

CONFERENCE PROGRAM

Thursday – 11.15 am - 12.45 pm: Parallel Seminars 1:

Children's perspectives

Children's perspectives on premises and material resources in Swedish School-Age Educare Centres
-Christina Grewell

Children's Perspective on After-School Programs
-Michelle Jutzi, Thomas Wicki and Ueli Hostettler

Children's spaces in Swedish school-age educare
-Karin Lager

Children's agency in extracurricular activities: Response to challenges of fourth industrial revolution
- Mikhail Goshin and Sergey Kosaretsky

Collaboration

Evaluating Participatory action research (PAR) in Australian school age care services
-Kylie Brannelly and Rarni Rothwell

School Aged Care Services: A new neighbourhood for children
-Peter Westoby, Jennifer Cartmel and Brett Roland

Lesson Study: Strengthen Collaboration Between School and School Age Educare system in Sweden
-Birgitta Lundbäck

Collaboration and inclusive education in Iceland
-Jónína Sæmundsdóttir

Arts and play

Dream Stage – working through the arts
-Rannveig Björk Þorkelsdóttir and Hanna Ólafsdóttir

Upptakturinn – tónlistarverkefni - Tónsköpunarverðlaun barna og ungmenna. The Upbeat - a music project
-Elfa Lilja Gísladóttir

Play as interculturality in the compensatory practice of school-age educare
-Eva Kane

The positive effect a Playwork way of working has on children, their play, and their internal locus of control during COVID-19

-Angus Gorrie

Quality and Value sin Extended Education

Conflicting ideals, norms and values in schoolage educare

-Caroline Ljungberg and Åsa Plitz

Evaluation of City Year´s afterschool program component of the whole child model: Addressing quality, equity, and access

-Katie Carroll and LaTasha Golden

Factors for high quality schools with an extended day structure. A qualitative study of good practice.

-Falk Radisch

Symposium nr. 1

Professionalism and professionalization in training of all-day school/after-school educators in different countries

-Marianne Schüpbach and Nanine Lilla

Friday – 10.15 am - 11.45 am: Parallel seminars 2:

Parents and community

Murri Trail: Community partnership

-Pam Kildey, Josh Adcock and Jennifer Cartmel

Parent power: Empowering parents through an extended education, community based programme

-Clare Forbes

Working towards an equivalent school age edu care in Västerås – a developement program within the municipality

-Magnus Petterson and Anna Östman

Parents´ perceptions of the role and meaning of extended education in Korea

-Song le Han, Eun Ju Kwak and Sang Hoon Bae

Social justice

Missing out? Constraints and participation of immigrant youth in structured leisure activities in Iceland

-Eygló Rúnarsdóttir og Eyrún María Rúnarsdóttir

The more, the better? Diversity of offers in all-day schools and their relationship with immigrant students' school achievement

-Nanine Lilla & Marianne Schüpbach

Extracurricular education sector and risks of social inequality in post-Soviet countries

-Ivan Ivanov and Sergey Kosaretsky

Canonical correlations analysis between participation in high impact practices and learning outcomes in Korea' universities

-Soo-jeong Hwang, Eun-won Cho and Sang-hoon Bae

Social inclusion

Tackling place-based disadvantage through individual empowerment: the approach of Berryhill's cradle-to-career school design

-Kristin Kerr and Victoria Hirst

Participation in organized leisure activities – A matter of social background?

-Karen Hemming

NABO – Social inclusion and belonging: Young people in the Nordic countries

-Ellen Dröfn Gunnarsdóttir and Gestur Guðmundsson

The role of social work in the process of provision of inclusive education.

-Mariam Mazmanyana and Emanuela Chiapparini

Symposium nr. 2

Professionalising the sector

-Jennifer Cartmel

Symposium nr. 3

Children's voices and perspectives in research in the field of Extended Education

-Helene Elvstrand

Friday – 2.30 pm - 4.00 pm: Parallel seminars 3:

Extended Education and COVID-19

Adapting Culminating Events for Right Now: Insights from and for Creative Youth Development Programs on Meeting the Needs of Young People During the COVID-19 Pandemic

-Denise Montgomery

Comparison of afterschool activities and time use pattern of students before the school closure and during the lock down caused by the COVID 19 pandemic in Korea

-Sang Hoon Bae, Sungbum Cho, Hyeonseok Jung, Hyewon Jin, Daseul Park and Jihye Jeon

Making Education “More Human”: Utilizing the Lens of Compassion Organizing to Understand Responses to COVID within Extended Education Communities

-Carrie D. Allen, Patrik Lundh, Rebecca Johnson, Nino Kokiashvili, Bowye Gong and Mindy Hsiao

Policy and school age educare

The concept of pupils’ needs in the context of school-age educare

-Anna-Lena Ljusberg and Eva Kane

Extended Education in Elementary School Districts in Japan

-Kuniko Kaya

Philosophical health and conceptions of philosophy – a study at a School-Age Educare centre in Sweden

-Liza Haglund

Fostering a Global Perspective through an Extra-Curricular Activity: Model United Nations

-Özge Kortel and Bünyamin Bavlı

Curriculum and school age educare

School-age educare teacher’s descriptions of their teaching

-Björn Haglund

Development of a Program to Foster Socio-Emotional Competences: An Intervention Study

-Heike Moyano, Marianne Schüpbach, Anna Seemann, Heike Maria Schütz

The enactment of the new curriculum for Swedish school-age educare

-Maria Norqvist

Spotting “mathematics” in Swedish school-age educare

-Anna Wallin, Paola Valero and Eva Norén

Educare, after-school programs and civically engaged students

Is There an "I" in "We"? - Teacher's Discursive Formations of the Child in Swedish School Age Educare
-Sanna Hedrén

Community based, after school, programs as key component of extended education.
-Stergiani Georgiadou and Ioannis Thoidis

Social Responsibility in Higher Education. Social Entrepreneurial Competencies of Civically-Engaged Students
-Michael Wihlenda, Taiga Brahm and André Habisch

Symposium nr. 4

Let our dreams come true – formal and informal learning, play and creativity in Reykjavík's Educational spaces
-Fríða Bjarney Jónsdóttir

Saturday – 10.15 am – 11.45 am: Parallel seminars 4

Sports and health

Physical Education and Sports Activities in Extended Education
-Patricia Schuler Braunschweig, Ilaria Ferrari Ehrensberger and Kathrin Bretz

Towards enhancing research on adolescent positive mental health
-Ársæll Már Arnarsson, Charli Eriksson, Mogens Trab Damsgaard, Petra Löfstedt, Thomas Potrebny, Sakari Suominen, Einar Baldvin Thorsteinsson, Torbjørn Torsheim, Raili Välimaa and Pernille Due

Games, physical activities, and outdoor excursions as powerful knowledge in Swedish school-age educare
-Birgitta Ljung Egeland, Peter Carlman and Maria Hjalmarsson

A comparative study of sports-programs for the acculturation of refugee youth
-Peter Carlman and Lucas Silvestre Capalbo

Sustainability

Education for sustainable development in Swedish School-Age Educare – teachers' views on constraints and possibilities
-Annika Manni and Eva Knekta

Capacity building through implementation for sustainable improvement in Australian OSHC
-Kylie Brannelly and Rarni Rothwell

Ongoing – Innovative and Sustainable Aesthetic Methods for Citizenship Education
-Hanna Ólafsdóttir and Rannveig Björk Þorkelsdóttir

Sustainability through Multi-professional Cooperation in All-Day Schools from the Perspective of Social workers and Teachers: A Qualitative Study on All-Day Schools in Zurich, Switzerland
-Andrea Scholian, Emanuela Chiapparini, Christa Kappler and Patricia Schuler Braunschweig

Policy, homework and academic writing

Homework arrangement in the context of extended education in Greece
-Papazoglou Magdalini, Chaniotakis Nikolaos and Thoidis Ioannis

Teachers enacting shifting policy in Swedish school-age educare
-Karin Lager and Jan Gustafsson-Nyckel

The Soft Realities of Hard Policies: A Systems Study of Continuous Quality Improvement in Publicly Funded Afterschool Programs
-Patrik Lundh, Carrie D. Allen, Bowye Gong, Mindy Hsiao, Rebecca Johnson and Nino Kokiashvili

Supporting academic writing for extended education teacher students
-Marcia Håkansson Lindqvist and Susanna Olsson

Symposium nr. 4

A place to grow: Quality in Icelandic Leisure Centers
-Guðni Ólgeirsson, Ragnar Þorsteinsson and Oddný Sturludóttir

Saturday – 12.45 pm - 2.15 pm: Parallel seminars 5

Professionalism

Teaching in School age Educare in Sweden—How can School age Educare teachers' Pedagogical Content Knowledge be described?
-Anneli Hippinen

Transforming disadvantaged urban neighbourhoods through 'contextual professional knowledge'
-Kirstin Kerr and Patsy Hodson

The professional life of leisure pedagogues at all-day schools in Styria/Austria

-Gerald Tritremmel, Martin Auferbauer, Werner Moriz, Markus Neubauer and Christian Neuper

Extended education workforce in Switzerland: how personal and structural characteristics influence job demands and resources

-Regula Windlinger

Language, literacy and learning

Language pluralism in the classroom: Inclusion of Deaf and Hard-of-hearing Students in Mainstream Schools in Austria

-Vesna Kucher

Extracurricular learning and support activities in German all-day schools: Multi-perspective analyses with a focus on homework activities and individualised learning time

-Johanna M. Gaiser

Promoting language repertoires of plurilingual students in Iceland: Is collaboration of community heritage language schools and compulsory schools feasible?

-Renata Emilsson Pesková

Symposium nr. 6

Extended Learning: Valuing Equity, Access, Inclusion, and Authentic Youth Engagement

-Helen Janc Malone