



TEACHERS, TEACHING PROFESSION, AND COMPARATIVE EDUCATION: Fostering Values Education and Engaging Academic Freedom amidst Emerging Issues related to COVID-19

Note: If a Chair is not able to connect through Zoom for any reason at the time of the session, one of the presenters should act as the Chair. Please see a special message from WCCES President Professor N'Dri Therese Assie-Lumumba on the last page of this document about a session on the film “Symbiotic Earth” scheduled on Friday, 27 Nov. 2020 at 17:30 GMT.

WEDNESDAY, 25-NOV-2020, 16:00 – 18:00

Session 1 - Innovative Pedagogical Approaches	
Chair: P.R.K.A. Vitharana, University of Peradeniya, Sri Lanka	
ID 2	<i>A.D.E.P.T. - A Mnemonic based Pedagogy for Experiential Learning</i> Vineet Raj Kapoor, Chitkara University, India
ID 38	<i>A possibility of a historical lens into the pedagogical analysis: The case of learner-centred pedagogy in Tanzania</i> Nozomi Sakata, Hiroshima University, Japão
ID 42	<i>Co-teaching as an approach to enhance Teachers Pedagogical Content Knowledge</i> H.M.Nalini Dhammika Kumari, Hapitigam National College of Education, Mirigama, Sri Lanka P.R.K.A. Vitharana, University of Peradeniya, Sri Lanka
ID 44	<i>Nurturing Empathetic Capacities through Story-telling and Role-Playing within the Lebanese Civics Education</i> Nisreen Alameddine, Brock University, Canadá
ID 98	<i>Pedagogy and Culture in South Asia</i> Padma Sarangapani, Tata Institute of Social Sciences, Índia

Session 2 – Distance Education	
Chair: Joan Osa Oviawe, Edo State Universal Basic Education Board EDO SUBEB, Nigéria	
ID 125	<i>Online teaching: Why do teachers feel the need to uphold its' effectiveness?</i> Smriti Sharma, Lady Shri Ram College for Women, University of Delhi, Índia Nikita Gaur, Lady Shri Ram College for Women, University of Delhi, Índia
ID 127	<i>Issues in implementing the curriculum of technology subject stream in schools</i> S. R. Dinali, Postgraduate Institute of Science, University of Peradeniya, Sri Lanka T.M.S.S.K. Yatigamma Ekanayake, Postgraduate Institute of Science, University of Peradeniya, Sri Lanka
ID 133	<i>Scaffolding Teachers into Distance Learning in Pandemic Times: From Emergency Remote Learning to sustained Distance Learning</i> Ana Afonso, LE@D, Universidade Aberta, Portugal Antonieta Rocha, LE@D, Universidade Aberta, Portugal Maria João Spilker, LE@D, Universidade Aberta, Portugal Lina Morgado, LE@D, Universidade Aberta, Portugal
ID 136	<i>The Role of Teachers in EduTech: The EdoBEST Approach</i> Joan Osa Oviawe, Edo State Universal Basic Education Board EDO SUBEB, Nigéria Omonjiade Ogudo, EdoBEST, Nigéria
ID 139	<i>Teaching Online: voices, roles and competencies in distance learning in pandemic times</i> Dércio Martins, LE@D, Universidade Aberta, Portugal Lina Morgado, LE@D, Universidade Aberta, Portugal



Session 3 – Teacher Professionalism

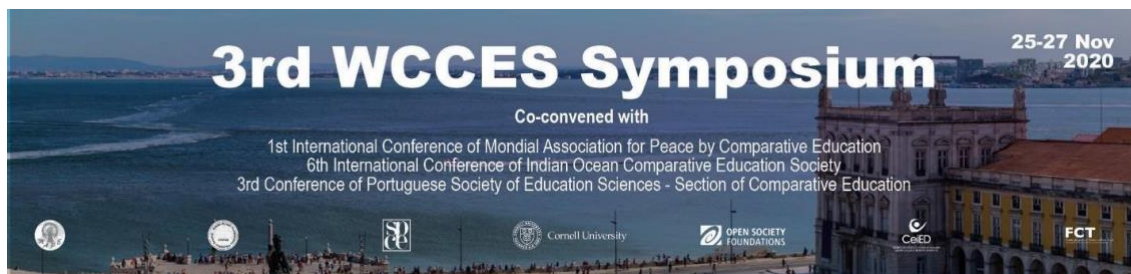
Chair: Narendra Deshmukh, Homi Bhabha Centre for Science Education, TIFR, Mumbai, India

ID 34	<i>Who Will Be Likely to Leave the Teaching Profession? Predictors of Middle School Teachers' Turnover Intentions in South Korea</i> Ji-hye Kim, The Pennsylvania State University, Estados Unidos Soo-yong Byun, The Pennsylvania State University, Estados Unidos Jae-Eun Jon, Hankuk University of Foreign Studies, Coreia do Sul
ID 45	<i>Spontaneity and teaching creativity in the pandemic: what learning remains?</i> Maisei Altarugio, Federal University of ABC, Brasil
ID 47	<i>Implications of the Fourth Industrial Revolution in Indian Teacher Education</i> Narendra Deshmukh, Homi Bhabha Centre for Science Education, TIFR, Mumbai, India Priya Kurkure, R.C.Patel College of Education, Shirpur, Dhule, India Amit Jaiswal, Government Post Graduate College, Kotdwar, India
ID 78	<i>A study on enhancing secondary school teachers' empathetic responding skill in teaching learning process.</i> Preethi Karunathilaka, Hapitigam N C O E, Sri Lanka
ID 100	<i>How can we reduce teachers' absences? Suggestion from primary school dropouts in rural Malawi</i> Kyoko Taniguchi, Hiroshima University, Japão

Session 4 – Educational Challenges

Chair: Arlinda Cabral, CeIED – Lusofona University, Lisbon, Portugal

ID 12	<i>Returning scholars as agents and victims of neocolonialism in contemporary higher education in Kazakhstan</i> Aliya Kuzhabekova, Nazarbayev University, Cazaquistão Altyn Baigazina, Nazarbayev University, Cazaquistão Botagoz Ispambetova, Nazarbayev University, Cazaquistão
ID 92	<i>A Study on Teacher Personality Traits Valued by School Students in Sri Lanka</i> R.D. Shanthilatha, Lecturer, UVA National College of Education, Bandarawela, Sri Lanka
ID 68	<i>LINKING ENROLMENT, NUTRITION AND EDUCATION: UNDERSTANDING INDIA'S MID DAY MEAL SCHEME AS A SUCCESS MODEL WITH A FEW LIMITATIONS</i> Swaleha Sindhi, IOCES, Índia Adfer Rashid Shah, Jamia Millia Islamia New Delhi, India
ID 132	<i>Teacher training policies in Sub-Saharan African countries and the main challenges to education as a substrate for social transformation</i> Arlinda Cabral, CeIED – Lusofona University Bendita Donaciano, Universidade Pedagógica de Moçambique, Moçambique Adelina de Kandingi, Instituto Superior de Ciências da Educação de Luanda, Angola



Session 5 – Educational Challenges in a Pandemic Time	
Chair: Daniel K Gakunga University of Nairobi, Quénia	
ID 54	<i>The Challenges and Panacea of COVID-19 Pandemic on Education in Kenya</i> Daniel K Gakunga, University of Nairobi, Quénia Emily Achieng Owuor, University of Nairobi, Quénia
ID 48	<i>Canadian perspectives on inclusion, equity, and diversity in/and the COVID-19 pandemic</i> Steve Sider, Wilfrid Laurier University, Canada Kumari Beck, Simon Fraser University, Canada Ardavan Eizadirad, Wilfrid Laurier University, Canada Jhonel Morvan, Brock University, Canada
ID 91	<i>Teaching-Learning-Admin Patterns during the COVID 19 School Vacation in Sri Lanka</i> Godwin Kodituwakku, Institute for Research and Development, Sri Lanka S.W.S. Wipularatne, Zonal Education Office, Kotmale, Sri Lanka M.A.A.S.D. Kularathna, Zonal Education Office, Wilgamuwa, Sri Lanka G.M.D.R. Kumari, Vidyartha College, Kandy, Sri Lanka
ID 155	<i>English language teaching in Vietnam: Back to normal during the Covid-19 pandemic</i> Bich-Phuong Thi Nguyen, University of Languages and International Studies, Vietnam National University, Hanoi, Vietnam

Session 6 – Teachers and Distance Education	
Chair: Mousumi Mukherjee, O.P. Jindal Global University, India	
ID 57	<i>A Comparative Case Study of Online Learning Assessment Between China and US During COVID-19 Pandemic</i> Na Li, Penn State University (University Park), USA Wei Gao, Vanderbilt University, USA
ID 61	<i>The Challenges of Mainstreaming Distance Education: Lessons from COVID-19 pandemic</i> Mousumi Mukherjee, O.P. Jindal Global University, India
ID 73	<i>Online Education and Right to Education: Changing role of the teacher</i> Aakriti Sharma, Central Institute of Education, University of Delhi, India
ID 134	<i>The influence of teachers in reading literacy, an evidence from PISA 2018</i> Carlos Décio Cordeiro, CeIED – Lusofona University Vítor Duarte Teodoro, CeIED – Lusofona University
ID 154	<i>Just Add Critical Literacy and Click: An exploration of a COVID-19-inspired Collaborative Critical Pedagogy in an Online Space</i> Leigh-Anne Ingram, Lakehead University, Canada Sarah Hunter, Lakehead University, Canada Sarah Driessens, Lakehead University, Canada



Session 7 – Gender

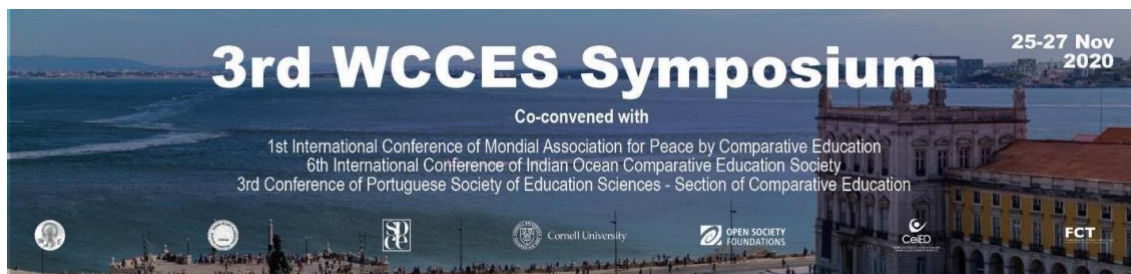
Chair: Lucimar Dantas, Universidade Lusófona de Humanidades e Tecnologias, Portugal

ID 49	<i>Terminar a profissionalização para a docência em confinamento - uma perspetiva de género</i> Elsa Maria Ribeiro-Silva, Universidade de Coimbra, Faculdade de Ciências do Desporto e Educação Física, Portugal Catarina Mota Amorim, Universidade de Coimbra, Faculdade de Ciências do Desporto e Educação Física, Portugal
ID 74	<i>O agravo da pandemia na desigualdade de género na docência do ensino superior brasileiro.</i> Catharina Meirelles, Universidade Federal Fluminense, Brasil Gabriela Pereira, Universidade Federal Fluminense, Brasil
ID 85	<i>Implicações das questões de género no campo docente</i> Ludmila Bezerra, Universidade de Trás-os-Montes e Alto Douro, Portugal
ID 110	<i>Masculinidades e feminilidades na sala de aula da educação infantil</i> Marcia Romao, Universidade do Estado do Rio de Janeiro, Brasil

Session 8 – Teacher Education

Chair: Maria Gonçalves Neves, Universidade Lusófona de Humanidades e Tecnologias, Portugal

ID 101	<i>“Don’t stand so close too me”: Estágio Profissional Docente e Investigação Educacional em tempo de pandemia: a perspetiva dos alunos em relação ao ensino da História através da Música, em Portugal</i> Sara Vale, Universidade do Porto, Portugal Luís Correia, Universidade do Porto, Portugal
ID 123	<i>A formação de estudantes-estagiários de educação física: recortes de experiências em tempos de pandemia</i> Paula Batista, Faculdade de Desporto da Universidade do Porto (FADEUP), Portugal Carvalho Filho Josué, Universidade Federal de Rondônia, Departamento de Educação, Brasil Monteiro Inês, Escola Superior de Educação do Instituto Politécnico de Viana do Castelo (IPVC) (DACED-UNIR), Portugal Margarida Alves, Centro de Investigação em Educação da Universidade do Minho (CIEd), Portugal
ID 118	<i>Aplicabilidade das metodologias consideradas ativas como métodos e práticas de ensino</i> Gercimar Martins Cabral Costa, Universidade Federal de Uberlândia, Brasil Gilson Xavier De Azevedo, University State Goyaz, Brasil
ID 137	<i>O poder-saber na formação inicial de professores em Portugal e Angola</i> José Brás, Universidade Lusófona de Humanidades e Tecnologias, Portugal Maria Gonçalves, Universidade Lusófona de Humanidades e Tecnologias, Portugal Joana Quinta, ISCED Benguela Universidade Katavala Bwila, Angola
ID 151	<i>Impactos da formação de professores na prática de ensino remoto no período pandémico</i> Anaísa Moura, Universidade Lusófona de Humanidades e Tecnologias ULHT, Portugal Viviany Aguiar, Centro Universitário INTA - UNINTA, Brasil Francisco Pinto, Centro Universitário Inta - UNINTA; Universidade Estadual Vale do Acaraú; Faculdade Alencarina de Sobral, Brasil



Session 9 – Education as a Common Good	
Chair: Marco Aurelio Navarro-Leal, Universidad Autónoma de Tamaulipas, México	
ID 52	<i>Cambio de régimen y educación en México</i> Marco A Navarro-Leal, Universidad Autónoma de Tamaulipas, México Gustavo Emilio Rojo-Velazquez, TecNM/ IT Nuevo Laredo, México
ID 105	<i>Educação, Pobreza e Desigualdade pandémicas</i> Liliana Rodrigues, Centro de Investigação em Educação- Universidade da Madeira, Portugal
ID 109	<i>Educação, um bem público comum: Três Professoras em tempos de Confinamento</i> Margarida Belchior, CeIED-ULHT, Portugal
ID 111	<i>Nutroeducação</i> Gilson Xavier De Azevedo, UEG (Universidade Estadual de Goiás), Brasil Gercimar Martins Cabral Costa, FAQUI/UFU (Faculdade Quirinópolis e Universidade Federal de Uberlândia), Brasil
ID 119	<i>UMA GUERRA SEM ARMAS, UM ÚNICO INIMIGO: O CASO EM ESTUDO DE UMA INSTITUIÇÃO ESCOLAR BRASILEIRA NA LUTA CONSTANTE POR UMA EDUCAÇÃO HUMANITÁRIA EM TEMPOS DE PANDEMIA</i> Alexandra Quadro Siqueira, Colégio Nossa Senhora da Soledade, Brasil Ana Patrícia Lima Moreira, Colégio Nossa Senhora da Soledade, Brasil Jadison Rodrigues Coelho, Colégio Nossa Senhora da Soledade, Brasil

Session 10 – Educational Values	
Chair: Zehavit Gross, Bar-Ilan University, Israel	
ID 65	<i>La continuité pédagogique en France dans le contexte de la crise sanitaire : entre choc « inter-culturel » et affirmation de valeurs universelles</i> Fouzia Seddaoui, Université Toulouse 2, France
ID 75	<i>Spiritual resilience as a resource for dealing with the COVID-19 crisis</i> Zehavit Gross, UNESCO chair for Values Education, Tolerance & Peace School of Education, Bar Ilan University, Israel
ID 80	<i>Fostering Values of Human Rights through Holocaust Education: Its teaching methods</i> Masako Shibata, The University of Tsukuba, Japan
ID 84	<i>L'apport de l'enseignement du chant dans l'Education nationale en temps de pandémie : Analyse d'un outil favorisant l'épanouissement de l'adolescent et la lutte contre le décrochage scolaire</i> Marie-Noëlle Coulon, Université Toulouse, France
ID 104	<i>Technology Enhanced STEM Integrated Science Education to Develop Humanistic Values and Goals (Review of Literature)</i> Shyama Dehideniya, Postgraduate Institute of Humanities and Social Sciences, Sri Lanka Sakunthala Yatigammana, University of Peradeniya, Sri Lanka



THURSDAY, 26-NOV-2020, 11:00 – 13:00

Session 11 – Curriculum Development

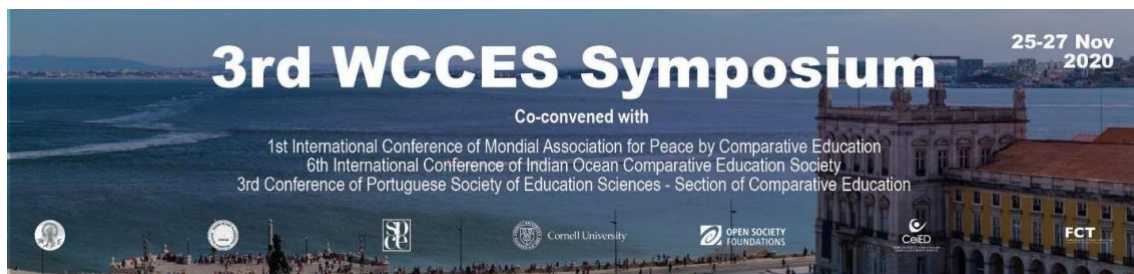
Chair: Joan DeJaeghere, University of Minnesota, USA

ID 16	<p><i>Crossing the chasm between policies and practices: Learning in the regular classrooms and professional development of inclusive teacher in China</i> Dandan Li, Universitat Autònoma de Barcelona, Spain Baowei Li, Xizang Minzu University, China Josep Maria Sanahuja Gavalda, Universitat Autònoma de Barcelona, Spain Maria Del Mar Badía Martín, Universitat Autònoma de Barcelona, Spain</p>
ID 51	<p><i>The curriculum standards implementation in Brazil, its external evaluation expansion, and the increased pressure on teachers.</i> João Luiz Horta Neto, INEP, Brasil</p>
ID 58	<p><i>Developing critical thinking skill of grade 10 students, related to secondary science in Sri Lanka.</i> Thanuja Perera, Wayamba National College Of Education - Bingiriya, Sri Lanka</p>
ID 113	<p><i>Comparing the Mathematics Curricula of NCERT (India) and Cambridge International (U.K.) for Middle School</i> Kanishka Bedi, Indian Ocean Comparative Education Society</p>
ID 156	<p><i>Critical thinking and creative thinking in Vietnamese classrooms: Exploring teachers' perspectives and practices</i> Hang Duong, University of Minnesota, USA Phuong Luong, Faculty of International Studies, Ha Noi University, Vietnam Joan DeJaeghere, University of Minnesota, USA Vu Dao, University of Minnesota, USA</p>

Session 12 – Teacher Professionalism

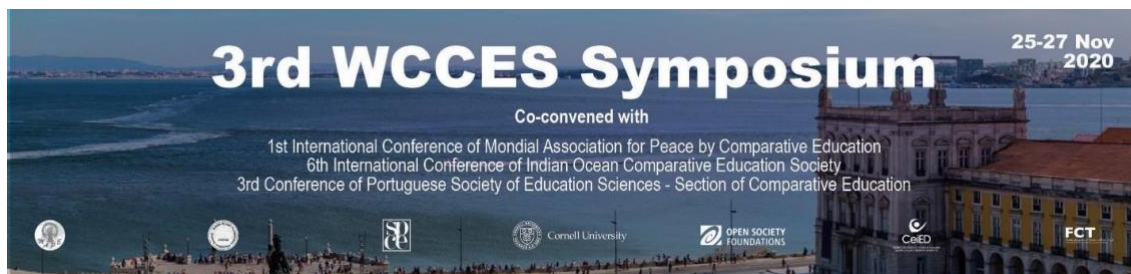
Chair: Karen Biraimah, University of Central Florida, USA

ID 33	<p><i>The Role of Teachers in the Desegregation of America's Schools: Looking Back to Guide a Way Forward</i> Brianna Kurtz, Piedmont Virginia Community College, USA Karen Biraimah, University of Central Florida, USA</p>
ID 46	<p><i>Impact of Pandemic Situation on School Education: Teachers Challenges and Opportunities</i> Sandhya Thakur, Homi Bhabha Centre for Science Education, TIFR, Mumbai, India Narendra Deshmukh, Homi Bhabha Centre for Science Education, TIFR, Mumbai, India</p>
ID 67	<p><i>Japanese higher education partnership in Asia amidst COVID-19 pandemic</i> Ariunaa Enkhtur, Osaka University, Japan Ming Li, Osaka University, Japan Xixi Zhang, Osaka University, Japan</p>
ID 150	<p><i>Academic profession and university pedagogy: a reflection on the impact of the pandemic on the professional context of teachers</i> Carla Galego, CeIED – Lusofona University, Portugal</p>



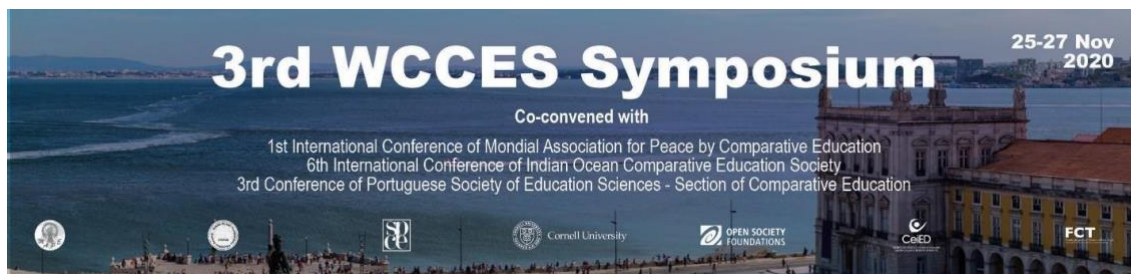
Session 13 – Teacher Professionalism	
Chair: Pushpa Vitharana, University of Peradeniya, Sri Lanka	
ID 63	<p><i>Challenges and concerns of teachers for developing value education among learners amid Covid world</i></p> <p>Aradhana Luthra, Department of education, University of Delhi, India Sakshi Rawlley, Department of education, University of Delhi, India Shivam Luthra, Department of education, University of Delhi, India</p>
ID 76	<p><i>An Analysis of Teacher Motivation in Emergency Settings: The Case of South Sudanese Refugee Settlement in Uganda</i></p> <p>Kenta Miyamoto, Graduate School of International Cooperation Studies, Kobe University, Japan</p>
ID 89	<p><i>A STUDY TO ENHANCE GRADE SIX STUDENTS' ATTITUDES TOWARDS SCIENCE THROUGH ACTIVITIES, BASED ON BASIC SCIENCE PROCESS SKILLS</i></p> <p>Sandarshika Bandara, Postgraduate Institute of Science, University of Peradeniya, Sri Lanka Pushpa Vitharana, Department of Education, University of Peradeniya, Sri Lanka</p>
ID 152	<p><i>Continuous training in conflict mediation and the role of mediating teachers: socio-educational strategies for the current school</i></p> <p>Elisabete Pinto da Costa, Universidade Lusófona do Porto/CeiED, Portugal Ilda Costa, Universidade Lusófona do Porto/CeiED, Portugal</p>

Session 14 – Distance Education	
Chair: Godwin Koddituwakku, Institute for Research & Development in Health & Social Care, Sri Lanka	
ID 35	<p><i>Investigate Barriers Affect to On-Line Learning in Junior Secondary Level Students</i></p> <p>W M. Chanka Kumari Basnayake, Cp/K Peradeniya Central College, Sri Lanka Godwin Koddituwakku, Institute for Research & Development in Health & Social Care, Sri Lanka</p>
ID 55	<p><i>Guide students to plan their online learning activities using metacognitive strategies and self-regulatory learning</i></p> <p>Rasika Damayanthi, K/Vidyarthi College, Kandy, Sri Lanka.</p>
ID 70	<p><i>Online Education and Promotion of Humanistic Values</i></p> <p>Tripti Upadhyay, Department of Education, University of Delhi, India Vikas Baniwal, Department of Education, University of Delhi, India</p>
ID 95	<p><i>Postgraduate students' readiness, experiences and challenges of online learning</i></p> <p>Pushpa Vitharana, University of Peradeniya, Sri Lanka Prabath Ekanayake, University of Peradeniya, Sri Lanka Visaka Lindakumbura, University of Peradeniya, Sri Lanka</p>
ID 158	<p><i>Digital Divide in the knowledge accumulation during Covid-19 Pandemic in India</i></p> <p>Dilip Diwakar G., Central University of Kerala, India</p>



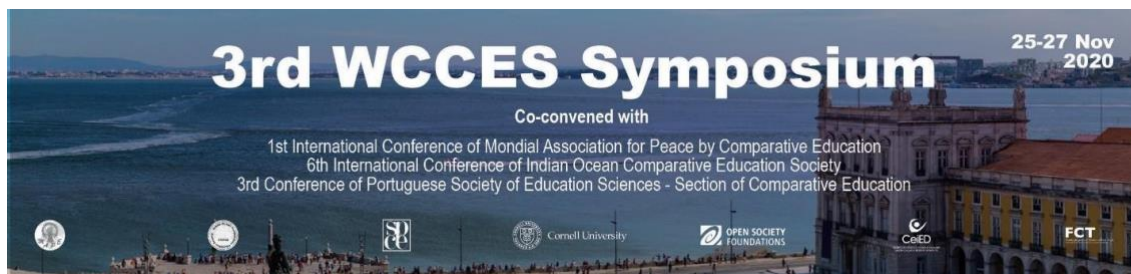
Session 15– Research Policies and Practices	
Chair: Manuela Guilherme, Universidade de Coimbra, Centro de Estudos Sociais, Portugal	
ID 72	<i>Academic Network as collaborative mechanisms to produce knowledge in and about the Pandemic</i> Jaquelina Noriega, Universidad Nacional de San Luis, Argentina Judith Naidorf, Universidad de Buenos Aires, Argentina
ID 96	<i>Glocality, Interculturality and Comparability: Teaching and Researching in COVID-19 times</i> Manuela Guilherme, Universidade de Coimbra, Centro de Estudos Sociais, Portugal
ID 81	<i>Action Research Concepts Through the lens of Buddhist Philosophy</i> Shermila Milroy, Lyceum Academy for Teacher Education, Sri Lanka
ID 4	<i>Gain or Pain: International Collaboration and Research Outputs of World-class Universities Researchers</i> 宗坤 (zongkun) 黄 (huang), Shanghai Jiao Tong University, China 丽媛 (liyuan) 陈 (chen), Shanghai Jiao Tong University, China
ID 87	<i>Asian Students' Brain Circulation and Japanese Companies: An empirical study to explore the relationship</i> Yuriko Sato, Tokyo Institute of Technology, Japan

Session 16 – Knowledge and Citizenship	
Chair: Jacinto Serrão, University of Delhi, Índia	
ID 1	<i>Locating and diversifying modernity: Deconstructing knowledges to counter Development for a few</i> Greg Misiaszek, Beijing Normal University (China); Paulo Freire Institute, UCLA, Estados Unidos
ID 5	<i>Global Competence and the Need for Incorporating Different Perspectives on Common Humanity</i> Stephanie Hollings, Beijing Normal University, China
ID 10	<i>Creating Discourses of Citizenship: Teacher Education as Cornerstone</i> Seema Sarohe, University of Delhi, Índia
ID 63	<i>Challenges and concerns of teachers for developing value education among learners amid Covid world</i> Aradhana Luthra, Department of education, University of Delhi, India Sakshi Rawlley, Department of education, University of Delhi, India Shivam Luthra, Department of education, University of Delhi, India
ID 23	<i>Education as Social Justice</i> Seema Sarohe, University of Delhi, Índia



Session 17 – GCE and Sustainable Development	
Chair: Gertrude Shotte, ISCET Nigeria	
ID 6	<i>Global Citizenship Education and Teacher Education: Imperative and global patterns</i> Charl Wolhuter, North-West University, África do Sul Daniel Schugurensky, Arizona State Univ., Estados Unidos
ID 31	<i>Case study on mapping cultural diversity in teaching profession to nurture mutual respect and understanding among the students to meet Sustainable Development Goals (SDGs) to promote quality education</i> Dulani Kuruppu, General Sir John Kotelawala Defence University, Sri Lanka
ID 43	<i>Enhancing Teachers' Capacity to Teach Global Citizenship Education: Compare UNESCO and OXFAM's Approach in Preparing GCE Teachers</i> Yuqing Hou, UCLA, Estados Unidos
I7D 53	<i>Global citizen development and the role of campus diversity: The case of undergraduate students in Japan</i> Lauren Nakasato, Waseda University Graduate School of Asia-Pacific Studies, Japão
ID 128	<i>Promoting Values for Sustainable Development: A Tall Order for Teachers</i> Gertrude Shotte, ISCET Nigeria Steve Azaiki, , ISCET Nigeria

Session 18 – Educational Digitalization	
Chair: T.M.Sakunthala Yatigamma Ekanayake, University of Peradeniya, Sri Lanka	
ID 39	<i>COVID-19 period: Imperative of Information Technology in primary schools in Kenya</i> Caleb Macketiani, University of Nairobi, Quénia
ID 21	<i>TUTOR PROJECT THE MEDIATED RELATIONSHIP BETWEEN THE PROFESSOR AND THE TECHNOLOGICAL APPARATUS IN THE CONTEXT OF THE PANDEMIC</i> Maria Sara De Lima Dias, Universidade Tecnológica Federal do Paraná (UTFPR), Brasil Paula Caldas Brognoli, Universidade Tecnológica Federal do Paraná (UTFPR), Brasil
ID 66	<i>IMPACT OF DIGITAL DIVISION ON EDUCATIONAL VALUES AT THE PRETEXT OF ONLINE EDUCATION</i> Roshni Kumari, DEPARTMENT OF EDUCATION, UNIVERSITY OF DELHI, India Shivam Luthra, DEPARTMENT OF EDUCATION, UNIVERSITY OF DELHI, India Om Prakash Meena, DEPARTMENT OF EDUCATION, UNIVERSITY OF DELHI, India
ID 112	<i>Enhancing humanistic values of students in Master of Education (M.Ed.) programme by integrating Information Communication Technology (ICT)</i> T.M.Sakunthala Yatigamma Ekanayake, University of Peradeniya, Sri Lanka
ID 102	<i>Factors that Determine the Satisfaction of Classes Taught in English in Japan: A Fundamental Analysis of 9 Years of Class Evaluations by Japanese Students</i> Ryoko Nakano, Osaka University, Japan Shun Ito, Hiroshima Bunka Gakuen University, Japan Nagomi Nakamaru, Osaka University, Japan Sachihiko Kondo, Osaka University, Japan



Session 19 – Higher Education

Chair: Cristian Perez Centeno, Universidad Nacional de Tres de Febrero, Argentina

ID 59	<i>La Educación Superior en América Latina ante la emergencia del COVID-19. Perspectivas futuras.</i> Cristian Perez Centeno, Universidad Nacional de Tres de Febrero, Argentina
ID 83	<i>Barreiras às tecnologias no Ensino Superior Público angolano, expostas pela Covid-19, dificultam ensino à distância</i> Teresa Patatas, CeIED, Portugal Joana Quinta, CeIED, Portugal
ID 124	<i>Os desafios da regulação do ensino superior brasileiro no contexto da pandemia do Covid-19</i> Thiago Henrique Almino Francisco, UNESCO/UFSC, Brasil Pedro Antônio de Melo, INPEAU/UFSC, Brasil Miguelangelo Gianezini, UNESCO/ULHT, Portugal
ID 8	<i>La extensión universitaria como un proceso constructivo de conocimiento teórico-práctico en la educación superior: un estudio comparativo entre la UNAMA y la Universidad de Valencia</i> Abellán-López María Angeles, Universidad de Valencia, Espanha Barros Jones Nogueira, Univ. Amazônia, Brasil
ID 26	<i>Como fica a educação superior em tempos de pandemia? Experiências em curso em Portugal, Angola e Moçambique</i> Luísa Cerdeira, Universidade de Lisboa, Portugal Belmiro Gil Cabrito, Instituto de Educação da Universidade de Lisboa, Portugal Pedro Ribeiro Mucharreira, Instituto de Educação da Universidade de Lisboa, Portugal Alexandrino Nunes Mpanzo, Independente José Amilton Joaquim, Instituto Superior de Economia e Gestão da Universidade de Lisboa, Portugal

Session 20 – Distance Education

Chair: João Filipe Matos, Lusofona University, Lisbon, Portugal

ID 22	<i>Impacto do Ensino Remoto nas Aulas de Educação Física: Uma Percepção de Professores e de Alunos do Brasil e de Portugal</i> Maria José Gonçalves, Instituto de Educação da Lusófona de Lisboa, Portugal Claudilene Perim, Instituto de Educação da Lusófona de Lisboa, Portugal Rose Carvalho, Instituto de Educação da Lusófona de Lisboa, Portugal
ID 117	<i>Questões emergentes relacionadas às práticas de ensino no contexto de aulas remotas: um estudo de caso</i> Gercimar Martins Cabral Costa, Universidade Federal de Uberlândia, Brasil
ID 142	<i>Educação básica e superior no Brasil – formas diferenciadas de enfrentar a Pandemia da COVID-19</i> Remi Castioni, Universidade de Brasília, Brasil Adriana Almeida Sales De Melo, Universidade de Brasília, Brasil
ID 143	<i>O desenvolvimento da leitura em voz alta no 1º ciclo do ensino básico, durante o ensino à distância (E@D)</i> Carla Alves and Rosa Santos, Universidade Lusófona do Porto, Portugal
ID 15	<i>B-Learning e Internacionalização na Pós-graduação Brasileira</i> Miguelangelo Gianezini, UNESCO / Universidade Lusófona, Portugal Kelly Gianezini, UNESCO/Universidade de Coimbra, Portugal



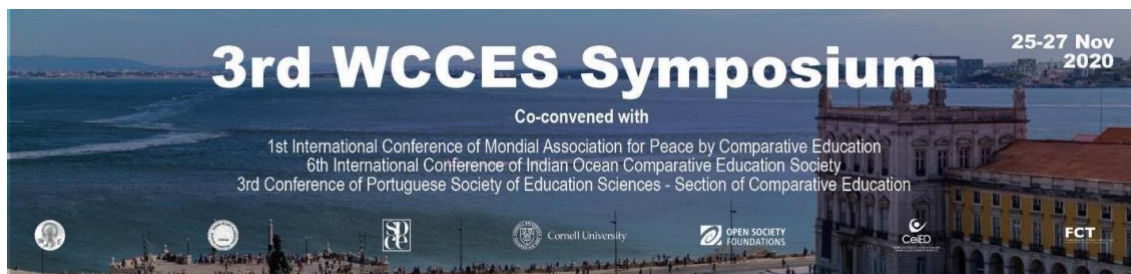
Session 21 – Educational Challenges in a Pandemic Time Chair: Rosa Serradas Duarte, Universidade Lusófona de de Humanidades e Tecnologias, Portugal	
ID 9	<i>Política de educação em cidadania e relações internacionais: aplicação de um modelo indiano no Brasil</i> Patricia Campello, ULHT, Portugal
D 140	<i>Educação para uma cidadania diferenciada? As várias concepções de cidadania no ensino geral e no ensino profissional</i> Ana Margarida Neves, Faculty of Psychology and Educational Sciences of the University of Coimbra, Portugal Ana Maria Seixas, Faculty of Psychology and Educational Sciences of the University of Coimbra, Portugal Bruno de Sousa, Faculty of Psychology and Educational Sciences of the University of Coimbra, Portugal
ID 106	<i>Ação Educativa de Cidadania fundamentada no desenvolvimento sustentável. Conceção e aplicação</i> Ana Cristina Rainha, Agrupamento de Escolas Quinta de Marrocos, Portugal António Teodoro, ULHT, Portugal
ID 94	<i>Políticas de valorização dos professores: a luta sindical por uma carreira docente no Brasil e em Portugal</i> Marcos Ferraz, Universidade Federal do Paraná, Brasil Andrea Gouveia, Universidade Federal do Paraná, Brasil Rosa Serradas Duarte, Universidade Lusófona de de Humanidades e Tecnologias, Portugal
ID 145	<i>O papel dos sindicatos de professores no enfrentamento da Pandemia da COVID-19 – o caso do Distrito Federal</i> Remi Castioni, UNIVERSIDADE DE BRASILIA, Brasil Alberto de Oliveira Ribeiro, Secretaria de Educação do Distrito Federal - DF, Brasil Wijairo José da Costa Mendonça, Secretaria de Educação do Distrito Federal - DF, Brasil Glauco Luiz de Barros Wanderley Neto, Secretaria de Educação do Distrito Federal - DF, Brasil Robson Santos Câmara Silva, Secretaria de Educação do Distrito Federal - DF, Brasil



FRIDAY, 27-NOV-2020, 11:00 – 13:00

Session 22 – Distance Education	
Chair: Vitor Duarte Teodoro, CeIED – Lusofona University, Lisbon, Portugal	
ID 115	<i>Technology use in Philippine remote rural schools: Insights on school disruptions and learning continuity</i> Elenita Que, University of the Philippines, Filipinas
ID 121	<i>Virtual Teaching and Learning during Covid-19 Pandemic: Experiences from India and the US</i> Matthew Witenstein, University of Dayton, Estados Unidos Narender Thakur, University of Delhi, Índia
ID 135	<i>Challenges in designing a Distance Learning e-mentoring model</i> Lina Morgado, LE@D, Universidade Aberta, Portugal Ana Afonso, LE@D, Universidade Aberta, Portugal Nathalie Ferret, LE@D, Universidade Aberta, Portugal
ID 148	<i>Relationship Building in online classrooms versus face-to-face instruction: teacher-student relationships and peer friendships among freshmen during COVID19</i> Linli Zhou, UCLA, Estados Unidos
ID 30	<i>Case study on effectiveness of teaching and learning processes practiced to leverage the impact of Covid-19 pandemic for secondary education.</i> Dulani Kuruppu, General Sir John Kotelawala Defence University, Sri Lanka Sumali Kuruppu, The Open University of Sri Lanka, Sri Lanka
ID 122	<i>Preschool Experience and their Impact on Socio-emotional Development at Age 14 in Rural Cambodia</i> Chiaki Miwa, Hiroshima University, Japan

Session 23 – Teacher Professionalism	
Chair: Ana Paula Silva, CeIED – Lusofona University, Lisbon, Portugal	
ID 93	<i>A configuração da profissão docente quando a urgência é a garantia do direito à educação inclusiva, equitativa e de qualidade</i> Adriane De Lima Penteadó, Universidade Tecnológica Federal do Paraná, Brasil
ID 99	<i>O professor, Profissão Docente: Estudos Comparado do Professor do passado VS Professor do Presente</i> Domingas Boaventura, Universidade Lusófona de Humanidades e Tecnologias, Portugal
ID 77	<i>A ARTE DE ENSINAR E A PANDEMIA COVID-19: A VISÃO DOS PROFESSORES</i> Hercules Honorato, Escola Superior de Guerra, Brasil
ID 116	<i>A (RE)CONSTRUÇÃO DA IDENTIDADE DO PROFESSOR ESTRANGEIRO EM PORTUGAL: DO CONCEITO AO PRÉ-CONCEITO.</i> Maria José Do Carmo and Ana Paula Silva, Universidade Lusófona de Humanidades e Tecnologias, Portugal
ID 79	<i>Interferências da pandemia Covid-19 no mal-estar docente</i> José Robson Almeida, CeIED, Portugal José Gregório Viegas Brás, CeIED, Portugal Maria Soledade Simeão dos Santos, UFRJ (Universidade Federal do Rio de Janeiro), Brasil



Session 24 – Teacher Education and Professional Development	
Chair: Emilio Lucio-Villegas, University of Seville, Espanha	
ID 24	<i>Desarrollo profesional y ética en Paulo Freire</i> Emilio Lucio-Villegas, University of Seville, Espanha
ID 60	<i>Los ODS en la teoría y en la práctica de la formación profesional docente</i> Daria Mottareale Calvanese, UNIR Universidad Internacional de la Rioja, Espanha José Luís Parejo, Universidad de Valladolid, Espanha
ID 126	<i>Formación universitaria de docentes en el MERCOSUR</i> Enrique Martinez Larrechea, Fundación IUSUR, Uruguay
ID 130	<i>El subcircuito de formación docente en la Ciudad Autónoma de Buenos Aires frente a la " Revolución Educativa" en contexto de COVID-19. Las tensiones entre subsistencia y transformación</i> Josefina Ramos Gonzales, Universidad de Buenos Aires, Argentina
ID 147	<i>Impacto del Covid 19 en la actitud ante el retorno del profesorado de centros educativos españoles fuera de España</i> Visitación Pereda Herrero, Universidad de Deusto, Espanha

Session 25 – Comparative Education	
Chair: Sandrine Simon, Universidade Lusófona de Humanidades e Tecnologias, Portugal	
ID 71	<i>A Comparative Study Of Holistic Assessment</i> Aarushi Batra and Tripti Upadhyay, Department of Education, University of Delhi, India
ID 3	<i>Developments in the requirements for university teaching in Angola: Comparative analysis of the 2012 and 2018 tenders</i> Joana Quinta, CeIED, Portugal Teresa Patatas, CeIED, Portugal
ID 41	<i>Curricular Issues Challenging Access to Quality Education: A Comparison of the Anglophone and Francophone Sub-systems in Cameroon</i> Ndifor Manjong, University of Central Florida, Estados Unidos
ID 50	<i>Implications of the blending of employee, teacher and student roles for development of a complete learning society: A Comparative study of two Japanese lifelong learning institutions</i> Yuying Lai, Tokyo University of Foreign Studies-Graduate School of Global Studies Doctoral Program, Japan
ID 13	<i>The role of social networks in university-employment transition of immigrant youth in Canada</i> Aliya Kuzhabekova, Carleton University, Canada

Session 26 – Higher Education	
Chair: Sónia Vladimira, Universidade Lusófona-CeIED, Portugal	
97	<i>Transformación e impacto de la educación superior en Corea y México.</i> Gustavo Emilio Rojo-Velazquez, TecNM/ IT Nuevo Laredo, México Marco A Navarro-Leal, Universidad Autónoma de Tamaulipas, México
ID 14	<i>As lideranças na promoção da inovação tecnológica no contexto do ensino superior: o caso da Universidade Politécnica de Moçambique</i> Nazir Khan, Universidade Aberta, Portugal Glória Bastos, Universidade Aberta, Portugal
ID 142	<i>Educação básica e superior no Brasil – formas diferenciadas de enfrentar a Pandemia da COVID-19</i> Remi Castioni, Universidade de Brasília, Brasil Adriana Almeida Sales De Melo, Universidade de Brasília, Brasil



ID 146	<i>Como e o que foi feito? Perceções e opiniões de pais/encarregados de educação e alunos do ensino superior relativamente às aulas realizadas em contexto de confinamento total.</i> Sónia Vladimira Correira, Universidade Lusófona-CeiED, Portugal
ID 62	<i>Política científica em contexto de Pandemia: Ações da FCT, CAPES e CNR para a educação e ciência</i> Beatriz Koppe, CeiED – Lusofona University, Portugal Ângela Basante, CeiED – Lusofona University, Portugal Patrícia Campello, CeiED – Lusofona University, Portugal

Session 27 – Comparative Education	
Chair: Vitor Rosa, CeiED – Lusofona University, Portugal	
ID 17	<i>Educação para Todos em Cabo Verde: o contributo da biblioteca escolar</i> Helena Duarte, Universidade Aberta, Portugal Glória Bastos, Universidade Aberta, Cabo Verde
ID 19	<i>A participação de Portugal no inquérito internacional PIRLS (2011-2016)</i> Vítor Rosa, CeiED – Lusofona University, Portugal João Sampaio Maia, CeiED – Lusofona University, Portugal Daniela Mascarenhas, Centro de Investigação e Inovação em Educação (inED), Portugal
ID 20	<i>A Inspeção da Educação: uma Análise Comparada</i> Luciana Joana, University of Trás-os-Montes and Alto Douro, Portugal Maria João Carvalho, University of Trás-os-Montes and Alto Douro, Portugal
ID 40	<i>Estudio comparado del aprendizaje móvil como herramienta de humanización en universidades españolas y portuguesas</i> Luján Lázaro Herrero, University of Salamanca, Spain Belén Espejo Villar, University of Salamanca, Spain Gabriel Álvarez López, University of Salamanca, Spain Juan García Gutierrez, Universidad Nacional de Educación a Distancia, UNED, Spain
ID 69	<i>¿Pandemia Mundial?: Retos del contexto rural para educar</i> Karina Marisol Gualpa Romero, JRAP Ximena Alexandra Gualpa Romero, JRAP



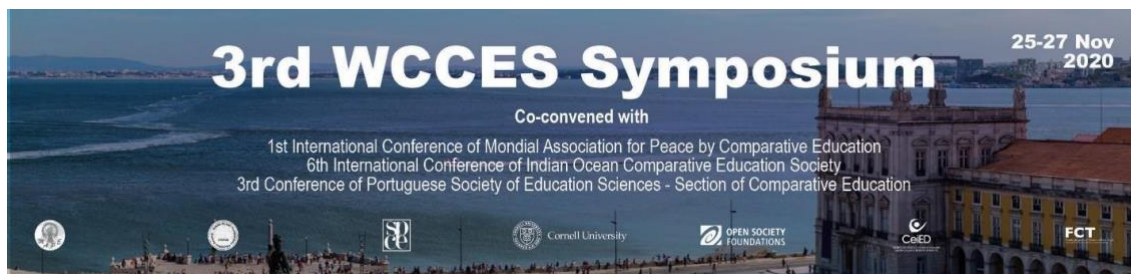
Session 28 – Teacher Professionalism	
Chair: Elsa Estrela, ULHT, Portugal	
ID 103	<p><i>PROFISSÃO DOCENTE E RENOVAÇÃO DAS PRÁTICAS PEDAGÓGICAS NO ENSINO SUPERIOR EM TEMPOS DE PANDEMIA</i></p> <p>Ana Vale, Universidade Lusófona, Porto, Portugal Nazaré Coimbra, Universidade Lusófona, Porto, Portugal Alcina Manuela Oliveira Martins, Universidade Lusófona, Porto, Portugal José António Oliveira, Politécnico do Porto / Escola Superior de Tecnologia e Gestão (CIICESI), Portugal</p>
ID 160	<p><i>PROCESSOS FORMATIVOS E DESENVOLVIMENTO PROFISSIONAL DE PROFESSORES DE EDUCAÇÃO ESPECIAL: ESTUDO COMPARADO BRASIL E PORTUGAL</i></p> <p>Carline Santos Borges, Instituto Federal do Espírito Santo/ Campus Serra e Universidade Federal do Espírito Santo, Brasil Denise Meyrelles de Jesus, Universidade Federal do Espírito Santo, Brasil</p>
ID 120	<p><i>Qual o futuro da aprendizagem? O conceito e contexto do professor vai ser desmaterializado?</i></p> <p>Luis Goncalves, ULHT, Portugal Elsa Estrela, ULHT, Portugal</p>
ID 11	<p><i>La formación del pensamiento crítico del alumnado de educación secundaria a partir del análisis de sus relatos sobre la crisis económica</i></p> <p>Antoni Santisteban, Universidad Autónoma de Barcelona, Espanha Mercè Andreu, Universidad Autónoma de Barcelona, Espanha</p>
ID 36	<p><i>Posibilidades de la tecnología para el fomento de una educación de calidad.</i></p> <p>Jordi Brasó, UB (Universidade de Barcelona), Espanha Meritxell Arderiu, UB (Universidade de Barcelona), Espanha</p>



Session 29 – Curricular Development

Chair: Lucimar Dantas, CeIED - Centro de Estudos Interdisciplinares em Educação e Desenvolvimento, Portugal

ID 7	<p><i>A literacia de leitura: análise dos referenciais de avaliação do PISA e dos currículos nacionais de Portugal e do Brasil</i> Lucimar Dantas, CeIED - Centro de Estudos Interdisciplinares em Educação e Desenvolvimento, Portugal Vítor Rosa, CeIED - Centro de Estudos Interdisciplinares em Educação e Desenvolvimento, Portugal Teresa Teixeira Lopo, CeIED - Centro de Estudos Interdisciplinares em Educação e Desenvolvimento, Portugal Maria Clara Leal, CeIED - Centro de Estudos Interdisciplinares em Educação e Desenvolvimento, Portugal Everaldo Almeida, CeIED - Centro de Estudos Interdisciplinares em Educação e Desenvolvimento, Portugal</p>
ID 114	<p><i>A Educação Física em tempos de pandemia: um olhar sobre as adaptações curriculares</i> Paula Batista, University of Porto, Faculty of Sports Sciences and Physical Education, Portugal Elsa Ribeiro-Silva, University of Porto, Faculty of Sports Sciences and Physical Education, Portugal</p>
ID 131	<p><i>Inovação pedagógica: um novo mundo para a Educação Comparada</i> Aida Ferreira, Universidade Lusófona de Humanidades e Tecnologias, Portugal Ilda Maria Poças, Universidade Lusófona de Humanidades e Tecnologias, Portugal</p>
ID 138	<p><i>Educação Superior Brasileira: as interfaces curriculares do ensino presencial por aulas sincrônicas durante e pós-pandemia Covid-19</i> Junior César Ferreira de Castro, Universidade de Brasília (UNB), Brasil</p>
ID 149	<p><i>Discussões sobre o currículo brasileiro e suas correlações com as abordagens curriculares finlandesas</i> Maria Adriana Farias Rodrigues, Universidade Federal de Campina Grande, Brasil</p>



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25 Nov. 2020

Dear Symposium Participant,

Please join us after the closing session of the WCECS 3rd Symposium at GMT17:30 on Friday 27 November for a special viewing of a section of John Feldman's film: Symbiotic Earth: How Lynn Margulis Rocked the Boat and Started a Scientific Revolution. <https://hummingbirdfilms.com/symbioticearth/>

We are delighted that the film director John Feldman will be able to join us for the session. After a short introduction to the film and viewing a 20-minute section, Hugh McLean, from the Open Society Foundations, will talk to John Feldman about his film and the educator, independent thinker and evolutionary biologist, Lynn Margulis (1938-2011). Lynn Margulis stood up to what she called the Neo-Darwinian capitalist zeitgeist, the male-dominated scientific orthodoxy, the denkkollektive (thought collective) that dominated evolutionary theory for the second half of the 20th century, to usher in a revolution in scientific thinking, which has great relevance for the subject of our symposium: Teaching and Academic Freedom in an Age of COVID-19.

We also invite you to watch the entire film until 5 December 2020 at the address and using the password below:

SYMBIOTIC EARTH

<https://vimeo.com/bullfrogfilms/osf-symbiotic-earth>

Password: OSF5!m (please note the first letter is a zero, not an "O")

You are also welcome to a free download of the Symbiotic Earth Study Guide, which is written by the director and Lynn Margulis's son Julian Sagan: <https://hummingbirdfilms.com/symbioticearth/studyguide/>

We shall look forward to your joining us,

Professor N'Dri Therese Assie-Lumumba
WCCES President