WELS ONLINE

World Education Leadership Symposium

WELS*focus*

COVID-19 Educational Research (CovER): Crisis in Society and Impact on Education around the World

Online Conference

Monday, February 1, 2021, 3pm CET*

Quality of Life – Education (Leadership) Matters

Program: Presenters, Topics, Agenda

1. February 2021

Instructions

Formats:

We will have presentations but also different formats for active participation including feedback and exchange of ideas. The technology we use is Zoom. For participants only, the recording of the conference proceedings of the plenary channel will be available during the conference and for the whole week after. Features of WELSonline are:

- Plenary channel for keynotes and short group activities
- Group channels for roundtabels and discussion groups

  We will also have

- Live votings
- Meet and Greet and a virtual Apéro
- Yammer
- Paint your Message

Meet and Greet in the Open Space (for "Butterflies and Bumblebees")

Any time a person feels the conference is not contributing to their learning needs they have the responsibility to themselves to get up and move, that is use their two feet or four wheels to move to a more interesting place – in the context of our conference we offer another space.

Everyone takes responsibility for their decisions to join this space. Four principles apply:

Whoever come are the right people.

Whenever it starts is the right time.

Whatever happens is the only thing that could have.

When it's over it's over.

Topic of WELSfocus

COVID-19 - Crisis in Society and Impact on Education around the World

Themes of the keynotes and the plenary discussions are: national and international monitoring of the current school situation due to COVID-19, e.g. school leadership as management of crisis, teams and digitalisation. Group discussions will be facilitated.

With this CovER-network we want to COVER the international research in education which focuses on the consequences in education due to the COVID-19 pandemic. We want to do both, to dis-COVER research of all kinds on one hand and to un-COVER emerging and hot issues and implications for policy, practice and further research on the other hand. Join this event and share your experiences and ideas.

Cultural performance

Eric W.F. Seuberth, the piano playing political-philosophical poet, musician and cabaret artist in a bathrobe, plays rock music on and with the pedal harpsichord.

Eric W.F. Seuberth (*1998) recognised his affinity to the stage while still at school, took piano lessons and designed his own curriculum at grammar school with his activities for the school band, theatre and video magazine. Since graduation, he has been studying philosophy and theatre and media studies at the University of Erlangen, Germany. He gives lectures on animal ethics and other philosophical topics at various educational institutions. Musically, in addition to the piano and guitar, he has discovered the pedal harpsichord and the church organ, on which he often plays improvisations to rock, blues, swing and jazz tunes as well as his own compositions to the surprise of his audience. With his philosophical cabaret (with music) he has a concern: to dissolve rigid ways of thinking with comedy and sometimes dadaistic elements and to convey an awareness of what is really important, the value of life, thinking, acting and feeling. He is the Piano-Playing Political-Philosophical Poet, Musician and Cabaret Artist in a Bathrobe.

Eric W.F. Seuberth, der Piano spielende politisch-philosophische Poet, Musiker und Kabarettist im Bademantel, spielt Rockmusik auf und mit dem Pedalcembalo.

Eric W.F. Seuberth (*1998) erkannte schon zu Schulzeiten seine Verbundenheit zur Bühne, nahm Klavierunterricht und gestaltete am Gymnasium mit seinen Aktivitäten für Schulband, Theater und Videomagazin sein eigenes Curriculum. Seit dem Abitur studiert er Philosophie und Theater- und Medienwissenschaft an der Universität Erlangen, Deutschland. Zudem begann er eine Referententätigkeit für Tierethik und andere philosophische Themen an verschiedenen Bildungseinrichtungen. Musikalisch hat er zum Klavier und der Gitarre das Pedalcembalo und die Kirchenorgel für sich entdeckt, auf denen er oftmals zur Überraschung seines Publikums Improvisationen zu Rock-, Blues-, Swing- und Jazztiteln sowie Eigenkompositionen spielt. Mit seinem Philosophischen Kabarett (mit Musik) hat er ein Anliegen: mit Komik und manchmal dadaistischen Elementen starre Denkweisen aufzulösen und ein Bewusstsein für das wirklich Wichtige, den Wert von Leben, Denken, Handeln und Fühlen zu vermitteln. Er ist der Piano spielende politisch-philosophische Poet, Musiker und Kabarettist im Bademantel.

Links:

Website: https://ericseuberth.de/

Piano spielender politisch-philosophischer Poet:
www.youtube.com/channel/UCpmDGXlv6o4KSg7_Gxg6-jg

Bademantelblues: https://www.youtube.com/channel/UC0OzsPr0SXjqhPSx2LdMyuQ

Overview

Program

13.45-14.30	**CovER Netzwerk interne Arbeitsbesprechung** Closed session

WELSfocus *Start 3pm CET*

Plenary channel		**Meet and Greet Channel** **Open Space** ***For Butterflies and Bumblebees***
14.45-15.00	**Check-in with music by Eric W.F. Seuberth**	Beside the fixed program of WELSfocus we offer channels where participants could meet and greet other participants. These channels are creative rooms for open discussions and work on a common topic.
15.00-15.05	**Welcome and Opening - Corona is a Marathon** Prof. Dr. Stephan Gerhard Huber, University of Teacher Education Zug, Switzerland	
15.05-15.20	**COVID-19 and Schooling - Findings of an international review of 100 studies in the German-speaking countries** Prof. Dr. Stephan Huber and Prof. Dr. Christoph Helm, University of Teacher Education Zug, Switzerland	
15.20-15.35	**Learning under COVID-19 - Challenges for Self-regulation** Selma Korlat Ikanovic of the team of Prof. Dr. Dr. Christiane Spiel, Prof. Dr. Barbara Schober and Ass. Prof. Dr. Marko Lüftenegger, University of Vienna, Austria	
15.35-15.45	**Break with music by Eric W.F. Seuberth**	

Group channels **COVID-19 - Crisis in Society and Impact on Education around the World**

15.45-16.30	**Roundtable 1** **School Leadership during COVID-19 and Crisis Management** *English-speaking* Moderator / chair: Julia A.	**Roundtable 2** **Digitalisation and Education, Focus Primary Education and Sek. I** *English-speaking* Moderator / chair: Carolin Hohmann,	**Roundtable 3** **Digitalisation and Education, Focus Vocational Training and Higher Education** *English-speaking* Moderator / chair:	**Roundtable 4** **Digitalisation and Education, Focus Educational Inequality** *English-speaking* Moderator / chair: Paula S. Günther, University of	**Workshop 1** **Gestärkt durch die Krise - ein Online-Lehrformat, das auf positiver Erziehung basiert** *German-speaking* Speaker: Prof. Dr. Ulrike Lichtinger and Prof. Ursula Rigger, University of Teacher Education Vorarlberg, Austria

	Schneider, University of Teacher Education Zug, Switzerland	Humboldt University Berlin, Germany	Marianne Mischler, University of Teacher Education Zug, Switzerland	Teacher Education Zug, Switzerland	Moderator/ chair: Pia Esser, University of Münster, Germany	
16.30-16.45	**Break with music by Eric W.F. Seuberth**					
16.45-17.30	**Roundtable 5** **Quality Development and Innovation** *English-speaking* Moderator / chair: Jane Pruitt, University of Teacher Education Zug, Switzerland	**Roundtable 6** **Teachers and other educational Stakeholders** *English-speaking* Moderator / chair: Prof. Dr. Christoph Helm, University of Teacher Education Zug, Switzerland	**Roundtable 7** **International Perspectives on Education in Pandemic times and Lessons Learnt for Future of Education** *English-speaking* Moderator / chair: Paula S. Günther, University of Teacher Education Zug, Switzerland	**Roundtable 8** **Forschungs-befunde und Praxis-modelle zum Distanz-unterricht** *German-speaking* Moderator / chair: Marianne Mischler, University of Teacher Education Zug, Switzerland	**Workshop 2** **Leadership and management during the pandemic** *English-speaking* Speaker: Prof. Dr. Jonathan Supovitz, University of Pennsylvania, US Moderator / chair: Julia A. Schneider, University of Teacher Education Zug, Switzerland	**Workshop 3** **Corona: Der positive Approach unterstützt Schulen, Hygiene-regeln einzuhalten** *German-speaking* Speaker: Christoph Eichhorn, Classroom-Management.ch, Switzerland Moderator/ chair: Paula Mork, University of Bochum, Germany	
17.30-17.45	**Break with music by Eric W.F. Seuberth**					
Plenary channel						
17.45-18.00	**Some short Statements from WELSfocus from the Roundtables as to** **Crisis Management, School Leadership, System Leadership, Digitalisation in Education** Dr. Julia Frohn, University of Frankfurt, Germany Prof. Dr. Tina Hascher, University of Bern, Switzerland Prof. Dr. Joanna Madalińska-Michalak, University of Warsaw, Poland Prof. Dr. Karanam Pushpanadham, The M.S. University of Baroda, India Dr. Jan Robertson, Academic Consultant, Auckland, New Zealand Prof. Dr. Charles Slater, California State University Long Beach, California, United States Prof. Dr. Jonathan Supovitz, University of Pennsylvania, United States					

18.00-18.15	**Five Education Myths that Covid-19 shatters and Lessons Learnt** Dr. Alexander Gardner-McTaggart together with Dr. Steven J. Courtney, Dr. Paul Armstrong, Prof. Dr. Helen M. Gunter, Dr. Belinda C. Hughes, Mark Innes, Dr. Stephen M. Rayner, The University of Manchester, United Kingdom	9
18.15-18.30	**School Leadership after COVID – what might change?** Prof. Dr. David Gurr, University of Melbourne, Australia	
18.30-18.45	**Conclusion and Closing** Prof. Dr. Stephan Gerhard Huber, University of Teacher Education Zug, Switzerland	
Official end 18.45 CET		
Group channels		
18.45-19.00	**Meet and Greet in the virtual Apéro** 3 times each 5 minutes Randomized groups of 3 to 4 persons	

Roundtables

1. Roundtable: School Leadership during COVID-19 and Crisis Management

Moderator/chair: Julia A. Schneider, University of Teacher Education Zug, Switzerland

English-speaking

6-7 minutes for each presentation and 10 minutes for discussion at the end

- Dr. Scott McLeod, University of Colorado Denver, and Shelly Dulsky, Cherry Creek School District, United States: Crisis leadership
- Dr. Donnie Adams, University of Malaya, Malaysia: Attributes of Successful School Leaders during COVID-19 Crisis
- Dr. Mireia Tintoré, Universitat Internacional de Catalunya Barcelona, Elvira Congosto-Luna, Inmaculada Egido, Universidad Complutense de Madrid and Arturo Galán, UNED, Spain: Educational leadership in vulnerable contexts - Principals in the age of COVID-19
- Prof. Dr. Joanna Madalińska-Michalak, University of Warsaw, Poland: Tasks of Polish school principals in relation to prevention, counterprevention and combating COVID-19
- Prof. Dr. Terry W. Burwell, Queen's University Ontario, Canada: The Impact of Covid-19 on School Leadership, E-Learning, and Student Achievement in the United Arab Emirates

2. Roundtable: Digitalisation and Education, Focus Primary Education and Sek. I

Moderator/chair: Carolin Hohmann, Humboldt University Berlin, Germany

English-speaking

10 minutes for each presentation and 15 minutes for discussion at the end

- Dr. Hatice Zeynep İnan, Bursa Uludag University, Turkey: Examining Preschool Education in Turkey During Covid-19 Pandemic
- Dr. Claudia Schreiner, Prof. Dr. Fred Berger, Dr. Wolfgang Hagleitner, Dr. Livia Jesacher-Rößler, Dr. Susanne Roßnagl and Prof. Dr. Christian Kraler, University of Innsbruck, Austria: Distance Learning in Times of Crisis - Resources and Impediments for Coping with the Challenges
- Dr. Anke Redecker, Bonn Center for Teacher Education, Germany: Distance Learning in Communicative Proximity - Challenges of dialogic teaching in digital learning settings

3. Roundtable: Digitalisation and Education, Focus Vocational Training and Higher Education

Moderator/chair: Marianne Mischler, University of Teacher Education Zug, Switzerland

English-speaking

7-8 minutes for each presentation and 15 minutes for discussion at the end

- Dr. Thomas Bolli, K.M. Caves, F. Pusterla, L. Rageth, U. Renold, A. Sritharan und S. Trachsel Diaz-Tejero ETH University of Zurich, Switzerland: «Lehrstellen-Puls» - Impact of the COVID-19 Pandemic on the apprenticeship in Switzerland
- Dr. Kenny Cheah, University of Malaya, Malaysia: Teaching Entrepreneurship Education in times of Covid-19: An Action Research on Students' Learning Experience
- Prof. Dr. Feryal Cubukcu, Dokuz Eylul University, Izmir, Turkey: Perceptions of Teacher Trainees Regarding Cyberception
- Dr. Lucy Awuor Wakiaga, Tangaza University College, Kenya: Faculty experiences with educational technologies in virtual teaching at the onset of the 2020 COVID-19 pandemic in Kenya

4. Roundtable: Digitalisation and Education, Focus Educational Inequality

Moderator/chair: Paula S. Günther, University of Teacher Education Zug, Switzerland

English-speaking

6-7 minutes for each presentation and 10 minutes for discussion at the end

- Dr. Selina McCoy and Eamonn Carroll, Economic and Social Research Institute, Dublin, Ireland: Understanding inequalities in home learning environments during the pandemic - providing effective supports for vulnerable students
- Dr. Julia Frohn, University of Frankfurt, Germany: Covid-19 and educational inequalities - how Covid-19 exacerbates educational disadvantages and what measures can be taken
- Prof. Dr. Edvina Bešić and Prof. Dr. Andrea Holzinger, University College of Teacher Education Styria, Graz, Austria: Distance learning in inclusive classrooms - Opportunities and Challenges
- Dr. Gideon Adeleke, Obafemi Awolowo University, Nigeria: The wellbeing of children living with disabilities - who cares during COVID-19?
- Prof. Dr. Charles Slater, California State University Long Beach, California, and Dr. Bruce Barnett, University of Texas San Antonio, United States: Educational Leadership for Social Justice and Improving High-Needs Schools - Findings from 10 Years of International Collaboration

5. Roundtable: Quality Development and Innovation

Moderator/chair: Jane Pruitt, University of Teacher Education Zug, Switzerland

English-speaking

7-8 minutes for each presentation and 15 minutes for discussion at the end

- <u>Dr. Livia Jesacher-Rößler</u>, Dr. Claudia Schreiner, Dr. Susanne Roßnagl, Prof. Dr. Fred Berger, Prof. Dr. Christian Kraler, Dr. Wolfgang Hagleitner, University of Innsbruck, Austria: Data-oriented school improvement in times of the pandemic
- Niclas Rönnström, Stockholm University, Sweden, and Dr. Jan Robertson, Academic Consultant, Auckland, New Zealand: A licence to lead a changing world - On the complex capabilities of school leaders and the dynamic capabilities of schools
- Prof. Dr. Bénédicte Gendron, University Montpellier, France: Vibratory Leadership and Enabling and Vibrant Emotional Management: Which Competences for the Bienvivance at School and at Work
- Dr. Beverly Ffolkes-Bryant, The City College of New York, and Dr. Joyce Coppin, Mercy College United States: Strategies to Transform Skills and Leadership Through Technology and Collaboration with Educational Institutions

6. Roundtable: Teachers and other Educational Stakeholders

Moderator/chair: Prof. Dr. Christoph Helm, University of Teacher Education Zug, Switzerland

English-speaking

7-8 minutes for each presentation and 15 minutes for discussion at the end

- Prof. Dr. Tina Hascher, University of Bern, Switzerland: Primary teachers' professional wellbeing during school closure due to the covid-19 pandemic
- Prof. Dr. Joanna Madalińska-Michalak, University of Warsaw, Poland: Teacher Educators and Teaching in Times of the Covid-19 Pandemic
- Peggy Germer, University of Dresden, Germany: Lateral Entry Teacher Education (LETE) for primary teacher-students - Opportunities and challenges in a time of COVID-19
- <u>Johannes Schuster</u> and Prof. Dr. Nina Kolleck, University of Leipzig, Germany: Education in times of global crisis - How private actors use momentum to gain power in online social networks

7. Roundtable: International Perspective on Education in Pandemic times and Lessons Learnt for the Future of Education

Moderator/chair: Paula S. Günther, University of Teacher Education Zug, Switzerland

English-speaking

6-7 Minutes for each presentation and 10 minutes for discussion at the end

- Prof. Dr. Haiyan, The Education University of Hong Kong: Education in Pandemic times – Chinese Experiences
- Natalia Isaeva, Anna Kobtseva and Marina Tsatryan, National Research University, Moscow, Russia: Education in Pandemic times – Russia Experiences
- Dr. Pinar Ayyildiz, Hacettepe University, Turkey: Turkey-pertinent to the pandemic and its effects on education (at micro/macro levels)
- Prof. Dr. Terry W. Burwell, Queen's University Ontario, Canada: Education in Pandemic times – United Arab Emirates Experiences
- Prof. Dr. Hassanreza Zeinabadi, Kharazmi University, Iran: Education in Pandemic times - Iran Experiences
- Prof. Dr. Karanam Pushpanadham, The M.S. University of Baroda with colleagues Prof. Dr. Hemlata Talesra, CEAM and North Gujarat University, and Dr. Shnaoli Chakraborty Acharya, West Bengal State University, India: Education in Pandemic times - Indian Experiences

8. Roundtable: Forschungsbefunde und Praxismodelle zum Distanzunterricht

Moderator/chair: Marianne Mischler, University of Teacher Education Zug, Switzerland

German-Speaking

7-8 minutes for each presentation and 15 minutes for discussion at the end

- Dr. Catherine Lieger, Fabienne Huber und Katharina Ganz, University of Teacher Education Zurich, Switzerland: Wirkungsfaktoren für ein erfolgreiches Fernlernen von 4-8-jährigen Kindern - die zentrale Rolle einer zeitgemässen Schulführung
- Prof. Dr. Dietlinde H. Vanier, University of Braunschweig, Germany: Krisenfeste Kooperation - das Modell Klassenassistenz
- Dr. Lea Schulz, Mitarbeiterin im Institut für Qualitätsentwicklung an Schulen Schleswig-Holstein, Germany: Diklusion (Digitale Medien und Inklusion) in der Fortbildung sonderpädagogischer Lehrkräfte
- Dr. Christian Wiesner, University of Teacher Education Upper Austria: Betrachtung der Ergebnisse aus der COVID-19 Educational Research - eine strukturdynamische und phänomenologische Analyse

Workshops / Fort- und Weiterbildung

First Timeslot 15.45-16.30 pm CET

1. Workshop / Fort- und Weiterbildung, 45 Minuten:

Gestärkt durch die Krise - ein Online-Lehrformat, das auf positiver Erziehung basiert

(Strengthening in the Crisis - an online Teaching Format based on Positive Education)

Prof. Dr. Ulrike Lichtinger and Prof. Ursula Rigger, University of Teacher Education Vorarlberg, Austria

German-Speaking

Moderator/chair: Pia Esser, University of Münster, Germany

Second Timeslot 16.45-17.30 pm CET

2. Workshop / Fort- und Weiterbildung, 45 Minuten:

Leadership and management during the pandemic

Prof. Dr. Prof. Dr. Jonathan Supovitz, University of Pennsylvania, US

English-Speaking

Moderator/chair: Julia A. Schneider, University of Teacher Education Zug, Switzerland

3. Workshop / Fort- und Weiterbildung, 45 Minuten:

Der positive Approach unterstützt Schulen, Hygieneregeln einzuhalten

Christoph Eichhorn, Classroom-Management.ch, Switzerland: Corona - Der positive approach unterstützt Schulen, Hygieneregeln einzuhalten

German-Speaking

Moderator/chair: Paula Mork, University of Bochum, Germany

Abstracts

Prof. Dr. Stephan Huber and Prof. Dr. Christoph Helm, University of Teacher Education Zug, Switzerland

COVID-19 and Schooling - Findings of an international review of 100 studies in the German-speaking countries

The review provides a systematic overview of the state of quantitative research on teaching and learning characteristics during school closures due to corona. The review comprises 58 online surveys conducted between 24th of March 2020 and 11th of November 2020 and covering 255.955 cases (students, parents, teachers, school leaders). The analysis and synthesis of the findings was carried out along two models, the phase model of the research process and the "integrative model on distance education". The review makes clear that central aspects of teaching and learning during corona-based school closures, such as distance learning characteristics (e.g. quality dimensions), student characteristics (e.g. self-sufficiency) and characteristics of home resources for learning (e.g. parental support) have already been the subject of many surveys. The school situation during the corona pandemic is therefore no longer an unexplored phenomenon. Rather, the scientific ethos of researchers in this field demands that the current state of research needs to be considered in their work. The review presented here is intended to facilitate this task by not only listing the existing surveys, but also synthesizing their central findings. In addition, the review provides a relevant information basis for decisions and action in politics, administration and school practice. At the same time, the review warns against an unreflected adoption of the findings by critically discussing the scientific quality of the surveys.

Der Review gibt einen systematischen Überblick über den quantitativen Forschungsstand zur Schulsituation und zum Lehren und Lernen während der Corona-Pandemie. Der Review um-fasst 97 Online-Befragungen, die in der Zeit vom 24. März 2020 bis 11. November 2020 durchgeführt wurden und 255.955 Fälle (Schüler*innen, Eltern, Lehrkräfte, Schulleitungen u.a.) erfassten. Die Analyse und Synthese der Befunde erfolgt entlang zweier Modelle, dem Phasenmodell des Forschungsprozesses und einem integrativen Modell zur Distance Educati-on. Der Review macht deutlich, dass zentrale Aspekte des Lehren und Lernens während den coronabedingten Schulschließungen, wie bspw. Merkmale des Fernunterrichts (z.B. Qualitäts-dimensionen), Schülermerkmale (z.B. Selbständigkeit) und Merkmale der häuslichen Ressour-cen für das Lernen (z.B. die elterliche Unterstützung), bereits Gegenstand vieler Befragungen waren. Die Schulsituation während der Corona-Pandemie stellt daher kein unerforschtes Phä-nomen mehr dar. Vielmehr fordert der wissenschaftliche Ethos von Forscher*innen dieses Feldes, den aktuellen Forschungsstand in ihren Arbeiten zu berücksichtigen. Der vorgelegte Review soll diese Aufgabe erleichtern, indem nicht nur die existierenden Befragungen gelis-tet, sondern deren zentrale Erkenntnisse synthetisiert werden. Darüber hinaus liefert der Re-view eine relevante Informationsbasis für Entscheidungen und für das Handeln in den jewei-ligen Verantwortungsbereichen der Politik, Verwaltung und Schulpraxis. Gleichzeitig warnt der Review vor einer unreflektierten Übernahme der Befunde, indem die wissenschaftliche Qualität der Befragungen kritisch diskutiert wird.

Prof. Dr. Stephan Gerhard Huber M.Phil. (Cantab) is Head of Research and Development, Member of the University Leadership, and Head of the Institute for the Management and Economics of Education (IBB) of the University of Teacher Education (PH) Zug (Switzerland). He also is a member of the School of Education (ESE) at the University of Erfurt, Senior Research Fellow Hong Kong Institute of Education, Adjunct Professor Institute for Education Research Griffith University Brisbane. He held guest professorships at universities in India, Austria, Switzerland and Cyprus, is member of the academic advisory boards of different national and international associations and institutions, is editor-in-chief of EAEA and member of the editorial board of several journals. He is also head of the national interdisciplinary research consortium of the Young Adult

Survey of Switzerland of the Swiss Federal Surveys of Adolescents. His areas of interest are organisation and system change, education management, school effectiveness, school improvement, professionalisation of teachers and school leaders. He conducts qualitative, quantitative, mixed-method, international comparative research. For more than 15 years, he has hosted and chaired the World Education Leadership Symposium (WELS.EduLead.net) with around 850 participants from 75 countries.

Before joining the research team at the IBB of the Teacher University Zug, **Prof. Dr. Christoph Helm** was researcher for over 10 years at the Department of Educational Research at the Johannes Kepler University of Linz (JKU) in Austria. At JKU he also obtained his Venia Docendi in the field of educational research. He is particularly interested in researching teaching and learning, both in compulsory education as well as in vocational training and education. At the IBB of the PH Zug he extended his research focus regarding both, school and teacher effectiveness research and COVID-19 educational research. Central stations of his professional career are the two visiting professorships at the University of Bamberg (2015) and the University of Mannheim (2018). In 2015 he was honoured with the Austrian VET Research Award. Apart from research Christoph Helm teaches classes on didactics and quantitative research methods at Johannes Kepler University Linz and organized the EERA summer school 2016 and 2017. In 2020 he was appointed to the Chair of Education at the Johannes Kepler University of Linz.

Recent publications

Huber, S.G. (2021). Schooling and Education in Times of the COVID-19 Pandemic: Food for Thought and Reflection Derived From Results of the School Barometer in Germany, Austria and Switzerland. In: David Gurr (Hrsg.) (2021): International Studies in Educational Administration (ISEA). Journal of the Commonwealth Council for Educational Administration & Management, 49(1), 6-17. ISSN 1324-1702

Huber, S.G. & Helm, C. (2020). COVID-19 and schooling: evaluation, assessment and accountability in times of crises—reacting quickly to explore key issues for policy, practice and research with the school barometer. Educational Assessment, Evaluation and Accountability, 32(2), 237-270. DOI 10.1007/s11092-020-09322-y.

Huber, S.G. & Helm, C. (2020). Lernen in Zeiten der Corona-Pandemie. Die Rolle familiärer Merkmale für das Lernen von Schüler*innen: Befunde vom Schul-Barometer in Deutschland, Österreich und der Schweiz. Die Deutsche Schule, Beiheft 16, 37-60.

Huber, S.G., Günther, P.S., Schneider, N., Helm, C., Schwander, M. Schneider, J.A. & Pruitt, J. (2020). COVID-19 und aktuelle Herausforderungen in Schule und Bildung. Erste Befunde des Schul-Barometers in Deutschland, Österreich und der Schweiz. Münster, New York: Waxmann.

Selma Korlat Ikanovic of the team of Prof. Dr. Dr. Christiane Spiel, Prof. Dr. Barbara Schober and Ass. Prof. Dr. Marko Lüftenegger, University of Vienna, Austria

Learning under COVID-19 - Challenges for Self-regulation

Students worldwide have been facing a fundamentally altered situation not only with respect to schooling, but with respect to their lives as a whole, due to the variety of protective measures instituted. Task of school and universities as a place of learning, as a social space and its function of structuring learning and everyday life were suspended. Identifying the most important risk and protective factors for maintaining motivation to learn and well-being in adolescents is of crucial importance if negative psychological consequences of the COVID-19 pandemic in learners are to be counteracted. The results across four measurement points confirm the great relevance of the basic psychological needs for competence, autonomy and relatedness for well-being and intrinsic learning motivation in both pupils and students. The results further demonstrate the importance of self-regulated learning to successfully master school and university tasks. Project findings have practical implications for school functioning, providing guidelines for structuring curricula and teaching in home-learning format during school- and university- closures in order to foster pupils' and students' learning process and well-being:

- Distance schooling in times of COVID-19 must provide individualized and autonomy-supportive learning opportunities that encourage and challenge students based on their individual strengths and weaknesses
- Schooling should not be limited to teaching academic content, but must also teach and empower students to structure and plan their learning themselves
- Digital learning should encourage group work via digital learning platforms despite physical distance. To promote the feeling of learning together, synchronous learning units (e.g., video conferences) could be used to reflect on learning processes as a group
- Teachers should provide individual feedback and set intermediate goals to promote experiencing success

Dr. Alexander Gardner-McTaggart (together with Dr. Steven J. Courtney, Dr. Paul Armstrong, Prof. Dr. Helen M. Gunter, Dr. Belinda C. Hughes, Mark Innes and Dr. Stephen M. Rayner), University of Manchester, United Kingdom

Five education myths that Covid-19 shatters and Lessons Learnt

Education has been practised and conceptualised internationally in ways that demonstrate its increasing privatisation, enabled through a dependency on numerical data and an adherence to a social world that is constructed and distorted through these numbers. We argue that Covid-19 signifies, first, the catastrophic failure or irrelevance of the technologies of privatisation to addressing the pandemic's exigencies and implications, and, second, the necessity of a public form of education to address the post-pandemic landscape. We do this through showing how five strong claims associated with contemporary education policy and practice have been revealed by Covid-19 to be myths, whose maintenance is a luxury made possible only in relatively stable times, and even then only through hard policy work made invisible through now demonstrably false claims that There Is No Alternative.

More: https://www.bera.ac.uk/blog/five-education-myths-that-covid-19-shatters?fbclid=IwAR2nX5R_jjcoTWTLWGch_EixkvBovI77y6LDnJH6KqHtVuO3SY_SwX49gSI

Dr. Alexander Charles Gardner-McTaggart (Alex McTaggart) is lecturer in Educational Leadership at the School of Environment Education and Development (SEED), of the University of Manchester where he is programme director of the MA Educational Leadership in Practice. He has lived and worked internationally for 25 years and is co-convenor of the Comparative and International Education Special Interest Group of the British Educational Research Association (BERA). His work uses critical approaches to uncover truth and power in international education and educational leadership. Alex lives between Manchester and his family home in the Austrian alps.

Dr. Paul Armstrong is Senior Lecturer in Education Manchester Institute of Education, University of Manchester. His research interests concern contemporary forms of educational leadership and management, in particular the means by which schools are managed and resourced organizationally. He is also interested in school-to-school collaboration and support. Paul has worked in educational research for 15 years on a range of national and international projects across a number of areas of education including school effectiveness, school improvement, school networking, educational leadership, management and policy. He teaches on Masters programmes for teachers and aspiring school leaders through which promotes the development of 'research conscious practice'.

Dr. Steven J. Courtney is Senior Lecturer in Management and Leadership in the Manchester Institute of Education (MIE), University of Manchester, UK. He uses critical sociological approaches to explore the interplay between agency and structure in educational leadership and education policy. Steven leads the MIE research group, Critical Education Policy, to which all the authors of this presentation belong. He is an editor of the journal Critical Studies in Education and co-convenor of the BELMAS Critical Education Policy and Leadership Studies research interest group. He is the lead editor of the forthcoming textbook, "Understanding Educational Leadership: Critical Perspectives and Approaches" (Bloomsbury, 2021).

Dr. Belinda Hughes is a Senior Tutor at the Manchester Institute of Education where she lectures on leadership, policy and school improvement at both Masters and undergraduate level. Her main research interests are education policy, leadership and the writings of Hannah Arendt. She was formerly a high school teacher holding senior leadership positions in both the UK and Hong Kong.

Mark Innes is a Lecturer in Initial Teacher Education and a student on the Professional Doctorate in Education at the University of Manchester. Previously he was an English teacher for over ten years in schools and colleges in the north of England. He is a member of the Critical Education Policy and Leadership Studies research group, and the Disadvantage and Poverty research group at the Manchester Institute of Education.

Prof. Dr. David Gurr, University of Melbourne, Australia

School leadership after COVID – what might change?

In this presentation I highlight some of evidence from across the world of educational responses to the pandemic and then consider how the work of educational leaders might evolve. Greater focus on moral purpose and values-based leadership views, more collective, collaborative and dispersed work situations, rapid professional learning support, and a more future focussed, responsive and crisis ready orientation to change and improvement will likely be evident.

Prof. Dr. David Gurr is an Associate Professor in Educational Leadership at the University of Melbourne. He has published and presented widely and is a founding member of theInternational Successful School Principalship Project and the International School Leadership Development Network. He is editor of International Studies in Educational Administration and a senior associate editor of the Journal of Educational Administration.

Recent publications

Townsend, T. Berryman, M., Gurr D. & Drysdale, L. (2020) Leadership for Learning in diverse settings: School leaders setting the agenda, in J. Hall, P. Sammons & A. Lindorff (Eds) International Perspectives in Educational Effectiveness Research, Cham, Switzerland: Springer Nature, pp. 327-360.

Gurr, D & Drysdale, L. (2020) Leadership for challenging time, International Studies in Educational Administration, 48(1), 24-30.

Gurr, D., Drysdale, L., & Goode, H. (2020). Global research on principal leadership. In G.W. Nobit (Ed.), The Oxford Research Encyclopedia of Educational Administration. (New York, New York: Oxford University Press) 31p. DOI: 10.1093/acrefore/9780190264093.013.714

Gurr, D. (2020) Australia: The Australian Education System, in H. Ärlestig & O. Johansson (Eds) Educational Authorities and the Schools - Organization and Impact in 20 States (Dordrecht, Netherlands: Springer, pp. 311-331

Noman, M. & Gurr, D. (2020) Contextual Leadership and Culture in Education, In G.W. Nobit (Ed.) Oxford Research Encyclopedia of Education (New York, New York: Oxford University Press) 20p. dx.doi.org/10.1093/acrefore/9780190264093.013.595

1. Roundtable: School leadership during COVID-19 and crisis management

Dr. Scott McLeod, University of Colorado Denver, and Shelly Dulsky, Cherry Creek School District, United States
Crisis leadership

As the COVID-19 pandemic spread rapidly across the globe, many schools struggled to react both quickly and adequately. Schools were one of the most important societal institutions to be affected by the pandemic. However, most school leaders have little to no training in crisis leadership, nor have they dealt with a crisis of this scale and this scope for this long. This article presents our findings from interviews of 43 school organizations around the globe about their responses during the early months of the pandemic. Primary themes from the interviews included an emphasis on vision and values; communication and family-community engagement; staff care, instructional leadership, and organizational capacity-building; equity-oriented leadership practices; and recognition of potential future opportunities. These findings resonate with the larger research literature on crisis leadership and have important implications for school leaders' future mindsets, behaviors, and support structures during crisis incidents.

Dr. Donnie Adams, University of Malaya, Malaysia
Attributes of Successful School Leaders during COVID-19 Crisis

The COVID-19 pandemic is a health crisis and today's school principals are faced with more challenging circumstances than in any other time in our known history. The purpose of this presentation is to illuminate the characteristics and strategies of five award winning-successful school leaders in Malaysia whom have led their schools during the COVID-19 and the challenges they encounter in response to the pandemic. The presentation will provide insights into and implications of school leadership during the COVID-19 crisis, which may be useful for other school leaders and stakeholders in driving effective school leadership practices during a pandemic.

Dr. Mireia Tintoré, Universitat Internacional de Catalunya Barcelona, Elvira Congosto-Luna, Inmaculada Egido, Universidad Complutense de Madrid and Arturo Galán, UNED, Spain
Educational leadership in vulnerable contexts - Principals in the age of COVID-19

In spring 2020, schools worldwide closed due to the COVID-19 pandemic. The situation was especially critical in schools serving the most vulnerable students, creating an additional challenge for their leadership teams. In this context, this qualitative study's objective was to describe how 8 leadership teams in vulnerable schools faced the COVID-19 crisis and whether their actions coincide with those described by academics for leadership in times of crisis. During the first moments of closure, the researchers examined the actions carried out by the group of educational leaders from 8 schools located in Madrid's community (Spain). A focus group was held to examine the teams' leadership strategies, and the responses were coded and analysed. The results show three phases in response to the crisis, and the leadership strategies were studied considering the actions carried out by the school leaders in each phase and related to the main groups of the educational community: teaching and non-teaching staff, students, and families. We used academic literature on crisis management to analyse the principal's actions. The results show that the crisis's response coincided with the features defined by the

academic literature on crisis management and show similar actions between the leadership teams participating in the research and educational leaders in other parts of the world. The experiences and lessons learned should prompt educational leaders and authorities to make decisions to reduce the existing technological and social gap in our schools, promoting children's full development through education.

Prof. Dr. Joanna Madalińska-Michalak, University of Warsaw, Poland

Tasks of Polish school principals in relation to prevention, counterprevention and combating COVID-19

The paper focuses on a role of principals in leading schools in times of crisis. The paper considers successful leadership and management of schools from the perspectives of principals in accordance to the daily life of school and the legal regulations. The author reflects the complexity of school leadership during COVID-19. Addressing this problem, the fundamental question, with the use of example of the situation of the Polish school principals, is answered: What new tasks in relation to prevention, counterprevention and combating COVID-19 does a school principals have to perform? How do these new tasks influence on the school principals leadership?

Prof. Dr. Terry W. Burwell, Queen's University Ontario, Canada

The Impact of Covid-19 on School Leadership, E-Learning, and Student Achievement in the United Arab Emirates

This presentation chronicles the leadership experiences of three United Arab Emirates-based Principals. In particular, this roundtable focusses on the self-efficacy skills and aplomb of three educational leaders: Isabelle, Fiona, and Bruce (pseudonyms) who represent the educational jurisdictions of Abu Dhabi, Sharjah, and Dubai. Inculcating by example, they and the schools they served, chartered a course that was unprecedented in educational history. Each leader strove to embody four C's of leadership – calm, cool, collected, and confident -- into the fabric of their professional and personal well-being so that staff, student, and parental well-being would remain resilient, strong, and positive. What follows is the story of how "Maslow before Bloom's" became embedded in the terminology of their daily leadership practice.

2. Roundtable: Digitalisation and education, focus primary education and Sek. I

Dr. Hatice Zeynep İnan, Bursa Uludag University, Turkey
Examining Preschool Education in Turkey During Covid-19 Pandemic

One of the most fragile group in education is preschoolers. Since they are too young to be exposed to online education and they are in the stage of developing fast at these ages, preschoolers need more attention. The current research examines teachers' perspectives on how preschool education should be done during the Pandemic. This is a phenomenograpic study which is a part of a larger project focused on Reggio Emilia-inspired teachers' perspectives on the condition of preschool education both face-to-face and online during the Pandemic. The current presentation will be focused on examining teachers perspectives on preschool education in Turkey during the Pandemic. The data is collected through online google-forms and analyzed by using content analysis. The results will be shared during the presentation and suggestion will be generated.

Dr. Claudia Schreiner, F. Berger, W. Hagleitner, L. Jesacher-Rößler, S. Roßnagl and C. Kraler, University of Innsbruck, Austria
Distance Learning in Times of Crisis - Resources and Impediments for Coping with the Challenges

When schools had to stop providing students with classroom teaching due to the pandemic in March 2020, students, teachers, schools, and policy makers in Austria were widely caught unprepared. Schools and teachers, as well as the students, were supposed to switch to distance learning for several weeks. This also affected the schools in a model region which take part in a longitudinal study focussing on experiences and attitudes related to transition processes (e.g. individual resources, support by family, school, and peers). The longitudinal study aims at accompanying students from grade 7 to grade 10 and by this covering the phase around the transition process from lower to upper secondary school. It commenced with a survey of grade-7 students in Mai 2019. The second survey of this cohort was conducted in July 2020. Two more survey rounds are scheduled for 2021 and 2022, respectively. All surveys are conducted as region-wide surveys and allow for linking the student data over time. First, the presentation gives insights into the study design and its merits in the context of the COVID-19-pandemic. Second, findings from the study so far will be shared. First analyses show a high level of learning motivation (measured before the pandemic) as most important individual resource for coping with the challenges connected with distance learning. Most noteworthy are the differences between students depending on their achievement before the crises. Further resources are high levels of responsiveness in the relationship with the parents and the notion of teachers available for the students in spite of the lockdown.

Dr. Anke Redecker, Bonn Center for Teacher Education, Germany
Distance Learning in Communicative Proximity - Challenges of dialogic teaching in digital learning settings.

Angesichts der Herausforderung, dass auch in schulischen Lernprozessen während der Corona-Pandemie das social distancing lediglich ein physical distancing sein sollte, wird im Vortrag für ein dialogisch-digitales Lernen plädiert, das fern von einen lediglich hausaufgabenanalogen Internalisieren (Huber/Helm 2020, Hoffmann 2020) in der Bewältigung vorgefertigter Lernziele (Jornitz/Leser 2018) und vom Absolvieren gebrauchsfertiger Drill-and-prctice-Programme, eine gezielt auf ko-kreative Reflexionsprozesse ausgerichtete Bildung ermöglicht (Zierer 2020, Lankau 2020, Vorstand 2020, Jörissen/Marotzki 2014; Damberger/Iske 2017; Kammerl 2017; Allert/Asmussen 2017, Redecker 2020a). Hierzu sind regelmäßige Meetings in digitalen Arbeitsräumen unentbehrlich, die SchülerInnen nicht nur eine pandemiebedingt entbehrte Struktur geben, sondern auch das gemeinsame Erarbeiten, Prüfen und Weiterdenken von Sinnkontexten (in Partnerarbeit, Groß- und Kleingruppen) ermöglichen kann. Dabei erleben alle Beteiligten nicht nur multisensual diverse

Kommunikationskanäle (z.B. über Mikrofon, Kamera und Chat gleichzeitig (Dickel 2020)), um diese bildungsrelevant nutzen zu können. Gleichzeitig können sie auch durch vielfältige physische Ausdrucksweisen (über Mimik und Stimmgebung) situationsrelevant und bedarfsorientiert interagieren.   Darüber hinaus bleibt ein intensiver Kontakt Lehrender zu den einzelnen SchülerInnen durch Einzelgespräche unabdingbar (Goetz 2020), um bildungsgerecht gerade diejenigen unterstützen zu können, die nicht nur aufgrund ihres sozialen Hintergrunds, sondern der oft mit diesem verbundenen pandemiebedingten Zusatzherausforderungen (wie z.B. alleinerziehende Elternteile im Homeoffice und mangende technische Ausstattung) nachhaltig geschwächt werden (Huber u.a. 2020, Hurrelmann/Dohmen 2020, Institut 2020, forsa 2020, Chetty u.a. 2020, Eickelmann/Drossel 2020, Anger/Plünnecke 2020, Klitzing 2020). So bleibt anzustreben, dass die Corona-Krise nicht nur als Indikator des Desiderats einer weitgehend noch entbehrten dialogischen Digitaldidaktik (Klieme 2020, Redecker 2017) fungiert, sondern auch als Instrument zur Durchsetzung dieser Didaktik.

3. Roundtable: Digitalisation and education, focus vocational training and higher education

Dr. Thomas Bolli, K.M. Caves, F. Pusterla, L. Rageth, U. Renold, A. Sritharan und S. Trachsel Diaz-Tejero
ETH University of Zurich, Switzerland

«Lehrstellen-Puls» - Impact of the COVID-19 Pandemic on the apprenticeship in Switzerland

The research project «Lehrstellen-Puls» identifies the impact of the COVID-19 Pandemic on the apprenticeship in Switzerland. It uses a monthly online-survey of training firms. This survey is conducted in partnership with the apprenticeship position platform Yousty. The survey questions capture the impact of the pandemic on current and future apprentices as well as the measures and innovations of firms to address the pandemic.

The results of the December survey show that 75% of firms expect to provide as many or more apprenticeship places in 2021 than in 2020. 6% and 18% of firms offer more and less apprenticeship places, respectively. Even though many firms were able to instruct new apprentices normally in 2020, they consider the instruction less effective than in 2020. The main reasons are the protection concepts such as distance rules and mask requirements.

The results further show that the firms do not believe that current apprentices can catch up on all the missed learning in the remaining apprenticeship period. They give 4.1 points on a 5-point Likert scale for the workplace training component of the apprenticeship. The firms are even less optimistic about classroom education (3.7) and industry-wide classes (4.0).

Das Forschungsprojekt «Lehrstellen-Puls» identifiziert die Auswirkungen der COVID-19-Pandemie auf die Berufslehre anhand einer monatlichen Online-Befragung bei Lehrbetrieben in der Schweiz. Diese Befragung erfolgt in Partnerschaft mit der Lehrstellenplattform Yousty. Die Fragen drehen sich dabei um die Auswirkungen der Pandemie auf die aktuellen und zukünftigen Lernenden und die Massnahmen bzw. Innovationen, welche die Unternehmen ergriffen haben, um diese aussergewöhnliche Zeit zu meistern.   Die Ergebnisse der Dezemberbefragung zeigen, dass 75% der befragten Betriebe erwarten, dass sie gleich viele oder sogar mehr Lehrstellen für den Lehrstart 2021 anbieten im Vergleich zu diesem Jahr. 6% respektive 18% der Betriebe bieten mehr respektive weniger Lehrstellen an. Obwohl relativ viele Betriebe ihre Lehranfänger*innen von 2020 «normal» einarbeiten konnten, sind sie der Ansicht, dass diese Einarbeitung eher weniger effektiv war als im Vorjahr, da insbesondere die Schutzkonzepte teilweise Schwierigkeiten bereiten würden (insb. Distanzregeln und Maskenpflicht).   Die Ergebnisse zeigen zudem, dass die Lehrbetriebe im Dezember erneut weniger zuversichtlich geworden sind, dass die Lernenden den aufgrund der Corona-Pandemie verpassten Schulstoff in der restlichen Lehrzeit noch aufholen können. Mit 4 von maximal 5 Punkten (5 steht für «kann alles nachgeholt werden») sind die befragten Lehrbetriebe der Ansicht, dass die Lernenden den verpassten Stoff der betrieblichen Ausbildung und der überbetrieblichen Kurse in der restlichen Lehrzeit nicht mehr ganz aufholen können. Etwas pessimistischer (3,7) fällt der Wert für die schulische Ausbildung aus.

Dr. Kenny Cheah, University of Malaya, Malaysia

Teaching Entrepreneurship Education in times of Covid-19: An Action Research on Students' Learning Experience

The number of universities and colleges that offer courses about entrepreneurship has risen rapidly over the past few decades. However, the global spread of the COVID-19 pandemic undoubtedly presents a challenge to higher education in an area that all the lectures have to be converted to using technology-supported and online education. The impact of this pandemic has also hit hard on the present undergraduate students undergoing entrepreneurship education (EE). In the next few years, these millennials have to start seeking for

alternative and desperate solutions in an uncertain economy and job market. As such, this study considers the perceptions of undergraduate students attending the entrepreneurship education course in a top ranking Malaysian public university, and the researcher conducted a sentiment analyses pertaining to their strategies, challenges and future plans for their careers amidst and post- pandemic times. Ultimately, this study aims to enhance the practitioner's delivery of EE in the university using the action research approach. A total of 240 students' responses were analyzed to uncover the findings and themes that resulted in several creative and critical ideas that these millennials have opined and felt. Two cycles of action research were carried out through an active and iterative process of planning, acting, evaluating and reflecting. As findings, four themes emerged from the study that could enhance EE educators in the delivery process: (a) action research in digital marketing, (b) business coaching in decision-making (c) evaluation of student-preparedness; and (d) managing cognitive/emotional tension between environmental expectations and students' personal goals. As a discussion, the sentiment analyses have also yielded several important information on how they perceive their future, and what can entrepreneurship educators could do to offer more opportunities to assist them to transit from dependent job-lookers and government subsidies to independent business owners.   This research implicates that behind the students' perceptions and challenges of the Covid-19 pandemic, entrepreneurship education and training in the context of a top public university in Malaysia should call for more scholarship and strategies for educators. In this manner, practitioners could build upon, innovate and enhance the resources and solutions for online entrepreneurship education. Fundamentally, action research could serve as the small steps to understand in the process, content and context of this field.

Prof. Dr. Feryal Cubukcu, Dokuz Eylul University, Izmir, Turkey
Perceptions of Teacher Trainees Regarding Cyberception

Perceptions of Teacher Trainees Regarding Cyberception Dickensian saying of we live in the worst of times and best of times can easily be applicable to these unsettling COVID times where our lives are between the real world and digital world and where our education systems have thrown us to the eternal space of digitalism. Cyberception holds that inhabiting both the real and virtual worlds at one and the same time, and to be both here and potentially everywhere else at the same time, has been giving us a new sense of self, new ways of thinking and perceiving (Ascott, 2003). Hence, the purpose of this study is to tackle primarily to what extent the teacher trainees getting virtual education are happy or dysphoric with the situation and secondly what they think of cyberception. To achieve that, 120 teacher trainees of Language Education Department have been given semi-structured interviews and their answers have been item analysed to shed the light that they are all displeased, dissatisfied, disengaged and demotivated to have such a life despite the fact that their average achievement scores keep getting higher, which aligns with Dickens who stated "it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity" (Para. 1, Line, 1).

Dr. Lucy Awuor Wakiaga, Tangaza University College, Kenya
Faculty experiences with educational technologies in virtual teaching at the onset of the 2020 COVID-19 pandemic in Kenya

Will follow

4. Roundtable: Digitalisation and education, focus educational inequality

Dr. Selina McCoy and Eamonn Carroll, Economic and Social Research Institute, Dublin, Ireland
Understanding inequalities in home learning environments during the pandemic - providing effective supports for vulnerable students

Research in Ireland, as elsewhere, has shown widening social inequality stemming from the pandemic and school closures. Students who were struggling struggled more, students with special educational needs have seen many of these needs unmet and students already at risk of early school leaving were more likely to leave school (Mohan et al., 2020; McCoy and Carroll, 2020), However, there has been much less attention on understanding the mechanisms underpinning these widening inequalities, and how they may be ameliorated as we move through and beyond the pandemic. Our research, comprising a nationally representative online survey of one third of secondary school leaders in Ireland, and in-depth interviews with 10 school leaders selected to capture diverse school settings, provides a unique opportunity to understand key underlying processes. School leaders described the classroom learning environment as a well-designed and largely equal space for students to learn compared to wildly unequal home environments. In line with UK research (Andrew et al., 2020) social inequalities in time spent learning are compounded by inequalities not only in learning resources available at home, but also those provided by schools. The evidence suggests that socio-economically disadvantaged school contexts should receive additional teaching and other resources, to ameliorate learning loss and digital inequality. Teachers should be equipped and supported in the use of live online teaching, which enhances student engagement (Mac Domhnaill et al., forthcoming). Socio-emotional and wellbeing supports are also paramount, with connection before content a key priority in re-engaging vulnerable students.

Dr. Julia Frohn, University of Frankfurt, Germany
Covid-19 and educational inequalities - how Covid-19 exacerbates educational disadvantages and what measures can be taken

In March 2020, countries all over the world ordered schools to close, trying to mitigate the spread of Covid-19. When discussing possible consequences of the resulting home schooling, it seems certain that the unprecedented situation has exacerbated educational inequalities across the globe. However, so far, little is known about how the conditions and consequences of distance learning intensify existing dynamics of educational inequalities. This presentation aims at answering the question of how educational disadvantages are exacerbated through the pandemic. On this basis, it reflects on potential educational practices that help countering these dynamics. For this research project, interviews with Berlin-based teachers in socio-economically disadvantaged (N = 12) and in privileged settings (N = 4) were conducted, transcribed and investigated through qualitative data analysis. The interviews, averaging about 45 minutes each, were carried out and recorded via video-call from April 13th to 26th 2020, capturing the situation during the first school lockdowns, addressing questions of school organization, digital didactics, and educational inequalities. The data were categorized through the theoretical framework of Pierre Bourdieu's capital-theory to analyse and systematise the empirical results. According to the teachers in socially deprived settings, the lockdown exacerbated educational disparities based on the students' lack of resources in all three forms of Bourdieu's capital. However, it is striking that many interviewees argued that, additionally to intensifying them, the lockdown made the fundamental educational disparities fully visible for the very first time, calling for strategies to help narrowing the gap of general educational inequalities all over the world.

Prof. Dr. Edvina Bešić and Prof. Dr. Andrea Holzinger, University College of Teacher Education Styria, Graz, Austria

Distance learning in inclusive classrooms - Opportunities and Challenges

The COVID-19 crisis has exacerbated the exclusion of students with disabilities from education, showing that they are least likely to benefit from distance learning (UN, 2020). Although teachers have a critical role in making their teaching accessible, they often do not know how to do so (Kent, 2015). During the COVID-19 pandemic, this has been even more the case, leading to the decrease of students with disabilities' participation in digital education (OECD, 2020).

This study investigates how teachers included students with disabilities, enrolled in mainstream primary schools, in their distance teaching during COVID-19, focusing on teachers' experiences and practices. An online survey—mainly open-ended questions, including a case description—was utilized to investigate what challenges teachers encountered during distance teaching and what opportunities derived from that.

The survey was sent to 142 primary school teachers from Styria (federal state in Austria), who are members of an inclusive education network. The survey lasted from mid-June until mid-July 2020. 47 teachers completed the survey. The qualitative data were analyzed through qualitative content analysis.

Teachers described distance teaching of students with disabilities as mainly positive, but depended on different aspects, such as: disability type, teachers' and parents' commitment and/or IT skills, and their cooperation with each other. The implications of these results are the need to improve teachers' digital competences and their knowledge about how to use technology in inclusive classrooms. Furthermore, teachers need to learn how to cooperate with different stakeholders, specifically in the case of digital education of students with disabilities.

References:

Kent, M. (2015). Disability and eLearning: Opportunities and barriers. Disability Studies Quarterly, 35(1). http://dx.doi.org/10.18061/dsq.v35i1

OECD. (2020). The impact of COVID-19 on education - Insights from Education at a Glance 2020. https://www.oecd.org/education/the-impact-of-covid-19-on-education-insights-education-at-a-glance-2020.pdf

UN. (2020). Policy Brief: A Disability-Inclusive Response to COVID-19. https://unsdg.un.org/sites/default/files/2020-05/Policy-Brief-A-Disability-Inclusive-Response-to-COVID-19.pdf

Dr. Gideon Adeleke, Obafemi Awolowo University, Nigeria

The wellbeing of children living with disabilities - who cares during COVID-19?

This exploratory survey investigated pupils psycho-social conveniences, attention received and teachers' preparedness for school closures during COVID-19. The study population consists all special schools in Osun State, Nigeria. Teachers and pupils were sampled circumstantially due to the pandemic. Study found that pupils living with disabilities were hard-hit with activities shutdown, anomalous dietary habits, excessive sleeps and marginalization. The withdrawal of face-to-face services resulted into zero attention in cares and education of the studied population. Teachers were neither trained nor prepared for home care and teaching. The study concluded that, children living with disabilities became more susceptible or prone to altered lives sine no one seems to care about their wellbeing and education.

Prof. Dr. Charles Slater, California State University Long Beach, California, and Dr. Bruce Barnett, University of Texas San Antonio, United States

Educational Leadership for Social Justice and Improving High-Needs Schools - Findings from 10 Years of International Collaboration

The book, Educational Leadership for Social Justice and Improving High-Needs Schools: Findings from 10 Years of International Collaboration (Barnett and Woods, 2021) reports studies of school leadership from around the world. It is based on the work of the International School Leadership Development Network (ISLDN). The project studies high needs schools and examined social justice leaders. The research questions included the following:

- In what ways do school leaders enhance individual and organizational performance?
- How do the internal and external contexts impact individual and organizational performance?
- What factors help and hinder the work of social justice leaders?

One chapter on school leadership in Mexico and Spain provides a summary of common themes from the other chapters. In the sample chapter, directors perceived that school policy was based on fairness and respect. They perceived that most social justice problems predominantly emanated from society. They saw obstacles emanating from regulations outside of the school and from family contexts affecting parents' participation in the school. The chapter acknowledged that school leadership development may need more emphasis on developing a critical, social justice leadership perspective.

General findings from several of the studies indicated that effective social justice leaders are adept at understanding how the political, social, cultural, and institutional contexts hinder and help their activism to improve the life chances of students. They influenced students' academic and social emotional learning outcomes by confronting issues of inequity, racism, and lack of opportunity.

Barnett, B. & Woods, P (2021). Educational Leadership for Social Justice and Improving High-Needs Schools: Findings from 10 Years of International Collaboration. Charlotte, NC: Information Age Publishing.

5. Roundtable: Quality development and innovation

Dr. Livia Jesacher-Rößler, Dr. Claudia Schreiner, Dr. Susanne Roßnagl, Prof. Dr. Fred Berger, Prof. Dr. Christian Kraler, Dr. Wolfgang Hagleitner, University of Innsbruck, Austria
Data-oriented school improvement in times of the pandemic

As of March 16, 2020, due to the COVID-19 pandemic and the 1st lockdown, face-to-face instruction was largely discontinued at all types of schools in Austria. Teaching in schools had to be continued by distance learning. Learners and teachers faced the particular challenge of delivering instruction in new learning environments. Within the framework of the ongoing pilot project "Model Region Education Tyrol", data could be collected at the end of the last school year (2019/2020), which provided schools with information on how their students cope with distance learning in the 8th grade. Due to the special nature of the pilot project, it was possible to collect data in the context of local conditions from seven middle schools in a rural-alpine region. The data feedback to the schools as well as to the educational administration took place before the 2nd lockdown (November 2020) and thus provided evidence for the recent handling of distance learning.

This practice-oriented paper aims to present the resulting regional report (Schreiner et al., 2020) as a tool for school leaders and administrators and to discuss it in the context of school improvement activities. It will also discuss the extent to which data-oriented school improvement could be considered at all during the acute phases of distance learning. Initial feedback indicated that the ever-changing and unclear situation (as of October 2020) meant that many school sites remained in crisis or reaction mode, and phases of reflection and development tended to be put on the sidelines. Nevertheless, the results of the data collection indicate that site-specific conditions in the interpretation and implementation of the given actions had an influence on the perception of distance learning among the students and thus school improvement processes continued even during distance learning.

Ab dem 16. März 2020 wurde, bedingt durch die COVID-19-Pandemie und den 1. Lockdown, in Österreich der Präsenzunterricht an allen Schulformen weitgehend eingestellt. Das schulische Angebot musste durch Distanzunterricht fortgeführt werden. Lernende und Lehrende standen vor der besonderen Herausforderung, in neuen Lernumgebungen Unterricht durchzuführen. Im Rahmen des laufenden Modellversuchs „Modellregion Bildung Tirol" konnten Ende des vergangenen Schuljahres (2019/2020) Daten erhoben werden, die den Schulen Auskunft über die Bewältigung des Distanzunterrichtes ihrer Schüler*innen in der 8. Schulstufe lieferten. Bedingt durch die Besonderheit des Modellversuches war es möglich, parallel Daten an sieben Mittelschulen einer ländlich-alpinen Region zu erheben und diese im Kontext der lokalen Bedingungen aufzubereiten. Die Datenrückmeldung an die Schulen sowie an die Bildungsadministration erfolgte vor dem 2. Lockdown (November 2020) und lieferte somit Evidenzen für den neuerlichen Umgang mit Distanzunterricht. Der praxisorientierte Beitrag zielt darauf ab, den entstandenen Regionalbericht (Schreiner et al., 2020) als Instrument für Schulleitungen und Schuladministration vorzustellen und im Kontext von Schulentwicklungsmaßnahmen zu diskutieren. Ferner soll erörtert werden, inwieweit überhaupt datengestützte Schulentwicklungsmaßnahmen während der Akutphasen des Distanzunterrichtes berücksichtigt werden konnten. Erste Rückmeldungen zeigten, dass die sich stetig verändernde und unklare Ausgangslage (ab Oktober 2020) dazu führte, dass viele Schulstandorte im Krisen- bzw. Reaktionsmodus verweilten und Phasen der Reflexion und Entwicklung eher hintan gestellt wurden. Nichtsdestoweniger weisen die Ergebnisse der Datenerhebung darauf hin, dass standortspezifische Bedingungen in der Interpretation und Umsetzung der vorgegebenen Maßnahmen Einfluss auf die Wahrnehmung des Distanzunterrichtes unter den Schüler*innen hatten und somit Schulentwicklungsprozesse auch während des Distanzunterrichtes weitergelaufen sind.

References:

Schreiner, C., Jesacher-Rößler, L., Roßnagl, S., Berger, F., Kraler, C. (2020). MoBiZi – Schüler*innen-Befragung 2020 (8. Schulstufe). Bewältigung des Distanzunterrichts während COVID-19 in der Modellregion Bildung Zillertal. Regionalbericht_V1. www.mbz-tirol.at.

Niclas Rönnström, Stockholm University, Sweden, and Dr. Jan Robertson, Academic Consultant, Auckland, New Zealand

A licence to lead a changing world - On the complex capabilities of school leaders and the dynamic capabilities of schools

The growing recognition of school leaders as economic agents for change has prompted debate among policy makers and researchers on the knowledge-base of school leadership in terms of what school leaders are expected to know and do in their work, and nations all over the world have invested massively in school leadership education and training under the banner of the economically-oriented 21st century education (Huber, 2010; OECD, 2013). In this paper we argue that education has always been a vehicle for transformative change in societies, especially so when society is confronted with changing conditions and a need for a different and better future. We also argue that we now are experiencing a transformative moment that calls for a re-orientation in education and in school leadership. Firstly, we describe three imaginaries (nationalist, democratic and economic) defining modern education (Rönnström, 2015). We posit that over the past three decades, in particular, we have moved from a democratic view of education as a public good to an economic view of education as a private good and thus a 'user-pays' philosophy, based on the flawed assumptions that competition and choice will provide quality education and equitable outcomes in our school systems. Indeed, it has, to a large extent, achieved the opposite. Next, we depart from what we can learn from school leadership under the Covid19 outbreak and how the outbreak can be seen as a moment of transformative change in society that we can no longer neglect or escape from since it reveals failings within the dominant economic imaginaries informing education. Finally, we will discuss how the complex capabilities of school leaders (Robertson, 2015) and the dynamic capabilities of schools and school leadership (Rönnström and Håkansson, 2021) need to be explicated, stressed and educated in such times of transformative change in schools and society.

Prof. Dr. Bénédicte Gendron, University Montpellier, France

Vibratory Leadership and Enabling and Vibrant Emotional Management - Which Competences for the Bienvivance at School and at Work

The pandemic and its social distancing lead, in an accelerated way, to revisit the way we manage human organizations, to return to the essence of what makes the characteristic of the human beings: vibrations, interconnections, shared humanistic values, which put its energy at the service of a human work of art/heart. Schools are such human work of art/heart organizations, that requires diversity, trust and delegation, vectors of creativity whose heart of success will be its animation and vibratory leadership. Because human beings are made of vibrations whose the gathering makes union if there are shared and embodied values, trust and acceptance of the Others in their difference, bases of humanism, the coaching of Others and of School organisations, its management must be respectful of everyone, and its facilitator, the leader, must be its ambassador.

Thus, the leader intervention no longer obeys ready-made logics recorded in a manual; but requires involvement in thoughtful and conscious action, articulating knowledge, mindfulness, embodied values and humanistic vibration to enable inclusive excellence and the development of potentials in a collaborative approach that creates added value. The culture of post-covid organizations, and its management will have to be resolutely emotional and vibratory in order to reunite what has been "socially distanced".

This adaptation presupposes emotional capital (Gendron, 2004) of the organization and its leader and values in order to consciously adopt a new coaching posture as developer of human resources to emotional management, both vibrant and empowering: Towards a « vibratory leadership » (Gendron, 2021) for a « Bienvivance » at school and at work. Thus, we will present this innovative paradigm and concept of "Bienvivance" (Gendron, 2016, 2018) on an operational basis for reflection in the analysis of after-Covid school management that requires from educational leaders, emotional capital for an "empowering and enabling" management mobilizing energies to Schools be reborn "Differently" with Bienvivance.

Dr. Beverly Ffolkes-Bryant, The City College of New York, and Dr. Joyce Coppin, Mercy College United States

Strategies to Transform Skills and Leadership Through Technology and Collaboration with Educational Institutions

In March 2020, COVID-19 virus spread throughout the USA, causing schools to close precipitously. New challenges emerged due to the length and extent of the pandemic in schools nationwide, School leaders, parents, teachers, and support staff have identified needs to:

- organize and manage schools effectively to meet students' diverse needs;
- develop instructional guidance paradigms to teach remotely, in person, and blended schedules;
- provide training for inexperienced and experienced administrators and teachers to use new technology for instruction;
- address school leaders' decision to leave due to limitations placed upon their capacity to lead and their lack of technological knowledge.

Our presentation for WELS will these discuss these issue in a series of concentrated forums for school leaders and representatives from technology companies who jointly engage in and share cutting edge approaches to learning and effective implementation of instruction and management. The presentation will show how to engage school and technology leaders who collaborate to address difficulties each leader is facing to address the challenges above. In NY City we have learned that school systems must establish comprehensive leadership programs to educate all current administrators (managerial and instructional staff) in elementary and secondary schools to enable them to apply latest technology effectively in managing finances and budgets and in instruction to meet diverse student needs. The comprehensive forums are helpful.

6. Roundtable: Teachers and other educational stakeholders

Prof. Dr. Tina Hascher, University of Bern, Switzerland
Primary teachers' professional wellbeing during school closure due to the covid-19 pandemic

The pandemic can be said to be a highly aversive situation for both individuals and societies and, more specifically, the education system. It is supposed that this situation will directly impact teacher wellbeing. Teacher well-being serves as an indicator of a successful fulfilment of the professional role and the meaningfulness of the professional work (Deci & Ryan, 2008; Dolan & Metcalfe, 2012). Teacher wellbeing can be understood as an essential individual source for functioning and growth (Deci & Ryan, 2008), while its long-term absence can be severely harmful. As teacher wellbeing is a key factor for educational success, the project aims at identifying how the pandemic influenced primary teachers' wellbeing during school closure, how they coped with the challenges and how they capitalized on resources. The sample of 21 primary teachers (19 woman, 2 men) was interviewed online between april 2020 and October 2020. Interviews were transcribed and answers were coded by applying a category system that was based on a systematic review on sources of teacher wellbeing (Hascher & Waber, under review). Results show that the effects of the pandemic and the school closure influenced teacher wellbeing while individual differences could be found. School closure and online teaching was a strong demand for the majority of teachers. Teachers primarily responded with adaptive coping strategies and capitalised on their resources. Social support revealed to be of utmost importance.

Prof. Dr. Joanna Madalińska-Michalak, University of Warsaw, Poland
Teacher Educators and Teaching in Times of the Covid-19 Pandemic

The paper gives an overview of the changes at the level of higher education that were part of national social distancing measures to limit the spread of coronavirus (COVID-19). A number of key challenges in responses and providing high-quality Teacher Education in time of risk posed by the virus are presented as well. The considerations are based on analysis of: (i) the government documents connected with guidance and advice about coronavirus (COVID-19) in educational settings for staff, and parents, pupils and students, and with interim guidance for administrators of Polish institutions of higher education with the focus on initial teacher education; and (ii) interviews with teacher educators on their responses and challenges in providing teaching and learning in times of Covid-19 pandemic. The findings of the presented study highlights the need for a comprehensive view of the pedagogy of online teacher education that integrates technology to support prospective teachers' teaching and learning. The implications of the presented study for the development of teacher education with the reference to online teaching and learning practices are discussed.

Peggy Germer, University of Dresden, Germany
Lateral Entry Teacher Education (LETE) for primary teacher-students - Opportunities and challenges in a time of COVID-19

More than a decade the teacher shortage is proving to be one of the main challenges in school education and consequently become a target for regional, national and international teacher education as well. In order to stabilize the system, large number of non-professional teachers currently employed in schools. For this reason, quality assurance mechanisms for qualification programs for these second career teachers need to be put in place. The presentation deals with different regional, national and international challenges. According to OECD-Report from July 2020, the presentation highlights the main areas for the establishment of quality assurance mechanisms. Special survey data from Saxony, collected via a digital qualitative-quantitative questionnaire from the TU Dresden shows subjectiv perceptions by LETE- students from primary school. They were analyzed using computer-assisted qualitative content analysis MAXqda (cf. Mayring 2016, Kuckartz 2018). As an important result, the research underlines key messages for the development of LETE.

Johannes Schuster and Prof. Dr. Nina Kolleck, University of Leipzig, Germany

Education in times of global crisis - How private actors use momentum to gain power in online social networks

The outbreak of the COVID-19 pandemic has led to enormous societal changes worldwide and touched many different areas of the daily life. One of the most serious restrictions to contain the pandemic was the closure of schools and kindergartens. Especially in countries with a comparatively low level of digitalization in schools, the situation opened up opportunities for private actors to gain importance and influence in the education sector. For this article, we draw on network theory to analyze Twitter discussions around digital learning and homeschooling in the period of school closures in Germany due to the COVID-19 crisis. We use social network analysis to identify the actors involved and their influences in the issue-specific Twitter communication network. Our results indicate that the network is dominated mainly by individual education-related actors as well as by small and medium-sized enterprises. Furthermore, Twitter is used as a forum to promote own products and platforms, also by globally operating companies such as Microsoft and YouTube, while public actors remain barely visible. Our findings help to illustrate the diverse responses to the school closures caused by COVID-19 and may contribute to a broader understanding of private actor involvement in the public sector.

7. Roundtable: International perspective on Education in Pandemic times and lessons learnt for the future of education

Prof. Dr. Haiyan, The Education University of Hong Kong
Education in Pandemic times – Chinese Experiences

Will follow

Natalia Isaeva, Anna Kobtseva and Marina Tsatryan, National Research University, Moscow, Russia
Education in Pandemic times – Russia Experiences

Institute of Education of the National Research University Higher School of Economics being part of the international project "School Barometer" carried out a study in Russia aiming at "measuring" the impact the pandemic had on the Russian school. The study involved 70,219 people, the sample included students, parents, teachers, school principals and representatives of education authorities. The study was conducted using the School Barometer questionnaire. The presentation analyzes and demonstrates the learning situation during the pandemic from the children' perspectives. The results of the study demonstrate the expectations of students in relation to other groups of respondents, which can serve as the basis for the reformation of the Russian education system as the findings have once again thrown light on the existing issues in the system.

Dr. Pinar Ayyildiz, Hacettepe University, Turkey
Turkey-pertinent to the pandemic and its effects on education (at micro/macro levels)

I am intending to share some reflections from here-Turkey-pertinent to the pandemic and its effects on education (at micro/macro levels) and to discuss the issues with disadvantaged groups as well as groups with special needs during the pandemic. Lastly, I am focusing the "weakening role" of school principals in Turkey during the pandemic.

Prof. Dr. Terry W. Burwell, Queen's University Ontario, Canada
Education in Pandemic times – United Arab Emirates Experiences

Will follow

Prof. Dr. Hassanreza Zeinabadi, Kharazmi University, Iran
Education in Pandemic times - Iran Experiences

Abstract
Like all countries worldwide, COVID-19, despite creating many challenges, could not stop education in Iran but instead exposed the role of online-learning as the best solution in crisis times. Based on the author's experiences and some evidence, this short article introduces how primary and secondary education in Iran is affected and responded to COVID-19. It also points to four significant challenges.
Keywords: COVID-19, pandemic, education, Iran.

Dealing with the COVID-19

Like many countries (Reimers & Schleicher, 2020), the COVID-19 pandemic is the first and foremost public health matter in Iran. Although initial steps are being taken to develop the vaccine, and the first shipment of the non-Iranian vaccine will arrive (Islamic Republic News Agency, IRNA, January 25, 2021), reducing the impact of the epidemic has largely depended on public health and government interventions to slow down the spread of the virus. These non-pharmaceutical interventions have varied in cities and provinces across the country. However, they have generally included social isolation-distancing, closure of high-risk jobs, teleworking, schools/universities closures, and travel bans (Rassouli, Ashrafizadeh, Farahani & Akbari, 2020).

Primary and secondary education and COVID-19

For primary and secondary education, the COVID-19 pandemic has created the most considerable disruption in Iran's history (Ahmady, Shahbazi & Heidari, 2020), affecting nearly 15 million learners in 31 provinces. Consequently, the country immediately opted for online learning (Mohammadimehr, 2020). Before that, a single platform

becomes mandatory; some teachers recorded and uploaded their lessons online for the students to access. Some were even more innovative and used online sites and social media (like Skype, WhatsApp). However, now all schools have to use a single platform called the *"Educational Network of student"* (with acronym *Shad* in Persian) for online teaching and assessment (Shadweb.iranlms.ir).

Shad is the most extensive interactive App and has been implemented by the first and largest mobile phone network operator in Iran (*Hamrah-e-Aval*). It has resulted in the most extensive online movement in education history, with more than 14 million users attending online classes in Iran (Shadweb.iranlms.ir).

Challenges of online education

Although online education may have different challenges (Nikdel Teymori & Fardin, 2020) but given the existing experiences, the following challenges are very important and fundamental:

Technology

Some teachers (especially in disadvantaged and poor areas) have difficulty accessing all their students online. Besides, those who work with a high percentage of poor students (in rural schools and distant areas) may find that their students have fewer internet connections at home and access to computers or smartphones. According to official reports, this restriction does not only include Iran and is observed in many countries (Burgess & Sievertsen, 2020)

Home-schooling and families

During the Pandemic, Iranian families and parents have been beneficial. It is widely agreed that they have made a significant contribution to students' learning at home, especially for primary students (Burgess & Sievertsen, 2020). The expansion of home-schooling may be seen quite positively, as it may be useful. Nevertheless, this role is typically seen as a complement to school input (Daniel, 2020). Unfortunately, this may not be a complementary education, and many student learning responsibilities may be informally delegated to parents.

Although there are no official or published reports, unofficial reports indicate that some schools (mostly primary schools) do not have acceptable performance for managing education at home and do not have a clear plan in this regard. In addition, there are many differences between families to the extent that they can help their children learn, differences in the time they devote to home education, differences in teaching skills, and the amount of knowledge required for It.

Assessment

The closure of schools not only has interrupted the teaching, but it has also created many challenges to assess students' learning properly. The purpose of assessing learning is to provide information about the child's progress to families and teachers. Loss of this information delays the recognition of learning problems and can have long-term detrimental consequences for the child (Burgess & Sievertsen, 2020).

Now, assessments may be less critical than in the past. Taking online exams to make an accurate and complete assessment of actual learning is a big challenge. Although there was a great variety of assessment methods initially, clear directions are gradually being communicated to schools by the Ministry of Education. In general, schools are replacing traditional exams with online assessment tools. This is a new area for both

educators and students, and it will likely have larger measurement error and bias than usual.

Effectiveness for primary schools

The effectiveness of online learning varies in age groups. The consensus about primary school students is that a structured and orderly environment is necessary for better and more sustainable learning (Daniel, 2020). These students are easily distracted, and the teacher must always engage them (Lilburn, 1962). Primary school teachers have not received the necessary training to do this online and do not have much skill. Although parents are a big help, there is serious doubt that online education is instrumental in primary schools, especially for first and second graders.

Education after the end of pandemic

Parents are now eagerly awaiting the end of the Corona pandemic. They also want their children to go to school as soon as possible. However, it is an outstanding and useful experience for everyone, including parents, teachers, students, and decision-makers, that online education is an unavoidable but useful tool in critical situations.

While some argue that an unplanned and rapid move toward online learning - without training and preparation - is not beneficial to the sustainable growth of education in Iran, others argue that the integration of information technology in education will accelerate. Online education will eventually become one of the components of school education in Iran.

References

Ahmady, S., Shahbazi, S., & Heidari, M. (2020). Transition to virtual learning during the coronavirus disease–2019 crisis in Iran: Opportunity or challenge? *Disaster Medicine and Public Health Preparedness, 14*(3), e11-e12.

Burgess, S., & Sievertsen, H. H. (2020). *Schools, skills, and learning: The impact of COVID-19 on education.* Available online: https://voxeu.org/article/impact-covid-19-education.

Daniel, J. (2020). Education and the COVID-19 pandemic. *Prospects, 49*(1), 91-96.

IRNA (2021). *Official: Iran to receive 1st COVAX shipment soon.* Retrieved from https://en.irna.ir/news/84197805/Official-Iran-to-receive-1st-COVAX-shipment-soon.

Lilburn, A. (1962). The effect of distractions on the work of primary school children. *Educational Review, 15*(1), 26-36.

Mohammadimehr, M. (2020). ELearning as an educational response to COVID-19 epidemic in Iran: The role of the learners support system. *Future of Medical Education Journal, 10*(3), 64-65.

Nikdel Teymori, A., & Fardin, M. A. (2020). COVID-19 and educational challenges: A review of the benefits of online education. *Annals of Military and Health Sciences Research, 18*(3). https://dx.doi.org/10.5812/amh.105778.

Rassouli, M., Ashrafizadeh, H., Farahani, A. S., & Akbari, M. E. (2020). COVID-19 management in Iran as one of the most affected countries in the world: Advantages and weaknesses. *Frontiers in Public Health, 8*, 510. https://doi.org/10.3389/fpubh.2020.00510.

Reimers, F. M., & Schleicher, A. (2020). A framework to guide an education response to the COVID-19 Pandemic of 2020. *OECD. Retrieved April, 14*(2020), 2020-04.

Prof. Dr. Karanam Pushpanadham, The M.S. University of Baroda with colleagues Prof. Dr. Hemlata Talesra, CEAM and North Gujarat University, and Dr. Shnaoli Chakraborty Acharya, West Bengal State University, India

Education in Pandemic times - Indian Experiences

This presentation highlights the whole scenario of Educational response during the pandemic times in India. Building an eco-system for digital learning, government policies and programs, local initiatives and impact. It also elaborates the future course of action for quality education.

8. Roundtable: Forschungsbefunde und Praxismodelle zum Distanzunterricht

Dr. Catherine Lieger, Fabienne Huber und Katharina Ganz, University of Teacher Education Zurich, Switzerland

Wirkungsfaktoren für ein erfolgreiches Fernlernen von 4-8-jährigen Kindern - die zentrale Rolle einer zeitgemässen Schulführung

Fernlernen im Zyklus 1 Wirkungsfaktoren für das Lernen des 4-8-jährigen Kindes   Die aktuellen erziehungswissenschaftlichen Erkenntnisse, Erfahrungen von Schulleitenden und Lehrpersonen aus der Schulschliessung in der Schweiz von März bis Mai 2020 sowie nationale und internationale Studien zum Fernunterricht und zum «Lockdown» haben die Wichtigkeit der Schulführung sowie der Zusammenarbeit der Schule mit den Familien verdeutlicht. Partizipative Führungsstrukturen, wechselseitige Unterstützung im Lehrpersonenteam sowie der Austausch mit der Familie des Kindes wirken sich stark auf die Unterrichtsqualität beziehungsweise auf das Lernen des 4-8-jährigen Kindes aus. Die Untersuchungen des Schwerpunktprogramms der Elementarbildung der Pädagogischen Hochschule Zürich zum Fernlernen im Zyklus 1 zeigen auf, dass für eine wirksame Umsetzung des Fernlernens drei verschiedene Phasen berücksichtigt werden müssen: - die Phase der Vorbereitung im regulären Präsenzunterricht - die Phase der vereinzelten Absenzen, in welcher sich Kinder in Quarantäne befinden können und - die Phase des Fernlernens, in welcher alle Kinder von zu Hause aus am Unterricht teilnehmen. In allen drei Phasen wirken drei Faktoren auf das Lernen des 4-8-jährigen Kindes ein. Ausgehend von einer individuellen Lernentwicklung des jungen Kindes, werden drei dem Kind umliegende Felder fokussiert: Die Schülerinnen und Schüler, die Eltern/Erziehungspersonen/Bezugspersonen und die pädagogischen Fachpersonen (Lehrpersonen, Betreuungspersonen, das Lehrpersonen- und Beratungsteam, sowie Schulleitende). Alle drei Faktoren weisen einen wichtigen Stellenwert auf die Wirkung des Lernens eines jungen Kindes auf, wobei die Faktoren voneinander abhängen und sich gegenseitig beeinflussen. Bei der Planung, Organisation und Umsetzung des Fernunterrichts müssen diese drei Faktoren (sowie deren Zusammenhänge) die Grundlage darstellen, um das optimale und wirkungsvolle Lernen des jungen Kindes im Zyklus 1 gewährleisten zu können. Modell «Wirkungsfaktoren für das Lernen des 4-8-jährigen Kindes».

Prof. Dr. Dietlinde H. Vanier, University of Braunschweig, Germany

Krisenfeste Kooperation - das Modell Klassenassistenz

Im Modellprojekt Klassenassistenz werden von Anfang an Lehrkräfte, Schulbegleiterinnen und ggf. weitere pädagogische Fachkräfte in einem strukturierten Teamentwicklungsprozess zusammengebracht und stehen in gemeinsamer Verantwortung für ihre Klasse (nicht mehr für einzelne Schüler/innen mit Unterstützungsbedarf etc.). Die damit entstandene Kooperationskultur erweist sich in schwierigen Situationen - auch durch COVID-19 Einschränkungen - als stabil und stabilisierend. Ein Forschungs- und Entwicklungsteam (Prof. Dr. Barbara Jürgens, Wilfried Steinert, Prof. Dr. Dietlinde Vanier) erhebt mittels diverser Fragebögen (u.a. aus Helmkes EMU-Projekt) die Einstellungen und Erfahrungen von Eltern, Kindern, Lehrkräften, Schulbegleitungen zu und mit den vorhandenen Klassenteams (Lehrkräfte und Schulbegleitungen) längsschnittig. Auf der Basis der ausgewerteten Fragebögen von 2019 und 2020 können wir feststellen, das die Zustimmung aller Beteiligten zu den Klassenteams hoch ist, die Anzahl unterrichtlicher wie außerunterrichtlicher Störungen sich erheblich reduziert hat und eine insgesamt für alle Kinder eine lernförderliche Schulsituation entwickelt hat. Lehrkräfte und Schulbegleitungen berichten über einen deutlich entspannteren Arbeitsalltag als vor dem Modellprojekt Klassenassistenz sowie über Teamarbeit auf Augenhöhe und entstandene professionelle Lerngemeinschaften.

Dr. Lea Schulz, Mitarbeiterin im Institut für Qualitätsentwicklung an Schulen Schleswig-Holstein, Germany:

Diklusion (Digitale Medien und Inklusion) in der Fortbildung sonderpädagogischer Lehrkräfte

Die bundesweiten Schulschließungen infolge der Corona-Pandemie haben vor allem Schüler*innen mit besonderen Herausforderungen ins Licht der Öffentlichkeit gerückt. Geringe elterliche Unterstützung, fehlende Strukturen für das schulische Zeitmanagement, Probleme bei der Anwendung von Lernstrategien und die Schwierigkeiten im Umgang mit digitalen Medien haben vorwiegend Kinder und Jugengendliche aus sozial benachteiligten Lebensverhältnissen am inklusiven Unterricht gehindert. Die Teilhabe am Fernunterricht ist maßgeblich davon abhängig, wie kompetent ihre Lehrkräfte mit digitalen Medien umgehen. Im Beitrag wird dargestellt, wie die sonderpädagogischen Lehrkräfte während der Zeit der Pandemie durch ein kurzfristig eingerichtetes Online-Fortbildungsangebot, den Diklusionssnacks, in ihren digitalen Fähigkeiten bei der Umsetzung des Fernunterrichts Unterstützung erhalten haben.

Dr. Christian Wiesner, University of Teacher Education Upper Austria

Betrachtung der Ergebnisse aus der COVID-19 Educational Research - eine strukturdynamische und phänomenologische Analyse

Aktuell boomt die COVID-19 Educational Research, dabei werden interessante qualitative wie auch quantitative Ergebnisse über Schulbehörden, Schulleitungen, Lehrpersonen, Eltern und Schüler*innen vorgelegt. Durch die COVID-19-Situation erfolgt in den Schulen und im Schulsystem eine Destrukturierung des bisherigen Vorgehens und bestehender Gewohnheiten, was zu noch nicht bekannten Herausforderungen führt. Zu berücksichtigen ist dabei, dass je mehr Innovation entsteht bzw. gefordert wird, desto mehr nimmt das Unverständnis zu (Reimann, 1968). Im Besonderen sollte aktuell auf die Kommunikationsdistanz und -qualität sowie deren Auswirkungen geachtet werden. Die soziale Nähe der Primär- und Quasiprimärkommunikation, welche im Grunde sowohl Schule als auch Unterricht bestimmen, werden durch Sekundärkommunikationsformen abgelöst. Dadurch verändert sich die zwischenmenschliche Kommunikation und Interaktion im Bereich des Lernens und Unterrichtens und der Nähe-Distanz-Konflikt muss beachtet werden (Adler, 1933). Daher werden gerade wesentliche Ergebnisse der aktuellen Studien für den Beitrag herangezogen, z.B. weshalb Schüler*innen mit niedrigen Leistungsniveaus eher mit einem Distanzunterricht weniger zurechtkommen (Schreiner et al., 2020) und dabei ebenso das eigene Wohlbefinden sinkt (Schober et al., 2020), um diese auf Grundlage eines feldtheoretischen Modells darstellen wie auch Erklärungen anbieten zu können. Im Besonderen würden leistungsschwächere Schüler*innen mit Blick auf die vorliegenden Befunde unterstützende und anleitende Übungserfahrungen sowie Begegnungen benötigen, um Motivation aufbauen und geforderte Leistungen erbringen zu können (Wößmann et a., 2020; Steiner et al., 2020). Die aktuelle Situation scheint trotz überwiegend angemessener Informiertheit den „Schereneffekt" (Huber et al., 2020) zwischen Schüler*innen, Eltern und Schulen zu verstärken. Österreichische Schulleitungen geben z.B. an, dass die schulischen Anforderungen gegenwärtig eher beibehalten werden, um die geforderten Unterrichtsziele auch zu erreichen (Jesacher-Rößler & Klein, 2020). Einige der aktuell vorliegenden Erkenntnisse sollen in dem Beitrag auf Grundlage des Ansatzes der Strukturdynamik diskutiert und im Modell der Feldtransformation verortet werden (Wiesner, 2019; Wiesner & Schreiner, 2020), wodurch neue Einblicke in die Ergebnisse sowie Erklärungsansätze über mehrere Studien hinweg entstehen sollen.

Prof. Dr. Ulrike Lichtinger and Prof. Ursula Rigger, University of Teacher Education Vorarlberg, Austria
Gestärkt durch die Krise - ein Online-Lehrformat, das auf positiver Erziehung basiert

Strengthening in the crisis - an online teaching format based on Positive Education

Strengthening in the crisis is a weekly Monday evening 30-minute format for teachers created in late November 2020 based on positive education. Positive education means not only supporting education for traditional skills but also for happiness and wellbeing. Despite of being a fairly new scientifc approach there is already substantial empiric evidence that with positive education important skills for happiness and wellbeing can be taught to school children and lived in schools (Seligman et al. 2009). Especially the class is a powerful context to create collective wellbeing and boost PERMA (Allison et al. 2020). Among others this happens through self-reflection, self-awareness and emotional contagion and thus offer an educational approach enhancing strengths, optimism and resilience (Waters 2020). The format presents a 15 minute low threshold theory booster online with practical training for the teachers and a presentation of two exercises from P.E. programs (e.g. Norrish et al. 2013) for their classrooms, one at primary and one at secondary level. The format is aimed at sharing ideas of positive education with teachers to promote student wellbeing (1) as well as boosting their wellbeing (2) and creating a regular place and time of positivity in COVID-19 hard times (3). High participant rates as well as a very simple pre-post-wellbeing-survey showed the high interest as well as the impact of the format.

Prof. Dr. Jonathan Supovitz, University of Pennsylvania, US
Leadership and management during the pandemic

Will follow

Christoph Eichhorn, Classroom-Management.ch, Switzerland
Der positive Approach unterstützt Schulen, Hygieneregeln einzuhalten

Weltweit ist es für Lehrpersonen eine Herkulesaufgabe, ihre Schüler*innen dazu zu bringen, die Hygieneregeln einzuhalten. Vor allem auch, weil diese Regeln – wie Gebote im Allgemeinen – für viele, vor allem ältere, Lernende nicht attraktiv sind. Schon das Wort „Regeln" kann bei einigen Schülern Widerstand, in der Fachsprache, Reaktanz (Brehm, 2006), auslösen. Ein positive approach hat das Ziel, die Einhaltung der Hygieneregeln für unsere Schüler*innen attraktiv zu machen, so dass sie diese besser einhalten. Der Beitrag gibt dazu praxisnahe Anregungen. Viele davon lassen sich auf das Thema Klassenregeln übertragen.

Exkurs: Eine Lehrperson als Vorbild

Fallbeispiel: Frau Hansen, Lehrerin einer 8. Klasse, berichtet zu Beginn der ersten Fehlerkonferenz ihrer Klasse wie sie selbst gegen eine Hygieneregel ver-stoßen hat, obwohl sie das gar nicht wollte. Sie hatte beim Einkaufen vergessen, den Mundschutz anzulegen. Jetzt erklärt sie ihrer Klasse im Detail was sie daraus gelernt hat. Sie sagt, „als mich die Verkäuferin darauf aufmerksam gemacht hat, dass ich gegen die Hygieneregel „Mundschutz aufziehen" verstoßen habe, war mir das zuerst richtig peinlich.. Aber ich war auch dankbar, denn sie hatte Recht. Mir ist ja wichtig, den Mundschutz zu tragen. Ich war in Gedanken, und habe das deshalb vergessen. Schließlich habe ich zu mir gesagt" überlege, wie du es in Zukunft besser machst. Habt ihr eine Idee, was ich tun könnte,?" frägt sie dann ihre Schüler*innen.