



**Cheryl Craig**  
**ISATT Chair**

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## Message from the Chair

Happy New Year, ISATT Members!

We begin 2022 knowing that the Bordeaux Regional Meeting is scheduled. We also are aware that the International Conference in Bari, Italy is awaiting us on the horizon. We furthermore know that the 40<sup>th</sup> Anniversary Yearbook is in the planning stage. Invitations requesting some members to manage sections of the Yearbook will be sent out soon. Tributes to some ISATT alumni members will also appear in the volume.

On an entirely different note, please disregard the imposter who is acting as me, using an ISATT email address. None of us have ISATT email addresses. Please do not let the scammer fool you. We have taken action to put an end to the scheme.

Finally, I am leading the Collaborative for Innovation for Teacher Education at my institution. Daniela has distributed a flyer for the Collaborative's January 27 research event. On February 17, we also will have a group of induction year teachers, along with two of my former graduate students, who will discuss their experiences of teaching in the pandemic years. We would be delighted to hear international views on teacher quality (first presentation) and teaching during the COVID-19 pandemic (second presentation). The first flyer has already been shared; the second flyer is attached. Also, Gloria Ladson-Billings will be delivering her Hagler Lecture in late February and Marilyn Cochran-Smith is giving a keynote address in late March. Everything is free of charge. You can bring students, if you like, providing everyone registers for the event. Please watch for additional flyers being distributed in the near future.

Thank you for your kind attention. Let's hope 2022 is wonderful personally and professionally for all of us!

Cheryl C Craig  
ISATT Chair

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

## Message from Secretary

Let me begin by sending my very best thoughts to all members, wherever you are across the world and strength for navigating what is turning into a long struggle for many against the Covid-19 virus and its variants. I hope that you are each managing as best as you can, and family and friends are keeping safe and well.

The past year has been 'one of a kind' and although the core executive (President, Secretary, Treasurer and Administrator) has continued to meet regularly (virtually) to imagine a way forward and new possibilities for connecting ISATT members, we are also learning as we go as we work in such new virtual contexts.

*Regional Conference:* We look forward to connecting in person at the University of Bordeaux, France with those members able to attend the re-scheduled ISATT Regional Conference which is now happening in October 2022. We have included information in this newsletter for members and will ensure we continue to update members through the ISATT web site.

*ISATT Biennial Conference:* The core executive is in communication with the organizers of the ISATT conference now rescheduled for July 2023 in Bari, Italy. We look forward to working with the conference organization team lead by Professor Loredana Perla as planning progresses. We are confident that when we recommence our ISATT biennial conferences we will have an exciting and welcoming space for members in historical Bari.

*ISATT Members Series Covid-19 Book:* We are slowly moving towards a full draft of the ISATT Covid-19 book to e-published with Brill Publishers. We have received 19 chapters, some of which have been reviewed but others are still in the process. This is largely due to my own personal situation which has meant I have had to step away from academic work for some months. I have recently been able to turn my attention back to this task and we hope to have a draft of the volume ready for the publishers within coming months. If members are concerned about their chapters, please do not hesitate to reach out to me directly for an update (rkane@uottawa.ca).

*ISATT Working Groups:* Largely due to my own personal situation we have not made the progress we hoped on our working groups who are to review and where necessary revise our procedures and policies in some key operational areas. While Dani created folders through Dropbox and invited working group members to access and connect, I have not had the space to follow through on getting these working groups together. I hope to be able to move them forward during the northern spring and be able to report progress to wider membership at the ISATT Regional conference or before. The three working groups, their membership and tasks are provided here:

1. **ISATT Constitution and Standing Orders**

Phil Riley, Deakin U, Australia  
Ruth Kane, uOttawa, Canada

There has already been significant work undertaken on revising the ISATT Constitution and Standing Orders over recent years, but the documents need to be scrutinized carefully by some fresh eyes and enhanced accordingly. The task of this working group is to: review and revise the documents; disseminate to membership for comment and input; and prepare final versions of the ISATT Constitution and Standing Orders to be presented to the ISATT 2023 Annual General Meeting, Bari, Italy for validation.

2. **ISATT Awards**

Diane Yendol-Hoppey, University of North Florida, USA  
Martha Prata-Linhares, Brazil  
Ruth Kane, uOttawa, Canada

The ISATT Awards were coordinated superbly in 2019 by Wendy Moran. The 2019 Awards Committee has offered some "lessons learned" and some recommendations for us to consider in revising the awards program and process. The three-member working group is charged with taking account of the feedback of the 2019 panel to revise the awards criteria and procedures.

3. **ISATT Regional Conferences**

Tara Ratman – India  
Ozge Hacifazlioglu - Turkey  
Cheryl Craig – USA

We are seeking to complete a review and if need be, a revision of the criteria and procedures, for the next round of calls which will be for regional conference in 2024. The goal is to have revised criteria and procedures ready to be presented to the ISATT 2023 Annual General Meeting, Bari, Italy for validation.

Ruth G Kane  
Secretary, ISATT

## Regional ISATT conference in Bordeaux, France – 6-7 October 2022

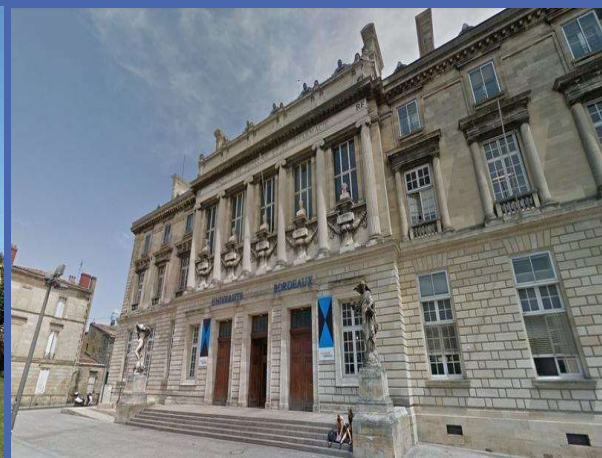
The 2022 ISATT regional conference will be held on **6-7 October** for the first time in the French context at the University of Bordeaux. The themes will be related to the deployment of the inclusive process in education under the following title: *L'éthique inclusive comme nouvel horizon éducatif pour les enseignants et pour l'enseignement / Inclusive ethics in education, a new horizon for teachers and teaching*. By focusing on the phenomena of ethics, diversity and inclusion in and outside of schools, it not only provides an opportunity to debate and share ideas raised by key themes and issues but serves to explore the interconnection between teaching and research.

The conference is aligned to the ISATT goal of promoting research aimed at increasing insights into the work of teachers and the process of teaching. The focus will be on contexts and diversity and, more specifically, on the challenges met when dealing with the phenomena of social cohesion, ethics and cultural diversity at school and outside school, from a comparative and political perspective. This orientation will consider language, culture, democracy and citizenship as key issues having a pivotal role on the quality of teaching and learning.

The conference organisers look forward to welcoming delegates at the University Bordeaux INSPE in person. In light of the ever changing pandemic situation, the conference organiser is also preparing for a video conference as contingency.

Dates for your diary:

- Call for papers mid-February
- Deadline for submission of proposals: May 16th
- Acceptance notification: July 7th
- Registration opens: June 14th



## ISATT BIENNIAL CONFERENCE – NOW IN 2023

**3 – 7 July 2023 at the University of Bari, Italy**

Living and Leading in the Next Era: Connecting Teaching, Research and Citizenship



**Tara Ratnam**  
Nation Reps Coordinator

## **The ISATT National Representatives' project for the 40<sup>th</sup> Anniversary Yearbook Section on the impact of Covid-19 on teaching and teacher education**

This is a project that emerged at a time of crisis, namely, the sudden burst of COVID-19 and the consequent unprepared shift to online mode of teaching. It's about the destabilization experienced by educators during this crisis. At the same time, it's about new possibilities: Can education's future post-pandemic be a possible re-visioning for more equitable and just societies?

National representatives from 28 countries are collaborating online to make sense of the polarity between the crisis and the optimism. The rich diversity of perspectives brought in by the participants from very diverse cultural and social contexts makes it a challenge to find a common focus and structure to the chapter that each of the four subgroups is working on. This is a strength which draws participants to start thinking about these differences, what they can learn from these differences and how they can weave together a global network of transformation. The following excerpts from the group coordinators provide glimpses of the work in progress

1. The authors of the subgroup 'Pandemic Pedagogy' are from Australia, Canada, France, Nepal, Malaysia, Malta and Russia. The focus of this chapter is on teachers' practices during the pandemic, the way they have been affected and the way the use of technology served to support or constrain their teaching. The diversity of contexts and experiences of the participants will help us to deliver insights into how teachers' sense of resilience could contribute to the need for change, and become more sensitive to the challenges, both individual and institutional, that teachers across the globe have experienced.
2. The subgroup focusing on 'Emotions' includes researchers from Japan, Columbia, Pakistan, Germany, Greece, the Netherlands and the USA. We are examining the implicit and explicit emotions that have been experienced by teacher educators during the time of the major shut down in each of the 28+ countries. We first are looking at the overall tenor of the responses (e.g., hopeful, discouraged, fearful, confident, etc.) and what circumstances evoked that mood. Then we are exploring what adjustments to pedagogical practice or shifts in beliefs accompanied the experience of the discrete emotions.

3. The 'Assessment' subgroup is composed of researchers from Cyprus, Saudi Arabia, Singapore, Slovenia and Switzerland. Our main focus is on the decisions made by the respondents about the adaptation of their assessment strategies during the pandemic: what guided the decisions about the ways and means of assessment, under what conditions and so on. Our data analysis aims at identifying the main challenges (use of technologies, students' access, equity, reliability, practical considerations) as well as the consequences of changing assessment strategies on teaching strategies.
4. The subgroup on 'Equity and Agency' represents researchers from Jamaica, S-Africa, India, Zimbabwe, SriLanka, Italy and Iceland. We began by exploring our understanding of the main concepts we are working with explaining how we understand these concepts and refer to our experience and theoretical readings. The next step was to begin writing the conceptual framework, but at the same time the group members are analyzing the data. We are developing our research question making sure it captures the focus on equity and agency, as well as how technology enables or obstructs the embracement of the needs of all learners.

**Tara Ratnam**  
**ISATT National Reps Coordinator**



**Marie Anne  
Chateaufreynaud**

## New ISATT members

Hello everyone!

I am a new member of this association.

I have been a teacher for 30 years and a teacher trainer for 10 years. I had the chance to work with M.C. Deyrich who introduced me to the work of the ISATT and encouraged me to become a member.

I am a senior lecturer at the University of Bordeaux where I teach Spanish, Occitan, language teaching and courses on the education system.

After studying Spanish and Occitan, I completed a PhD in Occitan sociolinguistics, and more recently an HDR on inclusive plurilingualism.

Language teaching is at the centre of my research:

I focus on language teaching generally, the didactics of languages, Languages for Specific Purposes (LSP) teaching, and minority languages. I work a lot with the University of the Basque Country Universidad Politècnica de València (UPV) and I am particularly interested in Occitan and Basque. My research work in my laboratory E3D, also concerns plurilingualism and the questions of language and heritage.

Further to this, an important part of my research is learning processes, higher education issues, research training, and lifelong learning.

As I like to work in teams and meet colleagues from other universities, I hope that joining the ISATT will enable me to develop research projects with other members and to meet you all (at the end of the pandemic!)

Thank you for your welcome. I look forward to meeting you all!

Marie-Anne Chateaufreynaud



**Heidi Flavian**

Heidi Flavian – self presentation for the ISATT newsletter

Dr. Heidi Flavian is a senior lecturer, researcher and Head of the Special Education department at Achva Academic College in Israel. She has also been serving as a senior lecturer in the International Team of the Feuerstein Institute since 2002, and served as the LC of NW11 of ECER/EERA focusing on educational improvement and quality assurance between 2016 and 2021. Her recent publications include her book *Mediation and Thinking Development in Schools* (2019), and the book she edited *From Pedagogy to Quality Assurance in Education* (2020). She is also an Editor-in-Chief of the *Journal of Quality Assurance in Education*, after serving as a Guest Editor there in 2018. Her main areas of research and publishing are teacher training, mediation, thinking processes among students, pedagogy, teaching students with special needs, and inclusion of students with special needs.

Dr. Flavian began her academic track as a physical education teacher, specializing in special education. After several years she decided to focus on developing a variety of teaching strategies for students with special needs while examining the role of teachers as responsible for the thinking development of all their students. After receiving her Ph.D. in Educational Leadership from the University of Dayton, Ohio, USA, Heidi joined higher education in Israel as a pedagogy instructor for special education teachers. One of her main contributions from the national perspective was the establishment of a special education school that focuses on thinking development of all students along with providing a range of opportunities for their inclusion in society. There is almost a direct link between her educational work and the goals of the ISATT, especially when the role of teachers is examined from international and intercultural perspectives.

Her acquaintance with the ISATT began while writing her paper *Teachers' role and expectations: Processes versus outcomes* (2021), which was published in the book *Understanding excessive teacher and faculty entitlement* (edited by T. Ratnam & C. L. Craig). Recognizing the association's goals, activities and the academic background of the members highlighted that the ISATT should be a source for new learning, developing and publishing updated studies, along with evolving new opportunities for academic collaborations.





**Anoma Satharasinghe**

As a senior lecturer in the Department of English Language Teaching (DELT) at the Open University of Sri Lanka, my services as a teacher and a teacher trainer in ELT (English Language Teaching) spans over a period of 20+ years. Being an ELT (English Language Teaching) practitioner, my profession has exposed me to teaching and research at undergraduate and post graduate levels. My research interests developed along many dimensions which specifically include teacher and learner autonomy in ELT, English for specific purposes (ESP), curriculum and materials development in ELT, testing and evaluation etc. Through this practice and exposure, I have realized the need to be a professional who is creative, innovative and adaptable in the fast changing landscape of ELT. Further, I have realized the immense contribution of my colleagues and fellow teachers across the world who enhance my knowledge and experience as a teacher and a researcher. In that context the ISATT seemed to be an excellent opportunity to collaborate with fellow educators across the globe for my own professional development, to contribute to the field of ELT in my country, Sri Lanka, and to enhance my role as a researcher in the global context. My interest in the ISATT itself is a result of the common research interests and the collegiality built up over the years with a senior colleague from India, Dr Tara Ratnam. The tremendous scope I see in the ISATT for my professional development, sharing knowledge and experience and collaborative research at an international level motivates me to uphold the ISATT as a forum which opens up new avenues for me to progress as a teacher. Thank you all for accepting me as an ISATT member. I am looking forward to great collaborative ventures together.

Best wishes  
Anoma Satharasinghe  
Sri Lanka



**Karen Marangio**

I am Karen Marangio, a Lecturer at the School of Curriculum, Teaching, and Inclusive Education, at Monash University, Melbourne, Australia. A colleague (Prof Amanda Berry) suggested I join the ISATT and I feel very fortunate to have the opportunity to engage with such a collaborative and knowledgeable community.

I have extensive experience working in initial teacher education programs, mainly related to psychology and science teacher education. Key research interests include exploring the value of coteaching and collaborative work of teachers, curriculum-making and developing the pedagogical knowledge of pre-service teachers. Consequently, I coteach in most initial teacher education tutorials and lectures, with academics (mainly Dr Rebecca Cooper) and school-based teachers. I am involved in sustainability projects that encourage teaching and learning science in integrated ways. I engage learners to think on the value, complexity and relevance of sustainability within our society, and ultimately, to consider how to support a more equitable and sustainable future.

I work closely with psychology educators across different settings and aim to raise the profile of the professional work of psychology teachers in schools. Consequently, I have a number of related roles with the Australian Psychological Society. Like most teacher educators, I am an experienced school teacher and have been in roles related to curriculum policy, assessment and professional teacher learning over many years. As an Early Career Researcher, being involved in the ISATT promises to foster innovation and inspiration and I sincerely thank everyone for their warm welcome.

## ISATT Members' News

### VIRTUAL BOOK LAUNCH – *Teaching in the Post COVID ERA* - Wednesday March 2nd at 3pm EST (Toronto)

**VIRTUAL BOOK LAUNCH**

Join 144 authors from around the world on  
**Wednesday March 2, 2022**  
3 pm EST | 12 pm PST | 4 pm AST

Via Zoom [REGISTER HERE](#)

The poster features a central image of the book cover for 'Teaching in the Post COVID-19 Era' by Springer. Surrounding the book are circular portraits of five authors. At the bottom, logos for participating institutions and Springer are displayed: Yorkville University, Toronto Film School, University of Toronto, Ryerson University, and Springer.

Please register here:

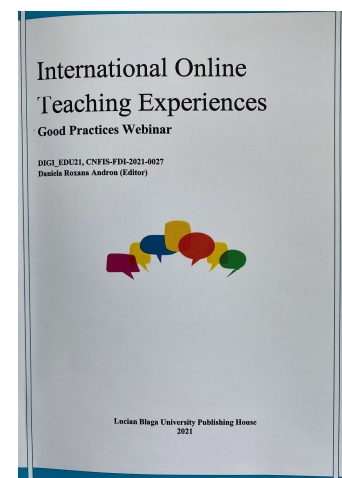
[https://yorkvilleu-tfs.zoom.us/meeting/register/tJEqdu6trDgqHNR\\_DBG752bt7\\_08QKtNq2c5%20/](https://yorkvilleu-tfs.zoom.us/meeting/register/tJEqdu6trDgqHNR_DBG752bt7_08QKtNq2c5%20/)

Here is a brief notice on the recent collaboration of a few ISATT Members joining for an international good practices' webinar.

This webinar on international good practices was organized by Lucian Blaga University of Sibiu, on October 29, within the DIGI\_EDU21 project. It aimed to provide professional development for teaching staff of the University. We have enjoyed sharing the experiences of on online teaching from Snezana Obradovic-Ratcovic, Kari-Lynn Winters, Catherine Hands, Vera Woloshyn, Jacqueline Bers of Brock University (Canada) and Loredana Perla, Alessia Scarinci of University of Bari, Italy. Estela Ene of Purdue University Indianapolis (USA) also joined the webinar.

A volume gathering the contributions for this webinar can be found here <https://centers.ulbsibiu.ro/ccap/publicatii/>

**Daniela Roxana ANDRON**  
**Lucian Blaga University of Sibiu**



### **Announcement of Retirement – Susan E. Elliott-Johns**

Former ISATT Executive Member, and long-time ISATT member and colleague, Susan E. Elliott-Johns, retired from her position as Associate Professor at Nipissing University (Canada) in June last year, after 15 years in teacher education studies as well as teaching and supervision of graduate students (M.Ed and PhD). Channelling the words of Christa McAuliffe (1948-1986), Susan believes, "We touch the future. We teach". Susan's last PhD student with Nipissing, Allison Tucker, now a tenure-track member of faculty at St. Francis Xavier University in Nova Scotia, successfully defended her doctoral dissertation entitled, *Identity as Pedagogy: Locating the Shadows in the Sacred Space Between*, on November 10, 2021.

Susan plans to continue working part-time with graduate students at Yorkville University (Educational Leadership), to stay active as a researcher and writer affiliated with the international self-study research community (S-STEP) and to travel, when we can all do that again (and hopefully to the next ISATT conference in 2023!). Susan's contact e-address moving forward is: [selliott-johns@yorkvilleu.ca](mailto:selliott-johns@yorkvilleu.ca)

Susan sends sincere thanks and appreciation to all her friends and colleagues in the ISATT worldwide, "The sharing of our research interests, collegiality, service, and friendship over many years as both a member of the ISATT community and teacher educator has been a distinct highlight of my academic career. Thank you."

### **RECENT PUBLICATIONS (Elliott-Johns)**

Elliott-Johns, S.E. (2021). Getting Going, Letting Go: Enacting Praxis in Academe. In E. Lyle & Mahani, S. (Eds.). *Sister Scholars: Untangling Issues of Identity as Women in Academe*, pp.167-173. DiO Press.

Elliott-Johns, S.E. (in press). The Voyage Continues: Navigating Discovery Between Two Sabbaticals. In T. Sibbald & Handford, V. (Eds.). *The Academic Sabbatical as a Voyage of Discovery*. Ottawa University Press.

Elliott-Johns, S.E. (2021). Fostering Increased Understandings of Educational Care in Research and Practice – COVID-19 and Beyond. In Fayad, I. & Cummings, J. (Eds.). *Teaching in the Post-COVID-19 Era: World Education Dilemmas, Teaching Innovations and Solutions in the Age of Crisis*, pp. 619-627. Springer.

Elliott-Johns, S.E. (2021). Learning and Teaching with Adults: Contexts for Pedagogy and Critical Reflexivity. In Simmons, N. & Szpara, J. (Eds.). *Adults in the Academy: Voices of Lifelong Learners*, pp. 35-43. Brill.

**Congratulations** to Cheryl J Craig for receiving the HRA18 Janusz Korczak Excellence in Education Award!

## ***A year late .... Congratulations to ...***

### **Dr Mary Goretti Nakabugo, a member of the ISATT from Uganda, appointed Chair of Kyambogo University Council**

We congratulate Dr Mary Goretti Nakabugo, who was recently appointed Chairperson of Kyambogo University Council. Kyambogo is a leading public university in Uganda which offers teacher education, special needs education, vocational education and hands-on engineering with over 51,000 students at the campus and in its affiliated institutions. The Kyambogo University is the result of a merger of the former Uganda Polytechnic Kyambogo (UPK), the Institute of Teacher Education, Kyambogo (ITEK), and the Uganda National Institute of Special Education (UNISE). Goretti is the first woman to Chair Kyambogo University Council since its formation as a university in 2003. The ISATT is thrilled to have a member associated with a university that is at the forefront of research and development in the education sector in Uganda.



*Dr Mary Goretti Nakabugo swears in as the new Chair of Kyambogo University Council for a four-year term, 2020-2024. The event, which took place on 30th October 2020 at Kyambogo University, was presided over by His Worship Samuel Emokor, a Registrar of the High Court of Uganda.*

## **Celebrating the Value of Networking and Communities of Practice in Pandemic Times**

**Pam Denicolo**

It would have been easy to succumb to loneliness and depression, being both retired from full-time work and isolating as a member of a 'vulnerable group'. However, I have been sustained by the colleagues and ex-PhD students, all now friends with many originating in or later joining the ISATT and sister organisations, over the last two globally troublesome years. As fellow teachers, teacher educators and researchers, I would like to share with you some of the things we got up to, linked by invisible electronic threads, in the hope that you find some of the products useful while affirming the importance of maintaining network links even into 'mature years'.

Established while Michael Kompf (†) and I were honoured to serve on the ISATT Executive committee, I have continued as an editor of the *Critical Issues in the Future of Learning and Teaching* series, joined by Britt-Marie Apelgren, Pamela Burnard and Nese Cabaroglu. During 2021-22, we have published three volumes: *Adults in the Academy: Voices of Lifelong Learners* (eds. Nicola Simmons and Julie Podrebara); *Language Matters in Higher Education Contexts* (eds. Britt-Marie Apelgren, Ann-Marie Eriksson & Susanne Stromberg Jamsi); *How World Events are Changing Education* (eds. Rosemary Sage & Riccarda Matteucci), and have two more forthcoming: *Doing Rebellious Research In and Beyond the Academy* (eds. Elizabeth Mackinlay, Pamela Burnard, David Rousell and Tatjana Dragovic and Trisha McCrae) and *Doctoral Education as if People Matter* (eds. Marie-Louise Osterlind, Pamela Denicolo and Britt-Marie Apelgren.)

Working with my co-convenors of the Postgraduate Issues Network and the Professional Development Team of the Society for Research into Higher Education, Julie Reeves, Dawn Duke and I provided numerous Zoom workshops for researchers and supervisors throughout 2020-22. Over the same period, a recent successful doctoral researcher, Dr Kim Bradley-Cole, and I provided a workshop for the online *Constructivist Meet-up Series* organised by Harry Procter: <https://www.constructivistmeetup.org/home> (write to Harry Procter at [harryprocter20@gmail.com](mailto:harryprocter20@gmail.com) if you would like to join in) and we published an article in the *Journal of Constructivist Psychology*, entitled *It's the way I tell them - a Personal Construct Psychology Method for Analysing Narratives*, and a book for Routledge entitled *Constructivist Coaching*.

My Scandinavian friends also kept me occupied mentoring some of their colleagues towards successful writing and publishing. Meanwhile Sage Publishers (USA) convinced me that I could be useful as the executive editor and a contributor to their Success in Research Skills interactive online module for undergraduate students. Watch this space for further news about how you and your students could access this resource soon.

Meanwhile some of my colleagues secretly proposed my becoming a Fellow of the Academy of Social Sciences, a great honour for someone just having fun with friends online. So, you see I can recommend such collegiate activity, although I have no idea how I used to fit in a fulltime job as well!