



International Sociological Association

Research Committee on

Sociology of Education (RC04)

Newsletter

RC04 Sociology of Education

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From the Editor

Dear Colleagues,

Soon we shall meet in Gothenburg, Sweden for the XVII World Congress of Sociology. The session chairs and the RC04 board think that we have organized our best offerings ever. The 20 RC04 sessions, plus the Integrative Session (with RC45, Rational Choice and RC28, Social Stratification) selected by ISA, will feature papers from 184 accepted abstracts. Additionally, we have joint sessions involving RC04 and hosted by RC13 (Leisure) and RC23 (Science and Technology). Of course, the actual number of papers presented will depend on how many of the paper proposers attend the Congress. During the World Congress, the RC04 membership present at the business meeting will elect a president, secretary and board to serve for the 2010-2014 term. Ari Antikainen, our current president, and I, the current secretary, will be leaving our respective offices. Thus, this is the last issue of the RC04 *Newsletter* that either of us will produce as president and secretary and we want to thank the membership for a successful four years and for the growth in the number who have selected RC04 as an affiliation within the ISA.

This issue of the *Newsletter* lists the sessions and authors as reported in the preliminary program displayed on the ISA website. Last month you received an e-mail calling for nominations for president, secretary, and the regional vice-presidents that make up the RC04 board. The list of nominees who received the requisite five nominations (according to the RC04 Statutes adopted by the membership in 2007) is presented in this current issue. If you are coming to the World Congress next month, we urge you to attend the business meeting on Saturday, 17 July, (from 16:00 – 18:00) and cast your vote.

The *Newsletter* continues to list research projects of RC04 members in the “Global Exchange” section, which intends to promote not only information exchanges, but also to facilitate collaboration among colleagues, especially collaboration that crosses national boundaries. Seven new research topics and issues are presented in the current edition. Members are asked to submit 100-150 word synopses of their on-going or planned research in which member in-put, idea exchanges, and actual research collaboration are encouraged. It is hoped that members will submit descriptions of their research projects to be included in future issues of the *Newsletter*.

RC04 also includes the section begun last year called “*New Books from RC04*” that includes brief announcements (and very brief synopses) of recent books published by RC04 members. This issue features seven new books by our colleagues. If you have had a book published this year or about to be published in 2011 please send me an e-mail (gworkin@mail.uh.edu) that includes the title, publisher, date and a 100-word synopsis of the book so that I can pass the information on to the new secretary and editor, who will announce it in the next issue.

Finally, we are continuing to assemble a research interest directory that can be sent to journal editors looking for individuals to review books or manuscripts. Several journal editors have been sent the current list and hopefully some of you have been contacted to do reviews. This is likely to be most helpful to young colleagues who may not yet be known by journal editors, but it may be of help to all of our colleagues. If you are interested in being listed in this research interest directory please send me your contact information, including ***your name, affiliation and address, e-mail address, and a very brief statement of your areas of research and scholarship.*** Please send to gworkin@mail.uh.edu and note that it is for the **RC04 Research Interest Directory**. Again, I shall pass the information on to the next RC04 secretary and editor.

Gary Dworkin
Secretary, RC04
gworkin@mail.uh.edu

From the President

Dear Colleagues,

The preparations for the XVII ISA World Congress of Sociology have been made. Our RC's programme is available in this Newsletter issue. We received more proposals than ever. I am looking forward to very interesting meetings and discussions.

In last four years, we have had many mid-term conferences. All conferences have been significant to the participants and to the international sociology of education community in general. They have also produced remarkable publications in the field.

ISA's new online encyclopedia *Sociopedia* will be published during the Gothenburg congress. The article on the state of art and future challenges of the sociology of education is among *Sociopedia*'s first entries.

The new board of RC04 will be elected in Gothenburg. Nominations for election of board members have been made in May and are published in this *Newsletter* issue.

In the 2006 Congress in Durban, we transferred to a wide system of vice-presidents. The new statutes were accepted in 2007. Now, it is time to assess the current system. In board discussions, young members' opportunities for active participation have been seen as a special future challenge.

My warmest thanks go out to all RC04 members for your activity and good collaboration. Special thanks go to the board and especially to our secretary, A. Gary Dworkin.

I look forward to seeing you in Gothenburg!

Ari Antikainen
President, RC04

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Global Exchange

The *Newsletter* continues its feature entitled ***Global Exchange***, which affords the membership the opportunity to describe one of their current or pending research projects and seek suggestions, ideas for future directions, as well as possible collaboration with other RC04 members. The abstracts of approximately 100-150 words presented below represent examples of the kinds of project descriptions the RC04 board hopes will be sent to the editor by e-mail for inclusion in future issues of the *Newsletter*. It is our thought that most projects can benefit from discussion and collaboration and we hope that this column in the *Newsletter* may stimulate the kind of responses that will enhance research and lead to topical panels for future ISA and RC04 conferences. Please consider submitting a description of your project to the editor for inclusion in future issues of the *Newsletter*. It is hoped that RC04 members will contact the researchers whose projects are listed below with suggestions, commentary, and even offers to collaborate or share reports and publications. Please send your

submissions for the next issue of *Global Exchange* to gdworkin@mail.uh.edu and I shall forward them to the next RC04 secretary. The seven new projects include:

“The Impact of the Financial Crisis on Education in Selected Developing Countries.”

The implication of the global financial and economic crisis on education is still a matter of uncertainty. Since its outbreak, UNESCO has monitored the impact of the crisis on public expenditures in education. Yet, more uncertain are the implications of the crisis on day-to-day school activities, teachers' work and parents. Using interviews, questionnaires and focus groups discussions, the study will reach about 25 schools primary schools in 10 developing countries hardly hit by the crisis. It will identify who has been hard hit and how, and will examine the experiences of school administrators, teachers and parents and their ability to adjust to the difficulties brought about by the crisis.

Paula Razquin, Ph.D.

UNESCO, Division for Education Strategies and Capacity Building, Section of Education Policy Analysis and Strategies. (paularaz@stanfordalumni.org)

"Capitalismo Cognitivo, Trabajo Inmaterial y Conflictos Sociales Relacionados a la Producción del Conocimiento en la Universidad Pública: Un Estudio Comparativo de México e Italia" (Cognitive Capitalism, Immaterial Labour and Social Conflicts Related to the Production of Knowledge in the Public University: A Comparative Study of Mexico and Italy). The Project has received funding from the Mexican government for 2009-2011 through the PROMEP scheme and has resulted in the following publications: "Edufactory: precarización de la producción del conocimiento y alternativas" (Edufactory": precarisation of the production of knowledge and alternatives" in *Bajo el Volcan*, quarterly review of Postgraduate Dept. in Political Science, Puebla University, Mexico, no. 13, December 2008. Also coming from the project is "The Impact of the Bologna Process and the Alfa-Tuning Project in Latin America and Forms of Resistance" at the Bologna Calls conference, Bologna University, May 6-7 2010.

Patrick Gun Cuninghame, profesor - investigador del Departamento de Relaciones Sociales, Universidad Autonoma Metropolitana Unidad Xochimilco
<http://www.xoc.uam.mx>

“Four Additional Projects from the University of Debrecen, Hungary” (The last issue of the *Newsletter* identified two other projects)

“ASEM - Workplace Learning between Compulsory and Voluntary Participation” The Asia-Europe Meeting (ASEM) operates as an international research association in the field of Lifelong Learning. The purpose of the research is to reveal the voluntary and compulsory dimensions of Workplace Learning by on-line questionnaire and its analysis.

“Minority Educational Institutions - In a Decade's Time” We focused on the dilemma of minority educational institutions in 2001-2003. We participated in two research projects, both of which helped us to understand, phrase and - to a certain extent - clarify this issue. The first research, which was lead by Dénes Berényi and supported by the NKFP, concentrated on the utilization of the support that was provided for the transborder Hungarian academic work. The other research, which was lead by me and supported by the OTKA, studied the issue of minority education.

“LeaRn: Learning Regions in Hungary: From Theories to Realities (2011-2014)” LeaRn as a research project aims to: (1) discover and analyze the economic, political and cultural factors in a given territorial and social unit that contribute to the emergence of a 'learning region' (LR); (2) identify, describe and compare territorial units in Hungary as 'learning communities', (LC) and their cooperations as future LRs; and (3) study one or more of those LCs as cases of emerging alternative LRs.

“EXA: Examination in Adult Education” The research to have a closer look at how the National Register of Qualification (OKJ) changed in 2006, when new regulations and rules were passed in the examination system. The most important changes were the implementation of the module system and the competence-based qualification system, which influenced the system of vocational examinations. Our research focuses on the impact of these changes on the system of vocational examinations. We reckon that the results of the survey will provide valuable information in

the field of vocational education training and that of adult education as well.
For details of each of these projects please contact:

Tamas Kozma (Prof Emer)
University of Debrecen, Institution of Educational Studies, Hungary,
kozmat3@gmail.com, kozmat@ella.hu or see <http://cherd.unideb.hu>
<http://cherd.unideb.hu/kozmatamas>

“Collaborative Learning Groups”

This is an on-going project on status cues and status development in small groups. Individuals involved in comparable studies are encouraged to share ideas and research publications with the project directors.

Ann Converse Shelly and Robert K. Shelly
Ashland University, USA
ASHELLY@ashland.edu>

New Books from RC04

RC04 members continue to be productive scholars. In order to disseminate information about the productivity of our membership the *Newsletter* has initiated a new feature called “New Books from RC04.” Members are encouraged to send me e-mails (gdworkin@mail.uh.edu) announcing their latest book publications. Please include reference information and a very brief (100-word) synopsis of the book. Listed below are titles that have been published since the distribution of the previous *Newsletter*. Members are encouraged to locate and read these new titles. The seven books listed below represent a portion of the productivity of our membership.

Evans-Andris, Melissa. (2010). ***Changing for Good: Sustaining School Improvement***. Thousand Oaks, CA: Corwin, a Sage Company. The recent emphasis on educational reform has led to many books on initiating school improvement, but relatively few on how to sustain reform efforts so that improvements have a lasting impact. *Changing for Good* offers a detailed examination of current school-wide reform efforts and identifies strategies for introducing, managing, and sustaining successful school renewal programs. Based on a four year study of 74 schools, the book provides a model for generating the necessary district support, school-wide leadership, teacher commitment, and performance outcomes to cultivate improvement that lasts. Applicable at the state, district, and school level, this model helps readers understand the importance of creating a school environment that embraces meaningful change, sustains positive reform, and ensures successful learning outcomes.

Arum, Richard, Irene Beattie and Karly Ford, editors. (2010). ***The Structure of Schooling: Readings in the Sociology of Education, Second Edition***. Newbury Park, CA: Sage-Pine Forge Press. The second edition draws from classic and contemporary scholarship to examine current issues and diverse theoretical approaches to studying the effects of schooling on individuals and society. It includes sociological research on schools with a focus on the school as community. It covers a wide range of issues, including the development and application of social and cultural capital; the effects of racial segregation and resource inequality on student outcomes; the effects of tracking; the role of gender, class, and race in structuring educational opportunity; the effects of schooling on life course outcomes; the significance of a school's institutional environment; and the sociology of school reform movements.

Bespartochnyy Boris. (2010). *Innovative Role of Social Formation in Reforming of The Higher School in Modern Russia // The Human Capital*. #6(18). - P. 95-97. (Инновационная роль социального образования в реформировании высшей школы современной России // Человеческий капитал. - 2010. - 6(18). - С. 95-97.)

Kozma, T & Pusztai, G (2008). *HE Cooperations in the Border Region 'Partium' (Felsőoktatási együttműködések a Partium térségben)*. Summarizes our interregional research findings regarding to the interregional institutional relationships from the border region of three CEE countries (Hungary, Romania and Ukraine). In first step we surveyed international links between different universities and colleges. In our analysis institutional networks were compared according to their composition, characteristics, and quantity of relationships. We revealed, that despite of this region is characterized by relatively big proportion of young people, recent educational statistics show decline of university attendance rates. On the other hand all institutes have an aspiration to be member of the European Higher Educational Area. The investigated HE institutions are challenged to take into consideration that the cross border and interregional institutional networks can be interpreted as competitive and/or cooperative frame.

Semashko, Leo (2010). *Academy of Harmonious Leadership*, GHA Project with 17 coauthors from 10 countries in 2 languages, 22 pages: http://peacefromharmony.org/?cat=en_c&key=429

_____. (2009). *Harmonious Civilization. Global Harmony Association (GHA) Innovative Projects*, with 119 coauthors from 34 countries, in 2 languages. St-Petersburg, Russia, "LITA ", pages 254: http://peacefromharmony.org/?cat=en_c&key=379,

_____. (2008). *World Harmony/Peace Academy and General Harmonious Education in an Information Society*, with 64 coauthors from 20 countries, in 2 languages. St-Petersburg, Russia, "LITA ", pages 104. http://peacefromharmony.org/?cat=en_c&key=277

The Election of the 2010-2014 RC04 Board

In May, the membership was asked to nominate candidates for the RC04 offices, including president, secretary, and the regional vice-presidents. The nominations were sent to President Ari Antikainen, who in turn, forwarded them to the Election Committee, comprised of Devorah Kalekin-Fishman, and former RC04 presidents Abraham Yogev and Jaap Dronkers. The by-laws of RC04, which were approved by the membership in 2007, specify that an individual must receive five nominations by members in good standing (their dues paid) in order to be considered a candidate for office. Further, candidates for office also must be members in good standing. The Election Committee reported that the following individuals received the required number of nominations for the 2010-2014 term:

For President: A. Gary Dworkin, USA
For Secretary: Marios Vryonides, Cyprus
For Vice-President for Europe: António Teodoro, Portugal
For Vice-President for Russia: David Konstantinovskiy, Russia
For Vice-President for Asia: Jason Chang, Taiwan
For Vice-President for Africa: Shaheeda Essack, South Africa
For Vice-President for Latin America: Maria Ligia Barbosa, Brazil
For Vice-President for North America: Jeanne H. Ballantine, USA
For Vice-President for Oceania: Lawrence J. Saha, Australia

President Ari Antikainen will assume the position on the board as Past-President.

There were six additional nominations for office, but in three instances the individuals did not receive the required five nominations and in three instances the individuals declined the nominations.

**The XVII ISA World Congress of Sociology,
Gothenburg, Sweden, 11-17 July, 2010**

It should be noted that the program presented below is the one provided to ISA by the RC04 programme coordinators, based on information from the session chairs. However, papers have been deleted if the authors informed either of the programme coordinators that they were withdrawing from the conference. The ISA website (<http://www.isa-sociology.org/congress2010/>) presents a preliminary program. The papers of presenters who did not pre-register prior to the May deadline have been deleted by Congrex, the company charged with organizing the World Congress.

**Research Committee on
Sociology of Education RC04**

Programme Coordinators:

Ari Antikainen, University of Eastern Finland, Finland, (ari.antikainen@joensuu.fi)

A. Gary Dworkin, University of Houston, USA, (gdworkin@mail.uh.edu)

Session 1: Global agendas and national and regional configurations: New ways of regulation in education policies (Monday, 12 July, 15:30 – 17:30)

Organizer: António Teodoro, Universidade Lusófona de Humanidades e Tecnologías, Portugal, (a.teodoro@netvisao.pt)

Presenters:

1. **Antoni Verger**, Universiteit van Amsterdam, Netherlands & **Susan L. Robertson**, University of Bristol, UK, *Locating Public-Private Partnerships in the Global Education Agenda.*
2. **Alejandra Montané**, Universidad de Barcelona, Spain & **Elsa Estrela**, Universidade Lusófona de Humanidades e Tecnologías, Portugal, *Global Agendas and National Reconfigurations: Comparative Study on Curriculum Policies Portugal – Spain*
3. **Nagaraju Gundemeda**, School of Social Sciences, University of Hyderabad, India, *Globalization of Education: Pedagogic Issues and Epistemological Challenges*
4. **Aleksander Milosz Zieliński**, Institute of Sociology, Berne, Switzerland, *The homogenization of the Swiss field of education as part of the emerging world model of education*
5. **Victor Franchuk**, Russian State Social University, Moscow, Russia, *Modernization of National Education Systems in Conditions of Globalization*
6. **Carlos Benedito Martins**, Universidade de Brasília, Brazil, *Reshaping of Brazilian higher education in the age of globalization*
7. **Keiko Yokoyama**, The University of California, Berkeley, USA, *The different definitions of autonomy and accountability between the global and local contexts: The case of quality assurance of the University of the State of New York*
8. **Pepka Boyadjieva**, Bulgarian Academy of Sciences, Bulgaria, *Social Equality in Higher Education – Mission (Im)Possible?*
9. **Daniel Faas**, Trinity College Dublin, Ireland, *Immigrant Incorporation and Identity: Schooling the Second Generation in Europe*
10. **Adriana Aubert, Gisela Redondo, Mimar Ramis**, Universitat de Barcelona, & **Liga Krastina**, Baltic Institute for Social Sciences, Latvia, *Scientific research for educational success for all: differences among mixture, streaming and inclusion*
11. **Debora Mazza**, Universidade Estadual de Campinas, UNICAMP, Brazil, *Human Mobility and Education*
12. **Zakia Salime & Stina Soderling**, Rutgers University, USA, *Zero tolerance: the Blurred Boundaries of Terror, Securitization and Education*

Session 2: Sociology of adult education. (Monday, 12 July, 17:45 – 19:45)

Organizers: Ari Antikainen, University of Eastern Finland (ari.antikainen@uef.fi) & Raj P. Mohan, Auburn University, USA (mohanrp@auburn.edu).

Discussant: Kathryn M. Borman, University of South Florida, USA (borman@cas.usf.edu)

Presenters:

1. **Hanna Ayalon & Gila Menahem**, Tel Aviv University, Israel, *For-profit mid-career programs as a second chance for disadvantaged social groups*
2. **Martina Huber & Alexandra Schmucker**, Institute for Employment Research, Nuremberg, Germany, *Is lifelong learning the answer to transformations in modern societies? Technological innovation and the aging workforce requirement*
3. **Peter Robert & Aniko Balogh**, TARKI Social Research Institute, Hungary, *Cross-country differences in motives and obstacles of participation in adult learning*
4. **Oluwayemisi Obashoro-John**, University of Lagos, Nigeria, *Aspects and criteria for successful education within the social context of adult education in Nigeria*
5. **Ernest Ampadu**, Anglia Ruskin University, UK, *Adult education for national development: Students attitude toward adult education programmes in Ghana*
6. **Manolis Sofos & Dionysios Gouvias**, University of the Aegean, Greece, *Adult education provision policy and implementation in peripheral contexts: a Case-study*
7. **Helen Forbes-Mewett, Chris Nyland & Sijun Shao**, Monash University, Clayton Campus, Australia, *International student security- A view from Beijing*
8. **Shaheeda Essack**, Department of Higher Education and Training, Republic of South Africa, *The politics of post-school education: From public policy to civil society – the andragogy of hope*
9. **Ari Antikainen**, University of Eastern Finland, Joensuu campus, Finland, *Remarks on the sociology of education and adult education*

Session 3: The Meanings of Schooling (Monday, 12 July, 20:00 – 22:00)

Organizer: Maria-Ligia Barbosa, Universidade Federal de Rio de Janeiro, Brazil, (mligia@ifcs.ufrj.br; mligiabarbosa@gmail.com)

Presenters:

1. **Gal Levy -& Mohammad Massalha** The Open University, Israel : *Making a difference: Parents in alternative Arab education and their conception of schooling in Israel*
2. **Edonilce da R. Barros, Odomaria R. B.Macedo, & Elane S. Moreira**, Universidade do Estado da Bahia – UNEB, Brazil, *Historical configurations of school education in the Region of Juazeiro, State of Bahia (Brazil): School curriculum and culture.*
3. **Nirmali Goswami** - Indian Institute of Technology Kanpur, India, *Community, modernity and education: Dilemma of shift to schools among students from Ansari community in Banaras*
4. **Leticia Cortellazzi Garcia** - Université Paris-Descartes, France - *The changes of schooling meanings in three generations of women in Brazil (1930 – 2000)*
5. **Zaia Brandão, Maria Luiza Canedo, & Alice Xavier** (PUC-Rio/Brazil), *Family and school in solidary construction of student habitus.*
6. **Diana Mandelert. & Zaia Brandão**, (PUC-Rio/Brazil), *The price of success: retention in prestigious schools*
7. **Shinichi Aizawa**, Center for Asian and Pacific Studies, Seikei University, Japan : *New discrepancy between the meaning of schooling in individual perceptions and the function of diplomas in the Japanese society*
8. **Clarissa Eckert Baeta Neves** -Department of Sociology, Federal University of Rio Grande do Sul –Brazil, *Social Inclusion policies in Brazil's higher education: are they equal opportunity policies?*
9. **Kerstin von Brömssen**, Gothenburg University, Sweden, *Governmentality; normalizing technologies in a new “moral economy”*
10. **Maria Eulina Pessoa de Carvalho**, Universidade Federal da Paraíba, Brasil, *Parental involvement and homework policies: a discussion of gender and class implications*

11. **Beatriz Izquierdo Ramirez & María Sonia Frías**, Universidad de Burgos, Spain, *The school library as a resource in the learning process.*

Session 4: Transitions from School to Work (Tuesday, 13 July, 10:45 – 12:45)

Organizer: Jeanne Ballantine, Wright State University, Dayton, Ohio USA (Jeanne.ballantine@wright.edu)

Presenters:

1. **Susana Batista, Miquel Chaves, & Cesar Morais**, New University of Lisbon, Portugal. *Professional insertion of graduates in contemporary society: reflections about the “catastrophic” discourses from the Portuguese scenario.*
2. **Janel E. Benson**, Colgate University, USA., *Start, Stop, Stuck: The precarious pathways of early launchers.*
3. **Christoph Buhler & Dirk Konietzka**, Max Planck Institute for Demographic Research, Germany, *The transition from school to work in Russia during and after socialism: Change or continuity?*
4. **Takayasu Nakamura**, Osaka University.; **Takayuki Nishimura**, Tokyo Metropolitan University. & **Akio Inui**, Tokyo Metropolitan University, Japan. *Young people’s transition from school to work: its structure and change in late modern Japan.*
5. **Kitty te Riele**, University of Technology Sydney, Australia. *At the bottom of the credential hierarchy: transition experiences for (would be) early school leavers.*
6. **Mike Vuolo, Jeylan T. Mortimer**, University of Minnesota; & **Jeremy Staff**, Pennsylvania State University. USA. *Floundering during the school-to-work transition: A latent life path approach.*
7. **Agnete Wilborg**, Bodo University College, Norway. *Dropout of secondary education: Representations of a problem and its implications.*

Session 5: A Critique Of Educational Reforms At The Dawn Of The 21st Century In Developing, Under-Developed And Non-Western Societies: Theoretical And Empirical Implications (Tuesday, 13 July, 15:30 – 17:30)

Organizer: Shaheeda Essack, Directorate: Private Higher Education, National Department of Higher Education and Training, Republic of South Africa, (Essack.S@doe.gov.za)

Discussant: Dionyssios. Gouvias, University of the Aegean, Rhodes, Greece (dgouvias@rhodes.aegean.gr)

Presenters:

1. **Michael Mhlolo**, University of Witwatersrand, South Africa, *Developmental coherence: A stock-take of the enacted National Curriculum Statement for Mathematics (NCSM) at Further Education and Training (FET) level in South Africa.*
2. **Funda Karapehlivan Senel**, Marmara University Turkey, *Neoliberal restructuring of education and its implications at the micro level: Community financing of primary education in Turkey.*
3. **Indera Pattinasarany**, University of Indonesia, Indonesia, *Parental involvement in children’s learning activities at home and national exam scores in Indonesia.*
4. **Janneke Frambach**, Maastricht University, Netherlands, *Socrates on the move: Educational colonization and domestication across cultures.*
5. **Barbara T Schrottner**, Karl-Franzens University of Graz, Austria, *The Role of education in India in the 21st century.*
6. **Hulya Kosar Altinyelken**, University of Amsterdam, Netherlands, *Reforming pedagogical practices in Sub-Saharan Africa: A critical analysis of the case of Uganda*
7. **Sarvendra Yadav**, Indian Institute of Technology, India, *Equality as an educational ideal: A comparative study of technical and social science students in Indian higher education.*
8. **Jiro Morita**, Kyoto University, Japan, *A reassessment of alternative education in contemporary Japan: The dynamics of a “Free School” in Kyoto.*
9. **Shirin Haider**, Lehigh University, USA, *Women, critical pedagogy and teaching of English in postcolonial Pakistan.*
10. **Shu-Ching Lee**, Nanhua University, Taiwan, *Gender education’ is like ‘Nan-Nu Yu-Pieh’? Deconstructing harmony and respect in a Confucian society.*
11. **Nagaraju Gundemeda**, University of Hyderabad, India, *From ‘Ideal Guru’ to ‘Absentee Teacher’: Construction of teacher identity in the context of policy making and public discourse in India.*

12. **Samad Izadi and Mina Saeedi**, University of Mazandaran, Iran, *The study of the use of curriculum based on information and communication technology by teachers and its practical obstacles at high schools.*
13. **Maria Cecilia Lorea Leite**, Universidade Federal de Pelotas, Brasil
Legal education, Pedagogy and access to justice

Session 6: Educational Accountability in Global Perspective: Challenges for Developed Nations.
(Tuesday, 13 July, 17:45 – 19:45)

Organizer: A. Gary Dworkin, University of Houston, USA (gdworkin@mail.uh.edu).

Presenters:

1. **António Teodoro, Carla Galego & Madalena Mendes**, Institute of Education, Universidade Lusófona de Humanidades e Tecnologias, Lisbon, Portugal a.teodoro@netvisao, *Governing by indicators: The new forms of transnational regulation of education politics.*
2. **Miranda Christou**, Department of Education, University of Cyprus, *Educational accountability: moral responsibility and economic efficiency.*
3. **Cecilia Silva & Vitor D. Teodoro**, Universidade Lusófona de Humanidades e Tecnologias, Portugal, *Examining physics-chemistry exams using Extended Angoff and Contrasting Groups methods.*
4. **A. Gary Dworkin & Rosalind J. Dworkin**, University of Houston, USA, *Do teacher training interventions mandated by 'No Child Left Behind' in low-performing schools improve student achievement?: Lessons from the Standards-Based Accountability Movement.*
5. **Brenton Doecke**, Monash University, Australia & **Alex Kostogriz**, Deakin University, Australia, *Refining teacher accountability: The impact of high stakes testing in Australia.*
6. **Branka Cattonar & Eric Mangez**, Université Catholique de Louvain, CIRTES-UCL, Belgium, *PISA as a surveillance tool situated between civil society and public authority.*
7. **Ângelo Ricardo de Souza, Andréa Barbosa Gouveia, & Gabriela Schneider**, Policies Research Center, Universidade Federal do Paraná/Brazil, *The Education Quality Conditions Index: methodology and evidences.*
8. **Anna Dall**, University of the Sunshine Coast, Australia, *Is PISA counter-productive to building successful educational systems?*
9. **Barbara Comber & Phillip Cormack**, University of South Australia, Australia, *Education policy mediation: The work of policy-makers, principals and parents with mandated literacy assessment.*
10. **Peter Stevens & Mieke Van Houtte**, University of Ghent, Belgium, *Adapting to the system or the student? Exploring teacher adaptations to disadvantaged students in an English and Belgian secondary school.*
11. **Michael Corbett**, Acadia University, Canada, *An improvised curriculum: Literacies and hierarchies of text in an age of accountability.*

Session 7: Old and New Conflicts in Education. (Tuesday, 13 July, 20:00 – 22:00)

Organizer: David Konstantinovskiy, Institute of Sociology, the Russian Academy of Sciences, Moscow, Russia,
(dav.kontant@gmail.com)

Presenters:

1. **Momoyo Mitsuno**, Surugadai University, Japan., *The role of emerging personal conflicts in teachers' changing work.*
2. **Birendra Narain Dubey**, Department of Sociology, Babasaheb Bhimrao Ambedkar University (A Central University), Lucknow, Uttar Pradesh, India, *Schooling system and exclusion of children in urban pockets: a sociological study of Lucknow district (India).*
3. **Evagelia Kalerante**, Greece, *Nationalism versus multiculturalism in the Greek educational system: conflicts and resistances.*
4. **Ingegerd Municio-Larsson**, University College of Södertörn, Stockholm, Sweden., *Educational change in Estonia - the interplay between politicians and policy communities.*
5. **Jannick Demanet**, Department of Sociology, Ghent University, Belgium, *Social-ethnic school composition and school misconduct: does sense of futility clarify the picture?*



6. A.L. Andreev, Institute of Sociology RAS, Moscow, Russia, *Education in Russian society: contradictions and tensions.*
7. Kari Kantasalmi, University of Helsinki, Finland, *Critical and reform pedagogy: how to conceive sociologically such phenomenon within educational change?*
8. Maria Benedita Portugal e Melo, Institute of Education, University of Lisbon, Portugal, *Studies's choices and professional options - when the media come into opposition with school and family.*
9. Kristie R.J. Phillips, Brigham Young University, Shana L. Pribesh, Old Dominion University, Mikaela J. Dufur, Brigham Young University, Provo, USA., *Old and new conflicts in U.S. school segregation, desegregation, and resegregation: the old south and the new west.*
10. Shu-Ching Lee, Nanhua University, Taiwan, *Structural change as a form of educational policy legitimation: contesting gender values in Taiwan.*
11. Garold Zborovsky, Liberal Arts University, Ekaterinburg, Russia., *Conflicts and contradictions in modern Russian education.*
12. Elena Pronina, Russian Academy of Sciences, Russia, *Features of world view formation of Russian school children and students.*

Session 8: The Futures of the Sociology of Education
(Wednesday, 14 July, 10:45 – 12:45)

Organizers: Michael Young, Institute Of Education, University of London, UK (m.young@ioe.ac.uk) & Johan Muller, Education, University of Cape Town, SA (johan.muller@uct.ac.za)

Presenters:

1. Michael F.D.Young, Knowledge Lab, University of London, UK, & Johan Muller, University of Cape Town, SA. *Three educational scenarios for the future: Lessons from the sociology of knowledge*
2. David P. Baker, Pennsylvania State University, USA. *The knowledge society as the schooled society: The educational transformation of knowledge and truth claims.*
3. Stephanie Allais, International Labour Organisation, Switzerland. *Economics imperialism and the 'new educational paradigm'.*
4. Antonio Flavio Moreira, Petrópolis Catholic University, Brazil. *Development, knowledge and diversity in the curriculum of the future.*
5. Leesa Wheelahan, University of Melbourne, Australia. *The expansion of higher education: traversing boundaries.*

Session 9: Leading society to a sustainable future: education and the crisis of sustainability. (Wednesday, 14 July, 17:45 – 19:45)

Organizer: Julie Matthews, University of the Sunshine Coast, Australia, (jmatthews@usc.edu.au)

Presenters:

1. Sigrid Luchtenberg, University of Duisburg & Peter Flaschel, Bielefeld University, Germany, *Labor market reforms, education and the role of elites in sustainable flexicurity societies.*
2. Barbara T. Schröttner & Karl-Franzens, University of Graz, Austria. *The role of education as a stabilizing global force and formative agent of change.*
3. Julie Matthews, The University of the Sunshine Coast & Steve Garlick, The University of Newcastle, *A capabilities approach to animal ethics and sustainability education.*
4. José Manuel Touriñán López & Argentina Salgado de Freitas, Universidad de Santiago de Compostela, Spain, *Bioethics and education: A convergence of visions?*
5. Lou Preston, University of Ballarat & Mary Lou Rasmussen, Monash University, *Green bodies: Training environmental educators.*
6. Parlo Singh, Griffith University, Kath Glasswell, Griffith University & Stuart McNaughton, University of Auckland, *Smart education partnerships: Modeling sustainable improvements in literacy outcomes for students in disadvantaged socio-economic communities in Australia.*

Session 10: ‘Quality Assurance’ and ‘Product-based’ Funding in Higher Education (Wednesday, 14 July, 20:00 -22:00)

Organizer: Dionyssios Gouvias, University of the Aegean, Rhodes, Greece, (dgouvias@rhodes.aegean.gr)

Discussant: Shaheeda Essack, Department of Higher Education and Training, Republic of South Africa, (Essack.S@doe.gov.za).

Presenters:

1. Gladys Beatriz, Barreyro & José Carlos Rothen, Universidade Federal de São Carlos, Brazil, *Policies for Evaluation and Regulation in Brazilian's Higher Education (1995-2006)*.
2. Ana García De Fanelli, CEDES, Buenos Aires, Argentina, *Linking the results of accrediting procedures and funding mechanisms: the case of PROMEI in Argentina*.
3. Helen Forbes-Mewett & Chris Nyland, Monash University, Australia, *Funding international student support services: Tension and power within ‘the University’*.
4. Mariateresa Gammone, L’Aquila University, L’Aquila, Italy *Educational intervention in Turkey and Europe*.
5. Dionyssios Gouvias, University of the Aegean, Rhodes, Greece, *‘One step at a time’: Strategic planning and practical steps in accountability-driven reforming of the Greek higher education system*.
6. Lidija Putillio, Moscow Institute of Economy, Management and Law, Moscow, Russia, *The moral dilemma of higher education or choice between social responsibility and economical efficiency*.

Session 11. Civics and citizenship education in a globalizing world (Thursday, 15 July, 15:30 – 17:30)

Organizer: Lawrence J. Saha, Australian National University, Australia, (Lawrence.Saha@anu.edu.au)

Presenters:

1. Orhan Agirdag, Department of Sociology, Ghent University, Belgium, *The impact of ethnic school composition on pupils’ (sub)-national identifications*
2. Mihály Csákó, Eötvös Loránd University, Hungary, *Education to democracy in secondary schools: The Hungarian case*
3. Jack Demaine, Loughborough University, UK, *Citizenship education and the myth of globalization*
4. Andreas Hadjar & Dipl. Soz. Michael, University of Bern, Switzerland *Who does not participate in elections in Europe and why is this? A multilevel analysis of social mechanisms behind non-voting*
5. Adrian Hatos, University of Oradea, Romania, *Teenagers’ interest in politics between generic activism and Habitus: Participation in school-based extracurricular activities, associative membership and interest in politics of Romanian adolescent students*
6. Gustavo Alonso González Valencia, Universitat Autònoma de Barcelona, Spain, *Ideas about the citizenship and citizenship education in student teachers of social studies in public university in Colombia*
7. Maria Luisa Quaresma, University of Porto, Portugal, *Civic education in private schools*
8. Indera Ratna Irawati Pattinasarany, University of Indonesia, Indonesia, *Citizen understanding of inclusive citizenship in education in Indonesia*
9. Geraldine Bozec, Centre d’Etudes européennes (Sciences-po- FNSP), *The self, the nation and the world: how do French primary teachers teach pupils to be citizens today?*
10. José Resende, New University of Lisbon (Portugal) & Bruno Dionisio, Polytechnic Institute of Portalegre (Portugal), *The purpose and the limits of citizenship education in Portuguese schools*.
11. Liliana Mayer, National Council for Technological and Scientific Research (CONICET)/ University of Buenos Aires, Argentina, *Education, social inequality and cultural diversity. Notes on citizenship building in a fragmented society*.

Session 12: Paulo Freire and the sociology of education: Contributions and issues.
(Thursday, 15 July, 17:45 – 19:45)

Organizers: Carlos Alberto Torres, University of California, Los Angeles, USA & Argentina, (catnovoa@aol.com)
Greg Misiaszek, University of California, Los Angeles, USA, (gmisiaszek@yahoo.com)

Presenters:

1. **Lauren Ila Jones**, University of California, Los Angeles, USA, *Theology 'on the move': A critical sociology of theology from a Freirean perspective, A case study of women popular educators in El Salvador, Nicaragua, Bolivia, and Brazil.*
2. **Chia-Ling Yang**, Lund University, Sweden, *Encounters between the 'oppressed' and the 'oppressor'—rethinking Paulo Freire in anti-racist feminist education in Sweden.*
3. **Gilbert Jose Graffe**, Universidad Central de Venezuela, Caracas, Venezuela, *Pedagogical approach of Paulo Freire in the Ecclesiastical Base Communities (CEB'S).*
4. **Jack Demaine**, Loughborough University, U.K., *Paulo Freire: Philosophy, ideology and the politics of education today.*
5. **Eric (Rico) Gutstein**, University of Illinois—Chicago, USA, *Not to follow, but to reinvent, Paulo Freire: Reading and writing the world of mathematics in a Chicago public high school.*
6. **Lawrence J. Saha**, The Australian National University, Australia, *Paulo Freire's pedagogical theories and practices, and socio-economic development.*
7. **Azhar Ibrahim**, University of Copenhagen, National University of Singapore, Denmark and Singapore, *Paulo Freire's ideas of hegemonic discourses: The reception and/or resistance of Freirean critical pedagogy in Singapore, Malaysia and Indonesia.*
8. **Greg Misiaszek**, University of California, Los Angeles, USA, *Freirean pedagogy, environmental devastation, and social injustices: Freirean ecopedagogy in Argentina, Brazil, and Appalachia.*
9. **Mhammed Sabour**, University of Eastern Finland, Finland, *Cultural consciousness and the meaning of knowledge: The case of Moroccan academic field.*

Session 13: The Sociology of Higher Education (Thursday, 15 July, 20:00 -22:00)

Organizer: Keiko Yokoyama, Center for Studies in Higher Education, The University of California, Berkeley, USA, (kyokoyama.net@googlemail.com)

Discussant: Shaheeda Essack, National Department of Education, Republic of South Africa, (Essack.S@doe.gov.za)

Presenters:

1. **Jan Currie**, School of Education, Murdoch University, Australia,
& **Beverly Hill**, Equity & Diversity, The University of Western Australia, Australia, *Undertaking a pay equity audit at an Australian university: A step towards equity in a gendered profession.*
2. **Abraham Yogev**, School of Education and Department of Sociology, Tel Aviv University, Israel, *Academic capitalism and the sociology of higher education.*
3. **Ebrahim Salehi Omran**, Faculty of Humanities and Social Sciences, University of Mazandaran, Babolsar, Iran, *Supply side explanations for the women's participation in higher education in Iran with considering nation-state formation.*
4. **Neema Noori**, Department of Sociology and Criminology, University of West Georgia, USA, *The globalization of the American model of higher education.*

Session 14: Europeanization and governance of higher education: Evidence and challenges (Friday, 16 July, 10:45 – 12:45)

Organizer: António Teodoro, Universidade Lusófona de Humanidades e Tecnologías, Portugal, a.teodoro@netvisao.pt
Discussant: Susan L. Robertson, University of Bristol, UK, S.L.Robertson@bristol.ac.uk

Presenters:

1. **Antonia Kupfer**, Johannes Kepler University Linz, Austria, *The creation of the European Higher Education Area: A public vote?*
2. **José Beltran**, Universidad de Valencia, Spain, *Rethinking the aims of education: Some trends on higher education and global reforms*

3. **Cláudia Valadas Urbano**, Universidade Nova de Lisboa, Portugal, *How non-university institutions fit in the new concept of Higher Education?*
4. **David Konstantinovskiy**, Institute of Sociology, RAS. Moscow, Russia, *Education, for whom? And what for?*
5. **Fernando Hernández, Alejandra Montané, Aída Sánchez de Serdio, and Juana M. Sancho**, Universidad de Barcelona, *How Spanish academics are coping with changes? Responses from a life histories research*
6. **Irina Kharchenko**, Siberian Branch of the Russian Academy of Sciences, Russia, *Modernization of the Russian system of higher education*
7. **Hélène Buisson-Fenet**, Université Aix-Marseille / CNRS, France, *Praised or cursed? The French higher education facing to the quality insurance: professional jurisdictions under international pressure*
8. **Gladys Beatriz Barreyro**, Universidade de São Paulo, USP, Brasil, and **Silvana Lorena Lagoria**, Universidad de Córdoba, Argentina, *Accreditation of higher education in Latin America: The cases of Argentina and Brazil in the context of Mercosur*
9. **Facundo Solanas**, Universidad de Buenos Aires, Argentina, *La Unión Europea y el MERCOSUR hacia la convergencia de sus Sistemas de Educación Superior: un enfoque comparado*
10. **Engin Yildirim**, Sakarya Üniversitesi, Turkish, *Managerialism and the Bologna Process in the Turkish higher education*
11. **Magdalini Kolokitha**, Institute of Education, University of London, UK, *Bologna Process: national governing versus regional governance*

Session 15: The Condition of Teaching: Teachers as Workers, Teachers as Professional (Friday, 16 July, 15:30 – 17:30)

Organizers: A. Gary Dworkin, University of Houston USA (gdworkin@mail.uh.edu) & Shaheeda Essack, National Department of Education, Republic of South Africa (Essack.S@doe.gov.za)

Presenters:

1. **José David Alarid Dieguez**, Universidad Pedagógica Nacional- México & **Norma Georgina Gutiérrez Serrano**, Centro Regional de Investigaciones Multidisciplinarias de la Universidad Nacional Autónoma de México, *Elementary school teachers in Mexico, their union and the restructuring of the educational sector.*
2. **Vicente Sisto, Carmen Montecinos**, Pontificia Universidad Católica de Valparaíso, **Carla Fardella**, Universitat Autònoma de Barcelona, & **Luis Ahumada**, Pontificia Universidad Católica de Valparaíso, *An analysis of Chile's evaluation and incentives for teacher development policy: fashioning teachers' identity to new public management.*
3. **A. Gary Dworkin & Pamela F. Tobe**, The University of Houston, USA, *Teacher morale and burnout in an era of school accountability: High-stakes testing and student misbehavior.*
4. **Begona M^a Zamora Fortuny**, Universidad de La Laguna, Santa Cruz de Tenerife, Islas Canarias, España, *La condición social del profesorado.*
5. **Sawako Yufu**, Waseda University & **Wataru Nakazawa**, Toyo University, Japan, *Teachers work conditions and attitudes in the age of educational reform in Japan.*
6. **Elsa Estrela**, University Lusophone of Humanities and Technologies, Lisbon, Portugal, *From prescribed to lived curriculum: Social, curriculum, and life history to understand education in Portugal.*
7. **Ying Wang**, City University of Hong Kong, Hong Kong, *Professionalization of teachers in Chinese minban secondary school.*
8. **Madalitso K. Banja**, University of Zambia, Zambia, *Challenges of a Zambian teacher.*
9. **Melissa Evans-Andris**, University of Louisville, Kentucky, USA, *What keeps teachers teaching? An examination of teachers through the early critical year.*
10. **Mohammad Mazidi, Fariba Koshbakht & Mahboobeh Alborzi**, Shiraz University, Iran, *A study of the relationship between demographic factors and elementary school teacher burnout: The Iranian case.*

Session 16: Vocational Education (Friday, 16 July, 17:45 – 19:45)

Organizer: Jeanne Ballantine, Wright State University, Dayton, Ohio USA. (Jeanne.ballantine@wright.edu)

Presenters:

1. **Amurabi Pereira de Oliveira**, Federal Institute of Education, Science and Technology of Pernambuco, Brazil, *The challenges of teaching sociology at the Federal System of Vocational and Technological Education in Brazil.*
2. **Rinat Arviv-Elyashiv, Hanna Ayalon & Yssi Shavit**, Tel-Aviv University, Israel, *Vocational education and dropping out.*
3. **Luisa Donato**, Universita di Torino, Dipartimento di Scienze Sociali, Torina, Italy, & **Martino Grande**, IRES Piemonte (Economic Social Research Institute of Piedmont), *Equal assess to education in Piedmont. Gender-based differences and motivations for vocational training choice.*
4. **Irina Kharchenko**, Institute of Economics and Industrial Engineering, Siberian Branch of the Russian Academy of Sciences, Novosibirsk, Russia, *Transformation of the Russian system of professional education.*
5. **Stefan Klein**, Universidade de Sao Paulo, Brazil, *Aspects and outlooks of vocational education in Brazil.*
6. **Bettina Kohlrausch & Meike Baas**, Soziologisches Forschungsinstitut Gottingen (SOFI), Germany, *Unintended outcomes of vocational training in Germany: Patterns of sex segregation in the German training system.*
7. **Mahmoud Sharepour**, University of Mazandaran, Iran, *The role of vocational education in building social capital in Iran: The intended and unintended outcomes.*
8. **Mieke Van Houtte & Dimitri Van Maele**, Universiteit Gent, Belgium. *Students' sense of belonging in technical/vocational schools versus academic schools: the mediating role of faculty trust in students.*

Session 17: Education, Stratification and Poverty: Manifest and Latent Inequalities (Friday, 16 July, 20:00 – 22:00)

Organizers: Lawrence J. Saha, Australian National University, Australia, Lawrence.Saha@anu.edu.au

David Konstantinovskiy, Institute of Sociology, the Russian Academy of Sciences, Moscow, Russia, (dav.kontant@gmail.com)

Presenters:

1. **Hirofumi Taki**, Doshisha University, Japan., *Distinguishing characteristics of education and inequality in East Asia: an international comparison.*
2. **José Francisco Soares**, Federal University of Minas Gerais, Brazil, *Measuring the quality and equity of basic education systems.*
3. **Joanna Sikora**, Australian National University, Canberra, Australia, *Gender-specific career plans and their implications for Australian youth.*
4. **Emilio Blanco**, Centre for Sociological Studies, El Colegio de México, México, *Changes in learning inequalities in Mexico, 2000-2010.*
5. **Ann-Katrin Witt, Anders Nelson & Peter Björk**, Halmstad University, Sweden, *Durable and increasing gender segregation in higher education: Students' motives for applying to University degree programs.*
6. **Alicia Dambrauskas**, Education and Culture Ministry, Non Formal Education Área, Uruguay, *Building a bridge towards social inclusion trough education.*
7. **Nadia Shapkina**, Kansas State University, USA, **Ekaterina Vasilieva**, Saratov State Technical University, Saratov, Russia, *Students on the move for success: rural-urban educational migration as a strategy for upward mobility in provincial Russia.*
8. **Janna Teltemann**, Institute for Empirical and Applied Sociology, University of Bremen, Bremen, Germany, *Varying backgrounds: the effect of host country institutions on immigrant's educational achievement.*
9. **Andrea Canales**, Oxford University, UK, *Completion of a university qualification in the UK: A multilevel analysis of the effects of individual and institutional characteristics in the generation of inequalities in educational attainment.*
10. **Thomas Wöhler**, University of Konstanz & **Silvia Melzer**, IAB, Nuremberg, Germany, *Do they really choose or are they chosen? Educational decision-making and institutional constrains in Germany.*

Session 18: Business Meeting (Saturday, 17 July, 16:00 – 18:00)

Chair: Ari Antikainen, President, RC04, University of Eastern Finland, Joensuu, Finland, (ari.antikainen@joensuu.fi)

**Session 19: Current Issues in the Sociology of Education: Poster Session I
(Saturday, 17 July, 17:45 – 19:45)**

Organizer: Narsimha K. Reddy, Osmania University, Hyderabad, India, (nrkankanala@lycos.com)

Presenters:

1. **Erkko Anttila**, Finnish Institute of Occupational Health, Helsinki, Finland, *Ideals, realities and stress: a socio-historical analysis of the teacher's profession*
2. **Bayode Isaiah Papoola & Taiwo L.Adepoju**, Educational Foundations and Counselling, Obafemi Awolowo University, Ile Ife, Osun State, Nigeria, *Managing teacher shortage in secondary schools in Southwest Nigeria*
3. **Dimitri Van Maele**, University of Ghent, Belgium, *The role of a homogeneous staff culture in the formation of collegial trust.*
4. **María Zúñiga Coronado, Veronika Sieglin & María Elena Ramos Tovar**, University of Nuevo Leon, Mexico, *Women in higher education: Aggressive working environment, social networks and mental health*
5. **Ivanise Monfredini**, UNINOVE – SP, Brazil, *Educational policies, teaching work and teaching profession: the case of São Paulo/Brazil.*
6. **Rachel de Castro Almeida & Miquel Chaves**, Brazil, *Transition from school to work: The values in the sphere of work and education in the perspective of Brazilian youth.*
7. **Alicia Dambrauskas**, Education and Culture Ministry, Uruguay, *Building a bridge towards social inclusion through education.*
8. **Adel Pasztor**, University of Amsterdam, The Netherlands, *Imagined futures: Why economics dominates the higher education choices of second generation Turks in the Netherlands.*
9. **Reka Plugor**, University of Leicester, UK, *Higher education students' experiences of the transition from university to working life.*
10. **Mariam Meynert**, University of Lund, Sweden, *Inserting childhood, knowledge, pedagogy, and educational research into modernity and post-modernity – Theoretical reflections.*
11. **Dominik Becker**, University of Cologne & **Klaus Birkelbach**, University of Duisburg-Essen (Campus Essen), Germany, *The impact of teacher expectations on educational: opportunities in the life course – An ignored inequality?*
12. **Antonio Eito Mateo**, University of Zaragoza, Spain, *The group's strength and the importance of backing the transition from primary to secondary education: An example in the city of Huesca about the Roma community.*

**Session 20: Current Issues in the Sociology of Education: Poster Session II
(Saturday, 17 July, 20:00 -22:00)**

Organizer: Maria-Ligia Barbosa, Universidade Federal de Rio de Janeiro, Brazil, (mligia@ifcs.ufrj.br; mligiabarbosa@gmail.com)

Presenters:

1. **Parlo Singh, Kath Glasswell & Elizabeth Kendall**, Griffith University, *Knowledge building through partnership networks: An Australian case study of researching learning communities.*
2. **Patrick Gun Cuninghame**, Dep. de Relaciones Sociales, División de Ciencias Sociales y Humanidades, Universidad Autónoma Metropolitana – Unidad Xochimilco, México, *Cognitive capitalism, labour precarization and social conflicts related to the production and use of knowledge in the public university: a comparative study of Mexico and Italy.*
3. **Katja Recknagel**, Heinrich-Heine University, Düsseldorf, Institute for Social Sciences, Germany, *The impact of child care attendance on later school performance.*
4. **Bernadette C. Hayes**, Department of Sociology, University of Aberdeen, Scotland, UK, *The single faith schools debate: lessons from Northern Ireland.*
5. **Samad Izadi**, University of Mazandaran, Iran, *A survey about the role of hidden curriculum in the formation of attitudes towards authority, national identity and globalization among secondary school students in Iran.*

6. **Dina G. Kuslyaykina**, State University, Higher School of Economics, Moscow, Russia, *Freshmen's opinions about new features of the Russian educational system.*
7. **Gustavo Toledo**, Universidad Central de Venezuela, *The educational theories, challenges and consequences for the Latinamerican university.*
8. **Maria Ines Ferreira**, Federal University of Rondônia, Brazil, *Brazilian youth: schooling and working conditions inequalities.*
9. **Lucia Tramonte, Luana Marotta, & J. Douglas Willms.**, University of New Brunswick, Canada, *The effect of cultural parental practices over children's life course.*
10. **Mattias Börjesson, Tomas Englund & Mattias Nylund**, Örebro University, Sweden, *Social Class in Education Policy and Research; a forgotten perspective.*
11. **Oleg Oberemko**, RAS Institute of Sociology (Krasnodar, Russia) & **Serguei Kovalenko**, Independent Analytical Center (Krasnodar, Russia), *Russian higher school liberalised or just commoditised?*

Special Session:

Integrative Session 5 (ISA Numbering): Rational Choice Approaches to Educational Inequality and Social Stratification. (8:30-10:30, Wednesday, 13 July)

Session Coordinators: Yoshimichi Sato, Tohoku University, Japan (y.sato@sal.tohoku.ac.jp) RC45, Jeanne Ballantine, Wright State University, USA (Jeanne.ballantine@wright.edu) RC04 and Meir Yaish, University of Haifa, Israel (myaish@univ.haifa.ac.il) RC28.

Session Chair: Jeanne Ballantine, Wright State University, USA (Jeanne.ballantine@wright.edu)

Presenters:

1. **Volker Stoke**, University of Bamberg, Germany, *Rational choice, educational decisions and inequality in educational opportunity.*
2. **Hiroshi Hamada**, Tohoku University, Japan, *A Rational Choice Model of the Maximally Maintained Hypothesis.*
3. **Adel Daoud & Goran Puaca**, University of Gothenburg, Sweden, *An organic view of want formation: Rational choice, habitus, and reflexivity.*
4. **Nicole Birnbaum, Erbil Yilmaz & Markus Zielonka**, University of Bamberg, Germany, *Educational decisions as a rational calculus? Testing models of educational decision making with a mixed methods approach.*
5. **Svetlana Chachashvili-Bolotin & Irit Adler**, Tel Aviv University and Ruppin Academic Center, Tel Aviv University, Israel, *Educational expectations: The case of immigrant students from the FSU and native-born Jewish students in Israel.*
6. **Fabrizio Bernardi & Héctor Cebolla**, European University Institute, Fiesole UNED, Madrid, Spain, *Do school results matter differently? On the varying impact of grades on the transition to non-compulsory education.*

Joint Sessions:

RC04/RC13 (Host Committee): Leisure and Education

(Wednesday, 14 July, 15:30-17:30)

Session Organizer: Ishwar Modi, India International Institute of Social Sciences, India, (iiiss2005modi@yahoo.co.in)

Session Co-Chairs: Gerald Fain, School of Education, Boston University, USA, (fain@bu.edu) and

Narsimha Reddy, Osmania University, Hyderabad, India, (nrkankanala@lycos.com)

Presenters:

1. **Anna Dernovaya**, Russian State University for the Humanities, Moscow, Russia, *Representation of experience of studying abroad in personal photo albums.*
2. **Gianna Cappello**, Dept. of Social Sciences, University of Palermo, Italy, *Media education, pleasure and play: Bringing leisure into the classroom.*
3. **Merete Schmidt**, School of Sociology and Social World, University of Tasmania, Australia, *That's what you do here: Leisure and educational outcomes in rural Australia.*
4. **Naina Sharma**, Dept. of Sociology, University of Rajasthan, Jaipur, India, *Leisure and education.*
5. **Philippe Terral & Loïc Gojard**, SOI, Université Toulouse III, France, *French physical education teacher education: how teaching leisure seriously.*



6. Sanjay Tewari, Life Insurance Corporation of India, Kanpur, India, *Education through leisure - Is it a distant dream?: A case of India.*
7. Willy Fache, Ghent University, Belgium, *A taxonomy of leisure education goals.*

RC04/RC23 (Host Committee):

Changing Forms of University-Society Relationship, A.

(Thursday, 15 July, 10:45 – 12:45)

Programme Coordinator: Jaime Jiménez (RC23), IIMAS, UNAM, Mexico, jjimen@servidor.unam.mx.

Chair: Juha Tuunainen (RC23), University of Helsinki, Finland

Co-Chair: Raj P. Mohan (RC04), Auburn University, USA.

Presenters:

1. Renny Thomas, Jawaharlal Nehru University, India, *Changing Social Contract Between Science and Society: Exploring the Case of Biotechnology in India.*
2. Dorothea Jansen, (German University of Administrative Sciences Speyer & German Research Institute for Public Administration Speyer, Germany, Regina von Görtz, & Richard Heidler, (German University of Administrative Sciences Speyer, Germany; *The Concept of Mode 2 of Knowledge Production: Intended and Unintended Effects of Science Policy.*
3. Andrea Schikowitz, Ulrike Felt, Judith Igelsböck, & Thomas Völker, University of Vienna, Austria, *Encountering Transdisciplinarity as Knowledge Regime: On the Possibilities and Limits of Socialising Early Stage Researchers.*
4. Irene Ramos-Vielba, Manuel Fernández-Esquinas, & Nuria Hernández-Hernández, Spanish National Research Council, Spain, *Researchers' Views on Knowledge Transfer to Firms: Grounds for University-Industry Cooperation*

RC04/RC23 (Host Committee):

Changing Forms of University-Society Relationship, B

(Saturday, 17 July, 13:45 – 15:45)

Programme Coordinator: Jaime Jiménez (RC23), IIMAS, UNAM, Mexico, jjimen@servidor.unam.mx.

Chair: Juha Tuunainen (RC23), University of Helsinki, Finland

Co-Chair: Raj P. Mohan (RC04), Auburn University, USA.

Presenters:

1. Maria Salmela-Mattila, University of Tampere, Finland, *University-environment relationship in Finnish universities - Contingencies in space and time.*
2. Seiko Kitajima, Hirosaki University, Japan, *Transformation of universities and responses of academy/universities in Japan.*
3. Ulrike Felt, Joachim Allgaier, Maximilian Fochler, University of Vienna, Austria, *Relatively accountable: Shifting meanings, materialities and practices of accountability in contemporary universities.*
4. Jochen Gläser, Australian National University, Australia, *Research evaluations Systems as governance tools.*
5. Nicole Schulze, Fraunhofer Institute for Systems and Innovation Research, Germany, *Knowledge transfer beyond patents and scientific articles.*
6. Hannelore De Grande, Ghent University, United Kingdom, *Different career paths of doctorate holders of various disciplines.*
7. Carmen Merchán-Hernández, Spanish National Research Council, Spain, *Boundaries and strategies of firms to collaborate with universities in a regional innovation System.*

Research Committee on Sociology of Education RC04

Established in 1971

■ Objectives

RC04 is an active group with annual or bi-annual meetings on sociology of education topics. Regular meetings are held at the World Congress of Sociology (every four years) and at the RC's Midterm Conferences (in-between world congresses); in addition, meetings on special topics are held.

■ Board 2006-2010

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■ Newsletter

An informative newsletter is mailed electronically to members twice a year. It contains conference abstracts, research summaries and exchange, members' news, conference news, country reports, and the new features, Global Exchange and New Books from RC04.

Editor: A. Gary Dworkin, USA, gdworkin@mail.uh.edu

■ Membership

Dues: \$30 for a 4-year period; contact International Sociological Association for payments.

■ Website

<http://www.ucm.es/info/isa/rc04.htm>