



WERA-IRN Extended Education

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

Report 2021/2022 from the WERA-IRN Extended Education

Co-convener

Prof. Dr. Marianne Schüpbach, Freie Universität Berlin, Germany

Prof. Dr. Gil Noam, Harvard University, USA and

April 2022

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1. The third WERA-IRN Extended Education Online Conference Third WERA-IRN Extended Education Conference Online

From September 23 – 25, 2021, the third WERA-IRN Extended Education Conference took place online, hosted by the Icelandic team of Kolbrún Pálsdóttir, Árni Guðmundsson, Eygló Rúnarsdóttir, Katrín Johnson and Ruth Jörgensdóttir Rauterberg.

During three days, a variety of online offers were made, ranging from international keynote speakers to symposia, workshops, to virtual meet and greets. Around 70 researchers, practitioners, and students came together to discuss various aspects of the overarching theme: *Towards a sustainable future*.

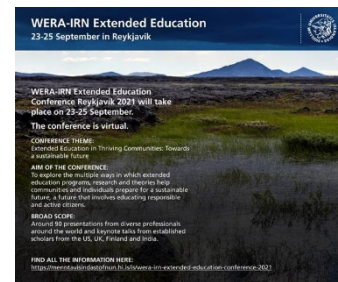
The five keynotes laid the basis for a rich and interesting program: Kolbrún Pálsdóttir (dean of the School of Education, University of Iceland) and Ruth Jörgensdóttir Rauterberg (PhD, adjunct professor, University of Iceland) welcomed participants with their keynote, Using fire and ice to create inclusive and extended education communities in Iceland. Tomi Killakoski (PhD, Leading senior researcher in the Finnish Youth Research Network and adjunct professor at the University of Tampere, Finland) spoke about Rivers and ponds in the world worth living in. Rukmini Banerji (PhD, CEO of Pratham Education Foundation, India) reflected New challenges for elementary education: Looking ahead as a community. Finally, Jan Morrison (founder and CEO of Teaching Institute for Excellence in STEM, USA) reported on *STEM learning ecosystems community of practice (SLECoP): A sustainable community education model*.

The symposia offered included

- *Professionalism and Professionalization in Training of All-Day School / School-Day Educators in Different Countries* (chaired by Marianne Schüpbach and Nanine Lilla)
- *Professionalizing the Extended Education Sector* (chaired by Eva Kane with Jennifer Cartmel as discussant)
- *Children's Voices and Perspectives in Research in the Field of Extended Education* (chaired by Helene Elvstrand and Bruce Hurst)
- *Let Our Dreams Come True – Formal and Informal Learning, Play, and Creativity in Reykjavík's Educational Spaces* (chaired by Friðja Bjarney Jónsdóttir)
- *Extended Learning: Valuing Equity, Access, Inclusion, and Authentic Youth Engagement* (chaired by Helen Janc Malone).

During the conference, we had the pleasure of interviewing several participants:

- Sang Hoon Bae, professor of education and vice president of student affairs, Sungkyunkwan University, Seoul, South Korea, and chief editor of the IJREE, International Journal for Research on Extended Education
- Rukmini Banerji, PhD, CEO of Pratham Education Foundation, India
- Ivan Ivanov, PhD student and analyst, The Pinsky Institute of General and Extracurricular Education, Higher School of Economics University, Moscow, Russia
- Magdalini Papazoglou, PhD candidate, University of Thessaly, Greece
- Fatou Ndure Baboudóttir, PhD student, University of Iceland



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- Angus Gorrie, educational leader, Camp Hill Outside School Hours Care, Brisbane, Australia, and
- Edward Franklin, president and CEO of Voice of Hope Ministries, Dallas, TX, USA.

Excerpts of the interviews can be viewed on our [homepage](#) in December.

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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IJREE Volume 8, Issue 2-2020 “Extended Education at College and its Outcomes” published in October 2021, containing the following articles:

[Editor's Preface](#) *Sang Hoon Bae*

Special Section

[Extended Education at College and its Outcomes: An Introduction](#) *Steve R. Entrich / Sang Hoon Bae*

[Supplementary Education at College and Its Consequences for Individuals' Labor Market Outcomes in the United States](#) *Steve R. Entrich / Soo-yong Byun*

[Friends Matter: The Relationship Between Korean International Students' Friendship Networks and Study Abroad Outcomes](#) *Jae-Eun Jon / Heeyun Kim / Soo-yong Byun*

[Extended Education at College in India: Advancing Equity Through the Extension of Public Academic Support Programmes for Students from the Socially and Economically Disadvantaged Groups](#) *Nidhi S. Sabharwal*

General Contributions

[The Educational Practice of School-Age Educare Teachers Teaching Visual Art in Swedish Primary Schools](#) *Marie Fahlén*

[Concepts and Challenges of Afterschool Program Quality in Japan](#) *Fuyuko Kanefuji*

[Specialised Professional Training Makes a Difference! The Importance and Prestige of Typical Duties in All-Day Schools from the Perspective of Teachers, Leisure Educators, Principals and Coordinators of Extended Education](#) *Olivia Fischer / James Loparics*

[Teachers as Private Tutors: Understanding Dual Professional Identities of Six Faculty Members from Uzbekistan University](#) *Andrey Khojiev*

IJREE Volume, Vol. 9, Issue 1-2021 “Extended Education: Practices, Theories, and Activities” published in April 2022, containing the following articles

[Editor's Preface](#) *Sang Hoon Bae*

Special Section

[A critical scrutiny and discussion of the significance of complementation and compensation viewed from different aspects of Extended Education in different countries](#) *Anna-Lena Ljusberg / Anna Klerfelt*

[Teachers Enacting Complementation and Compensation in a Practice under Strain – Policy and Practice in Swedish School-Age EduCare](#) *Karin Lager / Jan Gustafsson-Nyckel*

[Extended Education in Germany between Complementation and Compensation: An Analysis of Extracurricular Primary School Offerings With Regard to Content, Frequency, and Range, in Connection With the Composition of the Student Body](#) *Nanine Lilla / Marianne Schüpbach*

[Activities and Values in School-Age Educare Mathematics](#) *Anna Wallin / Paola Valero / Eva Norén*

[To Teach Undercover: A Liberal Art of Rule](#) *Linnéa Holmberg*

[Examining Children's Peer Play-in-Action: Micro Dramas and Collaborative Play Performances](#) *Ann-Carita Evaldsson*

[Supporting “Slow Renewal”: Developments in Extended Education in High-Poverty Neighbourhoods in England](#) *Kirstin Kerr*

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, took place virtually during the 3rd WERA IRN Extended Education Conference in September 2021.

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

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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 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, 10 teams from within our IRN Extended Education are conducting the study in 9 countries: Germany, South Korea, Sweden, Australia, Turkey, Russia, Israel, Switzerland, and 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

We have been invited to hold an invited symposium at the official WERA 2020+1 Virtual Focal Meeting. Marianne Schüpbach organized a symposium titled “Research in Extended Education to Achieve Outcomes for Children and Youth: The Role of Quality Measurement and Interventions”. Three research groups presented papers on intervention studies and students’ development in reading and social-emotional competences. Ingrid Gogolin (University of Hamburg), immediate President of the WERA, discussed the three papers.

Organizer:

Marianne Schuepbach, FU Berlin

Discussant:

Ingrid Gogolin, University of Hamburg

Co-Chair WERA-IRN Extended Education

Participants:

- Heinz Günter Holtappels, Karin Lossen, Karsten Wutschka (TU Dortmund), and Wolfram Rollett (PH Freiburg)
- Marianne Schüpbach, Heike Moyano (Freie Universität Berlin), and Anna-Maria Seemann, Heike Maria Schütz (Akademie für Ganztagschulpädagogik)
- Dawn McDaniel and Gil Noam (The PEAR Institute)

The symposium encountered a highly interested audience and provided an excellent opportunity for us to present our network and to meet members of other IRNs.

5. Membership Statistics and Newsletters

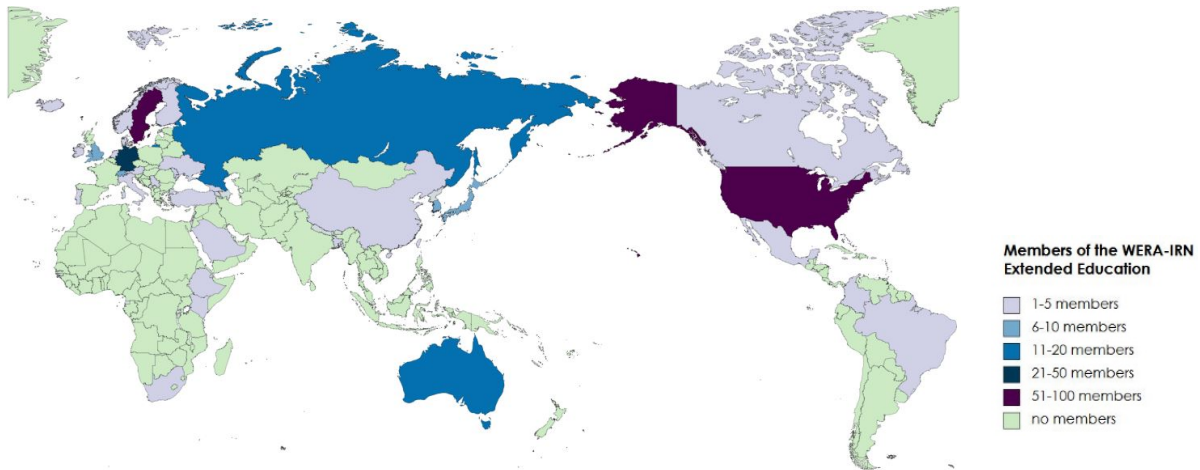
Members of the WERA-IRN Extended Education

Today, our IRN consisted of 300 members from 38 countries: Australia, Austria, Bangladesh, Brazil, Canada, China, Colombia, Denmark, Ethiopia, Finland, Georgia, Germany, Ghana, Hong Kong, Iceland, Ireland, Israel, Italy, Japan, Kenya, México, Moldova, the Netherlands, Norway, Palestinian Territories, Portugal, Russia, Saudi Arabia, Serbia, South Africa, South Korea, Sweden, Switzerland, Taiwan, Turkey, the UK, Ukraine, and the USA.

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. A larger network will provide us with a stronger standing and more valuable academic connections for future research.

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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 and Newsletter 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.

6. 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 three WERA-IRN Extended Education Conferences. 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, an important step forward for the IRN.