, and the management of the *Centro de Convivência* venue (ProCult). Also noteworthy are the collaborative partnerships with the Federal Institute of Education, Science and Technology at Ceará (IFCE-Fortaleza), the Universidade São Judas Tadeu (USJT) and the lovely interpreters team of *Letrare*, coordinated by UFC Prof. Diana Fortier, who made the translation into English and Spanish possible.

ISATT members from the Brazilian organising team. **Luiz Sanches Neto, Luciana Venâncio, Elisabete dos Santos Freire, Isabel Porto Filgueiras, Luciano Nascimento Corsino, Samara Moura Barreto, Vânia Galindo Massabni and Willian Lazaretti da Conceição**



Regional ISATT 2024 “IMAGINING POSSIBLE FUTURES OF TEACHING AND LEARNING” held in Volos, Greece by the ISATT and the Department of Primary Education, School of Humanities and Social Sciences at the University of Thessaly, Greece

The international scientific conference organized by ISATT and the Department of Primary Education (P.T.D.E.) of the University of Thessaly, titled "*Imagining Possible Futures of Teaching and Learning Regional ISATT 24 Conference*," was successfully held in Volos between November 8-10, 2024. The conference provided both participants and organizers with intellectual "food for thought" through the scientific papers presented. Everyone was left with a "sweet taste" of Greek hospitality as well as the rich exchange of cultures and traditions.

Twelve countries (Italy, Croatia, Russia, India, Pakistan, Egypt, Namibia, Colombia, Mexico, Brazil, USA, and Canada) from four continents, in addition to Greece, were represented. They shared both scientific knowledge and their cultures. Pedagogical science was enriched by 70 participants who, together with their cultural capital, provided different perspectives on life and knowledge.

Key moments of the conference included:

- The opening ceremony, which was a blend of science, art, and culture! After the keynote speech by Professor Cheryl Craig from Texas A&M University, titled *Teacher Attrition, Burnout, and Shortage: The Role of Making and the Best-Loved Self*, the University of Thessaly's music ensembles took conference participants on a journey through the sounds of Greek islands. This was followed by a spectacular performance of musical events by Colombian and Mexican guests. Science, art, and culture came together to form a rich mosaic in the multicultural opening ceremony on the evening of Friday, November 8, 2024, at the University of Thessaly.
- 80 presentations from top scientists and many young researchers, three specialized symposia, posters, and workshops, as well as open and fruitful discussions on current issues in modern education and its future (such as Artificial Intelligence, inclusion, interculturalism in education, and many other pedagogical topics).
- The rooms were packed with students from the University of Thessaly who attended the conference sessions.
- The guided tour for the international delegates participating in the conference showcased the beautiful city of Volos and the unique villages of Mount Pelion.
- The conference closed with three presentations by professors from the Department of Primary Education, University of Thessaly: Prof. Ch. Govaris and Dr G. Fragoulis, with the presentation *Some Remarks on Educational Justice through the Perspective of Recognition Theories*, Assoc. Prof. A. Lazaridou with *Reimagining School Leadership for a Complex World*, and Prof. S. Kaldi with *Artificial Intelligence in Teaching and Learning*.
- The ISATT Executive and Board Members presented a floral bouquet to each member of the conference's organizing committee during the closing ceremony.

In closing the conference, the co-chairs, Professors Stavroula Kaldi and Angeliki Lazaridou, thanked the participants from both Greek and international universities, as well as the many students from the Department of Primary Education, University of Thessaly, who volunteered in organizing the event, and the members of the organizing committee.

We look forward to future scientific collaborations arising from this meeting, with the University of Thessaly emerging as a place for the exchange of scientific ideas and cooperation and the ISATT organization supporting its overarching goal to connect people, ideas, cultures and science.



Opening ceremony of the Regional ISATT24 in Volos

Outside the Auditorium after the Opening Ceremony of the regional ISATT24 in Volos with Conference participants from Canada, Croatia, Egypt, Greece, Namibia, Pakistan, Russia and USA



Prof. Cheryl J. Craig with the Organizing Committee and the volunteer students at the regional ISATT24 in Volos



Message from the ISATT Administrator

This year has been incredibly busy with two regional conferences held in Brazil and Greece. The organisers of the ISATT Biennial Conference in Glasgow received an abundance of proposals. Early-Bird registration has recently opened, and it promises to attract an impressive number of attendees, making it one of the most exciting ISATT biennial conferences yet!

From Cheryl, Christiana, and Tara's report, it is clear how active the year has been with new publications, the welcoming new of members, and continuation of core project activities. Wendy Moran and I contacted tributees who had tributes published in various volumes of the 40th Anniversary Yearbook, to arrange for copies to be sent to them via the publisher. It was wonderful to hear from the ISATT veterans again.

ISATT is buzzing with activities and has maintained a stable membership of 192, representing 51 countries.

In addition to making my presentation debut at the regional conference in Fortaleza on *A perspective from the ISATT Administrator - Navigating Digital Waters: Global Connectivity and Cultural Challenges*, I also attended the UIA in Florence in November. Although ISATT is not a member of the UIA (Union of International Associations), it is affiliated and was therefore invited to the UIA Round Table. It was a great opportunity to exchange notes with other associations on their operations and to attend relevant presentations. Unsurprisingly, there were several presentations on AI technology for administrative purposes and event management. There were a few new ideas, such as making better use of the UIA Yearbook and UN & Associations, which are worth following up on.



Looking forward to 2025:

The deadline for applying for [a Student and Faculty Travel Bursary](#) is open until 6th January. We aim to notify applicants of the outcome of their application by mid-January.

Further 'Calls' will be shared during January/February 2025:

- Call for biennial Conference 2027 bids
- Call for EC member nominations
- Call for nominations under the Awards Programme
- The new ISATT Articles will be shared with the membership before voting at the Members' Meeting in Glasgow.

I would also further develop and update the ISATT website over the next few months.

I look forward to seeing you in Glasgow 2025!

New Members



Gulnara Gutorova is currently a senior lecturer at the Pedagogy Department at the Institute of Psychology and Education of Kazan Federal University and researcher at the Tatarstan Academy of Science. After receiving her PhD degree in Pedagogical Sciences, she began to work for Kazan (Volga Region) Federal University as a lecturer embracing research and teaching disciplines related to technical training tools, modern digital, multimedia, communication and audiovisual technologies in education. As a researcher at the Tatarstan Academy of Sciences, she is participating in the development of a national online encyclopedia. Her areas of interest include digital inclusion and integration of artificial intelligence tools into teacher education; and multimedia and digital technologies in education, school education, multicultural education, intercultural and meta-subject competence, teacher training; and technologies in education. She is a member of the research group in the ISATT network studying “Integration of AI-based tools as part of teacher training: a step towards digital inclusion?” She also is an author of several scientific publications and speaker at numerous national and international conferences.

Gulnara Gutorova, and Albina Drozdikova-Zaripova recently attended the ISATT Regional Conference in Volos in November 2024. Their presentation was *Experience and Attitudes of Russian Students – Future Teachers and In-service Teachers towards the Use of Artificial Intelligence*.



Donlisha Moahi is a new ISATT member from Botswana. She has a PhD in Visual Art, a Master's Degree in Visual Art (Art Education) and a BA in Visual Art (Visual Communication Design) all from the Visual Arts Department at Stellenbosch University, Western Cape, South Africa. She graduated with a teaching Diploma in 1997 from Hillside Teachers' College, Zimbabwe, majoring in English and Art, Craft and Design. She has over twenty-four years of experience as an art teacher at various junior secondary schools across Botswana. She is currently working as an Art Teacher at Moselewapula Junior secondary School. As an academic, my work centers on exploring ways that art can facilitate open, safe spaces, where through dialogue, stereotypes and stigmas can be negotiated. Donlisha Maghi recently attended and made a presentation at her first ever ISATT conference in Fortaleza, Brazil 2024. She currently serves as the ISATT representative for Botswana.





Grigorios C. Arkoumanis holds a BA in Social Anthropology & History (Hons) from the University of the Aegean, Greece, along with an MA in Crisis and Historical Change with a specialization in socio-political identities and social narratives. He also has an MA in International Relations from the University of York, United Kingdom, with a focus on the EU's Soft and Smart Power and cultural educational diplomacy. Currently, he is completing a Joint MSc in Instructional Design for Online Distance Education at the National & Kapodistrian University of Athens and the University of the Aegean.

His strengths include multidisciplinary theoretical, methodological, and empirical insights, as well as his knowledge and experience of approaches from different disciplines and perspectives. Among his main topics of interest are Sociology and Anthropology of Education, Education Policy, EU Education policies, Social Injustice and Social Mobility, ICTs in Education, and Educational Technology.

In addition to being a member of the International Study Association on Teachers and Teaching (ISATT), he is a member-volunteer in the ICT laboratory of the Department of Primary Education at the National & Kapodistrian University of Athens. He also has worked as an editor, specializing in books on teaching and other related topics.



Jéssica Serafim Frasson, Ph.D. in Human Movement Sciences from the Federal University of Rio Grande do Sul. She is a professor at the Faculty of Physical Education at the University of Brasília (UnB), the Graduate Program in Physical Education (PPGEF-UnB), and the Professional Master's Program in Physical Education in National Network (PROEF-UnB). She leads the Research Group on School Physical Education - SÍNTESES-UnB and coordinates the Observatory of Basic Education at the University of Brasília - ObsEB-UnB. Her research expertise and interests focus on Physical Education, with an emphasis on school Physical Education, knowledge production in school Physical Education, teaching methodology, didactics, teacher training in school Physical Education, and qualitative research in Physical Education. At the University of Brasília, she has taught courses on supervised internships, policies, laws, and regulations, theoretical-methodological foundations of Physical Education, studies and research in school Physical Education, and qualitative research.



Dr. Michaelann Kelley, Ed. D. is an Assistant Professor and Chair of the Department of Creative Arts at Mount St. Joseph University (USA). She has recently been recognized for an OAEA Award for “Distinguished Fellows – 2024 Inductees” from the Ohio Art Education Association at their Annual 2024 OAEA Conference held in Sandusky, Ohio earlier in November. Receiving an OAEA Award is a great honor in the art/art education world and a testament to the dedication of Michaelann Kelley as an art educator and her service to the OAEA organization.

Even while teaching in Houston, Texas, Michaelann Kelley stayed connected to her Ohio roots, accepting student teachers from Mount St. Joseph and Bowling Green State University. She returned to Mount St. Joseph in 2020 as a faculty member and immediately became a leader in OAEA as chair of the Higher Education Division. As an author or co-author of over 27 books, book chapters, and articles in juried journals, she has been a regular presenter at TAEA, OAEA, NAEA, ISATT, Castle Conference, and American Educational Research Association (AERA) meetings.

Dr. Michaelann Kelley shares that her “best work lies in the lives of [her] former students. The impact of an art teacher is not always in how many presentations they have or how many grants they wrote, but in the way their classroom creates a culture of collaboration and reflection.” Her strengths include program development, preservice art education and work in national and state art organizations, in addition to her award-winning research and teaching.



Members' News

Prof. Mary Koutselini, University of Cyprus

Results of the ERASMUS+ program: PRO-ME-TOM- PROMOTING THE DEVELOPMENT OF TEACHERS' AND STUDENTS' METACOGNITIVE AND THEORY OF MIND (ToM) SKILLS

The PRO-ME-TOM research program, which was carried out in 5 countries, aimed to enhance teachers' and students' metacognitive, epistemic and Theory-of-Mind (ToM) skills. The training program in Greece and Cyprus was carried out by professors from five different universities (Mary Koutselini, University of Cyprus; Eleonora Papaleontiou – Louca, - European University of Cyprus; Plousia Misailidi, University of Ioannina; Yiota Metallidou, University of Thessaloniki; Kalypso Iordanou, UCLan University-Cyprus).

The strong theoretical background and the implementation of the activities in the classroom during the training were two of the advantages of the program, which justified the aims and objectives and explained the project's positive results. As Brown (1987) argues, knowledge is the basis of metacognitive development, which leads to new knowledge by strategy selection and use in new tasks. Research data supported the view that metacognitive development and meta-knowledge are the result of the interaction between the learner, tasks, and strategies (Flavell & Wellman, 1977). The combination of theory and practice, along with teaching in the classroom during the program, enhanced teachers' metacognitive abilities and helped them overcome their fears and hesitations about covering the content of the curriculum, as is evidenced in their diaries.

The participating teachers in the PRO-ME-TOM program enriched their daily teaching with new perspective by implementing scaffolding, thinking aloud, and modelling in ways that cultivate cognitive, metacognitive and theory of mind skills and attitudes.



[Dr. Mary Rice, a US ISATT member,](#) received the National Open Distance Learning Award (K-12) from the [ODLAA Open Distance Learning Association of Australia](#) for her "global voice in distance education and online research and significant contributions to equitable and accessible teaching for children." She is an Associate Professor of Literacy in the Department of Language Literacy and Sociocultural Studies at the University of New Mexico and will present at the ISATT conference in Glasgow this summer.

News from our Members in Greece

Three ISATT members (Dr Ourania Maria Ventista, Prof Dr Stavroula Kaldi and Prof Dr Christos Govaris) from the University of Thessaly in Greece participated in a research study about Professional Learning Networks in the teaching profession in collaboration with two other scholars, Assistant Prof. Dr Magdalini Kolokitha (University of Thessaly) and Prof Dr Chris Brown (University of Southampton, UK). They published the outcomes of this study in the “**Quality of Education for All**” journal published by Emerald

<https://www.emerald.com/insight/content/doi/10.1108/QEA-12-2023-0020/full/html>

The study aimed to explore the drivers for participation within Professional Learning Networks (PLNs), the enactment process and the impact of PLN participation on teachers, students and schools in Greece.

At the regional ISATT 2024 conference held at the University of Ceara, Brazil, Professor Dr Stavroula Kaldi offered a workshop about Differentiated Instruction and Project-Based Learning (photos 1 and 2). She also made a presentation about in-service teachers' views on student teachers' teaching learning during the school practicum (photo 3).



Photo 1



Photo 2



Photo 3

At the regional ISATT 2024 Conference held at the University of Thessaly in Volos (Greece), ISATT members from Greece presented their research studies. These members included Dr Alexandra Stavrianoudaki, Ms Vasiliki Tzika, Ms. Panagiota Diamanti, Dr Nikolaos Manesis, Dr Ourania Maria Ventista, Assistant Prof Dr Filippos Evangelou, Prof Dr Christos Govaris, and Prof Dr Stavroula Kaldi.



Conference participants from Greece and the USA



Feyza Doyran's second book has been published. It is called *Dünyayı Değiştirmek Dilinizde*, in Turkish, which translates as *Changing the World in Your Words*. It is about the power of words we use, effective ways of creating positive interactions and lives whether it be our own life or the lives of other people. Words, labels, hypnotic suggestions etc. we use have a long-lasting effect. Awareness is the first step to taking action. Next comes work on our belief system and the step-by-step transformation of the limiting beliefs we live by with empowering beliefs worthy of a life well-lived.

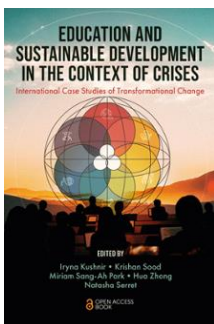
Congratulations!

Dr. Ozge Hacifazlıoğlu has been appointed as a Full Time Adjunct Professor role at the University of California Berkeley through a competitive selection process. At UC Berkeley, Adjunct Professors are full time professors with expertise in research and teaching. Dr. Hacifazlıoğlu served as a Visiting Professor for two years before being appointed as an Adjunct Professor in the Berkeley School of Education. She contributes to graduate programs, including the Principal Leadership Institute, the Leaders for Equity and Democracy Ed.D. program, and the Ph.D. program in School Psychology.

A Productive Year: My 2024 Contributions to Educational Research

F. Sehkar Fayda-Kinik, PhD (kinik@itu.edu.tr) reports that she had a very fruitful year of publication of research on advancing educational practices through diverse lenses, including technology integration, leadership, sustainable development, online learning, mindfulness, and student empowerment in higher education. Below are some details of recent publications:

An open-access book by Emerald Publishing:



Fayda-Kinik, F. S. & Kirisci-Sarikaya, A. (2025). Migration in education research: A synthesis to support sustainable development. In I. Kushnir, K. Sood, M. S.-A. Park, H. Zhong, & N. Serret (Eds.), *Education and Sustainable Development in the Context of Crises: International Case Studies of Transformational Change* (pp. 73-106). Emerald Publishing Limited. <https://doi.org/10.1108/978-1-83797-773-420241006>

Journal articles:

Fayda-Kinik, F. S., & Cetin, M. (2024). ICT and academic achievement in secondary education: A hierarchical linear modelling. *Journal of Computer Assisted Learning*, 1-23. <https://doi.org/10.1111/jcal.13070>

Kumar, N., Cook, E., Fayda-Kinik, F. S., & Maisuradze, L. (2024), ICTs influence on knowledge sharing in higher education: A pre-AI systematic literature review. *European Journal of Education*, 59, e12803. <https://doi.org/10.1111/ejed.12803>

Kirisci-Sarikaya, A. & Fayda-Kinik, F.S. (2024). Phenomenological approach to distributed leadership in educational research: A systematic review. *Journal of Innovative Research in Teacher Education*, 5(2), 94-110. <https://doi.org/10.29329/jirte.2024.667.1>

Fayda-Kinik, F.S. (2024). Beyond the screen: Socio-virtualization in online higher education. *International Journal on Studies in Education*, 6(3), 333-344. <https://doi.org/10.46328/ionse.225>

