

WERA-IRN Conference

Extended Education from an International Comparative Point of View

Program of the 1st WERA-IRN EXTENDED EDUCATION Conference

November 30 – December 2, 2017,
University of Bamberg, Germany



Ganztagsschulen, After-School Programs, Leisure Time Centers, etc.

Organizing Committee:

Prof. Dr. Marianne Schüpbach, Professorship of Primary Education, Conference President

Katharina Scheiner, Conference Manager

Vera Braun, Office

Team of Professorship of Primary Education

Organizer of the WERA-IRN EXTENDED EDUCATION:

Prof. Dr. Marianne Schüpbach, University of Bamberg

Prof. Dr. Ludwig Stecher, University of Giessen

Financial support from:



**Extended Education
from an International Comparative Point
of View**

**Program of the
1st WERA-IRN EXTENDED EDUCATION Conference**

**University of Bamberg,
Professorship of Primary Education**

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Welcome

Welcome of the Organizing Committee

Dear Colleagues,

Welcome to Bamberg! We're happy to have you here for our first WERA-IRN EXTENDED EDUCATION Conference at the University of Bamberg, Germany. WERA is short for World Education Research Association and is an organization of major national, regional, and specialty education research associations, among other things dedicated to developing networks. The purpose of International Research Networks (IRNs) is to advance education research worldwide on specific scholarly topics. The WERA-IRN EXTENDED EDUCATION is a collaborative group of scholars working on this research topic. We are proud that most of them are here today in Bamberg.

We hope your journey to Bamberg was pleasant and are happy that you made your way from near and far to our wonderful UNESCO World Cultural Heritage Site. We wish you an enjoyable stay in beautiful, pre-Christmassy Bamberg.

The title of our conference is *Extended Education from an International Comparative Point of View*. To our great pleasure, delegates from about 16 countries have registered for the conference: from Europe we have guests from Germany, Switzerland, Serbia, Russia, England, Denmark, Iceland, Sweden, and Finland. There are participants from the U.S. and from Australia, and from Nigeria in Africa. From Asia we welcome guests from Taiwan, Japan, South Korea, and Hong Kong in China. In all of these continents and countries, you can find activities and programs focusing on the social, emotional, and academic development of children and young people, which are educationally structured to make it easier for the participants to learn specific contents. In recent years, to an increasing degree the term EXTENDED EDUCATION has been established internationally for this field of education.

Extended education programs have many common institutional features as well as a number of parallel education-related pedagogical problems, regardless of whether they are extracurricular activities at German all-day schools, summer camps in the United States, or activities at Swedish Educare – Centers, for example. Thus, international research focuses on similar problems and similar features of these educational settings. But there are also differences between the developments in the single countries; for example in case of the starting conditions, the state of professionalization or the terms that are used.

The aim of this first WERA-IRN EXTENDED EDUCATION conference is to bring together different research perspectives, to synthesize the state of research worldwide in this new field of EXTENDED EDUCATION, and to initiate an international research direction on a comparative point of view.

Special thanks to our partners at the Mercator Foundation and the German Research Foundation for their support of this conference.

We look forward to interesting presentations and lively discussions together with you. We wish you an inspiring time at the WERA-IRN EXTENDED EDUCATION conference in Bamberg!

In the name of the organizing committee:
Prof. Dr. Marianne Schüpbach, Conference President
Katharina Scheiner, Conference Manager

Welcome of the WERA-IRN EXTENDED EDUCATION Organizers

Dear Colleagues,

To strengthen and to broaden the bases of international collaboration in the research field of *Extended Education* and to synthesize the state of research worldwide, we applied to become an IRN within the WERA. This appeal was approved and since April 2017 we are the WERA-IRN EXTENDED EDUCATION. The first steps to establish this research field were taken in 2010 when an international network with a group of international experts was launched, the *Network for Research on Out-of-School Time and Extracurricular Educational Research* (NEO-ER). Since 2010 this group has organized four international conferences (two in Giessen, Germany and two in Seoul, South Korea) and published an international volume on research on extended education (Ecarius et al., 2013). In 2013 we launched the *International Journal for Research on Extended Education* (funded by the German Research Foundation) and organized an international workshop for postgraduate researchers in this field at the University of Marburg, Germany, in cooperation with Prof Dr Ludwig Stecher, Prof Dr Sabine Maschke and Prof Dr Ivo Züchner in 2016.

Having established the WERA-IRN EXTENDED EDUCATION we now expect to widen and to increase the research network and to stimulate new interdisciplinary collaborations worldwide. To reach this aim we organized this conference *Extended Education from an International Comparative Point of View* at the University of Bamberg, Germany.

The first business meeting of the WERA-IRN EXTENDED EDUCATION will take place at this conference in Bamberg on Friday, December 1, 2017, 17.30–19.00 (Auditorium). We'd be happy to see many of you there.

Should you be interested in joining WERA-IRN EXTENDED EDUCATION, in receiving information about future activities, and in being listed as a member on our website and the WERA website, we'd be very happy to welcome you as a new member.

We wish you an interesting and fruitful conference in Bamberg! And special thanks to the organizers of this conference, Prof Schüpbach and her team.

Prof. Dr. Marianne Schüpbach, University of Bamberg, WERA-IRN EXTENDED EDUCATION Organizer

Prof. Dr. Ludwig Stecher, University of Giessen, WERA-IRN EXTENDED EDUCATION Organizer

Program Overview

Thursday, November 30, 2017

12.00-18.45	Registration
13.00-14.00	Welcome
14.00-14.30	Opening Ceremony <i>Welcome Addresses</i>
14.30-15.30	Keynote Lecture 1 Prof. Dr. Ludwig Stecher, University of Giessen, Germany; Prof. Dr. Anna Klerfelt, Jönköping University, Sweden <i>Comparison of extended education and research in this field in Germany and in Sweden</i>
15.30-16.00	Coffee Break
16.00-17.30	Symposia and Paper Sessions
17.45-18.45	Keynote Lecture 2 Dr. Denise Huang, CEO of The National HLH Foundation Taiwan; Prof. Dr. Marianne Schüpbach, University of Bamberg, Germany <i>Comparison of extended education and research in this field in Taiwan and in Switzerland</i>
18.45	Reception

Friday, December 1, 2017

08.30-17.30	Registration
09.30-10.30	Keynote Lecture 3 Prof. Dr. Sang Hoon Bae, Sungkyunkwan University, South Korea; Prof. Dr. Fuyuko Kanefuji, Bunkyo University, Japan <i>Comparison of extended education and research in this field in South Korea and Japan</i>
10.30-11.00	Coffee Break
11.00-12.30	Invited Symposia
12.30-13.30	Lunch Break
13.30-15.00	Paper Sessions, Doctoral Students' Paper Session and Invited Symposium
15.00-15.30	Coffee Break
15.30-16.30	Keynote Lecture 4 Prof. Dr. Deborah Vandell, University of California, Irvine, USA <i>Extended education from an international comparative point of view: What are the next steps for research and practice?</i>
16.30-17.15	Meeting the Authors of the Posters
17.30-19.00	Business Meeting WERA-IRN EXTENDED EDUCATION
20.00	Conference Dinner

Saturday, December 2, 2017

09.00-10.30	Symposia
10.30-11.00	Coffee Break
11.00-12.00	Keynote Lecture 5 Prof. Dr. Eckhard Klieme, German Institute for International Educational Research (DIPF), Frankfurt, Germany <i>Adolescents' extra-curricular activities, well-being and educational outcomes: Comparative findings from PISA 2015</i>
12.00-12.15	Coffee Break
12.15-13.15	Panel Discussion: Extended education: Initiate international comparative research
13.15-13.45	Closing Ceremony

General Information

Conference venue

University of Bamberg
Markusstrasse 8a, MG1 & MG2

A map of Bamberg showing you the location of the conference venue as well as a map of the buildings showing you the location of the rooms can be found on pages 46 to 48.

Parking in the area

If you travel to Bamberg by car, you can leave your car either at the car park of the Welcome Kongresshotel (Mussstrasse 7) or at the car park "Zentrum Nord/Georgendamm" (Georgendamm).

Room names

Names of the rooms are made up as follows: the first part is the building (i.e. MG1 or MG2, see map on page 49). After the slash can be found the floor, e.g. 00 is the ground floor, 01 the first floor and 02 is the second floor, followed by the number of the room. Thus, room MG1/02.05 can be found in building MG1 on the second floor.

Registration

Registration is possible on the following dates and times:

Thursday, November 30, 2017, 12.00-18.45

Friday, December 1, 8.30-17.30

Internet access

Internet access via Eduroam

or via the free @BayernWLAN access point (if you're not part of a university)

Cloak room

Coats, luggage etc. can be stored in room MG1/01.02 (in building MG1 on the first floor).

Technical equipment in the conference rooms

Please bring your own computer as well as a cable that connects your laptop to the projector. Our conference team is happy to help you with anything you might need!

Team

The conference team will be wearing blue T-shirts and is there to help you anytime.

The team responsible for technical advice will be wearing blue name tags.

Coffee break

The coffee break takes place in the entrance hall of MG1.

Lunch break

We have provided you with maps indicating nearby restaurants for your lunchbreak (see page 50). Should you need any directions or recommendations, don't hesitate to ask the conference team.

Publishing houses

We're happy to say that we have two publishing houses, Springer Verlag and Barbara Budrich, present at this conference. Their displays can be found on tables in the entrance hall. Feel free to browse their books and flyers!

Conference Volume

Selected contributions from the conference representing the international state of research on extended education will be published in a Conference Volume edited by Prof. Dr. Marianne Schüpbach and Nanine Lilla. If you are interested in publishing your conference paper, you can submit a proposal (abstract of max 500 words) to nanine.lilla@uni-bamberg.de no later than January 15, 2018.

Conference Dinner

Our Conference Dinner is taking place in the Orangerie of the "Residenzschloss Hotel" in Untere Sandstrasse 32. Katharina Scheiner is meeting everyone interested in going there together in the Entrance Hall at 19.30.

Social Program

- **Conference dinner**

Friday, December 1, 2017, 20.00
at the Residenzschloss Hotel (Orangerie) in Untere Sandstrasse 32

- **Fascination World Heritage Bamberg Guided Tour**

Thursday, November 30, 2017, 11.00-12.00
Fascination World Heritage Bamberg Guided Tour

Saturday, December 2, 2017, 15.00-16.00
Fascination World Heritage Bamberg Guided Tour

The meeting point for both tours is in front of MG1. Please make sure to be on time!

- **Christmas Markets in Bamberg**

Christmas stalls can be found on Maximiliansplatz (see map on page 49)

Opening hours:

Mondays to Saturdays, 09.30-20.00

On Sundays, 11.00-20.00

There is a second, smaller Christmas market with mainly regional products in the area around the Elisabethenkirche (see map on page 49) from December 1, 2017 – December 3, 2017.

Opening hours:

Friday, December 1, 2017, 16.00-20.30

Saturday, December 2, 2017, 11.00-20.30

Sunday, December 3, 2017, 11.00-18.00

- **Late Night Shopping**

On Saturday, December 2, 2017, the shops are open until 24.00.

First Business Meeting WERA-IRN EXTENDED EDUCATION

Friday, December 1, 2017, 17.30-19.00 (Auditorium)

WERA is an association of major national, regional, and specialty education research associations, among other things dedicated to developing networks. The purpose of International Research Networks (IRNs) is to advance education research worldwide on specific scholarly topics. The WERA-IRN EXTENDED EDUCATION is a collaborative group of scholars working on this research topic.

From childhood to adolescence, young people enroll in various public or private forms of educational arrangements outside regular school time. They participate in school- or community-based programs, forms of private tutoring, or after-school activities like art courses, or they attend extracurricular activities at all-day schools.

In learning societies today there has been an increase in out-of-school and extracurricular learning in childhood and in adolescence compared to the past. The last 10 to 20 years have seen numerous efforts to expand institutional learning and care opportunities to supplement (traditional) schooling in almost every modern country in Europe, North and South America, Asia, and Australia.

In all of these continents and countries, these activities and programs focus on the social, emotional, and/or academic development of children and young people and are educationally structured to make it easier for the participants to learn specific contents.

Extended education programs have many common institutional features as well as a number of parallel education-related pedagogical problems, regardless of whether they are extracurricular activities at German all-day schools, summer camps in the United States, or activities at Swedish leisure-time centers, for example. Thus, international research focuses on similar problems and similar features of these educational settings. In the following, we outline two of these features:

The aim of this first WERA-IRN EXTENDED EDUCATION conference is to bring together different research perspectives, to synthesize the state of research worldwide in this new field of EXTENDED EDUCATION, and to initiate an international research direction on a comparative point of view.

Should you be interested in joining WERA-IRN EXTENDED EDUCATION, in receiving information about future activities, and in being listed as a member on our website, we'd be very happy to welcome you as a new member. In order to join us you can

- Hand in the slip of paper found below at the reception of the conference or
- Register at the first business meeting IRN EXTENDED EDUCATION (Friday, December 1, 2017, 17.30 – 19.00) or
- Send an email to sekretariat.grundschulpaed@uni-bamberg.de in which you tell us that you would like to join us and agree to be given information about future activities and to be listed as a member on our website

Keynote Lectures

Keynote Lecture 1, Thursday, November 30, 2017, 14.30-15.30 (Auditorium)

Comparison of extended education and research in this field in Germany and in Sweden

Prof. Dr. Ludwig Stecher, University of Giessen, Germany; Prof. Dr. Anna Klerfelt, Jönköping University, Sweden



LUDWIG STECHER, University of Giessen, Germany

Ludwig Stecher is an empirical researcher whose research focuses on extended education and all-day schooling in Germany. He received his PhD and his habilitation from University of Siegen, Germany, in 2001 and 2008, respectively. From 2005 till 2008 he has been senior researcher at the German Institute for International Educational Research (DIPF) in Frankfurt, Germany. Since 2008 he is professor for empirical educational research at the Institute of Educational Science, University of Giessen, Germany. In the last years he has carried out different studies funded by the German Federal Ministry of Education and Research in the field of extended education.



ANNA KLERFELT, Associate Professor, Education, specialization school-age educare/ Extended Education, School of Education and Communication, Jönköping University, Sweden

In my research I am mainly studying the school-age educare centre as an educational practice within the school framework, but with a special assignment and an expanded perspective on knowledge and learning. I am focusing various aspects, such as the relation between education and care, children's perspectives, the potential of the school-age educare to welcome newly arrived children, professional development and principals' responsibility for collaborations between teachers with different qualifications. I received my PhD 2007 from the University of Gothenburg and I have also worked with the commission to develop school-age educare at Stockholm University, Sweden. I am involved in collaborations with researchers in other universities both inside and outside Sweden. In parallel with partaking in various research projects I teach in the teacher program and participate frequently in various practice-based cooperations with professionals. I am currently employed at The School of Education and Communication, Jönköping University.

Abstract:

In Sweden as well as in Germany an extensive system of state run programs for extended education is established. Although the goal and organization of the programs somewhat vary there are also common institutional features as well as a number of parallel education-related problems regardless of whether they are extracurricular activities at German all-day schools or goal-oriented educare in Swedish school-age educare centers.

Our presentation will begin with a short history of the development of the (state run) extended education sector in Sweden and in Germany and a short discussion of the various aspects the programs are aiming at. We will look upon different positions and problematize societal expectations. In the second section we will focus on some of these differences in detail. We base our comparison on a matrix encompassing various dimensions. For example one dimension focuses on the question where the activities are *located*. In both countries the activities are located in schools, that means (mostly) within the school (building) and under the authority of the principal. A second dimension of comparison refers to the professionalism of the staff providing the various activities.

In the third section of our presentation we will give a short overview of research projects and findings on German all-day schools and Swedish school-age educare centres. In the last section of our presentation we will give some hints for further research on extended education focusing international comparison.

Comparison of extended education and research in this field in Taiwan and in Switzerland

Dr. Denise Huang, CEO of The National HLH Foundation Taiwan; Prof. Dr. Marianne Schüpbach, University of Bamberg, Germany



DENISE HUANG, CEO of The National HLH Foundation Taiwan

Denise Huang is the Chief Executive Officer at the HLH Foundation, a social welfare foundation at Taiwan. Her major vision for the foundation is the organization and establishment of a nationwide afterschool haven for at risk youths in Taiwan. Currently, there are 28 piloting sites at Taoyuan county, with the projection to expand to nationwide over 10 years' time.

She earned her PhD degree in Educational Psychology at the University of Southern California in 1995. Before her employment at the HLH Foundation in July 2012, she was a Project Director and Senior Research Associate at the National Center for the Research of Educational Standards and Student Testing (CRESST) at UCLA from 2000 till 2012. The primary focus in her work has been the evaluations of after school programs, the investigations of the effect of motivation, attribution, and effort towards academic achievement, and the effect of parental influences.

Her responsibilities at CRESST included leading a research team in conducting evaluations on exploratory, formative, and summative studies for the different program components of a district wide afterschool program serving at-risk youths (LA's BEST), and served as the co-principal investigator for the California Statewide Afterschool Program Evaluation Study funded by the California Department of Education. In addition, Dr Huang also led CRESST team as the validation coordinator for the National Partnership for Quality Afterschool Learning in identifying and validating promising and exemplary 21st CCLC programs nationwide, a study funded by the U.S. Department of Education.



MARIANNE SCHUEPBACH, Chair of Primary Education, University of Bamberg, Germany

Marianne Schüpbach is an empirical researcher whose research focuses on extended education predominantly in Switzerland. She received her PhD from University of Fribourg, Switzerland (CH) in 2004 and her Habilitation from University of Bern (CH) in 2009. From 2010 till 2014 she has been an assistant professor of research on teaching and school at the Institute of Educational Science, University of Bern (CH). Since 2014 she is chair of Primary Education at the Institute of Educational Science, University of Bamberg, Germany. In the last years she has carried out different studies funded by the Swiss National Science Foundation in the field of extended education. In the last years she was a board member of the Swiss Society for Research in Education (SSRE/SGBF), and is the organizer of the WERA-IRN EXTENDED EDUCATION since 2017.

Abstract:

In learning societies today there has been an increase in out-of-school time and extracurricular learning in childhood and in adolescence compared to the past. The last 10 to 20 years have seen numerous efforts to expand institutional education and care opportunities to supplement schooling in almost every modern country. This also applies to Taiwan in Asia and Switzerland in Europe. Extended education is often seen as a possible response to growing challenges and demands, and expectations concerning extended education are manifold: Extended education is viewed as a valuable contribution to the sociocultural infrastructure that makes it easier for parents to be employed and for children to participate in society and education.

Extended education programs have many common institutional features as well as a number of parallel education-related pedagogical problems. But there are also differences between the developments in individual countries. In our speech we will elaborate on the developments of past years in both countries – Taiwan and Switzerland –, as well as the similarities and differences between those countries concerning extended education.

In our lecture we will focus on (a) tradition and developments in extended education, the School scheduling, (b) the starting position and expectations, (c) the structure of the offerings, and (d) give a research overview and discuss similarities and differences. We will conclude with an outlook on what can we learn from each other and with an outlook on possible future research.

Comparison of extended education and research in this field in South Korea and Japan

Prof. Dr. Sang Hoon Bae, Sungkyunkwan University, South Korea; Prof. Dr. Fuyuko Kanefuji, Bunkyo University, Japan



SANG HOON BAE, Professor of Education, Sungkyunkwan University (SKKU), Korea

Sang Hoon Bae is professor of education at the Department of Education in the Sungkyunkwan University. He also works as Director of Center for Innovative Higher Education. He completed both Ph. D. and MS degree in Workforce Education and Development (WFED) from the Pennsylvania State University (PSU) in 2006 and 2004, respectively and earned a BA in Ethics Education from the Seoul National University in Korea. His research interests focus on extended education, education reform policy, policy effectiveness, and student success in higher education. He has led many policy studies for education authorities including the Ministry of Education and Korean Research Foundation. Before joining in the faculty, he served as Assistant Secretary to the President for Education in the Office of the President. Professor Bae has sixteen-year experience in the Korean Ministry of Education. He has held positions in various parts of the Ministry, including Director in the After-school Policy Planning Team and in the International Cooperation Team.



FUYUKO KANEFUJI, Bunkyo University, Japan

Fuyuko Kanefuji is a Professor at the Department of Human Sciences, Bunkyo University, Japan. She received her MA and PhD from the Institute of Education, the University of Tsukuba, Japan. Her specialism is educational sociology and extended education in Japan. She has carried out a number of studies using quantitative and qualitative research methods. Her recent research interests are on program development and its evaluation for extended education, and on effectiveness of education through the cooperation of school, family and community. Since 2010, she has carried out some comparative research projects on extended education founded by Japan Society for Promotion of Science. She has been contributing as a member of the Central Education Council for the Japanese government since 2015.

Abstract:

Korea and Japan are the countries where extended education programs and offerings are greatly flourishing across the nation. Unlike most countries in Europe and North American regions, these two countries have traditionally shown the government's strong intervention and supports to the extended education area. It is also obvious that cooperation and collaboration between public schools and the local community are recently emphasized and supported by both the government and the public. Given such similarities, many aspects of extended education, in terms of policy and practices, have also differences between the two countries, which in turn leads to lessons that may be considered for future development of extended education.

For a better understanding of extended education systems and practices of Korea and Japan, two speakers from the two countries will present information and data about a) historical development and societal backgrounds of extended education, b) the goals of extended education and relationships with regular curricular activities - possibly with for-profit private tutoring in the education market, c) together with policy environments, current situations in relation to participation rates, types of popular programs offered, major providers, related supporting systems and regulations, etc., d) the brief summary of research findings in the area of extended education, e) current issues and future directions for development of extended education for both countries. To summarize, keynote speakers will suggest lessons for the development of policies and practices that may be drawn from the cases of the partner country. Suggestions for future research will also be presented.

Extended education from an international comparative point of view: What are the next steps for research and practice?

Prof. Dr. Deborah Vandell, University of California, Irvine, USA



DEBORAH VANDELL, University of California, Irvine, USA

Deborah Lowe Vandell is a Professor of Education and Psychology at the University of California, Irvine, where she was the Founding Dean of the School of Education. The author of more than 150 articles and four books, Professor Vandell has studied the short-term and long-term effects of afterschool programs, extracurricular activities, and unsupervised time on children and adolescents from diverse families. In other studies, she has focused on the short-term and long-term effects of early care and education on children's academic, social, and behavioral development. Collectively, her research underscores the importance of both early education and out-of-school time as key factors in children's success at school. Professor Vandell began her career as an elementary school teacher after earning her master's degree in education from Harvard University. She later received a Ph.D. in Psychology from Boston University. She is a member of the National Academy of Education in the United States and is a Fellow of the American Education Research Association, the American Psychological Association, and the American Psychological Society. Her testimony before the U.S. Congress and other federal, state, and local governmental bodies has been used to inform policy decisions in early childhood and afterschool programming.

Abstract:

Over the last 20 years, there has been a growing international awareness of the importance of out-of-school time in the lives of children and adolescents. In this presentation, I propose a conceptual framework that may be useful in generating discussion, formulating research questions, and encouraging international collaborations with the ultimate goal of advancing research and practice in extended education. Similarities and differences between U.S. perspectives and studies of extended education in Europe and Asia are explored. Some next steps for research and practice will be proposed.

Adolescents' extra-curricular activities, well-being and educational outcomes: Comparative findings from PISA 2015

Prof. Dr. Eckhard Klieme, German Institute for International Educational Research (DIPF), Frankfurt, Germany



ECKHARD KLIEME, German Institute for International Educational Research (DIPF), Frankfurt, Germany

Eckhard Klieme is a Professor of Educational Research and Director of the Center for Research on Educational Quality and Evaluation at the German Institute for International Educational Research (DIPF), Frankfurt am Main. He graduated from University of Bonn with Diploma both in mathematics (1978) and psychology (1981), and a Ph.D. (1988) in Psychology. Before joining DIPF, he was a senior researcher at the Institute for Test Development and Talent Research in Bonn (1983-1997), and the Max Planck Institute for Human Development in Berlin (1998-2001). He earned several research awards, including an honorary doctoral degree from University of Liège (Belgium). Eckhard Klieme's research focuses on Educational Effectiveness, Teaching Quality, Assessment of Student Competencies, and International Comparative Studies. On an international level, he currently is in charge of questionnaire development for both 2018 and the TALIS Video Survey. Within Germany, he directed a National Assessment of Language Skills (2001- 2006) and several video-based classroom studies. Since 2004, he has been leading a research program for evaluating extended education in Germany called "Study on the Development of All-day Schools" ("StEG").

Abstract:

The Program for International Student Assessment (PISA) is widely known for its assessment of student competencies, providing country rankings in student achievement as well as comparative indicators for equity in education. Recent waves of PISA, in addition, attempted at assessing the contexts of learning, steadily increasing both the number and the depth of facets covered. The most recent wave, PISA 2015 allows for studying a broad spectrum of individual, school-related, family-related and social factors through questionnaires administered to students and school principals (Kuger, Klieme, Jude & Kaplan, 2016). The author of this keynote, being in charge of the development of frameworks and questionnaires in PISA 2015, will provide an overview of instruments and findings related to extended education.

The following enhancements to PISA turn the 2015 survey into a valuable source of information on extended education:

- The amount of time invested into learning in mandatory lessons on one hand, extra-curricular activities on the other hand can be estimated for all students in more than 70 countries.
- Students in about 60 countries have been asked about activities they do before and after school.
- For two areas of additional instruction, namely science and mathematics related instruction, students have been asked whether, why, where and by whom they receive such instruction and how they perceive its quality as compared to mandatory school lessons. If they did not choose to engage in such additional instruction, they were asked to identify the reasons. This kind of information is available for 23 countries, including 17 European and 4 Asian countries.
- In addition to students' achievement and motivation in science, mathematics, and reading, PISA 2015 looks at outcomes that are more relevant from a holistic perspective on education, namely well-being in school and general life satisfaction.

The keynote will report on the questionnaire instruments and their measurement quality, and present key findings from comparative analyses. For example, the average amount of non-mandatory (extra-curricular) learning per week varies from 2 hours to 10 hours per country, European students investing considerable less time than others. Whether students do work for pay before or after school is a very strong indicator of socio-economic background, which explains much of the disparities between and within countries. Thus, extending the perspective of comparative educational research beyond regular, mandatory classroom activities helps understand cultural contexts and equity issues in education.

Program in Detail

Thursday, November 30, 2017

14.00-15.30

Location:

Auditorium

Opening Ceremony

Welcome Addresses

Keynote Lecture 1

Comparison of extended education and research in this field in Germany and in Sweden

Prof. Dr. Ludwig Stecher, University of Giessen, Germany; Prof. Dr. Anna Klerfelt, Jönköping University, Sweden

16.00-17.30

Location:

MG1/02.05

Symposium 1

Potentials of extended education for foreign language students

Organizers and Chairs: Nanine Lilla, University of Bamberg, Germany; Prof. Dr. Marianne Schüpbach, University of Bamberg, Germany

Students speaking a foreign language seem to face disadvantages regarding their academic success. In comparison to their monolingual peers they tend to perform worse in all academic subjects (e.g., Stanat & Christensen, 2006). Extended education is expected to help these students increase their academic performance and decrease the performance gap between students who speak another language than the language of instruction in school when at home and students who speak the language of instruction in school also when at home (e.g., Lauer, Akiba, Wilkerson, Apthorp, Snow, & Martin-Glenn, 2006).

The aim of the symposium is to provide an international perspective on research on extended education with a specific focus on foreign language students. More specifically, the symposium comprises presentations of research from Switzerland, Germany, and the United States. All presentations have in common that they examine in what sense extended education offers potentials for foreign language students.

Compensatory effects of extended education in foreign language students on school achievement?

Benjamin Von Allmen, University of Bamberg, Germany; Lukas Frei, University of Bamberg, Germany; Dr. Wim Nieuwenboom, University of Bamberg, Germany; Prof. Dr. Marianne Schüpbach, University of Bamberg, Germany

The influence of speaking a foreign language and utilizing extended education on reading skills

Lukas Frei, University of Bamberg, Germany; Prof. Dr. Marianne Schüpbach, University of Bamberg, Germany; Benjamin von Allmen, University of Bamberg, Germany; Dr. Wim Nieuwenboom, University of Bamberg, Germany

How attendance of all-day schools in Germany relates to foreign language students' German reading performance in primary school

Nanine Lilla, University of Bamberg, Germany; Prof. Dr. Marianne Schüpbach, University of Bamberg, Germany

Out-of-School Learning Experiences For English Learners and Their Teachers

Dr. Lisa Pray, Vanderbilt University, USA

Discussant: Dr. Denise Huang, CEO of The National HLH Foundation Taiwan

16.00-17.30

Location:

MG1/02.06

Symposium 2

Researching the Conditions for Effective Extended Education – Russian Perspective

Organizer and Chairs: Prof. Roza Valeeva, Kazan Federal University, Russia

The symposium examines the question of what conditions make extended education effective. We examine this question with careful attention to context bringing together historical, theoretical and empirical work in Russia. Extended education of children as part of the Russian Federation education system has acquired its main characteristics only in the 90s of the past century. Extended education of children has grown from non-formal education, which has in its history a hundred years of activity in Tsarist Russia and then in the Soviet Union. The Russian system of extended education of children is formed on the basis of extracurricular institutions. The emergence of the first extracurricular institutions for children in Russia is connected with the names of S.T. Shatsky (1922) and A.U. Zelenko (1938). The symposium reveals the history and the role of after school education in Russia as well as the main tendencies in the development of extended education and after school education policy. It presents new concepts and approaches to extended education in Russia, as well as their implementation in different educational institutions. The symposium will help western scholars trace the main directions of research in the field of extended education and compare them with existing approaches to these issues in their countries.

The symposium introduces a review of the changes in policy direction with serious consequences in terms of the structure and curriculum of extended education. The presented theoretical and empirical review in this paper explores strengthening of practical and research focus of extended education.

Reforming extended education in Russia: new concepts and trends

Prof. Roza Valeeva, Kazan Federal University, Russia

Extended Education of Teenagers in the Republic of Tatarstan: Where to Go?

Rozaliya Shakirzanova, Kazan Federal University, Russia; Prof. Anastasia Fakhrutdinova, Kazan Federal University, Russia

Professional standard of a teacher in extended education: goals and implementation issues

Prof. Gulfiya Parfilova, Kazan Federal University, Russia; Prof. Ramilya Kasimova, Kazan Federal University, Russia

The development of creative abilities of adolescents in the institutions of extended education

Prof. Lyaysan Rybakova, Kazan Federal University, Russia

Potential of extended education in the formation of the children's empowered emotional sphere

Prof. Ramilya Kasimova, Kazan Federal University, Russia; Milyausha Sirazieva, Kazan Federal University, Russia

Discussant: Prof. Anastasia Fakhrutdinova, Kazan Federal University, Russia

16.00-17.30

Location:

MG2/01.10

Paper Session 1

Chair: Prof. Dr. Anna Klerfelt, Jönköping University, Sweden

Teaching in school-age educare centre and in a practical/aesthetic subject in school? –Swedish principals reflect on how to shape a teacher team with different teaching skills

Prof. Dr. Anna Klerfelt, Jönköping University, Sweden; Prof. Birgit Andersson, Umeå University, Sweden

In Sweden school-age educare centres are placed in school and school-age educare teachers work side by side with primary school-teachers, with the same children, but with different assignments. Sometimes the professions are blurred. Due to political reforms and a changed teacher education principals are now faced with opportunities to employ teachers towards work in educare centres who also can teach in a practical/aesthetic subject in the compulsory school.

The aim of this paper is to contribute with knowledge to initiate a discussion about how principals perceive and organize possibilities for these new teachers in school-age educare centres to cover their opportunities to combine their two different assignments, still in collaboration with other teacher specializations.

Data has been constructed by means of written narratives made by 15 principals where they reflect on questions directed how they organize their teaching staff and towards their own role as school leaders. To understand how the principals interpret and put curriculum into practice the analysis are inspired by curriculum theory (Ball, Maguire & Braun, 2012) and by Critical Discourse Analysis (Fairclough, 2010).

In the presentation we will discuss preliminary findings from our ongoing analysis. The principals describe different obstacles which constrain their possibilities to organise teacher teams and one of the main findings is the lack of knowledge about the assignment for the school-age educare centres and the school-age educare teachers' competences.

Improving pupils' language and literacy development - assets and obstacles in school-age educare center. Implementation of language policy in a Swedish multicultural school – a development project in all units of the school

Prof. Birgit Andersson, Umeå University, Sweden

The aim of this paper is to shed light on how the school-age educare centers can contribute to pupils' language and literacy development and to discuss the assets and obstacles that are found in an ongoing study at a multilingual, multicultural K-5 school. This study is oriented towards how the content in the school-age educare centers and how the staff in the centers acts and relates, specifically in relation to pupils' language and literacy development. The theoretical framework is based on research on school-age educare centers, sociocultural perspective on learning, and language and literacy development. The empirical data are generated through field notes, recordings from recurring research circles where the pedagogues together with researcher discuss their practice, and recorded group and individual interviews. The results indicate both obstacles and assets with leadership, interpretation of curriculum, contents and methods in the school-age educare centers. It seems important that the pedagogues' skills and knowledge is expressed and treated accordingly and that there also are possibilities to improvement when needed. Dilemmas concerning the pedagogues' different ways of acting and relating to the new and growing task to stimulate pupils' language and literacy development can relate to the local organization, the signals from the principal and the position the pedagogues in the centers take and receive.

Status passage school-vocation: "Orientation of the conditions of life (Lebensweltorientierung)" as a concept for extracurricular cooperations between the educational institutions school and university

Sylvia Esser, University of Giessen, Germany; Konrad Laurin Wolf, University of Giessen, Germany; Annika Oberaigner, University of Giessen, Germany

The international comparative study PISA in particular has shown the relation between social heritage and educational disadvantages, that is (re-) produced by the German educational system. (Speck).

Propositions regarding vocational orientation of pupils attending 1st secondary level are basically focused on a dualistic educational system or rather on conductive measures leading to the so called transition system, whereby high dropout rates have been recorded. (Solga/Weiß)

It is for this reason that the Justus-Liebig-University has conceptualized an extracurricular proposition (interactive series of workshops), which is, amongst others, addressed to (educational disadvantaged) young people, who are finding themselves in a biographical status passage of the transition school-vocational/academic education.

The modular interactive information series occurs as an extracurricular proposition at schools and also at the University as an extracurricular place of learning. It is based on the principles of the concept *Orientation of the conditions of life (Lebensweltorientierung)*: The theoretical frame is primarily relevant for the contents, methods and materials: The structure and action maxims of these concepts got considered. Constitutive elements are participation, prevention etc. (THIERSCH).

Quantitative, standardized survey for the purpose of a pretest with focus on the social and institutional influences inside the vocational guidance phase to find the reasons when an existing fit, but no interest exists and to develop the interactive information series.

First surveys are showing that propositions such as those being practiced in extracurricular youth work, are reaching a target group that has not been considering attending university during educational orientation. The concept of "peer-mentoring" as a stabilizing element could be satisfying the needs of this target group, especially preventing dropouts. A quantitative, standardized survey is aiming on social and institutional influence factors, that are relevant within the process of deciding attending university.

The effectiveness of advanced training courses in the context of intercultural education

Sylvia Esser, University of Giessen, Germany

The dissertation will examine the question of which (new) requirements result from the current conditions of globalization, migration, and cultural diversity for the theory and practice of intercultural education.

The focus here is on the central question of the effectiveness of advanced training courses conducted in intercultural education settings and the possible need to redefine them. The overall objective of the advanced training concept is the (further) development of the educational stakeholders' ability to reflect on intercultural educational spheres of activity, which are increasingly characterized by cultural diversity and heterogeneous target groups.

It is increasingly taken as a given that intercultural skills are a necessary professional competence in schools, universities and non-school educational spheres (KMK; Krüger-Potratz).

As part of the conceptualization of the advanced training format to be tested, the use of cultural models/terms which are often used in class as well as in training, will be discussed critically. The central objective will be to place the theoretical content as well as methodology and didactics on the foundation of a constructivist and process-oriented understanding of culture and interculturalism. Through simulated action/interaction situations and using the methods of qualitative social research (videography; vignettes) it is determined whether the participation in advanced training makes the participants more capable of (self)-reflection (before – after comparison).

The research question aimed to investigate, if the new developed model of intercultural competency in context of the advanced training concept contribute to higher levels of intercultural competencies, reflective competency and individual competency profiles (Benett; Nentwig-Gesemann, Deardorff).

16.00-17.30

Location:

MG2/02.09

Paper Session 2

Chair: Prof. Jacob Noer Ahm, VIA University College, Denmark

Learning potentials and pitfalls working with animation aesthetics as leisure-time pedagogues

Prof. Lea Ringskou, VIA University College, Denmark; Prof. Jacob Noer Ahm, VIA University College, Denmark

The topic in our research project is leisure-time pedagogy, more specifically the part of leisure-time pedagogy concerning learning processes of animation aesthetics. Our cross-cultural analysis is based on a research project with leisure-time pedagogues, conducted in Denmark in 2016-2017. Aesthetic animation learning processes involve more playful and creative learning processes, acknowledging both sound, pictures, body and movement as signs of learning. Movement, as a central part of animations aesthetics, offers both potentials and pitfalls when it comes to the learning processes of the children and calls for pedagogical attention. Overall, the research project constructs knowledge about the pedagogy emerging when working with the learning processes of animation aesthetics.

Potentials and pitfalls of the encounter between leisure-time centers and primary schools

Prof. Lea Ringskou, VIA University College, Denmark; Dr. David Thore Gravesen, VIA University College, Denmark

Our research offers a qualitative, in depth-perspective on the encounter between leisure-time centers and primary schools. On the basis of research in Denmark we will reappraise and make a cross-cultural analysis of the roles of leisure-time pedagogues. In 2014, the Danish Primary School was reformed. Directly related to leisure-time the reform has reduced working hours in leisure-time centers, and increased working hours in school. Seemingly, the reform can be understood as an attempt to integrate, to a greater extent, leisure-time pedagogy in formal school activities. An integration that can create a more coherent institutional life for the children across school and leisure-time. Furthermore, with the integration of leisure-time pedagogy emphasizing creativity, free time and activities strongly initiated by the children's interests into the school sphere, policy makers and school organizers strive to fulfill an ambition of varied learning in school. Our analysis demonstrates three dominating roles of leisure-time pedagogues in the encounter between school and leisure-time: Classroom Leader, Opposite Bodyguard and the Randomly Intervening Caregiver. These roles and the way the leisure-time pedagogues position themselves, draw a picture that reveals both potentials and pitfalls in the encounter between leisure-time pedagogy and primary school. A picture that calls for ongoing reappraisal.

Fostering Creativity and Reflexivity through Extracurricular Workshops in Higher Education. Lessons Learned from an International Comparison between Cases from Australia and Germany

Dr. Bronwen Wade-Leeuwen, Macquarie University Sydney, Australia; Dr. Kath McLachlan, Macquarie University Sydney, Australia; Amina Fraij, University of Giessen, Germany; Stephan Kielblock, University of Giessen, Germany, and Macquarie University Sydney, Australia; Prof. Dr. Ludwig Stecher, University of Giessen, Germany

Higher education institutions are under increasing pressure to produce well-rounded graduates, capable of critical thinking, creativity and innovation. This arts-based research inquiry explores new ideas, approaches and actions to foster these dispositional attributes in pre-service practitioners in two international contexts. The study investigates the research questions: how can creativity and reflexivity of pre-service practitioners be fostered and evaluated in extended higher educational workshops, and what role does context play?

Four reflective experiential workshops were conducted outside of regular curriculum offerings at a Sydney-based University in 2016 and were compared with two similar workshops at a German-based University in 2017. Employing a case study approach (Yin 2014; Stake 2010), these reflective workshops systematically compared and contrasted participants' reflective responses by incorporating creativity, imagination and reflection through open dialogue to explore how these concepts may change perception.

The data analysis focused on three different activities and were analysed (case-by-case) with regard to the potential to foster creativity and reflexivity. A comparative analysis was carried out across cases to draw insights into how creativity and reflexivity were fostered, and a comparison was made between the different contexts (Australia and Germany).

Results showed a range of similarities and differences between the workshop participants' in both countries, particularly interesting was the diverse responses associated with factors and influences on individual dispositions such as a deeper awareness of the highest levels of reflective practice and using creativity to transform their learning. Recommendations were made for further workshops supported by an effective resource tool kit.

17.45-18.45

Location:
Auditorium

Keynote Lecture 2

Comparison of extended education and research in this field in Taiwan and in Switzerland

Dr. Denise Huang, CEO of The National HLH Foundation Taiwan; Prof. Dr. Marianne Schüpbach, University of Bamberg, Germany

18.45

Location: Entrance
Hall

Reception

09.30-10.30

**Location:
Auditorium**

Keynote Lecture 3

Comparison of extended education and research in this field in South Korea and Japan

Prof. Dr. Sang Hoon Bae, Sungkyunkwan University, South Korea; Prof. Dr. Fuyuko Kanefuji, Bunkyo University, Japan

11.00-12.30

**Location:
MG1/02.05**

Invited Symposium 1

Professionalization in All-Day Schooling

Organizer and chair: Dr. Anna-Maria Seemann, Academy for Extended Education, Germany

Just as the terms, concepts and development status concerning all-day schools in Germany differ from state to state, so too does the composition of the people active in all-day schools with regard to professions and qualifications. However, the challenges the new, multi-professional teams face as a result of establishing all-day schools seem to be similar across the country. At best, the result should not just be a prolongation of the school day that requires additional personnel – rather, there should be a well-conceptualised system change for which all participants assume responsibility and help to shape, and which can develop the multi-faceted potential of an all-day school. This should include increased, improved and more varied educational opportunities, alternative forms of learning, informal teaching settings, various opportunities for social learning, and possibilities for inclusion and participation – to name but a few. In addition to well-founded concepts and good framework conditions, this also requires qualified personnel who are prepared for the specific needs.

This symposium focuses on the question of the qualification and professionalization of personnel working in Bavarian all-day schools. In light of the situation in the educational region of Forchheim, which has been offensively supporting and backing the development of all-day schools for years, there will be a presentation by the State Institute for School Quality and Educational Research Munich (“Staatsinstitut für Schulqualität und Bildungsforschung München”) of how new requirements for the personnel at all-day schools call for a joint strategy and new training concepts. The Academy for Extended Education (“Akademie für Ganztagschulpädagogik”), which wishes to use training courses, practical concepts and research activities to contribute to increased quality in all-day schools and to the professionalization of personnel, will introduce its concept. The fourth contribution will show the challenges and issues facing personnel working in all-day schools from the perspective of everyday life in such a school.

The administrative district of Forchheim – a pioneer regarding the implementation of extended education in schools

Dr. Julia Schilling, Bildungsbüro Forchheim, Germany

Professionalization in extended education from the perspective of the State Institute for School Quality and Educational Research (ISB)

Henry Steinhäuser, State Institute for School Quality and Educational Research, Germany

The foundation and goals of the Academy for Extended Education ("Akademie für Ganztagschulpädagogik")

Dr. Anna-Maria Seemann, Academy for Extended Education, Germany

A report from the practical viewpoint of educational staff

Agneta Meinhardt, Gräfenberg Secondary School, Germany

11.00-12.30

Location:

MG1/02.06

Invited Symposium 2

A discussion about the terms in the field and about the field of extended education

Organizer and chair: Prof. Dr. Marianne Schüpbach, University of Bamberg, Germany

From childhood to adolescence, young people enroll in various public or private forms of educational arrangements outside regular school time. They participate in school- or community-based programs, forms of private tutoring, or after-school activities like art courses, or they attend extracurricular activities at all-day schools. In learning societies today there has been an increase in out-of-school and extracurricular learning in childhood and in adolescence compared to the past. The last 10 to 20 years have seen numerous efforts to expand institutional learning and care opportunities to supplement (traditional) schooling in almost every modern country in Europe, North and South America, Asia, and Australia.

In all of these continents and countries, these activities and programs focus on the social, emotional, and/or academic development of children and young people and are educationally structured to make it easier for the participants to learn specific contents. Extended education programs have many common institutional features as well as a number of parallel education-related pedagogical problems, regardless of whether they are extracurricular activities at German all-day schools, summer camps in the United States, or activities at Swedish leisure-time centers, for example. Thus, international research focuses on similar problems and similar features of these educational settings. But there are also differences between the developments in the single countries; for example in case of the starting point, the state of professionalization or the terms are used.

(a) What belongs to the field of EXTENDED EDUCATION? (b) Which disciplines are part of this field or going together in this field? There is a variety of terms used in every country's language. (c) What are useful terms in English from an international point of view in this new field?

The aim of this symposium is to bring together different perspectives on these questions from researcher from different disciplines and different countries and to discuss them.

Prof. Dr. Anna Klerfelt, Jönköping University, Sweden; Dr. Anna-Lena Ljusberg, Stockholm University, Sweden

Dr. Lea Pulkkinen, University of Jyväskylä, Finland; Iina Berden, Ministry of Education and Culture, Finland

Dr. Kirstin Kerr, University of Manchester, UK

Prof. Dr. Sang Hoon Bae, Sungkyunkwan University, South Korea

Prof. Dr. Ludwig Stecher, University of Giessen, Germany

Prof. Dr. Marianne Schüpbach, University of Bamberg, Germany

Discussant: Prof. Gil Noam, Harvard University, USA

11.00-12.30

Location:

MG2/01.10

Invited Symposium 3

Science, practice and extended school days in Germany: Quality improvement and educational justice

Organizers and chairs: Dr. Hanna Pfänder, TU Dortmund, Germany; Dr. Petra Strähle, Stiftung Mercator, Germany

In an international comparison the debate on Extended Education in Germany is specific and coined by a historic reform in the school system. From 2003 the federal state set up a multi-billion infrastructure program to promote "All day schools". The program was initiated with the intention to promote educational justice which had proven to be Germany's weakness in the international PISA study of 2000.

As a result the number of All-day schools in Germany saw a rapid increase (less than 30% of all schools in 2005 to almost 65% in 2015). Subsequently filling the longer days with high-quality pedagogical content proved to be a complex task for the responsible German "Bundesländer" and local authorities.

Private foundations in cooperation with state organizations have set up a number of scientifically evaluated model-programs on educational settings in All day schools. In secondary education curricular learning, autonomous learning/rehearsal and extracurricular activities are closely intertwined. In this panel we will present alternative models for curricula and learning in All day schools and we will give insight in the methods to bring about change/school development.

These models show that in the context of the German All day school debate a clear cut distinction between curricular and extracurricular activities is hardly possible. In contrast we suggest a model, which sees the "extension" of learning in the challenge to create concepts of learning on a long school day which include educational settings of varying degrees of obligation, as well as a variety of settings and professions involved.

Adapting concepts of learning for a long school day: How science, practice, state and philanthropy cooperate

Dr. Petra Strähle, Stiftung Mercator, Germany

Analytic framework for developmental processes at full-day schools

Michael Schurig, TU Dortmund, Germany; Dr. Hanna Pfänder, TU Dortmund, Germany; Martin Burghoff, TU Dortmund, Germany; Dr. Johanna Otto, TU Dortmund, Germany

Self-regulated learning as an effective mean for individual learning at full-day schools

Corinna Schuster, Ruhr-University Bochum, Germany; Vanessa van den Bogaert, Ruhr-University Bochum, Germany; Dr. Ferdinand Stebner, Ruhr-University Bochum, Germany; Prof. Dr. Joachim Wirth, Ruhr-University Bochum, Germany; Prof. Dr. Detley Leutner, University Duisburg-Essen, Germany

Reading related extracurricular learning arrangements in German all-day primary schools – Only pastime for bookworms or an effective instrument to enhance students' reading literacy?

Katja Tillmann, TU Dortmund, Germany; Karin Lossen, TU Dortmund, Germany; Frederik Osadnik, TU Dortmund, Germany; Prof. Dr. Heinz Günter Holtappels, TU Dortmund, Germany

13.30-15.00

Location:

MG1/02.05

Doctoral Students' Paper Session

Chair: Prof. Gil Noam, Harvard University, USA

Methodological and statistical designs in extended education research: A closer look at studies and meta-analyses on externalizing behaviour

Lukas Frei, University of Bamberg, Germany; Prof. Dr. Marianne Schüpbach, University of Bamberg, Germany; Dr. Wim Nieuwenboom, University of Bamberg, Germany

In the past 10 years, research on extended education has steadily increased. In Germany and Switzerland, the continuing expansion of all-day schools has been accompanied by several studies, exploring possible effects of extended education on school achievement and socio-emotional development. With a longer history of extended education in the USA, several meta-analyses on after-school programs have emerged. However, research on extended education faces two major obstacles: First, the independent variable – participation in extended education – often relies on self-selection. Second, data on extended education is usually clustered, with students belonging to a certain class and a certain school.

Focusing on studies and meta-analyses on externalizing behaviour (e.g. physical or verbal aggression, disruptive manners, or delinquency), this contribution looks at methodological and statistical designs in previous research: (1) Which research designs were implemented? (2) Which statistical models were applied? (3a) How were self-selection and (3b) clustering of the data being considered?

A search for studies on all-day schools and meta-analyses on after-school programs since 2006 was conducted, resulting in a total of four studies on all-day schools and three meta-analyses on after-school programs.

In conclusion, our literature review regarding externalizing behavior identified several differences between research on all-day schools and research on after-school programs: While studies on all-day schools largely rely on ex-post facto designs, several studies on after-school programs are experimental or quasi-experimental, often with smaller samples. Both research traditions put a stronger focus on possible self-selection biases, while the clustered data structure is often ignored or only partially controlled for.

Effects of participating in all-day schooling programs on student achievement. The case of Germany

Isa Steinmann, TU Dortmund, Germany; Dr. Rolf Strietholt, TU Dortmund, Germany

The term extended education encompasses a diverse set of measures including institutionalized afternoon programs. In Germany, a massive increase of all-day schools can be observed since the early 2000s. A main aim of the expansion is to foster student achievement. However, theoretical models on the relationship of all-day schooling and student outcomes emphasize that program and student participation characteristics are prerequisites for potential effects. Such quality indicators are found to vary considerably between German all-day schools. The state of research on effects of all-day schooling on student achievement can be summarized as quite limited and not as promising as international findings.

In the current study, we therefore investigate whether participating in all-day programs has promotive effects on student achievement in Germany. We focus on non-mandatory secondary all-day schools, where the participation in all-day programs is not obligatory. We use data from the longitudinal National Educational Panel Study (NEPS) and investigate two sub-samples: N=887 students at non-mandatory all-day schools were followed from grade 5 until 7 and N=1245 from grade 7 until 9. We examine achievement gains in mathematics, reading, and orthography. Previous research indicates participation selection mechanisms which can influence effect estimations even in longitudinal analyses. We therefore apply propensity score matching to balance systematic group differences. We compare participating and non-participating students who visit the same school and are comparable in terms of several background characteristics. The effects of participating in homework assistance, remedial teaching, and subject-specific programs on the achievement gains are estimated using weighted linear regression models.

How should the library project be pedagogically designed to be most effective?

Milica Krivokapic, University of Giessen, Germany

The research is about three ways how should the library project be pedagogically designed to be most effective. The first way is the most common in libraries, that is a seminar where students are presented library funds. The next type of studying is working in groups. That means group work on literature where students will be able to access work in non-standard ways. This project implies correlation with other subjects. The third way is most innovative. That is drama section where they will not learn the techniques of acting. Students will be encouraged to try to revive the book and visualize the action. Public libraries are taken as an example in this article because they have the resources for establishing extracurricular activities. The establishment of non-formal educational environments is important for developing students' motivation to learn. Students should become aware that their knowledge will not be evaluated quantitatively. The idea is to change a role of libraries from traditional places for renting books, to becoming places for research, relaxation, somewhere where students will have an opportunity to use various resources to strengthen their knowledge and provide temporal

and spatial context about the topic which they study (photographs, postcards, letters, diaries, archival newspapers, catalogs, newsletters...). In the process of developing the project, the most important thing is for external motivation to become internal.

13.30-15.00

Location:

MG1/02.06

Invited Symposium 4

Challenges in supporting all-days schools in Germany

Organizers and chairs: Maren Wichmann, German Children and Youth Foundation, Germany; Henry Steinhäuser, Bayerisches Staatsinstitut für Schulqualität und Bildungsforschung, Germany; Stefanie Pistor, Bayerisches Staatsinstitut für Schulqualität und Bildungsforschung, Germany; Jürgen Wrobel, Serviceagentur Ganztätig lernen Hessen, Germany; Joana Poloschek, Serviceagentur Ganztätig lernen Schleswig Holstein, Germany

As this is a practice-oriented session, the focus lies on enhancing school quality in all day-schools in Germany from a practitioner's perspective. The presentations discuss current issues and challenges of school development as well as methods and approaches. The following topics and questions will be discussed:

- How to replace homework by study time in all-day schools in Germany? Stefanie Pistor, Staatsinstitut für Schulqualität und Bildungsforschung Bayern, presents different concepts and approaches to a meaningful integration of homework in school life and an active support of students by teachers and other educational staff.
- How to establish cooperative relations between schools and external partners to realize all-day schooling? Jürgen Wrobel, Serviceagentur Ganztätig lernen Hessen, presents the Hessian approach, the so-called „Pakt für den Nachmittag“. This is based on a federal agreement to develop demand-oriented opportunities of extended education and care in primary schools.
- How to qualify non-teaching pedagogical staff? Joana Poloschek, Serviceagentur Ganztätig lernen Schleswig-Holstein, introduces the certified course called “QualiPaed”.
- Peer networks support schools enhancing professional development and improving their school quality. Maren Wichmann, Deutsche Kinder- und Jugendstiftung, summarizes the foundation's experience from establishing and managing such networks that combine pedagogic input, project management training, project work in teams, informal exchange and school visits with peer feedback.

How to replace homework by study time in all-day schools in Germany?

Stefanie Pistor, Bayerisches Staatsinstitut für Schulqualität und Bildungsforschung, Germany

How to establish cooperative relations between schools and external partners to realize all-day schooling?

Jürgen Wrobel, Serviceagentur Ganztätig lernen Hessen, Germany

How to qualify non-teaching pedagogical staff?

Joana Poloschek, Serviceagentur Ganztägig lernen Schleswig-Holstein, Germany

Peer networks support schools enhancing professional development and improving their school quality

Maren Wichmann, German Children and Youth Foundation, Germany

Discussant: Henry Steinhäuser, Bayerisches Staatsinstitut für Schulqualität und Bildungsforschung, Germany

13.30-15.00

Location:

MG2/02.09

Paper Session 3

Chair: Ruth Rauterberg, University of Iceland, Iceland

Culture and Social Class: Strategies through which China's Middle-Class Families use Extended Education to Secure and Consolidate their Positions

Prof. Mark Bray, The University of Hong Kong, China; Dr. Wei Zhang, The University of Hong Kong, China

Parents in many cultures invest significant proportions of household incomes in forms of academic tutoring provided on a fee-paying basis. Parts of popular vocabulary refer to 'tiger parents', particularly having in mind Chinese minorities in such countries as the USA and Australia. However, the tiger-parenting phenomenon may reflect social class as well as race and culture.

Based on a mixed-methods study in Shanghai, this paper examines tiger parenting through a socio-economic lens to show the roles of extended education in achieving parental goals. The study shows that tiger parenting is most evident in middle-class families. In order to transmit or increase social advantages inter-generationally, such parents use private supplementary tutoring to prepare their children for successful academic trajectories in the mainstream education system. The strategy is driven by anxieties related to social status in the rapidly-changing risk economy. Expansion of private supplementary tutoring has provided parents with new means to increase family cultural capital which not only facilitates school performance but also reinforces class dispositions. The authors suggest that the class differences evident in the Shanghai data may have parallels in other settings.

Participation research on an inclusive leisure programme for children age 10–12: Ways to create cooperation and learning processes within a diverse group of children

Ruth Rauterberg, University of Iceland, Iceland

The paper is built on a participatory action research project. The goal of the research project was to create knowledge on inclusive leisure programmes as a part of extended education addressing human diversity, democracy and inclusion.

The theoretical foundation of the research project are ideas of diversity and pluralism in society and a social model of disability. The methodology of the research is based on a new sociology of childhood, where children are seen as active social actors and experts in matters concerning their own lives.

The main part of the study was conducted as an idea workshop, where 40

children and six youth workers worked together on organising the programme, exploring opportunities and barriers for participation and developing ways of cooperation.

The main conclusion of the study is that developing inclusive programmes can be successfully carried out through a cooperative process, where all cooperating partners take an active part, gain new perspectives and learn from the process. Active participation in this progress can help children and young people to meet the challenges of diversity and develop the skills necessary to live in and contribute to an inclusive and democratic society. The main benefit of the study was to develop a functional cooperation model for inclusive settings. The model connects the research findings with existing theoretical knowledge and combines them with practical ways developed in the research project. It is the purpose of the model to use the results of the research in a theoretically grounded, reflective, purposeful and functional way for further development, to make them accessible to others who are developing similar programmes.

Special needs at Swedish leisure-time centers

Assar Hörnell, Mid Sweden University, Sweden

The overall aim of this study is to get a picture of what special needs education contains at Swedish leisure-time centers and the way it's organized, but also how leisure-time teachers describe their work with special needs and if leisure pedagogics is a way to support children with special needs.

Research questions:

- Are leisure-time centers an inclusive arena for children with special needs?
- How do leisure-time teachers describe special needs education at LTC?
- How do leisure-time teachers describe conditions for special needs education work in LTC?
- Is leisure pedagogics a way to work with special needs support for children in the LTC?

There is limited research about Special needs education at Swedish LTC, although special needs education is a fact in all LTC. LTC:s have been criticized because they harbor too many children and not enough staff, which may mean that special needs support is limited. In the Curriculum (Skolverket, rev. 2016) adaptations, support and action should be part of the work in cooperation with the special needs organisation at the school and LTC.

During spring 2017 a survey was done with around 450 answers. The survey will be complemented with interviews with Leisure teachers.

I expect a mixed picture of the situation in Swedish LTC. The staff works with special needs education daily and interesting is to see the way staff include children with special needs and if leisure pedagogics is used as a tool for working with children with special needs.

13.30-15.00

Location:
MG2/01.10

Paper Session 4

Chair: Prof. Dr. Sabine Maschke, University of Marburg, Germany; Prof. Dr. Ludwig Stecher, University of Giessen, Germany

The challenge of freedom of religion in a pluralistic society. Teachers define the meaning of religious freedom in relation to everyday education practice

Dr. Marie Fahlén, University of Borås, Sweden

Questions about freedom of religion versus secular values have increased as a controversial topic in European public debate during the last decades. Religious freedom is highly valued as an important goal in the Swedish Education Act (2010:800). Furthermore, in European law (Council of Europe, 1950), parents have the right to bring up children in their own religious tradition. At the same time as religious freedom is highly valued in policy documents, the Swedish Education Act (2010:800) requires a non-denominational education, creating ambiguous demands on teachers. The aim of this paper is to shed light on these issues by focusing on the definition and application of “freedom of religion as a human right” among teachers working with children of year 3 in the Swedish education system. The meaning of the concept is not simply a question of formal policy; the local meaning making processes in education practice are also of great significance. From a holistic perspective on religion and children’s education and development, in-depth individual interviews were conducted with teachers working in primary school, as well as teachers in the leisure-time center, examined through discourse analysis. This study provides insights into how two different groups of teachers interpret and apply these potentially conflicting values in everyday education practice. The study also recognizes the importance of civic education, formulated in the Fundamental values (National Agency of Education, 2011/2016), which is dependent on a holistic approach to religion and human rights.

Play in school-age educare in Sweden, Iceland and Australia

Dr. Eva Kane, Stockholm University, Sweden; Dr. Jennifer Cartmel, Griffith University, Australia; Dr. Kolbrún Pálsdóttir, University of Iceland, Iceland; Steingerður Kristjánsdóttir, University of Iceland, Iceland

Play is recognized as a child’s right in article 31 in the Convention of the right of the child and yet it has been highlighted that this right is threatened by “increasing educational demands” (UN Committee on the Rights of the Child, 2013, p. 2). With more of children’s leisure time being spent in supervised settings, many with a strong connection to schools, it is important to inquire into the provision for play in these settings. This presentation will compare and contrast the different ways play is recognized and conceptualized in the revised governing documents for school-age educare in Sweden (SNAE, 2016) and Iceland (Laws on changes to the compulsory school law no. 91/2011, no.76/2016) and in Australia’s first national framework for school age care (DEEWR, 2011). We will do so based on the definition of play in the General Comment no 17 of the Convention of the right of the child (UNCRC, 2013, p.2). Previous research based on the older Nordic governing documents showed that they were ambiguous and open to different interpretations (Øksnes, et al., 2014).

We will explore some of the “cultural-discursive, material-economic and

social-political arrangements” (Kemmis et al., 2014, p. 31) of the school-age educare settings. These arrangements are understood to prefigure practices and yet not pre-determine them (Kemmis et al., 2014, p. 212). Using this theory of practice architectures, we will explore how play practices in school-age educare in Sweden, Iceland and Australia may be prefigured due to the discourses contained in the governing documents.

Shaping supportive school-community links in challenging circumstances. A theory-led and data-driven framework for analysis

Anja Jungermann, TU Dortmund, Germany

Schools in challenging circumstances are struggling with particularly difficult context conditions and a lack of social and cultural capital (Bourdieu, 1986) in their students’ families and communities. The literature on successful schools in at-risk areas suggests that parent and community ties are an important factor leading to whole school improvement and improved learning outcomes (e.g. Harris & Chapman, 2004; Bryk, Sebring & Allensworth, 2009). However, there is little knowledge about how cooperation ties can be systemically organized to promote the development of at-risk students.

The aim of the study was to analyze how a school in challenging circumstances organizes and shapes its cooperation with out-of-school partners in its neighbourhood. Based on the bioecological model (Bronfenbrenner & Morris, 1998), it is assumed that students’ developmental potential depends on the quality of supportive links between different actors at micro-level. Using ego-centered network maps and qualitative content analysis of 14 expert interviews, potential links in five cooperation areas (extended education, school- and instruction improvement, individual support, career and life planning, and community development) were identified and systematically compared, in order to describe characteristics for supportive links. As a result, theory-driven quality criteria for supportive cooperation links, such as reciprocal relationship, complex interaction and high level of institutionalization, could be deduced and operationalized from the empirical data, yielding a framework for further quantitative analyses and school self-assessment.

Sexualized Violence Peer to Peer

Prof. Dr. Sabine Maschke, University of Marburg, Germany; Saskia Lapp, University of Marburg, Germany

In this presentation we focus on the transition from childhood into youth because it is characterized by different requirements and changes as well as it represents a vulnerable phase in life. Peers play a significant role in this phase. They have to meet a variety of ‘peer-to-peer-tasks’ regarding the development of (sexual) personal identity. Furthermore – with a view to the experience of sexual violence - peers can be a risk for the individuals’ development.

Empirically, we investigate the extent to which adolescents are affected by sexual violence (by peers) and to what extent e.g. the school and class climate provides explanations.

The main data base is the current and representative study Speak! “Sexualized violence in the experience of youth” which was conducted

throughout Hesse with about 2.700 secondary school pupils from 9th and 10th grade.

In addition, we compare results from international studies on this subject. Looking at first analyzes from Speak!, they show that almost every second adolescent has at least one experience with non-physical forms and almost every fourth with physical sexualized violence. In the majority of cases, the sexualized violence originates from peers.

Considering the assumption of high-risk places, school is a particularly risky place for such experiences.

The findings of the study presented here will be discussed particularly with regard to the consequences for all fields of Extended Education.

15.30-16.30

Location:

Auditorium

Keynote Lecture 4

Extended education from an international comparative point of view: Which are the next steps?

Prof. Dr. Deborah Vandell, University of California, Irvine, USA

16.30-17.15

Location: Entrance

Hall

Meeting the authors of the posters

Chair: Nanine Lilla, University of Bamberg, Germany

Poster 1: Effects of the German Federal Environmental Competition (BUW) on students' socio-scientific decision-making

Carola Garrecht, Leibniz-Institut für die Pädagogik der Naturwissenschaften und Mathematik, Germany; Dr. Marc Eckhardt, Leibniz-Institut für die Pädagogik der Naturwissenschaften und Mathematik, Germany; Prof. Dr. Ute Harms, Leibniz-Institut für die Pädagogik der Naturwissenschaften und Mathematik, Germany

Science competitions constitute a major element of extended education. Their fundamental purpose is to spark interest and to foster school students' motivation to get involved in scientific content. They can also offer the possibility for students to engage in relevant controversies such as sustainable development. In order to tackle the integrated socio-scientific issues such as climate change decision-making is requested.

The German Federal Environmental Competition (BUW) is a science competition with environmental focal point. While addressing sustainability-related questions participants are asked to develop a solution and to document this idea in a written project-report. These questions encourage students to monitor, reflect and discuss the solution in their project-report which thus can be seen as meta-cognitive structuring measure. In the scope of this PhD the effects of the BUW on students' socio-scientific decision-making is explored. Therefore design the effect of the submitted written report and its quality (independent variable) on the development of decision-making (dependent variable) is tested in a quasi-experimental pre-post-follow-up design. In order to analyze the quality of the submitted reports a category system will be developed. The decision-making will be tested using project-independent decision-making scenarios (e.g. Eggert & Bögeholz, 2006). These will be processed by the participants online before and after the competition as well as six weeks after the competition deadline. The frequent documentation of activities, such as the visit of out-of-school educational institutions, shall give information regarding confounding factors.

Poster 2: Voluntary Engagement, Tutoring, E-Learning & Co. – To which extend are academic success, user profiles of extracurricular activities and social background associated?

Franziska Janzen, University of Giessen, Germany

This study builds on Pierre Bourdieu's theory of cultural capital which proposes that students achieve educational titles by investing time and effort. The choice of additional offers on students' ways to these educational titles might be affected by the familial social and academic background.

In line with the theory, this study aims at investigating three research questions. Which extracurricular activities do students attend besides the visit of seminars and lectures at university or in the course of their studies? In this respect, to which extent are there certain "user profiles", thus students who visit the same additional offers as a group of fellow students that can be identified? Furthermore, in how far can these user profiles be associated with social background?

This study goes with pedagogy major subject students in their second or fourth semester and minor subject students in their first semester who are regularly enrolled at university since they attend the lecture in which the data will be collected.

The survey reflects results for pedagogy students at Justus-Liebig-University Giessen. All students registered for this lecture are potentially able to complete the questionnaire.

The sample has to be perceived as a "relevance oriented" sample.

Within the scope of this study, "academic success" will be operationalized by the expected final degree. "Social background" will be operationalized by the education of the individuals' parents.

Data will be collected approximately in April 2018. In the course of the data analysis, a cluster-formation method will be applied.

Poster 3: Concepts of Peer Mentoring in homework assistance programs at all-day schools – which students do participate?

Katrin Heyl, University of Kassel, Germany; Prof. Dr. Natalie Fischer, University of Kassel, Germany

Peer Mentoring is known as a suitable way to support students by other students having an advantage in knowledge (Topping 2000). Till now, in Germany, peer mentoring concepts are most likely common in the area of buddy concepts or conflict mediators at school. Both mentors and mentees benefit from peer mentoring programs in their subject-specific and social competencies (Sliwka 2003). Yet, the potential of older students for extended education at all-day schools, especially for homework assistance programs, constitutes an understudied field of research.

The Study on the Development of All-day schools (StEG, funded by BMBF) explores the employment of older students in homework assistance programs at five German all-day schools. Throughout the last school year (from October 2016 to June 2017) a team of teachers, researchers and school consultants worked together to develop a school specific peer mentoring concept for every participating school that will be implemented in the next school year, starting in August 2017. A sample of about 60 mentors from grade eight to ten will take part in a pre-post-questionnaire study.

The poster answers two questions based on the first measurement point: "How did the particular schools implement peer mentoring?" and "Which students do participate as peer mentors?" Based on several key questions similarities and differences of the developed concepts of the five participating schools are illustrated. To give an overview of the participating students, sociodemographic data of the mentors are presented.

Poster 4: Effects of private tutoring on school achievement in Germany

Melike Ömerogullari, IPN – Leibniz Institute for Science and Mathematics Education at Kiel University, Germany; Dr. Karin Guill, IPN – Leibniz Institute for Science and Mathematics Education at Kiel University, Germany; Prof. Dr. Olaf Köller, IPN – Leibniz Institute for Science and Mathematics Education at Kiel University, Germany

In recent years, private tutoring has taken a substantial part of extracurricular learning. Especially during secondary school, many students attend tutoring classes or receive one-to-one tutoring as a supplement to regular schooling. These supplementary lessons are considered to be effective, as the students spend more time on learning and receive individual assistance and feedback (Mischo & Kessel, 2005). On the other hand, tutoring may lead to paying less attention during regular classes at school (Bray, 2009). Empirical studies have reported inconsistent results regarding the effectiveness of private tutoring. Some studies find minimal or no effect of tutoring on school achievement (Guill & Bos, 2014; Smyth, 2008; Ryu & Kang, 2013), whereas some report a positive effect of tutoring on grades and test scores (Haag, 2001; Ireson & Rushforth, 2005). In this study, we examine the effect of tutoring on school achievement, i.e. grades and test scores in mathematics and German, using a large sample of secondary school students from the Hamburg-based longitudinal study LAU (Aspects of Learning Background and Learning Development, N = 11026, 9th grade students). OLS-Regression analysis showed no positive effect of private tutoring on grades or achievement test scores while controlling for gender, parents' educational background, migration status, academic track and subject specific prior knowledge of the student. Possible reasons for the missing effect of private tutoring on academic achievement will be discussed.

Poster 5: Time use of children and adolescents for extended education in time comparison

Nicole Mink, University of Marburg, Germany

Examining extended education in an international comparison, participation in the respective extended education offers also depends on the structure of the country-specific programs. Extended education in Germany has traditionally been almost completely held outside schools as organized offers of child and youth work, in associations, sport clubs, churches or carried out by private organizations. For the case of Germany a relationship between social origin and non-school education was identified, as it has been shown for formal education (Grgic & Züchner, 2013). A central expectation for the expansion of the all-day schools in Germany at the beginning of the 2000s was therefore also, to minimize the social selectivity of the participation in the field of extended education. The focus of the paper is on the extent to which social origin influences the nature and intensity of extended education,

and whether possible changes in the last few years are apparent.

The Time-Use Survey of the Federal Statistical Office from 2001/2002 and 2012/13 is used to investigate this question. In addition, the data from the 2001/2002 study is used to track the changes over time. The results of the analysis provide a detailed overview of the time used by children's and adolescents in Germany for extended education activities. The multivariate analyzes underline the influence of social background on the participation in extended education activities.

Poster 6: Multiprofessional Cooperation for extended education: Examining a German primary school

Selina Mütze, Kassel University, Germany; Prof. Dr. Natalie Fischer, Kassel University, Germany

The cooperation between the staff and the teachers in Germany's all-day schools are more challenging the closer it is connected to the lessons (cf. Reh, S. & Breuer, A. 2012). Therefore, in one particular all-day-primary-school in Germany, teachers and staff co-teach classroom. These lessons should be based on intensive cooperation and an equal exchange between the teachers and the staff with the aim of supporting students' individual learning. Does this concept have an influence on cooperation? Findings of a mixed-methods study show that teachers tend to perceive cooperation as better than the staff. Results indicate that good concepts and written statements are not enough to implement a real cooperation and equal exchange.

Poster 7: Making the most of all-day primary schools – Promotion of pupils' social competence in open all-day primary schools

Susanne Hellmuth, University of Bamberg, Germany; Prof. Dr. Marianne Schüppbach, University of Bamberg, Germany

In recent years, there has been an enormous boom in all-day schools in Germany. In 2015, nearly 60% of German schools had begun to offering the option of all-day education and supervision. Currently, more than one third of German school-age children are taking advantage of these opportunities (StEG-Konsortium, 2016).

All-day schools are not only meant to provide expanded educational and learning opportunities – they are also geared towards fostering “social learning across various age groups through programmes that promote community life, respectful interaction with others and social competence.” (Federal Ministry of Education and Research, 2003, p. 19)

In German-speaking countries, there is a manageable number of available empirical findings that deal with the effects of all-day primary school programmes on children's social behaviour and social learning, for example the Study on the Development of All-day Schools (StEG). The study's second wave (2012 – 2015) has shown in its primary-school-specific sub study (StEG-P) that, “although the vast majority of schools do indeed have specific offerings available [on social learning, among others], it is simply not the case that all primary school children have the opportunity to visit such a programme as part of their school's all-day offering.” (StEG-Konsortium, 2016, p. 19)

In light of the fact that social competence represents a fundamental component of pupils' development, the project is particularly focused on the optimisation of open all-day school programmes in the field of social competence.

Poster 8: Institutionalization of after school programs in Korea

Song le Han, Sungkyunkwan University, South Korea; Eun Ju Kwak, Sungkyunkwan University, South Korea; Soo Jeong Hwang, Sungkyunkwan University, South Korea; Prof. Dr. Sang Hoon Bae, Sungkyunkwan University, South Korea

This study examined how after school programs, so-called Afterschool, in Korea have been institutionalized during the past few decades. To achieve a wide range of educational and societal goals, Afterschool in Korea has been introduced as part of education reform initiatives since 1995. Since then, it has kept increasing in the number of participants, programs, and lecturers, the amount of money invested, private vendors offering programs, etc. Given the tendency that when the government is changed, policies that are initiated by the former government tend to be either abolished or weakened, it is notable that Afterschool has kept gaining unceasing popularity from students and the public during the last six administrations. From the neo institutionalism perspective, this study aimed to find whether Afterschool in Korea is on the institutionalization process. The study conducted a survey to find perceptions of parents on Afterschool. Findings include : a) Afterschool seems to gain legitimacy as one of the education systems, b) implementation of Afterschool is taken for granted by not only the school administrators but also students, parents, and the public, c) Afterschool has been found to be useful in achieving a variety of educational and social goals including the reduction of the chronic supplementary private tutoring, improvement of academic achievement of low SES students, child care services, etc., d) it was found that people began to compare Afterschool to either regular curricular activities or private tutoring, which tells that Afterschool is conceptually distinguished from the existing education systems – e.g., regular curriculum and private tutoring. Conclusion is that Afterschool will keep remaining as an educational institution that has its own pedagogic and social goals and plays important roles in reforming regular curricular activities, reducing the number of students who are engaged in expensive private tutoring, achieving educational equality by offering additional educational opportunities to learn to students from low income families and local areas, providing a variety of educational programs and activities that may not well be offered by regular curriculum.

Poster 9: SamS: A peer-tutoring program and its perception and acceptance

Jaqueline Hacking, University Koblenz-Landau, Germany; Isabell Schrick, University Koblenz-Landau, Germany; Dr. Nora Heyne, Leibniz Institut für Bildungsverläufe e.V., Germany

The SamS peer-tutoring program (Kastner-Püschel, 2013) is the focus of the study. It is characterized by trained pupils of higher grades who give support to younger children while doing school work. This support is given in extracurricular learning lessons in all-day schools in Rhineland-Palatinate and

open to voluntary participation. Since these lessons for the first time were conducted by teacher-tutee tandems in SamS, evaluation of it from the perspectives of all of the participants is the aim of this study. From a theoretical point of view, there is a lack of information about learning conducive features of peer-tutoring yet (Topping, 1996). Much is known about conducive features of classrooms (Hattie, 2009, 2012). Since extracurricular learning follows similar learning principles, many of these important classroom features are also assumed to be important in peer-tutoring settings. Therefore, criteria of classroom management, clarity, activation, motivation, facilitation and learning conducive climate were observed with focus on peer-tutoring. In order to describe and compare features of the lessons held by tutee-teacher tandems vs. teachers, the views of participating pupils, tutees and teachers were captured via questionnaires which have been adapted from Helmkes' observation scheme EMU (2012). Furthermore, one perspective was taken by means of video-based classroom observation. The planned sample entails four teacher-conducted and four teacher-tutee-conducted classes with about twenty pupils each. The data of this cross-sectional study will be evaluated via a correlative design in autumn 2017. The results are expected to provide hints on the perception and acceptance of the program and stimulus for further research.

17.30-19.00

Business Meeting IRN EXTENDED EDUCATION

Location:

MG1/02.05

20.00

Conference Dinner

Location:

Residenzschloss

Hotel (Untere

Sandstrasse 32)

09.00-10.30

Location:

MG1/02.05

Symposium 3

Gathering the voices of children (in Extended Education): Research practices and possibilities

Organizer and chair: Dr. Jennifer Cartmel, Griffith University, Australia

This symposium will focus on the research practice and the possibilities for researching with children. It will include international examples of research with school-aged children who attend services after school.

The repositioning of children as active social agents in the new paradigm of childhood has initiated a diverse range of research strategies. There has been an upsurge of research that has experimented with a variety of approaches to include the perspectives of children. Researchers have a responsibility to enable the voice of children to be heard beyond consultation and towards active participation. In research with children, inclusion of their voices in the analysis is imperative and privileging adult interpretations can limit the contributions of children.

Researchers have encountered three central challenges to working with children in exploring methods of enquiry: readiness to work with children's capacity, the power differential between adults and children, and language barriers.

The following four papers contribute to this Symposium:

1. Age 5-18 Children's Voices in Extended Educational Research. A Critical Comparison of Three Studies from Germany and Australia with regard to the 'Politics of Representation'
2. Talking Circles as a data collection tool when researching with children
3. Developing a 'contextually appropriate' extended education offer through an endogenous assets-based approach
4. Young-school aged children as educational experts: collaborative case study on formal and informal educational settings from Iceland.

Age 5-18 Children's Voices in Extended Educational Research. A Critical Comparison of Three Studies from Germany and Australia with regard to the 'Politics of Representation'

Stephan Kielblock, University of Giessen, Germany and Macquarie University Sydney, Australia; Amina Fraij, University of Giessen, Germany; Liesa Clague, Macquarie University Sydney, Australia; Elena Leussidis, University of Giessen, Germany

Talking Circles as a data collection tool when researching with children

Dr. Jennifer Cartmel, Griffith University, Australia; Kerry Smith, Griffith University, Australia; Marilyn Casley, Griffith University, Australia

Developing a 'contextually appropriate' extended education offer through an endogenous assets-based approach

Claire Forbes, University of Manchester, UK

Young-school aged children as educational experts: collaborative case study on formal and informal educational settings from Iceland

Dr. Kolbrún Pálsdóttir, University of Iceland, Iceland; Dr. Steingerður Kristjánsdóttir, University of Iceland, Iceland

Discussant: Prof. Anna Klerfelt, Jönköping University, Sweden

9.00-10.30

Location:

MG1/02.06

Symposium 4

Professional Cooperation in All-Day Schools

Organizers and chairs: Dr. Emanuela Chiapparini, Zurich University of Applied Sciences, Switzerland; Prof. Dr. Patricia Schuler Braunschweig, Zurich University of Teacher Education, Switzerland

Several studies have confirmed that multi-professional cooperation (Fischer et al., 2013; Olk, Speck & Stimpel, 2011) influences the optimization of organizational processes at all-day schools. Furthermore, it relieves teachers and strengthens the self-perception of their profession. Finally, it facilitates a successful development of all-day schools.

However, multi-professional cooperation is also described as a field of tension (Merten / Kaegi 2015) and high expectations are placed on a fruitful cooperative culture of teachers, social work staff and third-party providers at all-day school.

The present symposium focuses on two aspects of multi-professional cooperation: First, we examine the meaning and understanding of professional cooperation from the perspective of the involved professionals on an abstract level. Second, on a concrete level, we consider the arrangement, the design and experience in all-day schools gained so far.

Based on four research papers from Germany (project MuTiG), Switzerland (project AusTER), Sweden (project Leisure Time Center) and USA (project Community Schools) with qualitative and quantitative methodological approaches, the two aspects mentioned above are addressed and discussed.

MuTiG: Professionalization for Multiprofessional Cooperation in German All-Day Schools

Prof. Dr. Natalie Fischer, Kassel University, Germany; Prof. Dr. Hans Peter Kuhn, Kassel University, Germany; Johanna Pfaar, Kassel University, Germany

AusTER – Pedagogical Responsibilities in Multiprofessional Cooperation in Swiss All-Day Schools

Prof. Dr. Patricia Schuler Braunschweig, Zurich University of Teacher Education, Switzerland; Dr. Emanuela Chiapparini, Zurich University of Applied Sciences, Switzerland; Dr. Christa Kappler, Zurich University of Teacher Education, Switzerland; Kadrie Selmani, Zurich University of Applied Sciences, Switzerland

Cooperation and everyday transitions in School and Leisure time centre – the perspectives of teachers

Dr. Helene Elvstrand, Linköpings University, Sweden; Dr. Lina Söderman Lago, Linköpings University, Sweden; Magnus Jansson, Linköpings University, Sweden

Interlocking of School Education and Social Work. An International Comparison of Community Schools in New York and All-Day Schools in Zurich
Dr. Emanuela Chiapparini, Zurich University of Applied Sciences, Switzerland

Discussant: all authors

9.00-10.30

Location:

MG2/01.10

Symposium 5

Activities: A Quality Aspect of Extended Education Offerings

Organizer and chair: Prof. Dr. Marianne Schüpbach, University of Bamberg, Germany

Extended education or out-of-school time programs have grown steadily in recent years. An increasing number of programs are on offer, and more and more children and young people are utilizing them. At the same time, there has been a much greater focus on the educational quality of these programs. This is noticeable in practice in the quality concepts of *Ganztagsschulen* or after school programs, for example, and in research in the increasing number of studies on the educational quality of extended education. In a meta-analysis of 68 U.S. studies, Durlak, Weissberg, and Pachan (2010) found that especially programs that are sequential, active (training process), focused, and explicit lead to positive effects on school achievement. The U.S. studies have identified some general and consistent factors in educational quality and indicators for educational quality (Durlak et al., 2010). A central factor is the provision of stimulating and clearly structured activities. In this symposium, we will take a look at the activities in extended education offerings in England, South Korea, Germany and Switzerland. We will focus on questions such as what the quality of the extended education offerings is from the perspective of outside observers. What kind of extracurricular activities are provided in extended education, and in what activities do students participate? In the symposium we will have papers on these questions from four different countries: the United Kingdom, South Korea, Germany, and Switzerland.

Judging the quality of extended education provision: an English perspective

Dr. Kirstin Kerr, University of Manchester, UK

Policy Initiatives to Improve the Quality of After School Programs and Related Issues in Korea

Prof. Dr. Sang Hoon Bae, Sungkyunkwan University, South Korea; Soo Jeong Hwang, Sungkyunkwan University, South Korea; Tatiana Mardari, Sungkyunkwan University, South Korea; Eun Won Cho, Sungkyunkwan University, South Korea

Extracurricular activities in German all-day schools: range of activities, students' choice and reasons for participating

Karin Lossen, TU Dortmund, Germany; Désirée Theis, German Institute for Pedagogical Research, Germany; Bettina Arnoldt, German Youth Institute, Germany; Johanna Gaiser, University of Giessen, Germany; Stephan Kielblock, University of Giessen, Germany; Peter Furthmüller, German Youth Institute, Germany; Katja Tillmann, TU Dortmund, Germany; Markus Sauerwein, German Institute for Pedagogical Research, Germany; Janine Hannemann, University of Education Freiburg, Germany

Activities: A Quality Aspect of Extended Education Offerings in All-Day Schools in the German-Speaking Part of Switzerland

Prof. Dr. Marianne Schüpbach, University of Bamberg, Germany; Benjamin Von Allmen, University of Bamberg, Germany; Lukas Frei, University of Bamberg, Germany; Dr. Wim Nieuwenboom, University of Bamberg, Germany

Discussant: Prof. Dr. Eckhard Klieme, German Institute for International Educational Research (DIPF), Germany

11.00-12.00

Location:

Auditorium

Keynote Lecture 5

Adolescents' extra-curricular activities, well-being and educational outcomes: Comparative findings from PISA 2015

Prof. Dr. Eckhard Klieme, German Institute for International Educational Research (DIPF), Germany

12.15-13.15

Location:

Auditorium

Panel discussion: Extended education: Initiate international comparative research:

Host: Prof. Dr. Ludwig Stecher, University of Giessen, Germany

Panelists:

Dr. Denise Huang, CEO of The National HLH Foundation Taiwan, and

Prof. Dr. Marianne Schüpbach, University of Bamberg, Germany

Prof. Dr. Sang Hoon Bae, Sungkyunkwan University, South Korea, and

Prof. Dr. Fuyuko Kanefuji, Bunkyo University, Japan

Prof. Dr. Deborah Vandell, University of California, Irvine, USA

Prof. Dr. Eckhard Klieme, German Institute for International Educational Research (DIPF), Frankfurt, Germany

Prof. Gil Noam, Harvard University, USA

13.15-13.45

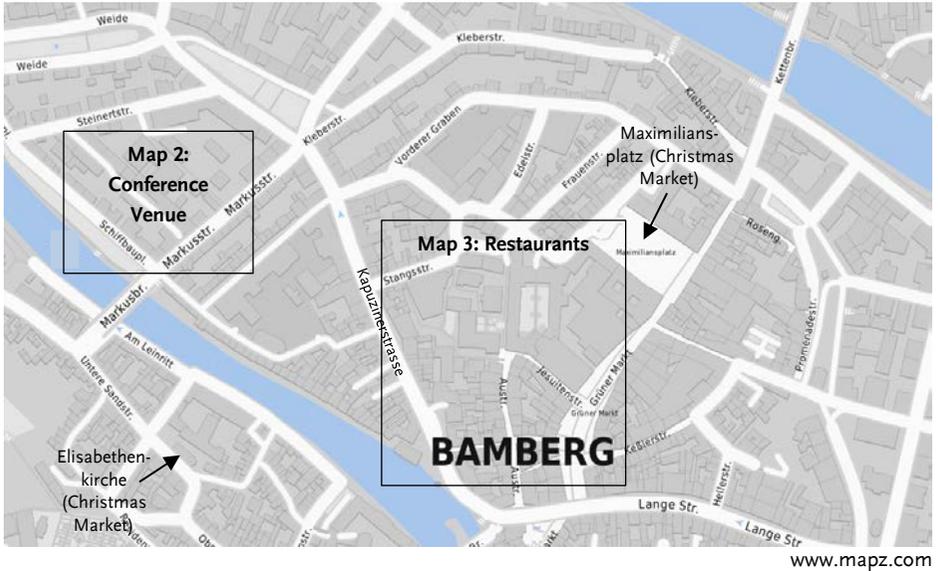
Location:

Auditorium

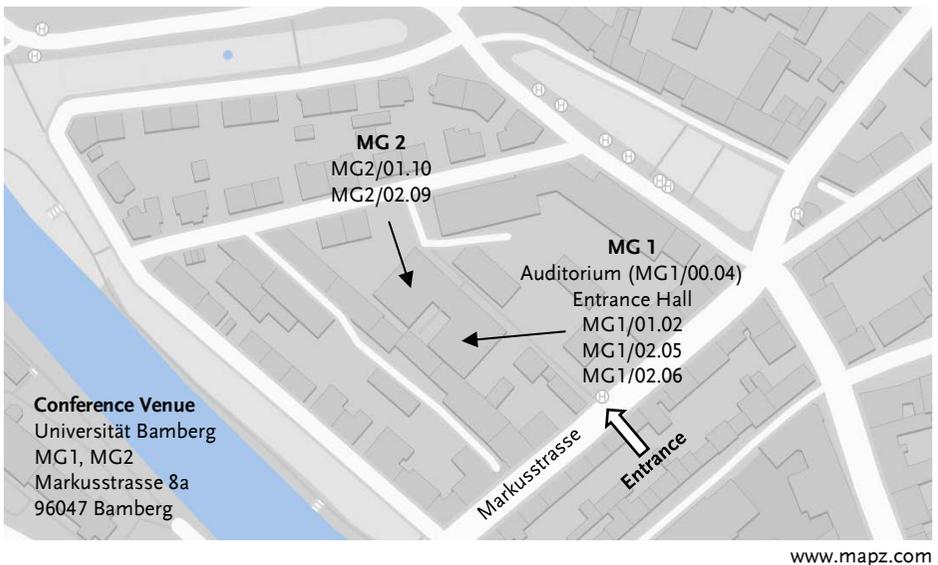
Closing Ceremony

Maps and Restaurants in Bamberg

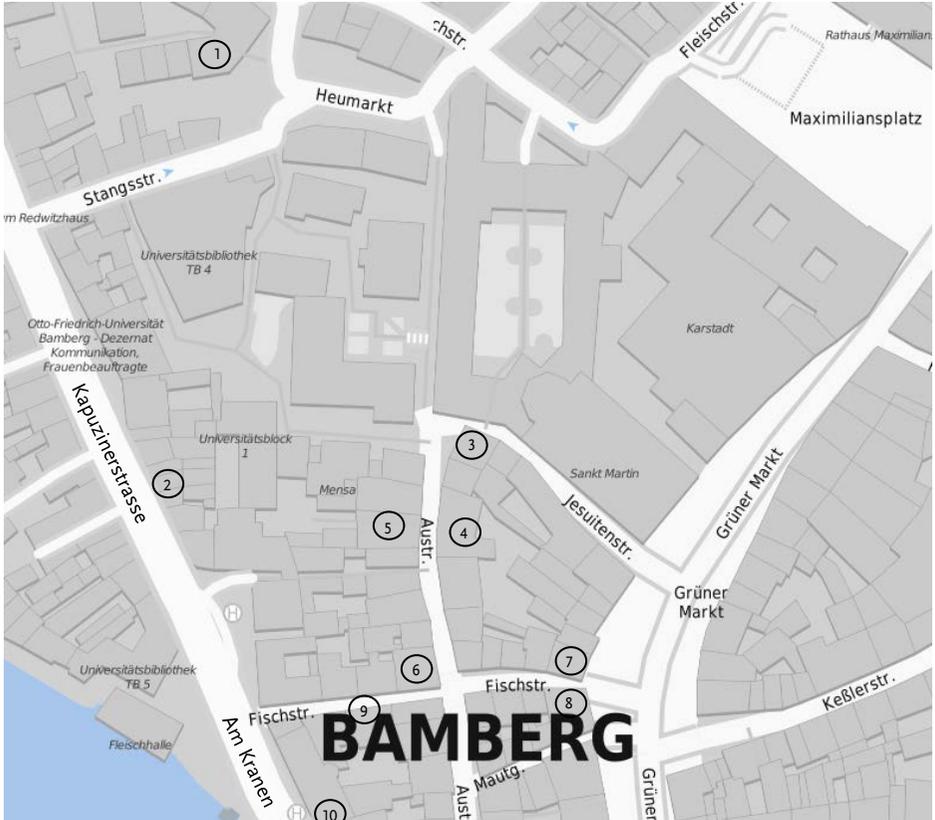
Map 1: Bamberg



Map 2: Conference venue



Map 3: Restaurants for Lunch Break



www.mapz.com

- | | |
|--|---|
| 1. DaCaBo
Heumarkt 7 | 6. Café Müller
Austrasse 23 |
| 2. Kapuzinerbeck
Kapuzinerstrasse 6 | 7. Der Beck
Grüner Markt 9 |
| 3. Spghetteria Orlando
Jesuitenstrasse 3 | 8. MÜLLER 7 Café & Bar
Grüner Markt 7 |
| 4. Hofcafé
Austrasse 14 | 9. China-Fan Imbiss
Fischstrasse 9 |
| 5. Café Esspress
Austrasse 33 | 10. Caffèbar Kranen
Am Kranen 10 |

Map 4: Map of Bamberg



www.mapz.com

- 1. Train Station**
Ludwigstrasse 6
96052 Bamberg
- 2. Conference Venue**
University of Bamberg
MG1, MG2
Markusstrasse 8a
96047 Bamberg
- 3. Welcome Hotel**
Mussstrasse 7
96047 Bamberg

