LUXERA

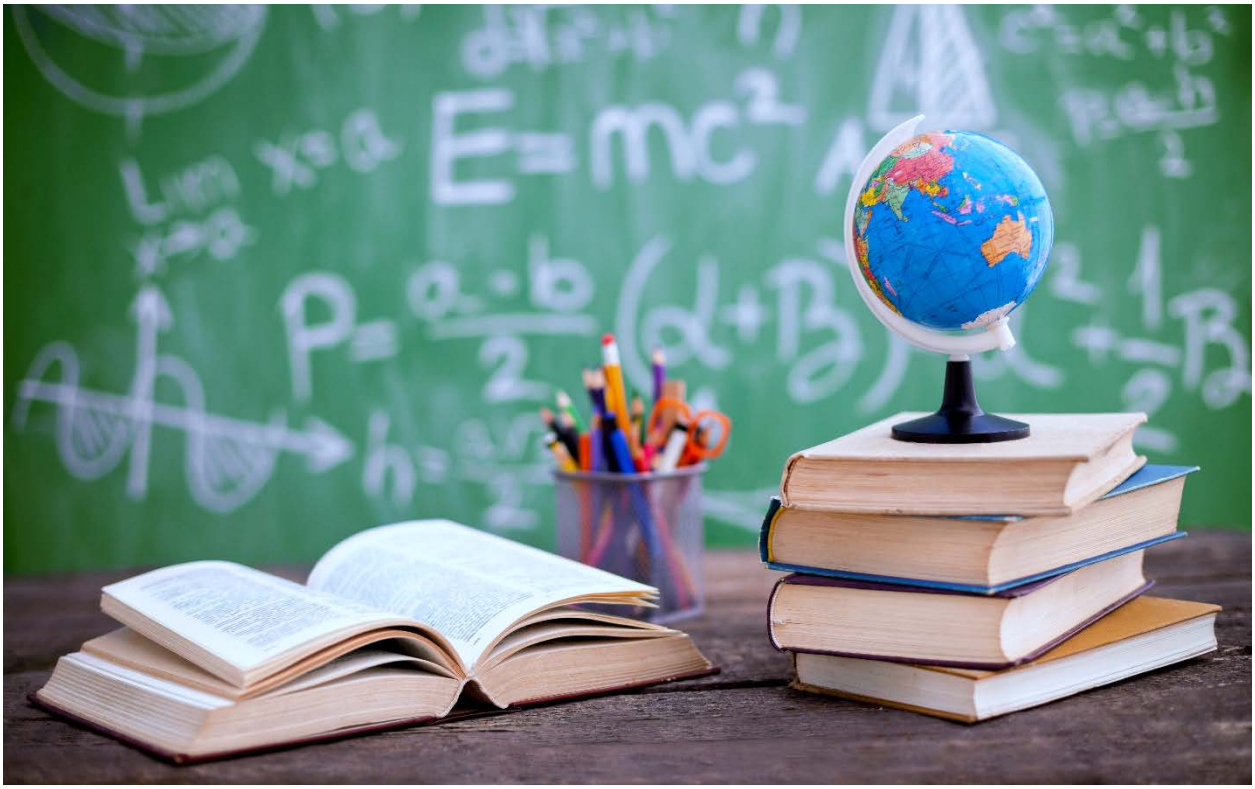
(Semi-)Virtual Conference 2020

11 to 12 November

Tackling Educational Inequalities in Luxembourg and Beyond

University of Luxembourg

Conference Booklet



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Welcome Address

Dear participants of the LuxERA 2020 conference,
Dear members of the Luxembourg Educational Research Association,
Dear CIDER fellows,

I would like to welcome you to our conference in this very unusual year 2020. While we unfortunately had to cancel or postpone several events in the framework of LuxERA and EERA such as the academic writing workshop in Luxembourg, the CIDER-LERN conference in Luxembourg and the ECER conference in Glasgow, we were determined to stick to our annual LuxERA conference event. Closely monitoring the evolving Covid situation and attempting not to take any health risks, we prepared this conference as a semi-virtual conference using the Webex communication platform in combination with some social gathering on the outdoor premises of the University of Luxembourg (when Covid conditions and guidelines allow us to do so).

The conference will be preceded by an academic writing workshop for our emerging researchers on Wednesday morning that will be continued in-person in May 2021 in Luxembourg (conditions permitting). This course will be held by Georges Head and Stephen MacKinney from the Scottish Educational Research Association and is supported by the European Educational Research Association (EERA).

We will start the conference with a word of welcome followed by our LuxERA keynote on how to tackle educational inequalities. We are pleased that the keynote speaker Beng Huat See will join us virtually from Durham University.

On Wednesday afternoon and Thursday morning, we will have parallel presentation sessions and a poster session. We will close the conference on Thursday after lunch. Our LuxERA general assembly will take place online on Wednesday late-afternoon. Afterwards we hope to be able to gather in-person outdoors at the University premises.

While we are happy to welcome some CIDER fellows at our LuxERA conference, the originally planned conference of the international postdoctoral CIDER programme and the education network of the German Leibniz Association that was to take place jointly with this year's LuxERA conference is postponed to 2022.

This also means that we may deal with educational inequalities as conference theme again soon. However, as educational inequalities in terms of systematic (dis)advantages in aspects of education and learning along axes such as social origin, gender, immigrant background or disability are still prevalent across Europe and come with severe consequences for the individual and societies, this issue deserves a frequent consideration.

Finally, I would like to thank our core conference preparation team that includes Joanne Colling, Christina Haas and Ineke Pit-ten Cate for their hard work in times of increased insecurity. We also thank the reviewers who evaluated all abstracts. LuxERA also owes thanks to the Institute of Education and Society for administrative support – Sofie van Herzeele – and for financial support.

I wish you inspiring virtual (and maybe in-person) encounters at our conference. Good to see you again – at least on the screen.

Andreas Hadjar

LuxERA president

University of Luxembourg, November 2020

Conference Schedule

Wednesday, 11 November 2020	
10h00 – 12h00	EERA Academic Writing Workshop (Part I) by George Head and Stephen McKinney (University of Glasgow)
14h00 – 14h15	Welcome and Opening Words by Andreas Hadjar
14h15 – 15h00	Keynote Speech Overcoming disadvantage: Closing the attainment gap by Beng Huat See (Durham University)
Parallel Sessions I and II	
Session I	**Education systems and institutional features** **Chaired by Sonja Ugen**
15h05 – 16h20	*Tackling educational inequalities using school effectiveness measures* by Jessica Levy, Dominic Mussack, Martin Brunner, Ulrich Keller, Pedro Cardoso Leite & Antoine Fischbach *Beyond school effects: The impact of differentiation and standardization of school systems on achievement inequality in Latin America* by Francisco Ceron *The development of Need for Cognition in secondary school: Differences across tracks and subgroups of students* by Joanne Colling, Rachel Wollschläger, Ulrich Keller, Mireille Krischler, Franzis Preckel & Antoine Fischbach

Session II	**Current issues in educational research** **Chaired by Christina Haas**
15h05 – 16h20	*Students' Personality Relates to Experienced Variability in State Academic Self-Concept* by Jennifer Hausen, Jens Möller, Samuel Greiff & Christoph Niepel *NEPS survey data linked to administrative data of the IAB (NEPS-ADIAB)* by Nadine Bachbauer & Clara Wolf *Bildungsforschung in Luxemburg im Spiegel wissenschaftlicher Publikationen* by Jennifer Dusdal, Justin J.W. Powell & Luisa Thönnessen
16h30 – 17h30	LuxERA General Assembly
18h00 – 20h00	In-person social event: Outdoor Barbeque

Thursday, 12 November 2020

Parallel Sessions III and IV

Session III	**Languages, multilingualism and inequalities** **Chaired by Ineke Pit-ten Cate**
9h00 – 10h40	*Towards more equal starting conditions with regard to the transition into compulsory schooling? The implementation of a plurilingual education policy in non-formal early childhood education and care settings in Luxembourg* by Kevin Simoes Lourêiro

	Is there a math advantage for multilingual students? by Sophie Martini & Sonja Ugen *Lower reading comprehension in the language of math instruction accounts for weaker math performances in non-native children in a multilingual education system* by Max Greisen, Carrie Georges, Philipp Sonnleitner, Caroline Hornung & Christine Schiltz *Translanguaging course for preschool teachers to disrupt inequalities* by Gabrijela Aleksić & Džoen Bebić-Crestany
Session IV	**New (digital) challenges in the times of the pandemic and beyond** **Chaired by Antoine Fischbach**
9h00 – 10h40	*Teaching in times of the pandemic – challenges and chances for digitally supported educational development* by Isabell Baumann & Dominic Harion *The use of augmented reality, digital and physical modelling in schooling at home in early childhood in Echternach* by Ben Haas, Yves Kreis & Zsolt Lavicza *GeoGebraTAO: Geometry learning using a dynamic adaptive ICT-enhanced environment to promote strong differentiation of children's individual pathways* by Carole Dording, Charles Max, Yves Kreis & Thibaud Latour *How do pupils experience Technology-Based Assessments? Implications for methodological approaches to measuring the User Experience based on two case studies in France and Luxembourg* by Florence Kristin Lehnert, Carine Lallemand, Antoine Fischbach & Vincent Koenig

Moderated Poster Session

Chaired by Joanne Colling

10h50 – 11h30

Inequalities in the Luxembourgish educational system: Effects of language proficiency on math performance in different generations of immigrant students

by Charlotte Krämer, Salvador Rivas, Yanica Reichel, Antoine Fischbach & Ineke Pit-Ten Cate

The impact of language on numbers: bilingual effects of LM+ and LM- on one and two digit naming and access to number semantics at different ages of acquisition

by Rémy Lachelin, Amandine Van Rinsveld, Alexandre Poncin & Christine Schiltz

Inequality in Access to Higher Education in India between the Poor and the Rich: Evidence from NSSO Data?

by Jandhyala B. G. Tilak & Pradeep Kumar Choudhury

Social Participation and Disability in relation to School and Family

by Anne Stöcker & Carmen Zurbriggen

Comparative Analysis of School Curricula in Luxembourg and Japan: Exploring School Curricula for Inclusive Education

by Miwa Chiba

Parallel session V and VI

Session V **Inequalities in higher education**

Chaired by Andreas Hadjar

11h40 – 13h00

Destination Luxembourg: Patterns and motives of higher education migration

by Frederick de Moll, Irina Gewinner & Christina Haas

	Ethnic Effects at the Transition to Higher Education in Germany - A Differentiated Analysis of the Impact of School Performance and Social Origin by Swetlana Sudheimer, Hanna Mentges & Sandra Buchholz *Effects of social origin on educational and occupational reorientation after higher education dropout* by Nancy Kracke & Sören Isleib
Session VI	**Inclusion and Gender Issues** **Chaired by Justin J.W. Powell**
11h40 – 13h00	*Inequalities in teacher reports on students' inclusion at school* by Carmen Zurbriggen, Lena Nusser & Monja Schmitt *Does training beget training over the life course? On the gender-specific influence of true state dependence and unobserved heterogeneity on non-formal work-related further training participation among workers in Germany* by Sascha dos Santos & Martin Ehlert *Socialisation and gendered career choices: A cultural perspective* by Irina Gewinner, Andreas Hadjar & Mara Esser
13h15	Outdoor closing lunch

LuxERA exhibition

During the week of the conference (09.11. – 12.11.2020), all presentation abstracts and printed versions of the posters will be displayed at the Foyer of the MSH (Campus BELVAL, University of Luxembourg) for an interested audience (no physical presence of the presenters is required).

Keynote Speech

Overcoming disadvantage: Closing the attainment gap

Beng Huat See, Durham University

One of the most obstinate and best-established facts in education is that, on average, disadvantaged students have worse outcomes in all phases. Nations have introduced many policies and reform ostensibly to overcome the poverty attainment gap, including the Every Student Succeeds Act in the US (2015), and Pupil Premium funding in England (2011). But do these interventions work, and how would they work? The latest OECD PISA results showed improvements in education equity in many countries, weakening the relationship between socio-economic status and academic test results, which cannot be the result of any country-specific programme. This presentation reviews the international evidence on outcomes for disadvantaged students, and then outlines results from England 2006-2019. The improvements in the primary attainment gap since the Pupil Premium are then described and related to improvements in SES segregation between schools, and to promising programmes and interventions used by schools and funded by the policy. The presentation ends with consideration of the possible implications for future policy in England and elsewhere.

Notes:

Paper Abstracts

Session I: Education Systems and Institutional Features

Tackling educational inequalities using school effectiveness measures

Jessica Levy, Dominic Mussack, Martin Brunner, Ulrich Keller,

Pedro Cardoso Leite & Antoine Fischbach

The country of Luxembourg seems to experience an increase in societal and student diversity faster than other countries, caused by, among other concerns, its small size, a traditional multilingualism, and an economic system that relies heavily on immigration. This diversity represents a challenge for students, teachers, schools, and the educational system, but it also offers the opportunity to investigate this unique educational learning environment; it is increasingly important for school systems worldwide to understand and learn how to effectively deal with heterogeneous groups of students. One way of tackling educational inequalities is to measure school effectiveness using value-added (VA) models which aim to obtain a "net effect" of effectiveness (Driessen et al., 2016) by leveling out students' backgrounds. However, to date there is no consensus on how VA scores should be measured (Levy et al., 2019; Everson, 2017). Machine learning methods, which have yielded spectacular results in numerous fields, may be a valuable alternative to the classical models, as was also suggested by recent research (Schiltz et al., 2018). The aim of the present study is to contrast various classical (e.g., linear regression) and machine learning models (e.g., regression trees) to estimate school VA scores on a representative data of 3,026 students in 153 schools who took part in the Luxembourg School Monitoring Programme (LUCET, 2019) in Grades 1 and 3. Our findings indicate that, in this educational context, multilevel models outperform all other models that we tested, including the machine learning models. However, the percentage of disagreements in school classification, when compared to multilevel models, was not negligible. Real-life implications for individual schools may still be dramatic depending on the model type used. Implications of these results and the potential of using VA scores to tackle educational issues will be discussed.

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Notes:

Beyond school effects: the impact of differentiation and standardization of school systems on achievement inequality in Latin America

Francisco Ceron

The design of educational institutions may face policy trade-offs in the tasks of school systems that are served by them (van de Werfhorst and Mijs, 2010; Pedró et al 2015). Differentiation of school systems may foster efficient sorting of students and then maximize learnings but at the cost of exacerbating social inequalities. A centralized education system may guarantee equality of educational opportunities, but it is not clear if it increases or hinder the overall performance level (e.g. Woessman 2003; Brunello & Checchi 2007; Bol et al., 2014; Bol & van de Werfhorst, 2016; Mijs 2016). Until now, researchers have overlooked the role of private schooling as an important dimension of stratification in national school systems, focusing mainly on its relative effectiveness and assuming implicitly that school sector capacity truly reflects a level of differentiation (e.g. Hanushek & Woessman, 2015; Chmielewski & Reardon 2016). I attempt to address the following research question: to what extend the differentiation induced by private schooling increase achievement inequalities, counteracting the effects of standardization of the school systems in Latin American countries?

Using data from the 2013 UNESCO TERCE regional large-scale assessment, I study how private schooling is related to overall levels of stratification and the extent to which it affects achievement inequality in a context of varying levels of standardization, across countries. I construct a generalized entropy measure of segregation to capture system level differentiation induced by private schooling, a standardization index (Bol & van de Werfhorst, 2016) and by using multilevel models with county fixed effects, I find that private schooling counterbalance the equalizing effect of higher levels of standardization on achievement inequalities, no matter their relative size, on top of individual and school level controls. I conclude by discussing how these findings speak to the potential policy trade-off between equality and efficiency in the region.

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The development of Need for Cognition in secondary school: Differences across tracks and subgroups of students

Joanne Colling, Rachel Wollschläger, Ulrich Keller, Mireille Krischler, Franzis Preckel & Antoine Fischbach

Need for Cognition (NFC) is a personality trait defined as an individual's tendency to engage in and enjoy thinking (Cacioppo & Petty, 1982) and was found to correlate with various cognitive and academic outcome variables (e.g., intelligence, academic self-concept). NFC furthermore explains incremental variance in academic achievement in students from primary school to university (Grass et al., 2017; Keller et al., 2016; Preckel, 2014). Despite the assumed existence of potentially beneficial or detrimental influences in educational contexts (Cacioppo & Petty, 1982), little is known about the longitudinal development of NFC. Recent findings illustrate the existence of school track differences in the relation between NFC and academic achievement in favor of higher school track students and are thus underlining the importance of differential learning environments (Colling et al., 2020). Using longitudinal large-scale data from the Luxembourg School Monitoring Programme (ÉpStan) from a full cohort of 7th and 9th grade students (N = 3.321), the present study investigates how NFC develops across different school tracks and subgroups (e.g. gender, socio-economic status, language and migration background). Preliminary results indicate that NFC decreases significantly across all tracks and subgroups in the first two years of secondary school. NFC furthermore shows a significantly stronger decrease for students in the highest and lowest school track than for students in the intermediary school track. While track allocation thus seems to have an impact on the development of NFC, none of the student background variables had a significant effect. By generating solid knowledge on the development of NFC in a tracked secondary school system, the study is paving the way for more longitudinal research on NFC with the aim to identify how an individual's intrinsic motivation to engage in and enjoy thinking could be fostered and how existing inequalities across tracks could be reduced.

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Notes:

Session II: Current Issues in Educational Research

Students' Personality Relates to Experienced Variability in State Academic Self-Concept

Jennifer Hausen, Jens Möller, Samuel Greiff & Christoph Niepel

Attaining a positive academic self-concept (ASC) is linked to many desirable educational outcomes. Research on which student attributes relate to the formation of ASC is therefore considered to be central. Past research on the association between personality traits and ASC has taken an interindividual perspective, while the intraindividual perspective has been disregarded. The present research explored the relation between students' Big Five traits and intraindividual variability in state general-school ASC in everyday school life for the first time using intensive longitudinal data. We drew on N=294 German ninth and tenth graders who completed a three-week e-diary and a previously presented 60-item Big Five questionnaire (BFI-2; Danner et al., 2016; Soto & John, 2017) assessing Extraversion, Agreeableness, Conscientiousness, Negative Emotionality, and Open-Mindedness as well as their respective subfacets (i.e., resulting in 15 subfacets). To assess state ASC, students completed three items after every single lesson across four different subjects (resulting in $M_{lessons}$ = 21.12). We ran six mixed-effects location scale models: one specified with all five Big Five domains, and five (one for each Big Five domain) with the subfacets as predictors of intraindividual variability in state ASC. We found that Extraversion, Conscientiousness, Negative Emotionality, Open-Mindedness as well as at least one subfacet of each Big Five trait were significant predictors of mean levels of state ASC independently of students' gender and reasoning ability, and the narrower subfacets Organization (Conscientiousness) and Depression (Negative Emotionality) predicted within-person variability in state ASC independently of students' gender and reasoning ability. These findings thus provide first evidence that students' ASC undergoes short-term fluctuations from school lesson to school lesson and that this intraindividual variability can be partly explained by students' personality. Our results thus contribute to a more complete map of the formation of ASC and the role of personality therein.

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Notes:

NEPS survey data linked to administrative data of the IAB (NEPS-ADIAB)

Nadine Bachbauer & Clara Wolf

NEPS-ADIAB is a cooperation project conducted jointly by the Institute for Employment Research (IAB) and the Leibniz Institute for Educational Trajectories (LIfBi). The new linked data product contains survey data of the German National Educational Panel Study (NEPS) and administrative employment data from the IAB, the research institute of the German Federal Employment Agency.

So far, four of the six Starting Cohorts of the NEPS are linked and released as NEPS-ADIAB. The overall aim of the NEPS study is to track education over the entire life course. For this reason, the NEPS Starting Cohorts depict individuals at different points in time of educational trajectory. The surveys focus on the educational and the employment history as well as on the acquisition of competencies in the respective learning environments. The four cohorts available as NEPS-ADIAB are the newborn cohort, the school cohort from grade 9 on, the university student cohort and the adult cohort.

The administrative data in the NEPS-ADIAB products consist of comprehensive information on the employment histories (1975 - 2017) including data about establishments the individuals were employed at. Record linkage based on names, addresses, gender and birthdate was used to link the two data sources.

The data access is free for non-commercial research purposes. In addition to a large number of on-site access locations in Germany and internationally, remote data execution is also offered.

This data linkage project is very innovative and creates an extensive database, which results in comprehensive analytical potential. In sum, the linked data has a variety of variables collected in both data sources, administratively and through the NEPS survey, allowing for wide-ranging analyses.

The presentation will shortly introduce the four linked NEPS Starting Cohorts as well as the administrative data of the IAB, will provide information about the linkage and will demonstrate the structure of the linked data. The talk ends with an overview on how researchers can apply for data access and actually access the data.

Notes:

Bildungsforschung in Luxemburg im Spiegel wissenschaftlicher Publikationen

Jennifer Dusdal, Justin J. W. Powell & Luisa Thönnessen

Die Bildungsforschung hat in Luxemburg im Kontext seiner Rolle als Bildungsgesellschaft verschiedene Aufgaben, etwa die Beschreibung und Analyse von Entwicklungen, die Untersuchung von Ungleichheiten sowie das Aufzeigen von Reformansätzen. Als Teil eines sich ausweitenden Systems tertiärer Wissensproduktion nimmt die Universität Luxemburg eine zentrale Rolle bei der Produktion wissenschaftlichen Wissens in der Bildungsforschung ein. Andere Einrichtungen tragen auch zur Zukunft nachhaltiger Bildung (Schule und Hochschule) und der Generierung neuen Wissens bei. Grundlage dieser empirischen Analyse bilden Publikationen als explizite inhaltliche Beiträge zum Verständnis der (Aus-)Bildung in Luxemburg sowie als Kennzeichen wissenschaftlicher Produktivität. Die zugrundeliegenden Daten beinhalten Publikationen unterschiedlicher Formate, die von Wissenschaftler*innen in Organisationen in Luxemburg veröffentlicht wurden, von Zeitschriftenartikeln und Monografien über Dissertationen, Sammelbände und Reports. Als Hauptquelle dient die größte Sammlung wissenschaftlicher Publikationen der Universität Luxemburg, das „Open Repository and Bibliography“ ORBIlu (insgesamt ca. 36.000 Einträge; 13 unterschiedliche Dokumententypen). Zusätzlich wurden Informationen zu wissenschaftlichen Veröffentlichungen anderer Einrichtungen gesammelt und analysiert. Untersucht werden Publikationen über einen Zeitraum von 4 Jahren aus den Erziehungs-, Geistes- und Sozialwissenschaften, die einen Fokus auf bildungswissenschaftliche Themen haben. Diese quantitative Vermessung (vgl. Hadjar 2016) erlaubt es, das Wachstum und die Vielfalt wissenschaftlicher Produktivität auf (inter)nationaler Ebene der Wissenschaftler*innen in Luxemburg sowie ihren internationalen Kooperationspartnern, die zur Expansion der Bildungsforschung beitragen, aufzuzeigen. Das Wachstum wissenschaftlichen Wissens in den Erziehungswissenschaften in Luxemburg wird für die Jahre 2016–19 beobachtet und analysiert. Obwohl sich die Organisationsformen in Luxemburg weiter ausdifferenzieren, bleibt die Bedeutung der Universität Luxemburg als wichtigste Organisationsform im Bereich der Bildungsforschung stabil. Die Bedeutung für die Entwicklung der Bildungsforschung sowie des Bildungs- und Wissenschaftssystem Luxemburgs wird diskutiert. Über die allgemeine Analyse hinausgehend wollen wir in diesem Vortrag einen besonderen Fokus auf Beiträge legen, die sich mit dem Thema sozialer Ungleichheit auseinandersetzen, um das Thema der Konferenz anzuknüpfen.

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Notes:

Session III: Languages, Multilingualism and Inequalities

Towards more equal starting conditions with regard to the transition into compulsory schooling? The implementation of a plurilingual education policy in non-formal early childhood education and care settings in Luxembourg

Kevin Simoes Lourêiro

Given that educational inequalities and school failure in Luxembourg frequently emerge due to its multilingual curriculum (Simoes et al. 2019), promoting multilingual competences – as one of the key factors to future educational success – is at the centre of the national early childhood education curriculum. As a response to this issue, a plurilingual education policy *"éducation plurilingue"* was established in 2017 in the Luxembourgish Early Childhood Education and Care (ECEC) sector. This program aims to create more equal starting conditions, in order to facilitate children´s integration into society, arousing their curiosity for language learning, and to ease their transition into the Luxembourgish education system (MENJE 2018a, b). While the national framework provides guidance and highlights the value of multilingualism as a means to tackled educational inequalities, policy and practice might differ due to local conditions. Thus, it is important to distinguish between the perspectives of policy representatives, in regard to policy in practice. Against this background, the objective of my dissertation is to offer meaningful insights on implementation strategies of the *éducation plurilingue* in reflection to meeting the political expectations of creating more equal starting conditions for the transition into compulsory schooling. For this purpose, I will combine conceptual approaches from loose coupling theory and social inequality studies. Employing a mixed method approach on the basis of expert interviews, group discussions, and an online questionnaire will support the findings with a more holistic perspective. This policy analysis thus aims to sensitize actors involved in children´s education to reflect upon multilingual practices and the evaluation of language competencies of multilingual children, in order to provide them with more equal opportunities. As the research is in an early stage, the presentation will cover research questions, conceptual framework and methodological issues as well as some early preliminary findings of the first research steps.

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Notes:

Is there a math advantage for multilingual students?

Sophie Martini & Sonja Ugen

Math is a core subject in many educational curricula and success in math predicts students' success later in life (Parsons & Bynner, 2005; Watts et al., 2014). Language is essential to learn and do mathematics (Aiken, 1972; Kempert et al., 2019). Students may learn math in another language than the language they speak at home e.g. due to migration or immersion programmes. Students who do not speak the language of instruction at home often have lower mean math achievement than students who do speak the instruction language at home (e.g. Ugen et al., 2013). The number of children and young people who migrate has been on rise (*Child and Young Migrants*, 2020). Therefore, investigating math achievement in general, but especially in bilingual or multilingual students is important. In this study, we aim to investigate differences in mean math achievement between multilingual students who speak different languages at home. We use two samples of large-scale, cross-sectional, standardised achievement data; one sample consists of first graders, the other of third graders. Preliminary results show that students in grade 1 and grade 3 who mainly speak Luxembourgish/German, linguistically very close languages (Serva & Petroni, 2008) and the instruction languages, at home with both parents have higher mean math achievement than students from five other home language backgrounds. When students' socio-economic status and language proficiency in the math instruction language are controlled in a regression analysis, the advantage for students in the Luxembourgish/German home language group disappears. Students in the other home language groups would have higher math achievement than the Luxembourgish/German group. This is in line with the findings of Hartanto et al. (2018) who report a bilingual advantage for math, but not with other studies with older students (Ugen et al., 2013). The implications of these findings are discussed.

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Notes:

Lower reading comprehension in the language of math instruction accounts for weaker math performances in non-native children in a multilingual education system

Max Greisen, Carrie Georges, Philipp Sonnleitner, Caroline Hornung & Christine Schiltz

Mathematical reasoning is not a purely abstract computational skill but depends on instruction language proficiency. This is especially relevant in multilingual settings, where it might contribute to differences in mathematics achievement between native and non-native speakers. To further explore the relations between mother tongue, instruction language proficiency and mathematics achievement, we focused on third graders' linguistic and mathematical competencies in the multilingual education system of Luxembourg. We used data from the national school monitoring program from 2015 and 2016 to assess the influence of children's language profiles, comparing Luxembourgish natives to French, Portuguese and South-Slavic populations, on reading comprehension in German (i.e., the instruction language) and mathematics performance. Results showed that non-native speakers underperformed in German reading comprehension as well as mathematics compared to the Luxembourgish native population, even when controlling for socioeconomic background. Regression analysis also indicated that German reading comprehension was a significant predictor of mathematics when accounting for both mother tongue and socioeconomic status. Finally, an integrated mediation analysis including socioeconomic status as a covariate showed that underperformances in mathematics of non-native speakers relative to the Luxembourgish reference group were significantly mediated by German reading comprehension. Direct effects indicated that Luxembourgish children no longer outperformed their non-native peers when controlling for reading comprehension as a mediator in the relation between mother tongue and mathematics performance. In the case of French and Portuguese populations, children even showed higher performances in mathematics compared to the Luxembourgish reference group when accounting for German reading comprehension in the mediation analysis. Our results thus suggest that differences in mathematics between non-native and native speakers can be explained by their underachievement in reading comprehension in the instruction language. Investments in fostering non-native speakers' instruction language proficiency before and during primary education thus likely result in cumulative beneficial effects on their overall academic achievement.

Notes:

Translanguaging course for preschool teachers to disrupt inequalities

Gabrijela Aleksić & Džoen Bebić-Crestany

The highly linguistically and culturally diverse reality of Luxembourg and its school system pose a great challenge to students, families, and teachers alike. This reality tends to produce one of the largest differences in reading performance between Luxembourgish and language minority children compared to other countries (PISA, 2019), which creates inequalities in students' academic trajectory. Translanguaging as a pedagogy has been established to overcome these inequalities by disrupting language hierarchies and giving language minority children a space and voice to learn and prosper (García, 2019). To address the inequalities and help implement a translanguaging pedagogy in preschool, our project1: (1) offered a professional development course in translanguaging to 40 teachers, (2) involves children's parents to foster home-school collaboration through questionnaires and interviews, and (3) cultivates children's linguistic, cognitive, and socio-emotional engagement in the classroom through linguistic tests and video observations. We also used focus groups and questionnaires at the beginning and the end of the course.

The 18-hour course in Translanguaging (June to December 2019) aimed to challenge the teachers' perception about multilingualism and equality in their classroom. Through the preliminary results of the focus groups, questionnaires and field notes, we were able to observe some positive changes in the teachers' attitudes and beliefs about their language minority children such as realising that language is a tool of communication. Teachers were also more positive about home-school collaboration. However, despite our continuous creative efforts, some teachers still maintained their traditional monolingual stance and conviction of parents' lack of education and interest. Most of the teachers did, however, not completely overcome a monolingual bias and this remains our main focus in the remaining points and follow-ups of our project.

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Notes:

Session IV: New (Digital) Challenges in the Times of the Pandemic and Beyond

Teaching in times of the pandemic – challenges and chances for digitally supported educational development

Isabell Baumann & Dominic Harion

Education systems are facing unprecedented challenges in the COVID 19 crisis and the circumstances under which school must take place are unique at national and international level. On the one hand, there are frameworks for digital learning environments and studies on the effectiveness of homeschooling and newer didactic approaches to open teaching, which focus more on learning processes "outside the school building". However, a coherent overall concept that defines digitally supported teaching and learning as educational standards and, in particular, takes into account the effects of distance learning on educational inequalities, is still lacking.

Against this backdrop, our presentation focuses on the effects of the COVID 19 crisis on school culture, teaching practices, family learning environments and the general possibility of participating in school education, as well as on the developmental impulses and interventions that can be derived for education systems: On the basis of a survey on access to digital infrastructures and on the potentials and limits of homeschooling, new, digitally supported teaching scenarios and didactic instruments are modelled, which will not only serve for crisis intervention, but will also be implemented in the context of post-pandemic curriculum making to foster educational equity.

Notes:

The use of augmented reality, digital and physical modelling in schooling at home in early childhood in Echternach

Ben Haas, Yves Kreis & Zsolt Lavicza

During the confinement of COVID-19, many efforts were made by the teachers in elementary school to switch from in-school to schooling at home (Kreis et al., In Review) in mathematics courses. For the cycles 2 to 4 (ages 7 to 12), the Ministry of Education was quite at ease to propose educational technologies through its online portal “schouldoheem.lu” to support the teachers, foremost with technology to repeat and exercise content skills. These students mostly used these technologies during their in-school mathematics courses, and the switch was possible for most of the students. The use of educational technology in early childhood in mathematics, however, is not yet a common practice in the elementary schools in Luxemburg. Thus, teachers in the early childhood education were less privileged and needed to develop teaching settings which suited the needs of their students (ages 3 to 6). Participation in online video conferences or the use of educational technologies relied in early childhood in significant parts on the disponibility and skills of the parents. Younger students were experiencing difficulties in following-up the courses request in schooling at home. These were even more visible for students with special needs. From a previous research in remote teaching on augmented reality, digital and physical modelling (Haas et al., In Review), we collect evidence on how parents needed to be supported in remote teaching with innovative technologies to continue hands-on activities. These learning settings allowed the students to continue an active learning. Hence, we used this evidence to work with a group of early childhood students, their teachers and parents in schooling at home. For two weeks, we supported parents, students and teachers in using these technologies in the elementary school in Echternach. We will present insights and how further tasks in schooling at home in early childhood could benefit from this experience.

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Notes:

GeoGebraTAO: Geometry learning using a dynamic adaptive ICT-enhanced environment to promote strong differentiation of children's individual pathways

Carole Dording, Charles Max, Yves Kreis & Thibaud Latour

In our project, we investigate the scientific validity of a specific self-built Adaptive Learning Tool in the field of dynamic geometry with a particular focus on the individual learning pathways of a highly diverse student population. 164 children of Luxembourg elementary schools, aged between 10 and 13 years, acted as test-group and explored elementary geometric concepts in a sequence of learning assignments, created with the dynamic mathematics system GeoGebra integrated into the computer-assisted testing framework TAO. They actively built new knowledge in an autonomous way and at their own pace with only minor support interventions of their teacher. Based on easily exploitable data, collected within a sequence of exploratory learning assignments, the GeoGebraTAO tool analyses the answers provided by the child and performs a diagnostic of the child's competencies in geometry. With respect to this outcome, the tool manages to identify children struggling with geometry concepts and subsequently proposes a differentiated individual pathway through scaffolding and feedback practices. Short videoclips aim at helping the children to better understand any task in case of need and can be watched voluntarily. Furthermore, a spaced repetition feature is another highly useful component. Pre- and post-test results show that the test-group, working with GeoGebraTAO, and a parallel working control-group, following a traditional paper-and-pencil geometry course, increased their geometry skills and knowledge through the training program; the test-group performed even better in items related to dynamic geometry. In addition, a more precise analysis within clusters, based on similar performances in both pre- and post-tests and the child's progress within GeoGebraTAO activities, provides evidence of some common ways of working with our dynamic geometry tool, leading to overall improvement at an individualized level.

Notes:

How do pupils experience Technology-Based Assessments? Implications for methodological approaches to measuring the User Experience based on two case studies in France and Luxembourg

Florence Kristin Lehnert, Carine Lallemand, Antoine Fischbach & Vincent Koenig

Technology-based assessments (TBAs) are widely used in the education field to examine whether the learning goals were achieved. To design fair and child-friendly TBAs that enable pupils to perform at their best (i.a. independent of individual differences in computer literacy), we must ensure reliable and valid data collection. By reducing Human-Computer Interaction issues, we provide the best possible assessment conditions and user experience (UX) with the TBA and reduce educational inequalities. Good UX is thus a prerequisite for better data validity. Building on a recent case study, we investigated how pupils perform TBAs in real-life settings. We addressed the context-dependent factors resulting from the observations that ultimately influence the UX. The first case study was conducted with pupils age 6 to 7 in three elementary schools in France (n=61) in collaboration with *la direction de l'évaluation, de la prospective et de la performance (DEPP).* The second case study was done with pupils age 12 to 16 in four secondary schools in Luxembourg (n=104) in collaboration with the *Luxembourg Centre for Educational Testing (LUCET).* This exploratory study focused on the collection of various qualitative datasets to identify factors that influence the interaction with the TBA. We also discuss the importance of teachers' moderation style and mere system-related characteristics, such as audio protocols of the assessment data. This study contribution comprises design recommendations and implications for methodological approaches to measuring pupils' user experience during TBAs.

Notes:

Session V: Inequalities in Higher Education

Destination Luxembourg:
Patterns and motives of higher education migration

Frederick de Moll, Irina Gewinner & Christina Haas

Seeking education abroad is an ever-increasing driver of migration. Studies have shown that country-specific push factors (e.g. low labour market opportunities in home country) and pull factors (e.g. institutional reputation and economic success of the receiving countries) are valid macro-level explanations for international student flows, reinforcing inequality in human capital acquisition. However, less research has looked at micro-level drivers of educational migration. Students' personal motives to study abroad remain largely unknown, which leads to scarce policy offers pertinent to the internationalisation of higher education. We aim to address this issue by focusing on students as agents of their social well-being, on the one hand, and as subjects to external forces such as residence permits and financial aid that channel educational choices, on the other hand. Drawing on social production function theory, we ask, first, if there are different motives for student's decision to pursue higher education Luxembourg, based on status-related, cultural and socioemotional reasons. Second, we ask to what extent sociodemographic factors are associated with specific patterns of motives. Analysing data from the Eurostudent VII survey with n = 871 students, we use latent class analyses to identify four types of students: status-oriented students (23%), students with mainly socioemotional reasons (23%), scholarship holders (14%) and indifferent students (41%), who do not show any preference for particular motives. Subsequent regression models reveal that the programme of study, country of origin, parental background and gender predict the type of motives on which international students base their decision to study in Luxembourg. Implications for local higher education research and policy are discussed.

Notes:

Ethnic Effects at the Transition to Higher Education in Germany - A Differentiated Analysis of the Impact of School Performance & Social Origin

Swetlana Sudheimer, Hanna Mentges & Sandra Buchholz

The theoretical model of Boudon (1974), originally developed to explain social origin effects, has been widely applied also for studying ethnic inequalities in education. For this purpose, Boudon's model has been extended (Kristen/Dollmann 2010) by additionally differentiating between primary and secondary effects of ethnic origin. This allows us to understand if migrants' disadvantages in education can be explained by the fact that a migration background is often associated with weaker social backgrounds and poorer school performance. Various studies have since shown that, when additionally controlling social origin and school performance, ethnic effects do not only disappear, but often even reverse. This is explained by migrants' high educational aspirations.

However, taking a closer look at the rich body of research on this issue it becomes clear that studies usually limit themselves by only modelling gross and net effects of ethnic origin, i.e. effects of migration background before and after controlling for social origin and performance. Yet, this does not allow us to understand if ethnicity operates *equally* at all levels of social origin and school performance or not. This is yet an important question which, however, can only be answered if models additionally include interaction effects between migration background and social origin and performance, respectively.

Using data from the German *Studienberechigtenpanel*, our paper takes up this point and studies ethnic effects at the transition to higher education. Our analysis shows that even at this late educational transition there exist significant ethnic disparities in individuals' educational decisionmaking. After controlling for social origin and school performance, however, migrant children display a higher likelihood to enter higher education than non-migrant children. Modeling interaction effects, it additionally becomes clear that social origin and school performance operate differently for migrant and non-migrant children, irrespective of country of origin. While non-migrant children's decision to enter higher education depends on their school performance, migrant children's transition to higher education is not at all influenced by previous performance. No matter how well or poorly they performed, they display the same likelihood to enter higher education. Significant differences by migration background also exist as regards the impact of social origin.

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Notes:

Effects of social origin on educational and occupational reorientation after higher education dropout

Nancy Kracke & Sören Isleib

The social background of individuals has proven to be a persistent, distinctive determinant in the German education and training system (cf. e.g. Becker 2003, 2006; Stocké 2007; Schindler 2015, 2017). It influences educational decisions, educational success and returns to education and thus represents an important factor in the distribution of opportunities at every stage of the educational system (cf. e.g. Becker 2000; Geißler 2004; Schimpl-Neimanns 2000). In this status quo, both past educational expansion and current reforms could change little.

The proposed paper extends the broad state of research on the influence of social background on educational decisions and transitions by a late stage of the educational process and by underlying a sequence analytical view. Based on established assumptions of rational-choice theory and primary and secondary effects of educational choices, our study examines the extent to which social background has an effect on the choice of educational and occupational options and pathways after dropping out of higher education. Thus, it closes a research gap for Germany.

We use data from the survey of exmatriculated students in the 2014 summer semester and found six typical patterns of reorientation after dropping out by applying sequence and cluster analyses. The social background proves to be an important influencing factor, whereby this applies mainly to be a trade-off between the alternatives of vocational training and a new study. Multivariate analyses (multinomial and binary logistic regressions) manifest this finding. Persons with academically qualified parents are more likely to return to the university after dropping out. This indicates a long-term academic orientation among higher social groups or a “holding function” of academic education. On the other hand, persons from non-academic families tend to choose vocational training as a new option after dropping out, which indicates a higher risk aversion and the abandonment from academic education in case of a formal failure. This paper thus demonstrates the persistence of social inequality in the education system at a late educational stage.

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Notes:

Session VI: Inclusion and Gender Issues

Inequalities in teacher reports on students' inclusion at school

Carmen Zurbriggen, Lena Nusser & Monja Schmitt

Students' well-being is an essential prerequisite for achieving the main goals of inclusion (Powell & Hadjar, 2018). A teacher's ability to accurately assess a student's subjective wellbeing is supposed to support each student's personal and academic development. However, while teachers' assessment accuracy for students' academic self-concept is in general relatively adequate, the agreement between self-reports and teacher reports of socio-emotional aspects is rather low (e.g., Gomez, 2014; Karing et al., 2015). The low to moderate consistencies suggest an assessment bias. Recent findings indicate that student's gender and the status special educational needs (SEN) influence teachers' assessment accuracy of students' inclusion at school (Schwab et al., 2020; Venetz et al., 2019). In this line of thought, teachers' assessment bias represented as stigmatization effects could ultimately lead to increasing educational inequalities.

The present study investigates whether students' gender, first language and SEN as well as teachers' professional experience, self-efficacy and attitudes towards inclusion and their responsibility for every student can explain teachers' assessment accuracy of students' inclusion in school. The sample consisted of 3899 students from grade 6 and 622 teachers. To assess students' emotional well-being, social participation and academic self-concept, both students and teachers were asked to fill out the Perceptions of Inclusion Questionnaire (PIQ; Venetz et al., 2015). We applied a correlated trait-correlated method minus one [CT-C(M-1)] model with latent interaction effects (Koch et al., 2018).

Results showed low to moderate consistencies between self-reports and teacher reports (12–33%). The students' gender and the status SEN were important predictors for the assessment bias. Furthermore, the bias could partly be explained by teachers' self-efficacy and attitudes towards inclusion and their responsibility for every student. The findings will be discussed in terms of their significance for educational inequalities and with regard to recent results from Luxembourg (Wollschläger et al., accepted).

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Notes:

Does training beget training over the life course? On the gender-specific influence of true state dependence and unobserved heterogeneity on non-formal work-related further training participation among workers in Germany

Sascha dos Santos & Martin Ehlert

Times of technological innovations require constant adaption to workplace- and occupational skill-requirements. Therefore, the importance of further training over the life course increases. However, previous studies showed that training participation is unequally distributed based on individual and workplace characteristics. Yet, it may be that previous training also plays a role because it facilitates and motivates further participation. So far, little is known about the dynamics of training participation over the life course. This paper investigates the persistence of job-related non-formal training participation over the life course among workers in Germany. The *theory of skill formation* by Cunha and Heckman (2007) predicts that previous educational investments should promote following educational investments. This is because skills attained at one stage augment later skill acquisition and thereby raises the productivity of skill investments. Therefore, further training participation at one stage may generate cumulative advantage because further participation is caused by previous participation ("true state dependence"). However, we assume that this differs between men and women because they follow different employment trajectories over the life course. We test these predictions using data from starting cohort 6 of the Germany National Educational Panel Survey (NEPS), which contains detailed information on learning and working trajectories of individuals born between 1986 and 1944 in Germany. We apply *correlated dynamic random-effects probit models* (Rabe-Hesketh & Skrondal, 2013; Grotti & Cutuli, 2020, forthcoming) that allow to assess the causal effect of previous training participation on current training participation by controlling for unobserved heterogeneity. Our preliminary results reveal that there is no true state dependence for men but substantial and highly statistically significant effects of previous training participation on later participation for women. Nevertheless, for both gender, unobserved heterogeneity remains the main driver concerning persistence in non-formal training participation.

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Notes:

Socialisation and gendered career choices: A cultural perspective

Irina Gewinner, Andreas Hadjar & Mara Esser

Previous research has explained gender (a)typical career choices of higher education students through gendered interests and performance attribution that are directly related to the choice of majors. A culture-rooted theoretical perspective on gendered career choices that emphasises stereotypical cultural values, social norms, individual beliefs and prevailing gender role models in a society on individual career choices is underdeveloped in this respect. Using the model of cultural stereotypes (Gewinner 2017) as a background theoretical approach, we analyse values and beliefs of students and how these influence gendered career choices.

The data, serving as a basis of this study, were collected 2018 at one big research university in Germany by means of online survey. Except for medicine, a wide range of disciplines was studied there at Bachelor and Master level. Of the 20,507 persons in the gross sample, 1,516 students took part in the online survey, which corresponds with a rather low return rate of approximately 7.4%. In this study, separate structural equation models for men and women are run in order to identify gender specific effects of gender ideology, socialisation experiences and culturally rooted values and beliefs on career choices of students.

We find that authoritarian parenting style and traditional division of unpaid work in parental home result into a more pronounced traditional views and values of young people. This has a significant effect on a choice of a discipline connoted as gender typical. Besides, the effects are stronger for men, which points at more conservative attitudes of young men, reinforced by orientation to choose a socially reputable field of study.

Notes:

Poster Abstracts

Inequalities in the Luxembourgish educational system: Effects of language proficiency on math performance in different generations of immigrant students

Charlotte Krämer, Salvador Rivas, Yanica Reichel,

Antoine Fischbach & Ineke Pit-Ten Cate

Research indicates students with immigrant background are disadvantaged in educational systems of the host country (e.g., OECD, 2018). In Luxembourg, roughly half of the school population has an immigrant background (Lenz & Heinz, 2018), and several studies indicate these students are considerably disadvantaged in terms of educational achievement levels (Hadjar et al., 2015, 2018). Lower achievement may be partly due to difficulties related to displacement and settling of 1st generation immigrant students. Second and later generation students may however also experience disadvantages as they speak languages at home that are different from the two main languages of instruction (i.e., German and French), and their parents may be less familiar with the educational system and less able to provide support for their children (Alba & Foner, 2016). This may explain why educational inequalities pertain, however little is known about the influence of language proficiency of different generations of immigrant students on their performance in other school subjects. Therefore, our poster focuses on the effect of generation after controlling for the effect of language on math competency. Using data from the Luxembourg School Monitoring Programme (*Épreuves Standardisées*) for the 2016 cohort of 9th grade students in the two main tracks of secondary school (n=4339), we conduct regression analysis to investigate to what extent language proficiency in German and French and generational status have an impact on math performance. Data indicates that language proficiency in both German and French explains a significant proportion of variance in math performance. In addition, there is a generation effect, whereby 3rd and later generation immigrant students achieve a higher level of math competency than students of the 1st or 2nd generation. Results will be discussed in terms of social mobility and educational inequality.

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Notes:

The impact of language on numbers: bilingual effects of LM+ and LM- on one and two digit naming and access to number semantics at different ages of acquisition

Rémy Lachelin, Amandine Van Rinsveld, Alexandre Poncin & Christine Schiltz

Introduction

For multilinguals, arithmetic are solved faster in the language in which mathematics are learned first (LM+) compared to later learned languages (LM-, Van Rinsveld et al., 2015). Does the order of acquisition also affect number naming in different ages? Does it affect access to number semantics ?

Methods

In Luxembourg the language support for the formal learning of mathematics switches from German (LM+) to French (LM-) at 7^{th} grade. *Experiment 1* consisted in a number-naming task, were two and single digits have to be named. Four different age groups consisting of 5^{th} 8^{th} 11^{th} grades and adults were tested. *Experiment 2* aimed to evaluate the access to number semantics with an online auditory number judgment task (is it higher or smaller than five?) on one digit numbers. Both experiments were repeated in German and French.

Results

Experiment 1: effect sizes (*d*) of the differences between German and French number naming times were compared. All age groups showed a consistent cost for two digits (< 60) in LM-, *i.e.* French. Comparative effect size cost in LM+, *i.e.* German were found as well for single digits in adults. *Experiment 2* is expected to show a distance effect for single digits in both languages, the effect is expected to be stronger in LM+ than LM-.

Discussion

Experiment 1 revealed that number naming involves a persistent cost in LM-, *i.e.* French, for all age groups, for two and single digits. This cognitive cost of LM- over LM+, may be one of the sources for worse LM- arithmetic performances, even for highly proficient bilinguals (Van Rinsveld et al., 2015). *Experiment 2* will eventually reveal if the cognitive cost of LM- is semantically mediated. This study supports the link between numbers and language and the importance of language in the teaching of mathematics.

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Notes:

Inequality in Access to Higher Education in India between the Poor and the Rich: Evidence from NSSO Data?

Jandhyala B. G. Tilak & Pradeep Kumar Choudhury

Inequalities in education, and inequalities in higher education in particular are seen as too serious to ignore any more. The available studies on inequality to access higher education (HE) in India have largely examined the issue from gender and social category of the students; too little is done by examining income as a determining factor. In this context, this paper has been an attempt to unravel some specific inter-related dimensions of inequality in participation in higher education by economic status of the families. Using NSSO surveys, conducted in 2007-08 and 2013-14, an attempt is made here to examine the income inequality and access to higher education in India. The analysis shows that the inequality in access to higher education has increased substantially by family's economic status in the last seven years. Though the overall gender inequality has come down significantly, this is very high between the rich and the poor. The inequality in access to HE also varies considerably between rural and urban regions. The logit results lead us to conclude that rich income groups have a higher probability of attending higher education institutions than others. The difference in the probability of participation between men and women narrows down as one move from poorest to richest quintiles. Recent debates on higher education in India have raised a variety of interesting policy related issues and through this empirical study the author has highlighted a few of them, particularly the interaction between income inequality and access to higher education, with the aim to facilitate a more informed policy discourse on this.

Notes:

Social Participation and Disability in relation to School and Family

Anne Stöcker & Carmen Zurbriggen

Educational inequalities relate to social inequalities in families (Becker, 2017). This particularly concerns children and adolescents, who are exposed to difficult development conditions like a disability (BMAS, 2016). For these minors, difficulties in social participation persist in the educational system on the one hand and in families on the other hand (BMAS, 2016; Zurbriggen, Venetz & Hinni, 2018). Bronfenbrenner's social ecology (Bronfenbrenner, 1976) links school and family in relation to each child/adolescent and their socialization. Due to the differing inner structures of these institutions (Parsons, 1982), the social construction of disability is of particular interest in this interplay. We aim at exploring (1) reciprocal influences between social participation and disability as well as at (2) influences on these two constructs from the contexts school and family. The poster shall present a first approach to theory and operationalization by using the secondary data set KiGGS.

For the analysis, data from the German Health Interview and Examination Survey for Children and Adolescents (KiGGS) by the Robert Koch Institute are used. The study's design comprises both cross-sectional and longitudinal components and provides nationally representative data for children and adolescents over three times of measurement (2003-2006, 2009-2012, 2014-2017) starting at birth (Mauz, Gößwald, Kamtsiurus et al., 2017). The data set includes various information on social status, disability and also variables about school and family such as well-being in school or family climate.

The poster will introduce the operationalization of the constructs disability and social participation in school and family via the KiGGS study. Then, descriptive cross-sectional statistics will give insight into the spectrum of disability among children and adolescents in Germany and their living situation at the three points of measurement. Preliminary results on the relation between social participation and disability in reference to the situation in school and family shall be presented.

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Notes:

Comparative Analysis of School Curricula in Luxembourg and Japan: Exploring School Curricula for Inclusive Education

Miwa Chiba

1. Aim of the study

This study aims to explore the relationship between "curriculum" and "inclusive education", with comparative analysis of primary school education in Luxembourg and Japan. This study defines curriculum primarily as the national curriculums. The equivalent documents are the Plan D'Etudes in Luxembourg and the National Course of Study in Japan, which are the guidelines for schools/teachers to further construct their school curriculums. The characteristics and approaches to design the documents are slightly different where Luxemburgish documents, especially after the reform of 2009, focus more on subject based competencies to be achieved in each school year, while Japanese documents are rather comprehensive, highlighting "Competencies for living (*Ikiru Chikara*)".

The researcher tries to analyse how the construction of national curriculums influence on (de)promotion of inclusive education. In this study, the inclusive education is defined in the broader sense instead of the traditional definition as equal to the special education. Since the Salamanca statement in 1994, the concept of inclusive education has been further developed to guarantee the rights of everyone for education in world society. Taking the position to recognize inclusive education as the education for all students with any diverse backgrounds and needs (including family backgrounds, cultures, languages, ages, abilities etc.), the study tries to analyse if the current direction/approach of the curriculum designs and developments for school education fit the direction toward inclusive education, or there are rooms for consideration in order to further develop inclusive education.

2. Research methods

This is a multi-methods qualitative comparative study. It conducts literature reviews of prior studies and national curriculum documents, followed by the interviews with schoolteachers as case studies.

3. Key questions

- How have national curriculums been designed by whom?
- What have been the considerations for inclusive education in the discussions of national curriculum developments?
- How do teachers consider the national curriculums to implement education for students with diverse needs?

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Schedule overview

Wednesday, 11 November 2020	
10h00 – 12h00	EERA Academic Writing Workshop
14h00 – 14h15	Welcome and Opening Words
14h15 – 15h00	Keynote Speech
15h05 – 16h20	Parallel Sessions I & II Session I: Educational Systems and Institutional Features Session II: Current Issues in Educational Research
16h30 – 17h30	LuxERA General Assembly
18h00	In-person social event: Outdoor Barbeque*
Thursday, 12 November 2020	
09h00 – 10h40	Parallel Sessions III & IV Session III: Languages, Multilingualism and Inequalities Session IV: New (Digital) Challenges in the times of the pandemic & beyond
10h50 – 11h30	Moderated Poster Session
11h40 – 13h00	Parallel Sessions V & VI Session V: Inequalities in Higher Education Session VI: Inclusion and Gender Issues

*subject to changes

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