



WERA-IRN Extended Education

An International Research Network (IRN) of the World Education Research Association (WERA)

Report 2020/2021 from the WERA-IRN Extended Education

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1. The second WERA-IRN Extended Education Conference: *Extended Education – Practice, Theories and Activities*

The second WERA-IRN Extended Education conference took place at Stockholm University, Sweden, from September 26-28, 2019, and was organized by Prof. Dr. Anna-Lena Ljusberg, Prof. Dr. Anna Klerfelt and Prof. Dr. Rickard Jonsson. The aim of the conference was to present, discuss and bring together different research perspectives and theories on goals and practices of extended education; and furthermore, to explore the diverse concepts, ideas and paradigms governing extended education activities.

Two of the conference organizers, Anna-Lena Ljusberg and Anna Klerfelt, are currently planning a special section (which will include papers from the conference proceedings) in the *International Journal of Research on Extended Education (IJREE)*, The topic of the special issue will be complementation and compensation in Extended Education and it is scheduled to be published in 2021 (read more below).

Website: <https://www.ewi-psy.fu-berlin.de/en/v/wera-irn-extended-education/index.html>

E-Mail: extended-education@fu-berlin.de

2. International Journal of Research on Extended Education (IJREE)

In 2013, the NEO ER (Network on Extracurricular and Out-of-School Time Education Research), today WERA-IRN Extended Education, launched an internationally refereed journal: *The International Journal for Research on Extended Education* (IJREE). Since then, it has been published twice a year, and it is internationally recognized for its uniqueness as an academic journal in the field of extended education (<http://www.budrich-journals.de/index.php/IJREE>). IJREE comprises three sections: The general contribution section is open to scholarly research papers. A second section encompasses developments in extended education as described in reports on professional work and practice. In the same section explanatory and introductory works in the area of extended education are being published. The third section is reserved for book reviews. Additionally, special issues have been published, dealing with topics, which draw great attention from the extended education research community. The IJREE has a 12-month moving wall system that gives free access to all articles one year after their publication. Since 2018, Sang Hoon Bae is the editor-in-chief of the IJREE.

IJREE articles are found by a variety of world renowned search engines and research databases including ASCI (Asian Science Citation Index), ERIC (Education Resources Information Center), ARC (Australian Research Council), Norwegian Research Database, EBSCOhost, Education Index, Google Scholar, etc.

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Volume 7 Nr. 2 (2019)

In the 2019(2) issue, you will find three papers in the special section, two articles in the general contribution section and one short report in the section on developments in extended education. Please see below for details.

Special Section

- [Inequality in Extracurricular Education in Russia](#)
(Sergey Kosaretsky, Ivan Ivanov)
- [Shadow Education in Germany: Compensatory or Status Attainment Strategy? Findings from the German LifE Study](#)
(Karin Lag Steve R. Entrich, Wolfgang Lauterbach)
- [Stratification in Extended Education Participation and its Implications for Education Inequality](#)
(Sang Hoon Bae, Eunwon Cho, Bo-Kyung Byun)

General Contributions

- [‘Bursting with Activities’: Impression Management as Edu-Business in School-Age Educare](#)
(Linnéa Holmberg)
- [The Need for Care: A Study of Teachers’ Conceptions of Care and Pupils’ Needs in a Swedish School-Age Educare Setting](#)
(Liza Haglund)

Developments in the Field of Extended Education

- [The Method of the Socio-Spatial Map for the Reconstruction of Transformative Educational Processes in Educational Contexts](#)
(Sabine Maschke, Verena Wellnitz)

Volume 8 Nr. 1 (2020)

In the 2020(1) issue, there are six articles in the general contribution section and one short report in the development in extended education section.

General Contributions

- [Principals’ Perspective on Pupils’ Social Learning in Swedish School-Age Educare](#)
(Kristina Jonsson)
- [Possibilities and Impossibilities for Everyday Life: Institutional Spaces in School-Age Educare](#)
(Karin Lager)
- [Let the Right One in: Sports Leaders’ Shared Experiences of Including Refugee Girls and Boys in Sports Clubs](#)
(Peter Carlman, Maria Hjalmarsson, Carina Vikström)
- [Passing the Mic: Toward Culturally Responsive Out of School Time Leadership](#)
(Ishmael A. Miller)
- [University-Supported Networks as Professional Development for Teachers in School-Age Educare](#)
(Lena Glaés-Coutts)

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- [STEM Learning Ecosystems: Building from Theory Toward a Common Evidence Base](#)
(Patricia J. Allen, Zoe Brown, Gil G. Noam)

Developments in the Field of Extended Education

- [The Professional Life of Leisure Pedagogues at Austrian All-Day Schools](#)
(Gerald Tritremmel)

Editors' Meeting of the IJREE

The 2020 Editors' Meeting was originally scheduled to take place at the 3rd WERA IRN Extended Education Conference in Reykjavik, Iceland. Both happenings have been postponed due to the COVID-19 outbreak. The Editor's Meeting, thus, will be held virtually during the 3rd WERA IRN Extended Education Conference in September.

Plans for the IJREE

We are currently preparing for two special issues:

First Special Issue:

- Theme: Extended Education at College and Its Outcomes
- Guest editor: Dr. Steve Entrich, University of Potsdam
- Anticipated publication date: 2021

Second Special Issue:

- Theme: Complementation and Compensation in Extended Education
- Guest editors: Anna Klerfelt and Anna-Lena Ljusberg, Stockholm University
- Anticipated publication date: 2021

Following is a plan for the IJREE's development:

- Listing on SCOPUS by 2021
- Invitation of additional editors, particularly from regions in North and South America, and Africa

3. International Comparative Study: *Students' Experience of Uncertain Times: Mental Health and Virtual Learning in Class and in Extended Education*

Organizing Committee: Prof. Dr. Gil Noam, Harvard University, USA, Prof. Dr. Marianne Schüpbach, Freie Universität Berlin, Germany, and Prof. Dr. Sang Hoon Bae, Sungkyunkwan University Seoul, South Korea

In reaction to the large impact of the Covid-19 pandemic on the education sector worldwide, Gil Noam, Marianne Schüpbach and Sang Hoon Bae decided to launch an international comparative study together with researchers from within our IRN Extended Education.

Due to lockdown measures, billions of students worldwide were out of school and had to learn from home. Millions of teachers had to master distance learning platforms and had to teach online without much preparation. This experience is constantly changing depending on the current developments of the pandemic: in some countries, students re-entered schools before summer vacation (e.g. Germany and South Korea), but in other countries school closures

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continue until fall (many states in the U.S). In several countries, students are expected to come back to school after the summer break. It is possible that this will change any time. Worldwide, students have to deal with uncertainty whether distance learning or classroom instruction will be taking place at school.

The organizing committee therefore developed a questionnaire and coordinated a call for researchers within our IRN Extended Education. Responding to this call, 12 teams from within our IRN Extended Education are conducting the study in 11 countries: USA, Germany, South Korea, Sweden, Australia, Turkey, Iceland, Russia, Israel, Switzerland, Georgia.

What unites all these participating countries is the "uncertainty" of the current situation. The process of reopening society and schools is fragile, students, teachers, administrators and parents continuously have to adjust to new circumstances like wearing masks, sitting six feet apart, possible new closures due to new cases of infection and older teachers or those with preconditions need to use technology in order to protect themselves from what could be a deadly infection.

The international comparative study aims to answer the following research questions: How do students assess their own social and emotional development and mental health? How do they evaluate the quality of education that they received? What kind of learning experiences did the students have during their school closure and was there any engagement in extended education during that time? What form did such activities take and what did the students miss about extended education activities? All these questions will be answered in retrospective concerning the times before, during and after their school closure. Moreover, we want to analyse similarities and differences across the countries regarding the experiences of the students and the effect of the isolation on their self-perception.

We are looking forward to conducting comparative analyses on the data and to obtaining new insights into the impact that lockdown measures have on children and youth with a special focus on extended education. We plan to publish an editor's volume about this study in spring 2022.

4. Symposia of the Network

Invitational Symposium of the WERA-IRN Extended Education at the 2020 WERA Focal Meeting in Santiago de Compostela

Accepted and postponed to the 2020+1 WERA Focal Meeting due to the Covid-19 pandemic

For the 2020+1 WERA Focal Meeting, the chairs of our IRN have prepared an invitational symposium entitled *Research in Extended Education to Achieve Outcomes for Children and Youth: The Role of Quality Measurement and Interventions*. The symposium will be chaired by Prof. Marianne Schüpbach and includes two presentations from Germany and one from the US.

Karin Lossen and Prof. Hans Günther Holtappels, TU Dortmund, Germany, plan to present the design and results of an intervention study in German primary schools focussed on the promotion of students' reading competencies by an extracurricular activity. Prof. Dr. Marianne Schüpbach and Heike Moyano, FU Berlin, Germany, are preparing the presentation of an intervention study to foster socio-emotional competences. From the US, Dr. Dawn McDaniel and Prof. Gil Noam, PEAR Institute, will present a preliminary evaluation of *Ready, Set, Action in the Boys & Girls Clubs of America (BGCA)*. Prof. Dr. h.c. mult. Ingrid Gogolin from Hamburg University, Germany will be the discussant of this symposium.

Chairs' Invited Symposium at the 3rd WERA-IRN Extended Education Conference in Reykjavik, Iceland

Postponed to 2021 due to the Covid-19 pandemic

For our 3rd WERA-IRN Extended Education Conference, the chairs plan to organize an invited symposium entitled *From Generic to Specific Programs and Outcomes on Social and Emotional Development*.

A framework about research from generic to specific programs and outcomes will be presented by Marianne Schüpbach, FU Berlin, Germany. Moreover, Gil Noam, PEAR Institute, US, plans to present a specific example of a program on social and emotional learning. Lastly, Sean Patrick Grant, Indiana University, Richard M. Fairbanks School of Public Health, US, will also present evidence of different intervention programs on social and emotional learning.

5. Other Activities of our IRN

An International Dialogue in Cooperation with the AERA OST-SIG

Cancelled due to the global Covid-19 pandemic

The event was scheduled to take place in San Francisco on April 20, 2020. With an international group of experts in extended education from the AERA Out-of-Schooltime Special Interest Group (OST-SIG) and our IRN Extended Education. The event would have featured discussants Dr. Jaynemie Angbah (Charles & Lynn Schusterman Family Foundation); Prof. Sang Hoon Bae (Sung Kyun Kwan University); Dr. Natalie King (Georgia State University); Dr. Gil Noam (The PEAR Institute at Harvard Medical School); and Dr. Marianne Schüpbach (Freie Universität Berlin).

The program included the presentations and discussions about professionalization in extended education, the relationship between school and afterschool/summer school as well as implications for cross-cultural collaboration between researchers from both networks. We hope to be able to hold this event in the future.

Webinar with an International Panel of Experts in Extended Education

On May 4, 2020, the co-chair Gil Noam hosted a webinar with international guests to discuss extended education in the current situation with the COVID-19 pandemic.

His guests Wolfram Rollett (Pädagogische Hochschule Freiburg, Germany), Natalie King (Georgia State University, USA) and Sang Hoon Bae (Sungkyunkwan University, Korea) presented the current situation of extended education in their countries. After that, the three panelists answered questions and a discussion ensued about what our Network can do to become more active. There was great concern that the focus on schools is so dominant that extended educations is getting "lost in the shuffle." The webinar participants noted that this is harmful to both the education field and to children and families, and that we have a responsibility to highlight research that shows how essential the afterschool hours, weekends, and summers are for the growth of young people, socially, emotionally and academically.

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Statement of the WERA-IRN Extended Education Concerning the Situation of Children and Youth Worldwide During the COVID-19 Crisis

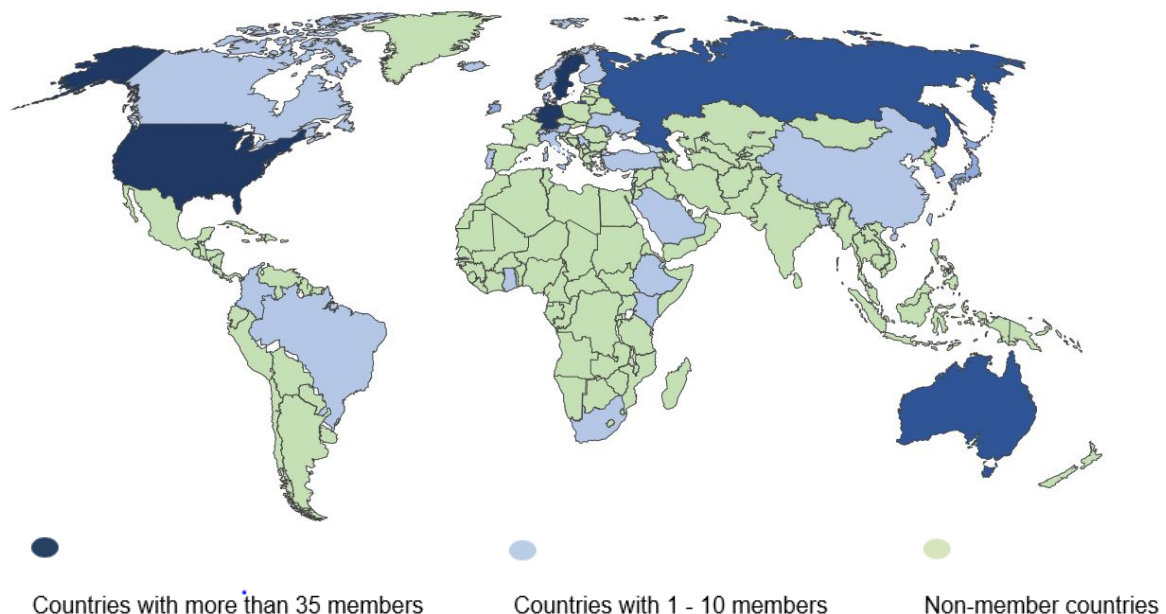
Facing the global Covid-19 pandemic and observing the huge impact that lockdown measures had on the educational system, the chairs of our IRN stepped up and released an official [statement](#). With the intention to raise awareness for the high risk that closures of schools and extended education institutions represent for children and youth, we sent our statement to international organizations such as the OECD and EU as well as to our members who shared it with local policy-makers.

6. Membership Statistics and Newsletters

Members of the WERA-IRN Extended Education

We continue to observe increasing membership figures. At the time of our last report, our IRN consisted of 171 members from 29 countries. Due to the implementation of a membership strategy and strategic invitation of fellow researchers as well as evidence-based practitioners via mailing lists and at conferences, we were able to increase our membership figures to 293 from 37 countries. In the future, a membership committee will be set up and we aim to grow up to 300 members worldwide within the next year. The membership committee will consist of representatives from North and South America, Oceania, Asia, Europe, and Africa. A larger network will provide us with a stronger standing and more valuable academic connections for future research. We also plan to particularly invite young scholars to our network.

The figure below indicates our membership figures on a world-map scale. A table with all members can be found on our [website](#).



In April 2018, the WERA-IRN Extended Education had only consisted of 58 members of 15 countries, most of them located in Europe. This sixfold increase in members and the diversification in countries shows us that there is a global interest in research on extended education, which legitimates the work of our IRN Extended Education.

WERA-IRN Extended Education Mailing List for Members

Information about the various activities of the WERA-IRN Extended Education such as upcoming conferences, symposia, publications or research projects as well as news about developments in the research field of extended education were sent to its members regularly. Moreover, members used the mailing list to gather information on specific research topics requested by its members.

From November 2018 onwards, we sent a newsletter including information on the current development of the network via the mailing list and published it on our website. Since then, members were welcome to contribute to the newsletter by presenting their projects and news pertaining to the developments within the field of extended education in their respective countries.

In June 2020, we decided to expand our newsletter in reaction to the impact that the Covid-19-pandemic had on extended education. Members sent us reports about the situation of extended education in their countries amidst the pandemic so that our newsletter granted particular insights into the worldwide situation.

7. Next WERA-IRN Extended Education Conference

The Third WERA-IRN Conference *Extended Education – Toward a Sustainable Future* will take place online September 23-25, 2021.

Originally scheduled to be held September 17-19, 2020, the conference had to be postponed due to the worldwide COVID-19 pandemic.

Organizing Committee: Prof. Dr. Kolbrún Þ. Pálsdóttir, Árni Guðmundsson, Eygló Rúnarsdóttir, Katrín Johnson and Ruth Jörgensdóttir Rauterberg, University of Iceland

The aim of the third WERA-IRN Extended Education conference, is explore the multiple ways in which extended education programs, research and theories help communities and individuals prepare for a sustainable future — a future that involves educating responsible and active citizens.

The United Nations Sustainable Development Goals (SDGs) inspire governments and communities around the world to transform the world, step by step. One of the SDGs is quality education for all. This conference will focus on how extended education activities are integral to ensure quality education for all, and how extended education can be aligned to, provide equal access, success and well-being for all students.

We invite educational researchers and professionals in the field of extended education to come together to ask critical questions such as: Does extended education reduce or widen existing social inequities? Does extended education compensate for some gaps within traditional education? How can extended education programs equip young people with skills and values, which support working for a sustainable future? What are the qualities of thriving communities, and what can different stakeholders do to foster such communities? What are the values of extended education, and how are those reflected in policy, practice and research? What is the role of parents and professionals in creating the sustainable goals that connect extended education, schools, health, and social services?

8. Conclusion

Within the last year, our IRN has played an important role within the research field of extended education. We, as an IRN, have successfully organized our 2nd WERA-IRN Extended Education Conference at the University of Stockholm, Sweden. We also held symposia at international conferences. Moreover, we continued to establish and develop our journal and started a membership drive that has led to a great increase in members. The chairs of the IRN launched an international comparative study on the impact of lockdown measures on childrens' and young peoples' socio-emotional development in July 2020, an important step forward for the IRN. We are proud that 12 teams from 11 countries from within our IRN are participating in this study.