



International Sociological Association

Research Committee on
Sociology of Education (RC04)

Newsletter

RC04 Sociology of Education

June 2013

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From the Editor

Dear Colleagues,

This newsletter is devoted primarily to preparations regarding the 2014 World Congress in Yokohama, Japan. A call for the submission of proposals is now open until 30th September 2013.

The RC04 president Gary A. Dworkin is reporting on this event extensively in his message below along with many interesting news about events that are taking place this summer in Taiwan and South Africa.

The *Newsletter* continues the publication of ***Global Exchange***, intended to promote not only information exchanges, but also to facilitate collaboration among colleagues, especially collaboration that crosses national boundaries.

As always, 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*. I encourage more RC04 members to make use of this channel of communication.

Marios Vryonides
Secretary, RC04
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From the President

Dear Colleagues,

This issue of the *Newsletter* contains information of three significant conferences. The call for abstracts has been announced by ISA for the 13-19 July, 2014 World Congress of Sociology to be held in Yokohama, Japan. As one of the largest research committees in ISA, RC04 will have 25 regular sessions and six joint sessions with other RCs. As program co-chairs for RC04 Marios Vryonides and I encourage you to submit abstracts to one or two of the session organizers (ISA limits actual participation to two sessions per person). Abstracts may be submitted to the organizers from 3 June through 30 September, 2013. Abstracts should be no more than 250 words in length and should contain your contact information. Details of each session and organizer contact information appear at the ISA website (www.isa-sociology.org) as well as in this issue of the *Newsletter*. The RC04 website (www.isa-rc04.org) also contains the conference submission information.

As we mentioned in the previous *Newsletter*, RC04 has a website and can be a source of announcements of member activities, new publications, and exchanges of information. Copies of papers presented at RC04 sponsored conferences can also be submitted by those wishing to get feedback from RC04 colleagues. The news items and papers should be sent to Marios Vryonides, the RC04 Secretary (M.Vryonides@euc.ac.cy) and Iasonas Lamprianou, the webmaster (lamprianou.iasonas@ucy.ac.cy). They can also provide additional information on submitting material to the website.

There are two RC04 co-sponsored conferences scheduled for this summer. The 19th Taiwan Forum on Sociology of Education will be held from 20-23 June, 2013 in Taipei. The theme is “Education and Social Control: Emerging Challenges in a Global Era” and is chaired by RC04 Vice-President for Asia, Jason Chang of the Chinese Culture University, Taipei. Several RC04 members, including two members of the RC04 board are presenting at the conference. About a week after the Taiwan Forum RC04 will co-sponsor the sociology of education sessions at the South African Sociological Association’s annual meetings in Pretoria, RSA to be held from 30 June to 3 July, 2013. The RC04 Vice-President for Africa, Shaheeda Essack, will serve as the RC04 chair for the meetings, which have the theme “Doing Sociology from the Periphery: Place, Power, and Knowledge.” Contacts with other regional sociology of education groups continue in order to offer mid-term conferences for the membership.

I wish all of you a good second half of 2013 and hope to see many of you at the forthcoming conferences, as well as at the World Congress next year.

Best regards,

Gary Dworkin

President, RC04 (2010-2014)



Research Committee on Sociology of Education, RC04

Program Coordinators

- A. Gary DWORKIN, University of Houston, USA, gdworkin@central.uh.edu
- Marios VRYONIDES, European University Cyprus, Cyprus, m.vryonides@euc.ac.cy

On-line abstracts submission

June 3, 2013, 11:00 GMT - September 30, 2013 24:00 GMT.

<http://www.isa-sociology.org/congress2014/>

If you have questions about any specific session, please feel free to contact the Session Organizer for more information.

Proposed sessions in alphabetical order:

1. Academic Mobility: Possibilities and Barriers

Session Organizer

David KONSTANTINOVSKIY, Russian Academy of Sciences, Russia, dav.konstant@gmail.com

Session in English

This subject is very relevant in a globalizing world. Modern education for changing labor market is impossible without academic mobility. On one side academic mobility is welcomed by officials and it is reflected in formal documents. On the other side lecturers and students in various countries have unequal chances for academic mobility. Barriers are: differentiations of schooling programs; financial difficulties; information vacuum; government orders; public opinion; etc. This is characteristic to all levels of schooling.

We invite school teachers, university professors, any educational actors to discuss all aspects of the problems that they and their colleagues are faced in planning and realizing of academic mobility.

2. Educational Reforms for Reducing Social Inequality in Mandarin-speaking (Chinese) Societies

Session Organizers

Feng-Jihu LEE, National Chung Cheng University, Taiwan, edufjl@ccu.edu.tw

Jason Chienchen CHANG, Chinese Culture University, Taiwan, jchang.taiwan@gmail.com

Session in English

There is a common theme nowadays that perceives education as a vital mechanism to facilitate national development, economic growth and social progress. However, by critically analyzing recent educational reforms in developed countries, it seems that the notion of “raising economic competence”, rather than “reducing social inequality,” is gaining priority. That is to say, the global or international economic competition has emerged as a “New Hegemony” and the national response to the challenges it brought forth has, in turn, become the main reason for educational reform in most countries. The Mandarin-speaking societies are of course no exception.

Educational reform should be an important issue and a continuous movement for promoting human liberation and social transformation. Furthermore, social transformations and educational reforms taking place in the world cannot and should not be absent from a debate on inequality. Thus, this session is organized for critical discussion of educational reforms that have been put into action particularly for reducing social inequality and promoting social justice in the Mandarin-speaking (Chinese) societies.

3. Facing an Unequal World: What Challenges to Education?

Session Organizer

Antonio TEODORO, Lusophone University, Portugal, teodoro.antonio@gmail.com

Session in English/French/Spanish

Contemporary societies are going through deep changes at every stage of human life (from private life to the social models) that, as in every other process, generate bifurcation times. Schools, in particular, and education systems, in general, are among those institutions of modernity that are looking for new paths which can respond to such times of uncertainty and inequality. This is a time of profound skepticism about the future on some world regions (Europe, for example). But, in others regions, there are a strong belief about the education role to create fairer and free societies. What challenges to education in this unequal and different world?

4. Global Educational Expansion of Secondary Schools

Session Organizer

Shinichi AIZAWA, Chukyo University, Japan, s-aizawa@sass.chukyo-u.ac.jp

Session in English

Secondary education has expanded around the world in the past 100 years. For each country there is a different historical process for this expansion, but the national system of secondary education varies from country to country which makes it difficult for us to illustrate. The focus of this session is to theorize this wide variety in educational expansion through empirical studies. Some concepts such as “industrialization,” “privatization,” and “prestige of schools” may give us a hint to theorize global expansion. For example, industrialization often affects educational expansion in economically backward developing countries, because their government tends to focus on investing in both industry and education.

We would like to collect these empirical facts to theorize the global educational expansion of secondary schools. We welcome papers, preferably providing empirical evidence, concerning the expansion of secondary education all over the world.

5. Global Movement of Teachers

Session Organizer

Carol REID, University of Western Sydney, Australia, c.reid@uws.edu.au

Session in English

This session examines the increasing phenomenon of teacher movements across the globe. Teachers move for a number of reasons including migration to another country, as part of a travelling experience while seeing the world, to gain professional experience in another country, to develop linguistic capacities, to earn more money and so on. Movements from east to west and north to south are accompanied by a range of difficulties for teachers including but not limited to a lack of support regarding the local education system, housing, health and in the global north/west, non-recognition of qualifications for teachers from the global south/east leading to underemployment. Further, the professional knowledge of teachers is ignored, downgraded or challenged relative to where they are (re)located. Data on teacher movements is scarce and limited to national studies and the Commonwealth of Nations for those who are members, while Education International attempts to monitor abuse of human rights, education inequality and teacher rights in some countries.

Papers are invited from scholars who have examined the global movement of teachers and/or the global governance of teachers in relation to mobilities. The focus may be on sending countries and/or receiving countries; on immigrant and emigrant teachers; and from English speaking and non-English speaking countries but consideration of the global nature of these movements is central.

6. Globalization and Neo-Institutionalism in the Sociology of Education: Theoretical and Empirical Advances

Session Organizers

Lawrence SAHA, Australian National University, Australia, Lawrence.Saha@anu.edu.au
Joanna SIKORA, Australian National University, Australia, Joanna.Sikora@anu.edu.au

Session in English

The purpose of this section is to examine the two dominant and related paradigms in the sociology of education. Globalization is a contested paradigm which has been used in a wide variety of disciplines to explain the convergence of various social phenomena, including education. Neo-institutionalism is a more specific paradigm which has attempted to explain the global convergence of educational structures and social psychological phenomena among educational administrators, teachers and students in a specific comparative context.

This RC04 section provides an arena within which both the theoretical and empirical foundations of both of these paradigms can be examined. Both theoretical and empirical papers are welcome, and the goal is to arrive at a closer understanding of these two perspectives, their interrelationship, and what evidence we have of their empirical support. Finally, it is hoped that directions for the future use of these paradigms in the sociology of education can be identified, debated and articulated.

7. Globalization, the State, Social Justice, and Education

Session Organizers

Tien-Hui CHIANG, National University of Tainan, Taiwan, thchiang@mail.nutn.edu.tw
Jason C. CHANG, Chinese Culture University, Taiwan, jchang.taiwan@gmail.com

Session in English

The world has been stepping into the era of globalized system in which a considerable amount of profit tends to leave most nation-states with no choice but to conform to the rules of globalization. Eventually, neo-liberalism pushes away the legitimate obligation of the state to protect its citizens, so that the idea of welfare and equity is no longer on the political agenda, or at least declines in priority.

The new mission of the state is to bestow employability or individual self-sufficiency upon its citizens through education. This phenomenon reveals a new political ideology, with the market logic or individualism as an iron canon in public services, including education. Furthermore, in order to gain a considerable amount of capital profit, embedded in a global market, the crucial mission for education is to cultivate human capital rather than social justice. Consequently, the phenomenon of cultural reproduction would remain firmly.

It is a crucial moment to create a session for researchers to explore the impact of globalization on relevant key issues, including the state, its educational policies, practice and results. Certainly, the paper presenters should offer great insights to enrich the vision of the audience.

8. Growing Inequalities in Education: A Global Perspective for the 21st Century

Session Organizer

Shaheeda ESSACK, National Department of Higher Education, South Africa, essack.s@dhet.gov.za

Session in English

In 1848, pioneering American educator, Horace Mann expressed the view that: “Education then, beyond all other devices of human origin, is a great equalizer of the conditions of men – the balance wheel of the social machinery.” Yet, inequalities in income within countries and across nation states especially in South Asia and Sub-Saharan South Africa (SSA) is increasing, gender equality and environmental sustainability continue to face external threats, a lack of progress in combating HIV curtails improvements in both maternal and child mortality. All of the wellresearched variables such as access/expansion, quality/equity, ICT/science and technology have provided useful insights in ways to address the challenges.

The focus of this session is to explore the following:

- The current status of inequality in education across communities in specific regions and across nation states and its impact on development;
- Theoretical, statistical and qualitative approaches in studying the nature of inequality in education: and
- How policy, politics and the economy impact on the educational and cultural lives of people?
- Measures taken by developed and developing countries in addressing inequality through their systems of education and training – success and failures

9. Higher Education and the Social Forces in the Job Market

Session Organizer

Maria Ligia BARBOSA, Universidade Federal do Rio de Janeiro, Brazil, mligiabarbosa@gmail.com

Session in English/French/Spanish

All around the world there is a strong and sustained expansion of higher education, both in enrollment and as of graduates. In each country the percentage of people who go through this level of education is increasing. Besides the expansion of tertiary education it is also observed an important diversification process of the study areas, forms and duration of the courses and the types of diplomas and certificates issued.

As part of expansion and diversification processes mentioned above, the field of higher education institutions becomes increasingly hierarchical. Significant opposition is generated among the elite institutions and those that open their doors to social groups of more modest origin. Also new degrees of training can be distinguished, with the proliferation of courses and postgraduate diplomas. The strong relationship between schools and the labor market in modern societies is expressed in higher education that has become the safest way to get middle class jobs. However, as well as expanded educational opportunities at tertiary level the demands of the labor market for those middle class jobs also changed. New and different skills are required, new occupations are institutionalized and codified relatively autonomously in the market.

Given these movements this session aims to discuss studies focused on the following issues:

- What is the social and economic value of different types of diplomas?
- What are the social processes that link diplomas and professional careers?
- What are the social rules that associate diplomas with procedures for recruitment and promotion in the job market?
- What kind of relationship exists between the courses offered in higher education and the places offered in the labor market?
- In short: what is the place of higher education in the organization of social inequalities in the job market?

10. Mass Participation to Higher Education and Social Justice

Session Organizers

Marios VRYONIDES, European University Cyprus, Cyprus, M.Vryonides@euc.ac.cy
Iasonas LAMPRIANOU, University of Cyprus, Cyprus, lamprianou.iasonas@euc.ac.cy

Session in English

In many countries, official statistics present a picture of relative openness in higher education, in the sense that it shows an increasing number of students (male and female) progressing to higher education. These figures, however, do not shed light into the way young individuals and their families make their choices for their future and the social forms in which these choices are embedded. While more lower class students enter university, inequalities seem to arise from the unequal horizons for choice making. Middle class students and their families for example engage in choice-making at higher education with broader options while lower classes often have restricted horizons.

This session invites papers to address macro and micro sociological factors that relate to the structure of available opportunities on offer and its subsequent consequence for social justice.

11. National Educational Systems: Globalization Challenges

Session Organizer

Svetlana SHARONOVA, St. Tikhon`s Orthodox University, Russia, s_sharonova@hotmail.com

Session in English

One of the main characteristics of globalization is unification of values, norms, structures, and so on. The Bologna process is one of the best examples of intense globalization of national education systems. The contradiction between the imposition of the unification and preservation of uniqueness of national educational systems is realized and accordingly is accompanied by EU members on at least two scenarios.

The first is EU member countries not belonging to the Socialist camp. The first scenario has two strategies of development of the Bologna process. One strategy strives to create a monolithic structure of the EU, something similar to the former USSR, where there are uniform requirements and standards in education, in employment qualifications, working conditions and so on. Another strategy is trying to follow the rules of the game without putting a hard change national educational system.

The second – EU member countries in the Socialist camp. These countries are accustomed to years of Socialist development of the ideological subordination of national education systems by the Bologna process as a new version of ideological uniformity and tried to formally match EU standards. This is the principle of standardization which was peculiar to the Socialist community. The paradox is that they try to follow standards that are not in the Bologna process.

Despite differences in the strategies of these contradictions economic problems come on the first plan. Europe has been a wave of indignation by striking students and faculty. But financial issues are always associated with the economic condition of society. Whatever was not happy a State financing for education is always dependent on the ideology of the State. The education system is becoming a priority in funding if the State builds a long-term strategy of its development and is striving to overcome the shortcomings of the existing economic and social relations. These priorities depend on the culture of a particular State. It is culture that determined the specific features of the national education system. It is culture that defines and specificity of work ethics, labour skills, a system of labour relations.

The proposed terms of matters to the scientific community is as follows:

- As far as the solution to the economic problems as simply increasing or maintaining funding educational system solves the problem of its qualitative advantages
- What is the point of convergence is the alignment of values or the uniform rules of the game
- What are the ideological priorities peculiar to national systems of education at the present stage of the development

12. New and Persisting Forms of Gender Inequality in Education: Theoretical and Empirical Advances

Session Organizers

Joanna SIKORA, Australian National University, Australia, Joanna.Sikora@anu.edu.au

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

Session in English

While gender equity policies in education have, without doubt, facilitated profound changes in reversing traditional gender inequality in access to education, gender remains one of the strongest determinants of many educational outcomes. Young women nowadays are, in many countries, more likely to expect and achieve university education. Nevertheless men and women continue to concentrate in different fields of study, and enter different occupations. On the one hand, within academia women continue to be underrepresented in the professoriate, in many fields and in prestigious research institutions. On the other hand, much attention has been directed to the recent rise of women within education, women's educational success and the "boy problem." This raises important questions about the relationship of the egalitarian ideology and the actual practices in schools and at universities. While direct gender discrimination is arguably a thing of the past, educational environments continue to be segregated by gender on a number of dimensions.

The goal of this session is to bring together the most recent research on old and new forms of gender inequality in education ranging from primary school classes to secondary and tertiary education, and gender segregation in the academia.

Both theoretical and empirical papers are welcome, and the goal is to arrive at a closer understanding of how and why gender inequities persist and emerge in new forms.

13. Professional Ethics in University Education: The Contribution of this Field of Research and Teaching to Face Inequality

Session Organizer

Anita Cecilia HIRSCH ADLER, Universidad Nacional Autónoma de México, Mexico, anaha007@yahoo.com.mx

Session in English/Spanish

Professional ethics is a relevant field of research and teaching, based in fundamental principles that were originally created by Biomedical Sciences and that because of their enormous contribution permeated all the other knowledge areas. The principal starting point for this development was at the end of the Second World War, with the Nuremberg Code in 1947, which initiated the regulation of medical research with human beings. The several codes that have been created since then, have achieved a consensus about four principles: Beneficence, Non-maleficence, Autonomy and Justice. The principles provide an important framework to search for different ways to face inequality in education.

We will like to debate this possibility and to incorporate other ideas from the session participants to answer the question: How can professional ethics contribute to diminish inequality?

14. RC04 Business Meeting

Session Organizer

Anthony Gary DWORKIN, The University of Houston, USA, gdworkin@Central.UH.EDU



15. Recovering Knowledge for Sociology: Unequal Knowledges of Unequal Power

Session Organizers

Karl MATON, University of Sydney, Australia, karl.maton@sydney.edu.au

Arturo ESCANDON, Nanzan University, Japan, arturo.escandon@gmail.com

THIS SESSION HAS BEEN CANCELLED AND WILL MOST LIKELY BE REPLACED BY A ROUND TABLES SESSION. INFORMATION WILL FOLLOW SOON.

16. Social Implications of Educational Inequities

Session Organizer

Siddharamesh HIREMATH, Gulbarga University, India, slhiremath@rediffmail.com

Session in English

Education since long has been viewed as a social trait that determines conditions and quality of as well as equity in social and physical existence of people. Hence, education is accorded priority in planning, viewing it as an investment for better future. However, inequities in access to educational opportunities and attainments continue to persist and inequities in other spheres of social life are viewed as its functional derivatives.

Access to educational opportunities tends to be socially conditioned, and marginalization of social groups on the considerations of class, caste, religion, gender and ethnicity manifest themselves in exclusions and differential access to educational opportunities, which in turn are assumed to be having negative implications for equity and social justice in other spheres of social existence. Hence, academic deliberations on the causes, extent, nature and consequences of inequities in access to educational opportunities are viewed as of immense applied and curative significance in as much as they provide empirical insights into and estimates of such inequities for remedial policy measures. It is assumed that Sociologists probing into the complex social structure, functions and dysfunctions of education are aware of these developments in different cultural contexts and are seeking to discover equations and patterns underlying inequities in education and inequities through inequities education.

The session invites empirical and conceptual papers that deal contextually with the rationale, reasons, extent, nature and implications of educational inequities in diverse cultures.

17. Social Justice and Cognitive Justice. The North-South Dialogue and the Role of the Universities

Session Organizer

Antonio TEODORO, Lusophone University, Portugal, teodoro.antonio@gmail.com

Session in English/French/Spanish

Education, its practices and specific theories, have relevant characteristics when thinking about building a lasting social justice. The thought of Amartya Sen concerning social justice is essential to understand the sense of agency or empowerment, of individuals introducing an ethical conscience in the economy and a new concept of human development based on freedom. In this context, it is where a theory of social justice makes sense that takes into account both redistribution and recognition (the inequalities and differences) with an axis in higher education as a privileged arena for attention to both challenges.

Among the issues concerning justice and a true recognition cognitive justice at the university, cannot be kept away knowledge that has been construct outside Western Culture. A cognitive act of justice to which the education system can contribute at a high degree of impact and success is to recognize in their universities what Boaventura de Sousa Santos called the ecology of knowledge.

18. Sociologies of Education: After the Fragmentation of Modernity and its Educational Projects

Session Organizers

Terri SEDDON, Monash University, Australia, Terri.Seddon@monash.edu.au

Julie MATTHEWS, University of the Sunshine Coast, Australia, jmatthew@usc.edu.au

Session in English

This session mobilises sociological thinking to re-theorise educational spaces, educational work and educational politics that accompany global transitions to neo-liberal states. Our aim is to map the sources and debates that structure sociological work, which explains the re-making of educational projects, practices and politics in the 21st century as a way of re-grounding conversations about sociologies of education in ways that can step outside the discourse of 20th century schooling.

The transition to neo-liberal states is reconstituting national educational projects from schooling to skilling. Through the 19th and 20th eurocentric states mobilised schooling as an instrument of governing and staffing. These systems of schooling were designed to induct children and adolescents into nationalist practices of citizenship and to allocate appropriately prepared graduates of schooling to a stratified labour market and. Now, organisations dedicated to educational functions, such as schools, colleges and universities universities, are being re-engineered to service skill supply chains that coordinate globally distributed lifelong learning and its human capital flows.

These institutional changes integrate working and learning more intimately than in the modernist educational project and mobilise various forms of “applied learning” to bridge between skilling spaces and workplaces, opening up opportunities for work-related and work-integrated learning. Meanwhile, the cultural work achieved through 20th century schooling is reworked and sometimes sloughed off into emerging educational spaces that are differentiated for learners at the top, middle and bottom of the social order: global centres of learning for elites, private schools for the middle and aspirational working class, and a mix of welfare, learning and policing organised through community settings and the penal system.

Understanding these transitions and emergent educational spaces is now central to debates related to global sociology of education. These debates step beyond the national frames and methodological nationalist assumptions that prevailed in 20th century sociology of education and are beginning to develop concepts for understanding education outside discourses of schooling. It is an agenda that is being actively developed through journals such as *Globalisation, Societies and Education*, and book series, including the *Routledge World Yearbook of Education*, which since 2005 has been consolidating concepts and transnational debates and empirical research on education and globalisation. The European Sociologies of Education network, which had its inaugural meeting at ECER 2012 in Cadiz, has begun the process of identifying core themes in this emerging trajectory of sociological theorising.

19. The Challenge of Education during Protracted Conflicts: Israel and Cyprus from a Comparative Perspective

Session Organizer

Gal LEVY, The Open University of Israel, Israel, galle@openu.ac.il

Session in English

Education is a seemingly consensual process. It is designed to reach out to the various parts of society, offering children of different background and life circumstances common grounds for personal development and for integration into society. This conception however constitutes a challenge in any society, all the more so in societies living under constant conditions of protracted conflicts. Cyprus and Israel are two such societies where ethno-national conflicts overshadow all aspects of life. Under these circumstances, the question of how do educational policies address and confront the condition of conflict becomes pertinent, and even symptomatic to an understanding of how education systems at large approach the notion of conflict.

The proposed session is designed to present and further elaborate on the fruits of a workshop, held under the auspices of The Open University of Israel Research Institute for Policy, Political Economy and Society in 2013, that brought together researchers from Cyprus and Israel, and from both sides of the conflicting societies. In this session, we ask to learn about the teaching of the conflict in each society, and to further investigate the lessons from each case. This, we hope, will help us extend our understanding of the challenges of teaching about conflicts elsewhere.

20. The Impacts of Globalization and Neo-Liberalism on the Morale, Turnover, and Supply of the Professional Staff in Primary and Secondary Schools

Session Organizer

Anthony Gary DWORKIN, University of Houston, USA, gdworkin@Central.UH.EDU

Session in English/Spanish

Globalization pressures for the homogenization of curricula and standards, often based upon models that exist in Core nations. Neo-liberalism demands greater accountability for educational outcomes and often relies on externally-imposed, high-stakes tests and an assessment of schools and educators on the basis of the performances of their students on such tests. While reliance on external, standardized testing as an accountability tool is most often found in developed nations, the globalization of the labor market and the competition among all nations has led to the imposition of similar testing practices in developing nations.

The reliance on externalized, high-stakes tests for accountability tends to diminish teacher and administrator morale, heighten staff burnout, and the turnover school professionals. Underlying the relationship between school systems (and perhaps the society as a whole) and educational professionals is a social contract based on mutual trust. Such trust is abrogated when external accountability systems are imposed on schools and education practitioners. When burnout and turnover occurs, schools and school systems are challenged to provide adequate educator staffing. The results can be significant school overcrowding, with compromised student learning outcomes – both of which can challenge schools and school personnel to meet accountability standards. The process can be a vicious cycle. However, given the likelihood of greater globalization and demands for accountability, it is necessary for educational systems to develop and explore variants in assessment standards and practices that do not drive away educators and result in diminished student learning outcomes.

Abstracts are solicited that address the effects of globalization and accountability on teacher and administrator morale, burnout, and turnover. Additionally, the session seeks abstracts that examine

possible changes in the implementation of accountability systems that will heighten student learning and create support and resiliency among the professional staff.

21. The Universities in the Crisis of Neoliberal Capitalism

Session Organizer

Keiko YOKOYAMA, Stockholm University, Sweden, kyokoyama@lavabit.com

Session in English

Neoliberal capitalism has faced severe criticism both in principle and in practice since 2008 credit crunch, with rising youth unemployment, the growing income polarisation and the contrasting feature of shrinking and growing middle classes between developed and emerging markets. The universities have been the tool of the middle-class families for their children's future employment in high-skill, high-wage occupations. However, such function and the ideology of meritocracy seem to stop working in many advanced capitalist countries, including Europe, Japan and the US.

The purpose of the session is to identify if the latest status of Anglo-Saxon model of capitalism has reshaped the function of the universities. The session is significant because it would offer some interpretations on the effect of the current socio-economic upheaval on the socio-cultural function of the universities. It also suits a conference theme, "Facing an Unequal World: Challenges for Global Sociology," highlighting the issues around inequality and a problem in wealth distribution.

The session will cover relationship between neoliberal capitalism and social stratification and mobility in the updated context. It would welcome various perspectives – not only from advanced capitalist countries but also emerging markets – and the various types of proposals, incorporating theoretical/conceptual, empirical and methodological perspectives.

22. Transitions from School to Post-Secondary Education and Work

Session Organizer

Jeanne BALLANTINE, Wright State University, USA, Jeanne.ballantine@wright.edu

Session in English

Post-secondary work and educational opportunities raise questions about employment of low-skilled service workers versus high skilled tech jobs in the changing economic marketplace. Different countries and regions of the world have different strategies for developing a trained work force, lowering unemployment, and providing post-secondary options from skills training and apprenticeships to university education. What is being done in different nations to provide university and specialized vocational educational opportunities for the changing labor force is the focus of this session. What are models for dealing with the transitions to meet economic demands?

23. World Atlas of Adult Education

Session Organizer

Ari ANTIKAINEN, University of Eastern Finland, Finland, ari.antikainen@uef.fi

Session in English

Opinions vary as to whether adult education and learning is a universal institution. At any rate, it is a very common institution that has spread all around. The UNESCO Global Report on Adult Learning

and Education (2010) classifies the supply of adult education into three categories according to the sophistication of the supply. The empirical criterion is the placement of the country on the Education for All Development Index. In countries of low development adult education has been defined in terms of adult literacy, in countries of medium development in terms of human resources development, and in countries of high development in terms of a lifelong learning framework. The classification also reveals the key issues and the variability of the suppliers of education.

Adult education is, however, connected at least with the civil society, the state, and the market. Further, any development or social change could be studied from many perspectives like from a policy perspective (the fastest change), from an institutional perspective, and from a socio-cultural perspective (the slowest change).

What is the position and status of adult education in different socio-historical contexts and/or for different social groups? What kind of restructuring processes are going on? How to study the dialectical relationship between global and local/national? What sorts of learning histories, or contextualized life stories of adults, can we find?

Joint Sessions involving RC04 in Yokohama 2014

RC04RC07RC23

The Future of Teaching and Research in Universities

Joint session of RC04 Sociology of Education , RC07 Futures Research and RC23 Sociology of Science and Technology [host committee]

Session Organizers

Jaime JIMENEZ, Universidad Nacional Autónoma de México, México, jjimen@servidor.unam.mx

A. Gary DWORKIN, The University of Houston , USA, gdworkin@Central.UH.EDU

Markus SCHULZ, USA, markus.s.schulz@gmail.com

Ralph MATTHEWS, The University of British Columbia, Canada, ralph.matthews@ubc.ca

Session in English

Teaching and research in research universities have endured critical changes over the second half of the XX Century and the beginning of the XXI. Public universities confront the reduction of budgets and/or the “labeling” of funds. Authorities insist on the “return” of investment of universities, meaning to prepare professionals to meet the needs of service/production entities, and/or increase the university income via more applied science projects sponsored by external sources.

The very essence of universities seems to be threatened. To augment knowledge for the sake of increasing human knowledge seems to be diluted. What the future of man will be if the humanities are neglected? Can human kind do without the wisdom delivered by the social sciences and the humanities?

RC04RC07RC27

The Future of the Research University and New Trends in Higher Education

Joint session of RC04 Sociology of Education , RC07 Futures Research [host committee] and RC27 Sociology of Sport

Session Organizers

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RC04RC13

Leisure and Education in an Unequal World

Joint session of RC04 Sociology of Education and RC13 Sociology of Leisure [host committee]

Session Organizers

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As education becomes increasingly instrumentalized, so does the everyday practice of leisure – and this instrumentalization shapes, and is shaped by, the inequalities that run through the modern world. However, leisure and education remain sites for human potential, human agency and human creativity. Where leisure and education meet, in innovative pedagogies and practices, there are opportunities for resistance to the instrumentality of the modern world. This joint session will be a site to debate the interconnections between leisure and education, the good practice and the agency, as well as the challenges and threats. Contributions are invited from researchers and theorists interested in leisure studies, education studies, innovative pedagogies and practices; and academics exploring the prevailing hegemony of global capitalism and its impact on human agency in leisure, education, and leisure education.

RC04RC20

The Comparative Sociology of Examinations

Joint session of RC04 Sociology of Education and RC20 Comparative Sociology [host committee]

Session Organizers

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Examinations have been functioning as a crucial mechanism for producing, reproducing and legitimizing inequalities. From another viewpoint, however, they have also constituted a tool for social promotion. It is important to analyze carefully the way they work in order to understand inequalities in present-day societies. Obviously enough, modes of examination differ greatly from one society to the next (in Japan we used to talk of 'examination hell'). What we would like to encourage is a 'Comparative Sociology of examinations'.

This, in some way, can equally be seen as a comparative analysis of our discipline because the topic can be treated in a very different way by various schools of thought (e.g. Marxian theories of

inequality, Durkheimian theories of socialization, Weberian theories of modernization, and Eliasian theories of civilization). We welcome case studies that would contribute to the international comparison of examinations.

RC04RC23

New Topics in Interaction between University and Society

Joint session of RC04 Sociology of Education [host committee] and RC23 Sociology of Science and Technology

Session Organizers

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Session in English/Spanish

The 20th century witnessed a radical transformation in the ways of understanding the relationship between university and society. In science studies, the transformation of university research was discussed in terms of changing norms of science and altering contract between science and society. In research policy and higher education research, the societal role of university was redefined in terms of academic capitalism, entrepreneurial university and Mode-two knowledge production. In science communication, risks and ethical problems created by techno-scientific developments sprouted resulting in the transformation of public understanding of science into a more interactive construct of public engagement in science.

In this context, the present session will increase our knowledge about the societal impact of universities by addressing the diversity of forms of interaction between university and society. It strives for improving our understanding of the various ways in which epistemic and social motives are being intertwined in university activities, and promotes an in-depth analysis of the mutual influence between science, higher education and society. Finally, it seeks to contribute to the understanding of the democracy of science and education by scrutinizing the ways in which societal stakeholders influence, and are influenced by, university practices in different areas of society.

Other Conferences

1. 30 June 2013 to 3 July 2013, the **South African Sociological Association's conference** will be held at UNISA Pretoria. RC-04 will be participating under the working group of Sociology of Education. The website address is <http://www.sasaonline.org.za/2013-sasa-congress.html>. The RC04 Vice-President for Africa, Shaheeda Essack, will serve as the RC04 chair for the meetings, which have the theme "Doing Sociology from the Periphery: Place, Power, and Knowledge."
2. The **19th Taiwan Forum on Sociology of Education** will be held from 20-23 June, 2013 in Taipei. The theme is "Education and Social Control: Emerging Challenges in a Global Era" and is chaired by RC04 Vice-President for Asia, Jason Chang of the Chinese Culture University, Taipei. Several RC04 members, including two members of the RC04 board are presenting at the conference.

Global Exchange

From H. Eylem KAYA (Assist. Prof. Dr. Suleyman Demirel University Faculty of Arts and Science Department of Sociology)

Adult Education in Portugal

On that account of changing in terminology of education, Adult Education takes what its share for in terms of some new terms related to the area such as Lifelong Learning, has been started to be used after the core step of bringing Adult Education which has been somehow forgotten during the years 1970s-1990s to the agenda together with "Lisbon Strategy" signed in 2000 and now, that re-mentioning of Adult Education through Lifelong Learning term but not vice versa is an ascendant trend of the global education policies as well. Such in this trend, looking into the ideology behind Lifelong Learning and its coherency/incoherency with Adult Education are really crucial issues at this point in terms of better understanding the EU policies and the praxis after "Lisbon Strategy" and observing whether there is a sheering for educating of our adults within the context of humanity and equality both. However, here in, the main aim is to show what have been done since 2000 in Portugal for the name of Adult Education within the light of new trend: Lifelong Learning.

(Extended paper will appear in the RC04 website www.isa-rc04.org)

Madalitso K.Banja wishes to inform the RC 04 community that a book entitled 'Teachers as Agents of Pupil Indiscipline' has just published. The following is a summary of what the book is about:

Teachers as agents of pupil indiscipline provides a multifaceted approach to pupil and teacher indiscipline, drawing attention to such factors as teacher training, teacher professionalism, interaction with pupils and making schools secure places for learning. The central argument presented in this book is that the school, through its teachers and head teachers, is responsible for some of the pupil

indiscipline that has plagued schools in Zambia and elsewhere; what happens inside schools has an impact on pupil discipline. The book provides a useful reference for several stakeholders; teachers, headteachers, teacher educators, school counsellors, parents, school board members and other policy makers. In addition to research findings from many studies conducted in a number of locations around the world, it suggests solutions for teachers, curriculum planners and other stakeholders to consider when addressing the problem of pupil and teacher indiscipline.

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Dr. Andreas Pöllmann would like to share a recent publication on the notion of intercultural capital that might be of interest to other members of our research committee.

The publication is open access (SAGE Open) and PDFs can be downloaded under the following link:
<http://sgo.sagepub.com/content/3/2/2158244013486117.full>

<http://flacso-mx.academia.edu/AndreasPöllmann>

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 2010-2014

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■ Newsletter

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

Editor: Marios Vryonides, M.Vryonides@euc.ac.cy

■ Membership

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

■ Website

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