



## Message from Chair

ISATT is healthier, more diverse, and more productive than it has ever been. Members have leaned into the activities of the organization and its band of influence has increased. This academic year there will be two regional conferences (Brazil, Greece) in addition to the 21<sup>st</sup> biennial ISATT conference (Scotland). This is an all-time high of organizational activity. In this issue, readers also will see the extensive publication agenda that ISATT members have accomplished thus far. Furthermore, since I created the lists of all of the volumes, two more manuscripts have been accepted for publication in the Brill Members' Series. Yaron Schur from Israel has had his proposal accepted for his book on *Attentive Teaching* to be translated into English. Yaron had retained the English publishing rights after the volume first appeared in Hebrew. Juanjo Mena from Spain has had his and a co-author's book on *Artificial Intelligence and Teacher Education* (working title) approved for publication as well. Any day now the French Regional Conference book will appear in print and the Italy volume in the Brill Conference Series is in the planning stages. After that, books will be published from the Brazil Regional Conference, the Greece Regional Conference, and the Scotland 21<sup>st</sup> ISATT Biennial Conference. I would like to add that new proposals for the Brill Members' Series are especially welcomed. Currently, there are no new proposals under review. This leaves a wide open field for members who are considering writing a proposal.

With three forthcoming ISATT conferences, the AERA Conference and Invisible College on the horizon as well, members are submitting multiple proposals. Special thanks is extended to Tara Ratnam who has served as a catalyst and coordinated much of this robust activity. Already, some proposals have been accepted while others are ready to be submitted. Some doctoral students are also sending their proposals off and are planning on attending the conferences. We have our fingers crossed that many submissions will be selected for the different conference programs.

Also, the new book on *After Excessive Entitlement* edited by Tara Ratnam (India) and I has been invited to be part of the Collaborative for Innovation in Teacher Education virtual activities this academic year. Watch for the date and plan on attending and supporting your fellow ISATT members.

### Inside This Issue

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In addition, there are many more unofficial member collaborations that I have not captured so far. Among them would be Maria Flores (Portugal) and Meher Rizvi (Pakistan) joining me and others as guest editors of a special issue of the *Journal of Teacher Education*. Lily Orland-Barak (Israel) is co-editing another special issue on the future of teacher education for JTE and another editorial on mentoring and knowledge mobilization with me. Also, Maria Flores (Portugal) and I are editing a teaching and teacher education handbook with Bloomsbury Press. Further to this, Celina Lay (US) is publishing a book in the Advances in Research in Teaching Series. There are many, many other collaborations of which I am not aware. I know, for instance, that Ali Leijen (Estonia) presented a very informative webinar on the teacher shortage that I had the privilege of attending.

ISATT is truly hitting its stride and growing into the dream that its founders imagined for the organization. Let's keep the momentum going!

Cheryl J Craig, Chair



**Invisible College** for research on teaching is held yearly one day prior to AERA. This research forum provides scholars with a forum informal discussion and debate concerning issues of importance, projects underway, discussions of methods and methodology, as well as consideration of analysis and analytic techniques. It is also home of the graduate seminar for narrative research. Please consider joining us in Spring 2025. Contact Cheryl Craig ([cheryljcraig@tamu.edu](mailto:cheryljcraig@tamu.edu)) for more information.

**Photos from AERA 2024**



### ISATT Yearbooks

- *Teacher Thinking to Teachers and Teaching: The Evolution of a Research Community (Advances in Research on Teaching, Vol. 19)*, Emerald Group Publishing Limited, Leeds. ISBN: 9781781908501
- *Teacher Education in the Wake of Covid-19 (Advances in Research on Teaching, Vol. 41)*, Emerald Publishing Limited, Leeds. ISBN: 9781804554630
- *Teaching and Teacher Education in International Contexts (Advances in Research on Teaching, Vol. 42)*, Emerald Publishing Limited, Leeds. ISBN: 9781804554715
- *Approaches to Teaching and Teacher Education (Advances in Research on Teaching, Vol. 43)*, Emerald Publishing Limited, Leeds. ISBN: 9781804554678
- *Studying Teaching and Teacher Education (Advances in Research on Teaching, Vol. 44)*, Emerald Publishing Limited, Leeds. ISBN: 9781837536238

### ISATT BOOKS WITH BRILL PUBLISHING:

#### Members' Series

- Kane, R., Mena, J., & Craig, C. J. (in press). *The Covid-19 pandemic: International perspectives, experiences, and analysis*. Brill. ISBN: 978-90-04-71013-9
- Orland-Barak, L., Flores, M. A., Guberman, A., & Craig, C. J. (2023). *A life of optimism: Selected works of Miriam Ben-Peretz*. Brill. ISBN: 978-90-04-43203-1
- Other Proposals under review.

#### Conference Series

- Kohout-Diaz, M. & Deyrich, M.C. (in press). *Inclusive Educational Ethics: Facing the Facts*. Brill.
- Andron, D. R., & Guber G. (2020). *Education beyond crisis. Challenges and directions in a multicultural world*. Brill. ISBN 978-90-04-43202-4
- Books from the Italy, Brazil, Greece and Scotland Conferences are anticipated.



**Christiana Delwien  
Afrikaner  
Treasurer**

## Message from the Treasurer

Dear ISATT Members

This report aims to provide a comprehensive overview of ISATT's financial performance, highlighting key achievements and areas of focus. Please explore the report to understand our financial standing and prospects.

Rest assured, ISATT's finances are in good shape. Below is a summary of our bank balances.

Finance Year (1st April 2023– 31 March 2024)	Current Account		Business Reserve	
	Opening Balance	Closing Balance	Opening Balance	Closing Balance
2023/2024	£ 1,575	£ 5,772	£ 48,927	£ 50,029

The EC agreed to offer the current student fee of £30 (for one year) and £55 (for two years) to retired faculty members. The website has been changed to reflect this change.

We had a challenge with the Russian members' membership payments, but after some effort, we solved it.

I would like to thank Cheryl, Stefinee, and Ruth for their generous sponsorship of new members from Egypt, the Democratic Republic of Congo, and Zimbabwe. Their support is a shining example for others to follow, and I hope it inspires more to contribute to our growing membership.

I'm delighted to inform you that the bank has confirmed the successful completion of ISATT's business profile, further validating our strong financial standing.

I want to extend my sincere appreciation to all those who have contributed to ISATT's success. Our members, sponsors, and dedicated team's unwavering support has been invaluable. As we embark on a journey of growth and expansion, let us remain steadfast in our commitment to ISATT's mission and vision. I urge each of us to invite new members to join ISATT actively. Let's continue to extend our ISATT family. I eagerly anticipate our future endeavors and the collective positive impact we will undoubtedly create. I extend my heartfelt thanks to everyone for their steadfast dedication to ISATT.

Please click on this link for a detailed overview of the [Accounts 2023/2024](#)



**Tara Ratnam**  
Nation Reps Coordinator

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

As the ISATT Chair Cheryl Craig pointed out in the ISATT Autumn/Winter 2023 Newsletter, we, as a community, have "moved ISATT into a new paradigm of comparative education." The natural potential for knowledge production using plurality of interacting international educators' lived experiences which ISATT held with its profile of international membership, took a visible shape during the COVID pandemic. ISATT provided its National Reps from around the globe a virtual community space where they could share the destabilizing experience they were going through in their intertwined personal and professional lives and gain a perspective on it collectively. All the National Reps who took part in this three-year project (still continuing) look upon this experience as something unique and rewarding. The findings from the four studies undertaken during the COVID-19 pandemic were presented at the ISATT conference in Bordeaux and Bari and also compiled into a section in the 40<sup>th</sup> Anniversary ISATT Yearbook. This provided the motive to expand the ISATT National Reps project to encompass all its members. We are currently working with 72 ISATT members from diverse countries on addressing critical challenges in teaching and teacher education across five research topics:

1. Filling the gaps of online practicum for pre-school and primary education in-service teachers
2. Integration of AI-based tools as part of teacher training: a step towards digital inclusion?
3. The changing roles of teachers in contemporary education
4. Social justice pedagogies in teaching
5. The Dynamics of Geographic Space When Working with International Teacher Educators in Collaborative Research.

The members who proposed these topics also coordinate the respective research groups they have formed of the participating ISATT members. These research studies which are an undertaking of the ISATT members, *for and by* them exude the spirit of democracy creating a vibrant space to explore the true meaning of collaboration in both its rough and smooth hues.

## New ISATT Members



ISATT National representative for the Czech Republic.

Assoc. prof. **Martin Strouhal**, Ph.D. graduated from Philosophy and Education at the Faculty of Arts of Charles University, was teaching at secondary schools for fifteen years. He has been working at the Department of Education of the Faculty of Arts of Charles University since 2010 (2011 – 2023 as the Head of the Department).

He is mainly interested in the contemporary situation of pedagogical discourse and in philosophical aspects of educational theory. Other areas of his interest include the perspectives of humanities education and the teaching profession. He teaches in Bachelor, Master and Doctoral degree programmes (General Pedagogy, Theory of Education, Philosophy of Education, Ethics for Educators, Philosophical and Methodological Problems of Social Sciences). Since 2019, he has been the coordinator of the teacher education programmes at the Faculty of Arts of Charles University and is the expert guarantor of the life-long learning courses Teaching for Secondary Schools.

He is a member of several Professional Councils in Educational Science and a co-founding member of the Board of the International Connectivity Centre (an international interdisciplinary platform bringing together social science researchers from several European countries e. g. University of Central Lancashire, University of Zielona Góra, Charles University, UNIMORE, University of Madeira, Romanian Academy Bucharest, University of Bordeaux). Since 2023 he has been a Chercheur associé at LaCES, EA 7437, Université de Bordeaux.



Hello, I am **Petra Menz** and a Senior Lecturer in the Department of Mathematics at Simon Fraser University, Burnaby, British Columbia, Canada. I started my career as a high school maths and computing science teacher, then ventured into university teaching, and in 2015, I completed my PhD about gesturing and diagramming in maths to inform how maths is created and learned. When I am not teaching or planning, you can find me in our veggie and fruit garden or the local mountains.

I look forward to meeting you in Glasgow next year. <https://www.sfu.ca/math/people/faculty/pmenz.html>

And here is a recent co-publication, which we gathered and build on from our department's calculus examinations over the past 20 years adding some learning pedagogy.

Jungić, V., Menz, P., & Pyke, R. (2024). Differential calculus problems and solutions from fundamentals to nuances, *World Scientific*. Retrieved from: <https://doi.org/10.1142/13324>



Dr. **Filippos Evangelou** is an Assistant Professor of Teaching Methodology in the Department of Primary Education at the University of Ioannina (Greece), and also a holder of a postdoctoral degree from the Department of Philology at the University of Ioannina. In addition, Dr. Filippos Evangelou has a long working experience in teaching Primary Schools in Greece for almost 20 years.

Dr Evangelou's research, focuses on issues of:

- Teaching Methodology: theory and practice of teaching
- Teaching methods and techniques in Primary Schools
- Teaching tools and their impact on learning in Primary Schools
- Teaching Practice for teacher candidates

His interest in joining ISATT relates to enhancing the quality of teaching and the implementation of modern teaching approaches in Primary Education system in Greece as well as to create new synergies for academic collaborations with the recognized members of ISATT.

His articles have been published in scientific journals in Greece and abroad and he has also participated in many relevant conferences. Five of his recent publications are:

- **Evangelou, F.** & Kotsis, K. (2019). Real vs Virtual Physics experiments: Comparison of learning outcomes among Fifth Grade Primary School students. A case on the concept of frictional force. *International Journal of Science Education*, 41 (3), 330 - 348. Doi: <https://doi.org/10.1080/09500693.2018.1549760>
- **Evangelou, F.** (2023). Differentiated Instruction as A Learner - Centred Form of Teaching in Primary Education: Views and Attitudes of Greek Teachers. *International Journal of Education*. 15 (2), 15 – 34. Doi: <https://doi.org/10.5296/ije.v15i2.21004>
- **Evangelou, F.** (2023). Video as an educational tool for teaching and learning for primary school students: A research approach by Greek teachers. *European Journal of Education and Pedagogy*, 4 (1), 104 – 111. Doi: <https://doi.org/10.24018/ejedu.2023.4.1.575>
- **Evangelou, F.** (2023). Views of Greek teachers on the implementation of teaching approaches in online classrooms. *International Journal of Technology in Education and Science (IJTES)*, 7 (2), 159-173. Doi: <https://doi.org/10.46328/ijtes.441>
- **Evangelou, F.** & Fykaris, I. (2024, **accepted**). The Philosophy of Didactics as a background for the documentation of teaching practice. *Regional ISATT24 Conference in Greece: "Imagining Possible Futures of Teaching and Learning"*, 8 – 10 November 2024, Pedagogical Department of Primary Education, University of Thessaly, Volos, Greece.



**Albina Drozdikova-Zaripova** is an Associate Professor at the Pedagogy Department, Institute of Psychology and Education, Kazan (Volga Region) Federal University (Russia), PhD in Pedagogical Sciences. Her pedagogical experience is 27 years, including 6 years of work as a teacher of mathematics and psychologist in school education and 22 years in higher education.

*Education:* mathematician, math teacher, clinical psychologist.

*Area of interest:* digital socialization of pupils and students, cyber risk prevention, digital addictions and victim behavior of students in the Internet space, psycho-pedagogy.

*Subjects taught:* psycho-pedagogical diagnostics, socio-pedagogical counseling, mathematical methods in pedagogy and psychology, psychology of personal effectiveness, work with scientific information, workshop on organizing and conducting psycho-pedagogical research, etc.

Participant of international scientific and practical conferences, author of more than 150 scientific publications: articles, methodological manuals, monographs. H-index in Scopus: 5.

*Important publications:*

1. Drozdikova-Zaripova, A.R, Kostyunina, N.Yu, Latypova, L.A. (2022). Personal Determinants of Selfie Addiction in High-School Students. *Education and Self Development*, 17 (3), 222-241.

2. Drozdikova-Zaripova, Albina R., Valeeva, Roza A., Latypov, Niyaz R. (2021). The Impact of Isolation Measures during COVID-19 Pandemic on Russian Students' Motivation for Learning. *Education sciences*, 11 (11), Art. №722.

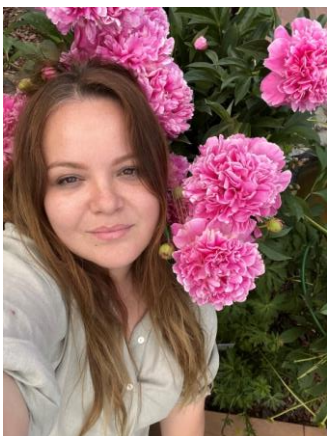
3. Drozdikova-Zaripova, A.R, Sabirova, E.G., (2020). Usage of digital educational resources in teaching students with application of "Flipped classroom" technology. *Contemporary Educational Technology*, 12(2), 1-13.

4. Biktagirova, G.F., Valeeva, R.A., Drozdikova-Zaripova, A.R., Kalatskaya, N.N., Kostyunina, N.Yu. (2019). Prevention and correction of victimized behavior of student youth on the Global Internet: theory, practice. Kazan: Fatherland, 320 p.

*Additional information:* deputy dean for distance learning at the Faculty of Psychology of the Tatar State Humanitarian-Pedagogical University (2004-2008); leading specialist and scientific secretary of the Volga branch of the Russian Academy of Education (2008-2012), head of the master's program "Psychology and Social Pedagogy" (since 2018). Head and executor of works under the state contract and grants of the Russian Foundation for Basic Research (2012, 2017 and 2019).

Married, has three children. Hobbies - reading classical literature and detective genre.





**Karimova Lilia Shamilyevna , Associate Professor, PhD (Russia, Kazan)**

I work as an associate professor at the Department of Pedagogy of the Institute of Psychology and Education of Kazan Federal University. In 2006, graduated from the Tatar Humanitarian Pedagogical University, specialising as an educational psychologist and English teacher.

In 2008, got training in Clinical Psychology in Kazan Medical University  
In 2010, got a degree PhD in Pedagogical Sciences.  
In 2012 she trained at the Maria Grzegorzewska Academy of Special Education (Warsaw, Poland).

Subjects taught: Inclusive education, Multicultural education, Art psychology, Psycho-pedagogical support of children with disabilities, personal growth training, museum and theatre pedagogy, tourism and local history activities.

Research interests: study of students' professional self-efficacy, support of migrant children in multicultural educational environment, psychological and pedagogical support of children with special needs, work with deviant teenagers, study of addictive behavior.

The main scientific publications:

["The development of children with disabilities by means of folk plays"](#),  
"Study of university students' social competence development",  
"Formation of ethno-cultural competence in future practical educational psychologists", "Adolescents` demonstrative behavior research",  
["Teenage students' tolerance formation"](#), "Conditions for the development of social intelligence in future educational psychologist",  
["Developing Self-Efficacy of Future EFL Teachers"](#), "Pedagogical support for professional self-efficacy of a future teacher in a distance learning environment",  
"Corrective and pedagogical work to develop social behavior, communication and interaction skills in preschool children with autism spectrum disorders".

## Members' News

### Métodos y usos de la evaluación de los aprendizajes durante la pandemia Covid-19. Experiencias con profesores universitarios

*Methods and uses of learning assessment during the Covid-19 pandemic. Experiences with university professors*

**Juan Vicente Ortiz Franco** <https://orcid.org/0000-0003-4524-7456>

**Yesid Manuel Hernandez Riaño** <https://orcid.org/0000-0001-5386-8362>

*Fundación Universitaria Los Libertadores, Colombia*

#### Abstract

This research focuses its interest on methods and uses of the learning evaluation results by 205 professors of Law, Engineering and Education, linked to three universities in Bogotá, Colombia, in times of crisis generated by the Covid 19 virus. The research question was: what are the characteristics of the learning assessment practices carried out by professors from three universities in Colombia, in terms of methods, use of results, and changes caused during the pandemic? The object of study is part of the qualitative approach, descriptive process based on data collection and analysis, through the application of an instrument validated through expert judgment. The results show the incidence of teachers' practices and learning from fellow teachers in the similar use of oral, written, closed-ended tests, class participation and attendance, and individual written work in the three programs where teachers work. Essays, group oral exams, fieldwork; and visit reports, focus for training and learning, are of lesser use. During the pandemic, evaluation continues to be assumed as a qualification and the use of technological resources for its development is privileged.

**Keywords:** evaluation, learning, methods, teaching, pandemic

Ortiz Franco, J. V., & Hernández Riaño, Y. M. . (2023). Métodos y usos de la evaluación de los aprendizajes durante la pandemia por covid-19: Experiencias con profesores universitarios. *Revista Pedagogía Universitaria Y Didáctica Del Derecho*, 10(2), 249–270. <https://doi.org/10.5354/0719-5885.2023.71412>

<https://www.youtube.com/watch?v=AbaiVYCQO6A>





**Nature connectedness through the arts: Co-creating a curriculum to support pupil wellbeing in primary schools**  
**Nasreen Majid, Lucy Taylor, Jim Dees.**

Funded by the 2022–2023 British Curriculum Forum Curriculum Investigation Grant, this project sought to understand how a group of year 5 pupils, in England, form connections with nature through the arts to support their wellbeing. The research investigated how these pupils conceptualize the notion of a nature-connected curriculum that aspires to support pupil wellbeing in primary schools. Taking place at a large primary school in north-west London with a diverse and vibrant community, the project involved teachers and pupils co-creating a bespoke curriculum that aimed to help pupils to connect with nature and develop their sustainability skills.

The full report can be found by following this link:

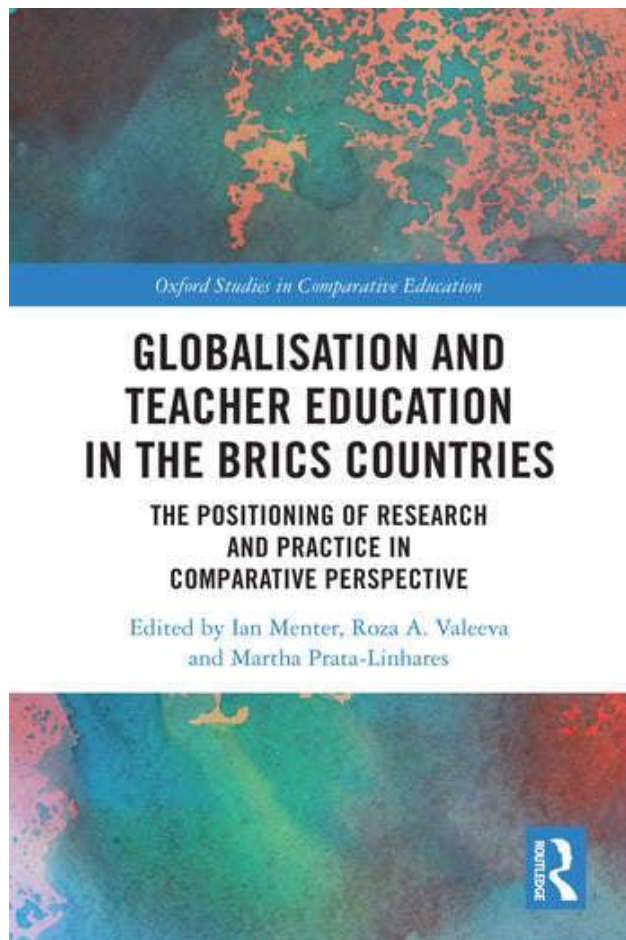
[Nature connectedness through the arts | BERA](#)

You can also read a blog written by the authors as part of special issue collection here: [Education and the climate crisis: A curriculum for sustainability](#)

**[Teaching for Sustainable Futures](#)**

The UCL Centre for Climate Change and Sustainability Education have developed a set of CPD materials for teachers to explore Climate Change and Sustainability Education. The materials are titled- *Teaching for Sustainable Futures*. You can explore the materials [here](#). Currently, History, Geography, English and Mathematics are represented. Please do get in touch with Nasreen, if you have any questions regarding these materials.

If colleagues would like to get in touch to learn more about this work, please do email at: [nasreen.majid@ucl.ac.uk](mailto:nasreen.majid@ucl.ac.uk)

**Editors:**

**Ian Menter** is Emeritus Professor of Teacher Education, Department of Education and Emeritus Fellow, Kellogg College, University of Oxford, UK.

**Roza A. Valeeva** is Head of the Department of Pedagogy, Institute of Psychology and Education, Kazan Federal University, Russia.

**Martha Prata-Linhares** is Associate Professor, Graduate Programme in Education, Federal University of Triângulo Mineiro - UFTM, Brazil.

## Critics Reviews

This book presents a timely and comprehensive overview and analysis of globalization and teacher education in Brazil, Russia, India, China, and South Africa (BRICS countries). While the apparent diversity of geographies, economies, and politics of these five countries could have resulted in an interesting publication authoritatively discussing teacher education in each context, the authors have seized the opportunity to recognize such diversity as fertile ground for comparative study. In a welcome addition to the international literature, the book provides a rigorous comparative study of teacher education in the BRICS countries utilizing the key dimensions of time, space, and political economy. Responding to perceptions that spatial perspectives are commonly absent in comparative teacher education research, incorporating a spatial perspective as central to the analysis is particularly illuminating. The resulting publication richly demonstrates the inextricable connections and influences of history and culture on teacher education and the simultaneous interactions with globalizing forces. It provides a valuable contribution to current political discourse on the worth of teacher education and the teaching profession within and beyond the BRICS alliance.'

**Diane Mayer**, PhD, Professor Emeritus, University of Oxford, UK; Honorary Professor, University of Sydney, Australia; Honorary Professor, The University of Queensland, Australia.

'Comparative education is alive and kicking! In case you hadn't noticed, this book provides a fine piece of evidence for it. It sets an example for the comparative educational research agenda by wonderfully balancing careful consideration of national contexts and diversity on the one hand and the search for identifying and conceptualizing transnational processes on the other. First the authors present five national case studies on the impact of globalization and its economic rationale on teacher education in each of the BRICS nations -Brazil, China, India, Russia and South-Africa. These rich contextualized reconstructions of the national developments, are followed by the results of a critical comparative cross-case analysis in which the authors discuss, explain and theorize commonalities and differences. Insightful understandings emerge, rooted in the past and informing the future.'

**Prof. Dr. Geert Kelchtermans** – KU Leuven, Belgium.

[www.routledge.com/9781032470771](http://www.routledge.com/9781032470771).

## Maria Teresa Tatto

### Book:

Tatto, M.T. (Ed.) with Brown, L. (2024, April). [Empowering Teachers for Equitable and Sustainable Education: Action Research, Teacher Agency, and Online Community](#). Routledge. (ISBN: HB: 978-1-032-69926-4; eBook: 978-1-032-69929-5).

### Chapters:

Tatto, M. T. (2024). Afterword: The BRICS Countries Present and Future: Glocalization, Culture and Fragmented Transformation. In I. Menter, R. Valeeva, & M. Prata-Linares, *Globalization and teacher education in the BRICS countries: The positioning of research and practice in comparative perspective*. Routledge.

Tatto, M.T. (2024). Empowering Teachers for Sustainable and Equitable Oriented Education: Program's Philosophy, Theoretical Bases, and Pedagogy. In M. T. Tatto & L. Brown (Eds.) *Empowering Teachers for Equitable and Sustainable Education: Action Research, Teacher Agency, and Online Community*. Routledge.

Tatto, M.T. (2024). The Curriculum: Course Organization, Assignments, and Outcomes. In M. T. Tatto & L. Brown (Eds.) *Empowering Teachers for Equitable and Sustainable Education: Action Research, Teacher Agency, and Online Community*. Routledge.

Tatto, M.T. (2024). Equity, Sustainability, and the Future of Teacher Education and Development. In M. T. Tatto & L. Brown (Eds.) *Empowering Teachers for Equitable and Sustainable Education: Action Research, Teacher Agency, and Online Community*. Routledge.

### Podcast:

Tatto, M. T. (2024, February 7). [Examining work worldwide on equity, social justice, and educational transformation](#). Interviewee in Lead the Change (LTC) Project Interviews. Education System Re-Building for Equity and Social Justice (Part II). Chair: Thomas Hatch. *International Education News*.

### Keynote/Invited presentations:

Tatto, M. T. (2024, May, 30). The Case for the Comparative Self-Study of Teacher Education and Learning Teaching: A Call to Action to Teacher Educators. Keynote presentation for the Association for Teacher Education in Europe (ATEE) Spring Conference. Università Degli Studi Di Bergamo, Bergamo, Italy.

Tatto, M.T. (2024, March, 5). Teacher education reforms: international perspectives from comparative education (discussant) in C. Brooks & J. Hordern (Chairs) Teacher Education Reforms in England. University of Cambridge, England.

Tatto, M. T. (2024, February, 7). Developing Teachers' Research Capacity Toward Equitable Educational Practices Through Action Research and Professional Development. Invited Presentation for the Department of Education. Cardiff Metropolitan University, Wales, UK. (requested after reading a blurb of the upcoming book publication in April 2024). Sponsored by Trevor Mutton.

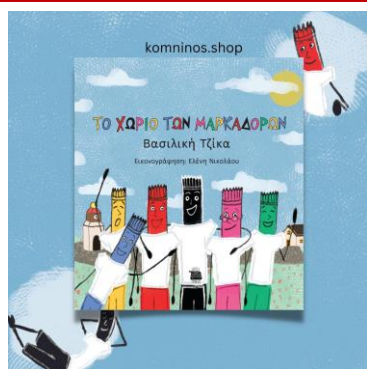
Tatto, M. T. (2024, February, 5). Developing Teachers' Research Capacity Toward Equitable Educational Practices Through Action Research and Professional Development. Invited Presentation for the Institute of Education. University College London, England, UK.

Tatto, M. T. (2024, January 26). A Comparative International Study of Differences in Beliefs between Future Teachers and their Educators. Invited Presentation for the Department of Education. University of Bath, England, UK.

### Other conference presentations:

Tatto, M.T. (2024, March). Ensuring Sustainable Quality Education in Mathematics: The Role of Teachers' Assessment Knowledge. Comparative and International Education Society, Miami, Florida, USA

- Lefebvre, E.E., & Thomas, M.A.M. (2024). "I knew I had to leave": A Bourdieusian analysis of why Teach For America teachers quit early. *Teaching and Teacher Education*, 142. <https://doi.org/10.1016/j.tate.2024.104520>
- Thomas, M.A.M., Serenje, J., & Chipindi, F.M. (2023). Reconsidering and teaching sociologies in Zambian teacher education: Seeking Mbuyi, Mulenga, and Munkombwe. *British Journal of Sociology of Education*, 44(7), 1199-1215. <https://doi.org/10.1080/01425692.2023.2256987>
- Thomas, M.A.M., & Xu, R. (2023). The emergence and policy (mis)alignment of Teach For Taiwan. *Journal of Education Policy*, 38(4), 686-709. <https://doi.org/10.1080/02680939.2022.2095036>



**Vassiliki (Vicky) Tzika** published a book for children that addresses themes of diversity, collaboration, acceptance and empathy.

Some words for the story:

*"In the color markers' village everything was going smoothly, carefree, and happy... Until one day something unexpected happened! An uninvited visitor suddenly made his appearance..*

*How will the villagers welcome him? What obstacles will he encounter and how will he deal with them?*

*Will the power of kindness and friendship finally be able to overcome every obstacle? A short story about empathy that raises life questions for young people and older ones..."*

## A belated Congratulations to Prof. Dr. Birsen TUTUNIS

For being awarded with the **ISTANBUL KÜLTÜR UNIVERSITY'S** scientific research (BİLSAP) 2023.

The ISATT community is sad to announce the passing of **Prof Cosimo Laneve** What a loss to the University di Suor Orsola Benincasa di Napoli, to the Schools in Italy and to ISATT. We send best wishes and sympathy to his colleagues, family, and friends.