



As a result of COVID-19, graduate students and junior researchers around the world have observed a dramatic reduction in opportunities to share and present their scholarly work, give and receive feedback, and learn from one another. United Arab Emirates University, Education University of Hong Kong, and University of Helsinki have joined efforts to organize the **International Graduate Studies Seminar [IGSS 2021]** to address this issue. With the theme ***Innovative Approaches in Teaching, Learning, and Research***, IGSS 2021 will provide an online platform for graduate students and junior researchers from the three Universities to continue to develop themselves and grow as scholars, specifically in the field of Education. Plenary talks (including a meet-the-editors session) and faculty workshops on a variety of topics will be offered. There will also be small group student-led conversations and thematic presentations and discussions.

**Looking forward to seeing all of you at IGSS 2021!**

**Day One: United Arab Emirates University (26 Jan 2021, Tuesday)**

All sessions will be recorded.

*Time	Day 1 – 26 Jan 2021 (Tuesday)
10-10:15 AM	Welcome Remarks from the UAEU College Dean and Organizing Committee / Orientation – Schedule for the 3 Days
10:15-11:30 AM	<p>UAEU Keynote Speaker with Peer Commentaries</p> <p><b>KEYNOTE: <i>Re-envisioning the Landscape of Teaching, Learning, and Research in Postgraduate Education</i></b></p> <p><b>Speaker:</b> Dr. Mark Baildon (NIE/NTU)  <b>Peer Commentaries from:</b> Dr. Hassan Tairab (PhD Coordinator) and Dr. Ali Shehadeh (MEd Coordinator)</p> <p>This talk aims to go beyond the usual technocratic solutions to improve postgraduate education (e.g., program structures, mentoring programs, writing retreats, etc.). While these are important, they don't go far enough in addressing the problems facing university education and research (e.g., managerialism, obsession with metrics and rankings, etc.). Instead, we will explore possibilities to re-envision the purposes and practices of teaching, learning, and research in postgraduate education to build more inclusive institutional cultures, support different forms of scholarly work, and be more responsive to our communities and the grand challenges of our times. We will examine the question of how we might collectively imagine, create, and enact new academic cultures among faculty and students that engender more generative and satisfying knowledge work.</p>
11:45 AM - 12:45 PM	<p><b>Dr. Maria Estratopoulou - <i>Assessing children 'at risk'</i> : See beyond the obvious in school settings</b></p> <p>Early identification efforts are particularly critical during the educational years, when students are most amenable to change in behavioural, social, and academic arenas and before students with emotional and/or behavioural disorders (EBD), developmental disorders and a number of mental</p>

health conditions, experience negative outcomes within and beyond the school setting. Given the costs associated with these conditions to students themselves, their families, and society as a whole, it is not surprising that a growing area of interest in educational research focuses on assessing children 'at risk'. The session focusing on the importance of using observations, to identify children 'at risk' for emotional/behavioural difficulties and/or developmental delays in school settings and the presentation of the Motor Behaviour Checklist for children (MBC; Efstratopoulou, Janssen & Simons, 2012) as an assessment instrument for teachers and educational professionals to rate their students and check the effectiveness of their interventions. The MBC for children is a valid and reliable assessment tool, which provides valuable information on motor, emotional, behavioural and overall development of children. It has been translated in seven languages and has been used by professionals around the world, for early diagnosis purposes and for assessing the effectiveness of Interventions. Research aiming to provide the Arabic version of the instrument and new data on the area of early diagnosis in a specific (Arabic) population will assist professionals and multidisciplinary groups working in the field of Special Education, in carrying out more accurate, valid and complete early screening assessments. Ideas for engaging Graduated students and early year researchers from UAEU and Universities overseas in the project will be discussed further during the session.

**Dr. Ali Shehadeh - Leadership in Publishing Research: Nurturing and Training Young Researchers**

Today, publishing research is hitting virtually all universities and research centers around the world. However, high quality publishing continues to be a real challenge for many researchers, in particular research students and novice researchers (i.e., young researchers). The main purpose of this talk is to suggest five instructive and practical ways for nurturing and training young researchers, and providing leadership in publishing research. These are: (1) Providing leadership in the form of holding workshops and seminars; (2) Providing leadership in the form of mentoring young researchers; (3) Providing leadership in the form of editors and reviewers' guidance; (4) Providing leadership in the form of co-authoring and co-presenting with young researchers; and (5) Providing leadership by creating research groups within and among institutions. The ultimate goal for providing this leadership is to enable young researchers get published, join the publishing community, and contribute to the body of knowledge in their respective disciplines.

**Dr Mona Aljanahi - Go Big or Go Home: The Rhizomatic Literacy Practice of High School Students in the UAE: From Proposal to Publication**

New trends in literacy studies shifted their focus from looking at the consequences and gains of literacy to examining its uses by various cultural groups. These new trends try to situate literacy practices in different spheres and contexts as literacy varies across cultural, social, individuals, geographical, and historical timeframes. This study tried to trace the myriad of literacy practices of high school students at home and school spheres in the United Arab Emirates. The study used a convergent concurrent mixed method. Findings revealed that the UAE high school students' inside-school literacy practices were uniformed in nature, where students felt that in order to do well, they had to adhere to rules and guidelines set by the textbook and/or the teachers. Furthermore, the findings showcased the complexity of students' literacy practices, particularly outside-school literacies, rendering them to fall under the overarching concept of the rhizome as well as the New

	<p>London Group's (1996) definition of Multiliteracies. This presentation focuses not only on the study's content, but sheds light on how this particular project evolved into published articles in Q1 journal.</p> <p><b>Dr. Khalifa Al Suwaidi – <i>Charting the Path for Innovation in Education</i></b></p> <p>Innovation in education needs reliable foundations as well as international cooperation. Most importantly, it needs incentives and methods to disseminate best practices. In this lecture, I will first focus on some of these practices, including the Master of Innovative in Education which is offered by the College of Education at the United Arab Emirates University as a practical model for preparing a generation of creative educators. Second, I will talk about the platform that has been developed by the International Task Force on Teachers for Education 2030 in order to exchange global experiences within the community of teachers. Then, I will talk about the UNESCO Hamdan Award for Best Practices in Teacher Development in the World as a model for rewarding best practices in teacher development. Finally, I will give an overview of the World Giftedness Center which is an electronic platform that promotes and shares with the world best practices in developing talents and gifts. This innovative platform will be launched in October 2021.</p>
1 – 2 PM	<p style="text-align: center;"><b>Informal Networking (Thematic and Mixed-Interest Groups):</b></p> <p style="text-align: center;">3 Minute Sharing for Each student per room with 2 minute Q and A (5 minutes sharing per student)</p> <p style="text-align: center;">15 rooms of 10 students each</p>
2 – 2:15 PM	<p style="text-align: center;"><b>Wrap Up</b></p>

*\*All timings presented above are in UAE Time Zone (GMT +4)*

## **Day Two: The Education University of Hong Kong (27 Jan 2021, Wednesday)**

All sessions will be recorded.

<b>*Time</b>	<b>Day 2 – 27 Jan 2021 (Wednesday)</b>
2-2:10 PM	Welcome by Head
2:10 – 3:10 PM	<p><b><i>KEYNOTE PLENARY SESSION: “Meet Journal Editors and Get your Work Published”</i></b></p> <p><b>Speakers:</b> Dr Derwin Chan, Dr Sun Jin, Dr Alfredo Bautista (Department of Early Childhood Education, ECE), Dr Wang Zhen Lin (Department of Psychology)</p> <p><b>Overview:</b> In this session, four EdUHK-based Associate Editors will discuss factors to consider in preparing manuscripts for publication in academic journals. Dr Derwin CHAN will give an overview of the peer review process and delineate key steps and tips for you to increase your chances of success. He will also elaborate on how to handle the reviewers’ criticisms professionally and how to increase the satisfaction of both reviewers and editors. Dr SUN Jin will offer advice on how to choose the most suitable journal for our work and how to avoid some common pitfalls in manuscript preparation. Dr Alfredo BAUTISTA will focus on the need to tailor our writing to the specific characteristics of each journal and will elaborate on the importance of being strategic, realistic, persistent, and resilient. He will also argue that gaining extensive experience as peer-reviewers allows us to improve our own skills as authors. Dr Zhenlin WANG will introduce new trends in academic journal publications including open access journals, pre-registered reports, and data depository. She will also review the standard for statistics reporting in social science and education.</p>
3:10 – 4:10 PM	<p><b>PARALLEL WORKSHOPS:</b></p> <p><b>Dr LI Jianbin</b> (Department of ECE).</p> <p><b>Title:</b> <i>“Meta-Analysis: A Powerful Technique to Synthesize Literature”</i></p> <p><b>Overview:</b> Evidence-based prevention and intervention strategies as well as policy making are often developed based on robust empirical findings. However, inconsistent and inconclusive findings from the literature are adverse to such endeavour. Meta-analysis is a powerful technique for researchers to quantitatively summarize empirical findings from the existing literature to achieve relatively-conclusive conclusions of a research topic. This technique is not only frequently used in psychological and educational studies, but it is also widely applied in other disciplines (e.g., management, criminology, public health, social work, medicine, etc.). In this talk, I will briefly introduce the definition and several popular types of meta-analysis, present the procedure of how to organize a meta-analysis, and discuss some key points that requires particular attention when conducting and publishing a meta-analysis.</p> <p><b>Synopsis:</b> Meta-analysis is a powerful technique for researchers to quantitatively summarize empirical findings from the existing literature to achieve relatively-conclusive conclusions of a research topic. The presenter will briefly introduce the definition and several popular</p>

types of meta-analysis, present the procedure of how to organize a meta-analysis, and discuss some key points that requires particular attention when conducting and publishing a meta-analysis.

**Dr LAM Ho Cheong** (ECE Department)

**Title:** *“Mixed methods? But the methodological assumptions of qualitative and quantitative research are different”*

**Overview:** In my earlier PhD, I conducted quantitative intervention study with the use of experimental design. Later on, I have become fascinated with qualitative research, in particular phenomenography, which is now the main theoretical and methodological framework used predominately in most of my research work. Going back and forth between quantitative and qualitative research approaches, I started to realize the great differences in the methodological assumptions behind the two approaches. They differ in terms of the purpose of conducting a study (to verify or to formulate a theory), research question (closed or open ended), the object of study (the phenomenon or the participants’ ways of seeing the phenomenon), sampling methods (random selection of a large number of participants or selecting those participants who give us new insight into the phenomenon), generalizability (across people or across situations), etc. In this presentation, I will illustrate these differences with the use of examples in my own research in classroom learning and teaching of Chinese characters in kindergarten and junior primary school settings as well as in my experience in teaching research methods at the Education University of Hong Kong.

**Synopsis:** In this workshop, the presenter will analyse the great differences in the methodological assumptions between quantitative and qualitative research approaches, drawing on examples from his own research in kindergarten and junior primary classrooms in Hong Kong.

**Prof Kerry LEE** (ECE Department)

**Title:** *“An advanced introduction to latent variable modelling”*

**Overview:** In this workshop, I will introduce the use of the Mplus programme for latent variable modelling. One of the advantages of using Mplus is its abilities to accommodate a variety of data. However, the use of complex designs and the presence of non-normal data do require special handling. I will talk about some of the work-arounds that I have come across in analysing data that often turn up in developmental research.

**Synopsis:** The presenter will introduce the use of the Mplus programme for latent variable modelling and will talk about some of the work-arounds to deal with developmental research data.

	<p><b>Prof Sue SALTMARSH</b> (ECE Department of ECE)</p> <p><b>Title:</b> <i>“Frankenstein’s dilemma: Key issues in research ethics”</i></p> <p><b>Overview:</b> The monster at the centre of Mary Shelley’s gothic horror novel, Frankenstein; or The Modern Prometheus – considered by many to be the first literary work of science fiction – holds an iconic place in the popular imagination. Created from human body parts and brought to life by the young scientist, Victor Frankenstein, the monster and his murderous impulses have long been considered a kind of cautionary tale about the excesses of science and the risks they posed to values and norms of the day. This workshop, however, proposes that a central thesis of the novel – and Victor Frankenstein’s dilemma – is primarily concerned with personal and professional ethics. Drawing on insights from Shelley’s novel, and informed by principles underpinning research ethics documents that guide research practice, the workshop will consider some of the key issues with which contemporary researchers must grapple: What is the function and purpose of ethical review procedures? What constitutes risk when researching in different kinds of settings? How can ethical dilemmas be anticipated and avoided? How does researcher identity and positionality impact on the ethical conduct of research? How can researchers best balance procedural requirements with practical realities? The workshop will be interactive, providing opportunities for discussion of both the policy and pragmatic dimensions of ethical practice in contemporary research.</p> <p><b>Synopsis:</b> This workshop considers questions of personal and professional ethics in research. Drawing insights from Mary Shelley’s Frankenstein, we will explore guiding principles of research conduct and implications for contemporary researchers.</p>
<p>4:10 – 4:30 PM</p>	<p style="text-align: center;"><b>BREAK</b></p>
<p>4:30 – 6 PM</p>	<p style="text-align: center;"><b>STUDENT SESSIONS:</b></p> <p>There will be 6 presenters in each Special Interest Group (SIG) from the three Universities, supported by a facilitator (faculty member from EdUHK). Each contributor will record a 15-minute video presentation (slides plus voice; camera is optional). Contributors will watch all the videos in their SIG in advance AND think of one key question to be asked to the other authors in her/his session. Approximately, there will be 15 minutes for discussion per study. If time permits, the facilitator will open the floor to questions from the audience. To conclude the session, the facilitator will summarize the main take-aways from the discussions. All sessions will be recorded. Tentative list of SIGs:</p> <ol style="list-style-type: none"> <li>1. Teacher Learning and Professional Development</li> <li>2. Literacy and Language</li> <li>3. Parenting and Family</li> <li>4. Curriculum and Pedagogy</li> <li>5. Policy and Leadership</li> <li>6. Socio-emotional Development</li> <li>7. Arts Education and Creativity</li> <li>8. Assessment</li> </ol>

*\*All timings presented above are in Hong Kong Time Zone (GMT+8)*

**Day Three: University of Helsinki (28 Jan 2021, Thursday)**

All sessions will be recorded.

*Time	Day 3 – 28 Jan 2021 (Thursday)
9:00-10:15 AM	<p><b>Keynote: “Cognitive and affective factors and math performance”</b></p> <p><b>Speaker:</b> Associate Professor Johan Korhonen (Educational Psychology, Åbo Akademi, Finland)</p>
10:30 AM - 12:00 PM	<p><b>Sessions A-D</b></p> <p>Sessions are discussions based on paper presentations made as videos, watched before the discussions. Discussion sessions are organized by a PhD student and supported by a senior researcher) (5 minutes per paper for presentation &amp; discussions)</p> <ul style="list-style-type: none"> <li>• Topic A: Physical activity, motor skills and learning (Anssi, Theo)</li> <li>• Topic B: Children with Special Educational Needs (Students of Determination) and/or Intervention studies (Pinja, Terhi)</li> <li>• Topic C: Mathematical Development and Learning difficulties (Heidi)</li> <li>• Topic D: Learning, motivation and well-being (Anna, Peixin)</li> </ul>

*\*All timings presented above are in Finland Time Zone (GMT+2)*