Contents

From the Editor
From the President
Issues to be noted from the XX ISA World Congress
Feedback on Midterm Conferences Held in 2023
Future Midterm Conferences Scheduled for 2023/2024
Global Exchange
Future Events

Annex

RC04 Statuses and Board Members
Warm greetings to Members and the Board of RC04. I trust you are keeping well.

The XX ISA World Congress of Sociology was held in Melbourne, Australia, from 25 June 2023 to 1 July 2023. On behalf of the RC04, we would like to thank the ISA, Confex and the Australian Sociology Association (TASA) for the excellent organisation. It was great to re-connect with colleagues. We congratulate Geoffrey Pleyers, the newly elected President of the ISA and his executive team and thank the outgoing President, Sari Hanafi for his leadership at a very challenging time during the period of COVID-19. More information can be found at the ISA website at https://www.isa-sociology.org. Equally, we congratulate the newly elected Board Members of the RC04, Anita Cecilia Hirsch Adler (Vice President [VP] for North America, Karina Maldonado-Mariscal (VP for Europe) and Joanna Sikora (VP for Oceania) and we thank the outgoing VPs for their contribution and support.

In line with the Congress Theme: Resurgent Authoritarianism: Sociology of New Entanglements of Religions, Politics and Economies, RC04 had a successful program. We sincerely thank the session organisers and chairs for contributing to the success of the RC04 program.

One midterm conference was held in 2023. More detail is available on Page 4.

Welcome to new members and congratulations to those who have achieved.

We wish to welcome new members to the RC04 and look forward to your participation. Likewise, the RC04 commits to respond to your needs as well.

On pages 5 to 11, the Newsletter’s section on Global Exchange provides useful and relevant information on publications, recently published journal articles, research and other announcements. Members are encouraged to submit 100-150 word synopses of their ongoing or planned research as a way of exchanging ideas and fostering collaboration for inclusion in the RC04 Newsletter. Members are also encouraged to make full use of this channel of communication and further enhance the activities of the RC04.

The RC04 statuses and board members can be found on page 12.

On behalf of the President and the Board, I wish to thank members of the RC04 for their continued involvement and active participation.

We look forward to your valuable contribution and support.

Shaheeda Essack
Secretary, RC04
31 July 2023
Dear Colleagues,

Elections for a new RC04 Board have been held during a business meeting at the XX World Congress of Sociology which was held in Melbourne, Australia on Tuesday, 27th of June. Our re-elected Secretary Shaheeda Essack will update you on the new board members that will serve from 2023 until the next Sociology Congress in 2027.

I would like to offer to all new and old members my best wishes for a successful term that for most of the board members will be their last. Let us all try to encourage the recruitment of new members in our Research Committee, young sociologists with a passion for all topics relating to the social dimensions of education, who aspire to contribute to a global dialogue on these issues.

The XX World Congress of Sociology in Melbourne gave the opportunity to many of us to meet again after many years to renew long standing friendships and to make new ones. There was a mixed reaction concerning the hybrid mode of the conference. For some who could not travel for various reasons it was their only opportunity to participate online in a great international event. For others who attended in person it was sometimes a bit disappointing when on occasions they attended almost empty rooms because most of the presentations were either online or pre-recorded. I am sure that the new ISA leadership which was elected in Melbourne will examine the matter in depth and come up with a more balanced approach in future events. Regarding the local organization my impression was that it was excellent in all respects, technical, support, social, etc.

Best regards to each of you and I hope to see many of you in the next ISA Forum which will be announced soon.

Marios Vryonides,
RC04 President
m.vryonides@euc.ac.cy
July 2023
Issues to be Noted from the XX ISA World Congress of Sociology

XX ISA World Congress of Sociology

Theme: Resurgent Authoritarianism: The Sociology of New Entanglements of Religions, Politics, and Economies
Venue: Melbourne, Australia, Melbourne Exhibition and Convention Centre
Dates: 25 June 2023 to 1 July 2023

To echo the President’s views, the organisation of the Conference was excellent.

RCO4 had a successful program, with 26 sessions, 197 papers (145 regular papers and 52 in joint sessions), presented both in-person and virtually, as per the Program Book. A copy of the RCO4 proceedings as well as the Congress statistics 2023 is attached at Annexure A (16 pages). We sincerely thank the session organisers and chairs for contributing to the success of the RCO4 program.

Detailed information such as the Book of Abstracts can be found on the website at https://www.isa-sociology.org/en/conferences/world-congress/melbourne-2023.

Once again, we thank the session organisers and chairs for contributing to the success of the RCO4 program.

Feedback on Midterm Conferences Held in 2023

On 5-7 July 2023, SASA held its 28th Annual Congress hosted by the University of Zululand, Main Campus, KwaDlangezwa, KwaZulu-Natal, South Africa. The conference theme was: ‘Sociologies from the Global South and Beyond: Teaching, Learning, Research and Social Engagement’. The Higher Education and Sciences Research Group of SASA, under the chairmanship of Professor David Cooper, in association with the RCO4 held 4 sessions with the following themes:

- Artificial Intelligence and Pedagogy in Higher Education
- Decolonizing Sociology
- Pedagogy and Empowerment
- The Transformation of Universities: Curriculum and Purpose

We thank both SASA and the working groups for making this collaborative effort possible. We also encourage other members to organise midterm conferences and seminars in their region with the approval of the relevant VP in the region.
The following midterm conferences are scheduled:

- **International Conference and the 30th Taiwan Forum on Sociology of Education**
  
  **Country:** Taiwan  
  **Organizer:** Taiwan Association of Sociology of Education, TASE [https://www.tase.url.tw/en](https://www.tase.url.tw/en)  
  **Theme:** Resilience, Sustainability, and educational governance  
  **Focus:** The 2024 International Conference and the 30th Taiwan Forum on Sociology of Education focus on the issues of resilience, sustainability, and educational governance related to the following sub-theme but not limited to:  
  - **Education for Resilience:** Creating a better education system. Enhancing the resilience of education systems, education personnel and learners.  
  - **Education for Sustainability:** Making a continuous future. Integrating and applying the idea of sustainable development goals in the education fields.  
  - **Educational governance:** Developing a network of multiple values. Reconnecting the educational crisis from the wars, epidemic and inequality.  
  
  To be up for the challenges from COVID-19 and regional wars, TASE chooses resilience, sustainability, and educational governance as the main formula for the 2024 conference that to be held in Puli, Taiwan.  
  **Date:** May 24-25, 2024  
  **Venue:** National Chi Nan University, Taiwan  
  **Conference organizer:** Lian, Tzu-Hui, [thliantncnu.edu.tw](mailto:thliantncnu.edu.tw). +886-49-2910960 ext.2284  
  **Mailing Address:** College of Education, National Chi Nan University, No. 1, University Rd., Puli Township, Nantou County, Taiwan.  
  **Website:** The official website of Conference will be available before November 1, 2023, on TASE.

- **RC04 in Collaboration with the Higher Education and Sciences Studies Group of SASA in 2024**

Details will be announced when available.

---

**Global Exchange**

This is the twelfth issue of the Newsletter column entitled Global Exchange. This initiative from the previous editor of the RC04 newsletter is very important because it is a forum to exchange 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 should be sent to the editor by e-mail for inclusion in future issues of the Newsletter. In this regard, 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. Submissions to Global Exchange should be sent to [Essack.S@dhet.gov.za](mailto:Essack.S@dhet.gov.za).
This section also includes requests for participation in projects, submissions and other related issues.

The following information was received from members:

✓ Received from Lawrence Saha and Hamed Hosseini


✓ Received from Ana Inés Heras


"Co-constructing opportunities for learning with displaced children and families” is the title of the article written by Ana Inés Heras and Silvia Corral, in the book "International Perspectives on Literacies, Diversities and Opportunities for Learning. Critical Conversations", edited by Cynthia Brock, Beryl Exley and Lester-Irabinna Rigney by ROUTLEDGE, and released last June 2022.

✓ Received from Analia Ines Meo

Meo, A. I., Chervin, M. y Encinas, L. (2023) “‘Esta computadora vino a hacer un trabajo’: un análisis socio-material de la puesta en acto de políticas de innovación en una escuela técnica en la Ciudad Autónoma de Buenos Aires, Argentina”. Archivos Analíticos de Políticas Educativas / Educational Policy Analysis Archives, 31 https://dialnet.unirioja.es/servlet/articulo?codigo=8822620

Title in English: “This computer has come to do a job”: A socio-material analysis of the policy enactment of innovative policies in a technical school in the City of Buenos Aires, Argentina

Abstract: This article uses actor network theory as a productive language to examine policies of educational innovation as effects of actions carried out by socio-material associations. It identifies, describes, and analyses actions performed by human and non-human actants that altered key aspects of education in a technical secondary school in the Autonomous City of Buenos Aires, at the end of the 1990s and beginning of the 2000s. The sections transformed the workshop (el taller), which is a distinctive material and symbolic space of this type of secondary schooling. In so doing, human and non-human actors participated in struggles over the meaning of what a technical school and a good teacher should be. Following Ball (1993) and Fenwick & Edwards (2010), we describe material, pedagogic, and labour innovations in the workshop, and we trace the (non-anticipated) association amongst people, institutions, tools,
technologies, and perspectives that mobilize them. We examine evidence from a qualitative study that included participant observations, interviews to teachers, and documentary analysis. This piece contributes to the study of the educational policies examining not only practices and meanings, but also materiality and its performative effects—aspects overlooked by educational policy research in Argentina.


Title in English: COVID-19 and teaching work: new socio-material associations in a technical school in the Autonomous City of Buenos Aires - Argentina.

Abstract: This article analyses the socio-material dimension of teachers' work during the COVID-19 pandemic in a technical school in the Autonomous City of Buenos Aires. Using Network Actor Theory, it critically describes how human and non-human actors (as is the case of educational digital platforms) deployed partnership strategies to sustain schooling during the period of pre-emptive and compulsory social isolation (ASPO) and pre-emptive and compulsory social distancing (DISPO) in 2020 and 2021. A methodological strategy was adopted that included, on the one hand, ethnographic stays in the school before the pandemic, and, on the other hand, the conduct of collaborative visual research and the use of digital research tools during school closure and the interrupted return to the classroom. The article contributes to the emerging field of critical studies on educational platforms, distancing itself from views that interpret technologies as mere tools or as capable of transforming social and pedagogical relations by their mere presence. It shows that certain associations failed and that others were able to stabilize, institutionalize and alter various aspects of teachers' work, thus deploying unanticipated educational innovations.


Title in English: Contributions of the network actor theory to the study of educational policies in Argentina.

Abstract: This article argues that Actor Network Theory (ART) is a fertile analytical entry point for the study of educational policies that makes visible processes, practices and meanings that are not easily accessible from other conceptual perspectives. The ART proposes a sociology of associations of human and non-human actors to understand the social. It is a perspective little used in educational research in Argentina and Latin America. This paper characterizes this approach and illustrates its epistemic power by examining its contributions to the analysis of educational policies - identifying which aspects can be made visible. First, it presents its epistemological, theoretical and methodological assumptions and the centrality it gives to the
associations between human and non-human actors in order to understand the social. The second section characterizes our research in an "inclusive" technical high school, and the ways in which the ART allowed us to recognize the importance of a great variety of objects for the study of policy implementation. The third part illustrates its analytical productivity located based on characterizing and interrogating findings in two moments of our research, carried out in a university technical school in the Autonomous City of Buenos Aires.

❖ Received from Gabriela Grajales García


❖ Received from Jamie Lew


❖ Received from Joanna Sikora

This open-access article by Joanna Sikora and Philip Roberts considers the uptake of upper secondary mathematics courses which is optional in New South Wales, one of Australia's jurisdictions. https://link.springer.com/article/10.1007/s13384-023-00642-8

The article demonstrates that first-generation migrants from linguistically diverse backgrounds take mathematics more often than Anglo-ancestry students. Among second-generation migrants, East and South Asians are most likely to take advanced mathematics courses, particularly when they speak their parents' language.

❖ Received from José Beltrán Llavador


Abstract: This article offers a contemporary interpretation of the work of global educator, Paulo Freire, inspired by the concept of 'untested feasibility' which he first expounded in his work Pedagogy of Hope. Our purpose is to pay particular attention to some relevant lessons stemming from the imagination of what has so far been untested and yet is feasible, which Freire closely associates with his views on utopia. These lessons remain fully valid for education in the twenty-first century in a globalized world characterized by tensions and uncertainties. In this sense, these pages pay homage to Paulo Freire as global educator and respond to his willingness to revive and discuss his intellectual and human legacy in order to keep it alive. We share some reflections, inspired by Paulo Freire as a global educator, and his dialogues with other thinkers, so that, together, we may find encouragement for the kind of educational commitment that may contribute to improve the fate of the world. In short,
this is an invitation to the praxis of untested feasibility that may provide us with the resources that are needed to set out for a journey of hope


Link: https://ojs.uv.es/index.php/RASE/article/view/22180

Abstract: First Sociology of Education (SE) Conference was held in El Escorial (Madrid) back in 1990, bringing together a large group of teachers and researchers from many Spanish universities. These conferences have been followed by others over the last thirty-one years, either in the format of a Conference, or as a Meeting-Encounter of the Sociology of Education (SE) Research Committee within the triennial meetings of the Spanish Federation of Sociology (biennial from the Valencia Congress in 2019) or as International Conferences with SE Associations from Portugal (2015 in Lisbon and 2017 in Cordoba) and from Italy and France where teachers and researchers from other countries such as Brazil, Argentina, Chile, Mexico, etc. have also participated. Most of them come from Spanish, Portuguese, and Italian universities. Since 2015, the Spanish Federation of Sociology (FES) SE Research Committee (CISE-13) has been responsible for organising these open and international meetings, with a final meeting to be held online in October 2021. This article delves into the path followed, not only by pointing the meeting dates, resolutions and agreements and publications, but also by analysing the topics covered and some very relevant achievements for SE in Spain, such as the release of two impact journals, RASE in 2008 and RISE in 2012.


Link: https://ciudadesamigas.org/documentos/presupuestos-participativos/


Link: https://roderic.uv.es/handle/10550/83297

✓ Received from Karina Maldonado-Mariscal


**Received from Satoshi Araki**


**Received from Sebastian Fuentes**

[https://b391de83-77c8-47b3-85e0-7b3f82dac683.usrfiles.com/ugd/b391de_61929f91dba248b4a6c2827297f4c5.pdf](https://b391de83-77c8-47b3-85e0-7b3f82dac683.usrfiles.com/ugd/b391de_61929f91dba248b4a6c2827297f4c5.pdf)

**Received from Sujit Kumar Choudary**


**Received from Tien-Hui**

Chiang, T.H., MacKenzie, A. Sude, B., Zheng, W., Thurston. A., Fu, S. and Yao, Y. (2023). Configuring governmentalized teachers through introspective panopticism from the Foucauldian perspective. *International Journal of Educational Research*, 118(2023) 102158. (SSCI) please download its full PDF from the personalized share link below. [https://authors.elsevier.com/a/1gib8 K4-5tWft](https://authors.elsevier.com/a/1gib8 K4-5tWft)

**Received from Uroš Šuvaković**

Crisis: Students’ Attitudes. *Journal of the Institute for Educational Research* 54(2): 241-278. [https://doi.org/10.2298/ZIPI2202241S](https://doi.org/10.2298/ZIPI2202241S) [In English and In Serbian]


## Future Events

Future events to be noted and diaryed

1. The ISA Forum, held in between the World Congress of Sociology, will be held in 2025. Details of the venue will be announced when available.
2. The next ISA World Congress of Sociology will be held in 2027 in South Korea.
3. Midterm events to be announced when information is available.
STATUSES AND BOARD MEMBERS

❖ Established 1971

❖ Objectives

The Research Committee 04 (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 2023-2027

- President: Marios Vronides, European University Cyprus, Cyprus, m.vronides@euc.ac.cy
- Secretary: Shaheeda Essack, Department of Higher Education and Training, South Africa, Essack.S@dhet.gov.za
- Vice-President for Europe: Karina Maldonado-Mariscal, Technical University Dortmund, Germany, karina.maldonado@tu-dortmund.de
- Vice-President for Russia: Svetlana Sharonova, People’s Friendship University, Russia; s_sharonova@mail.ru
- Vice-President for Asia: Tien-Hui Chiang, Zhengzhou University, China, thchiang2453666@gmail.com
- Vice-President for Africa: Duncan Hindle, South Africa, hindle@mweb.co.za
- Vice-President for Latin America: Analia Ines Mero, Consejo Nacional de Investigaciones Científicas y Tecnicas, Argentina, analiaome@conicet.gov.ar
- Vice-President for North America: Anita Cecilia Hirsch Adler, Mexico, anaha007@yahoo.com.mx
- Vice-President for Oceania: Joanna Sikora, Australian National University, Australia, joanna.sikora@anu.edu.au
- Past-President Anthony Gary Dworkin, University of Houston, USA, gdworkin@central.uh.edu

❖ 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: Shaheeda Essack, Essack.S@dhet.gov.za

❖ Membership

Membership Fees: $30 for a 4-year period. Please contact the International Sociology Association for payments.

❖ Website

http://www.ucm.es/info/isa/rc04.htm
Resurgent Authoritarianism:
Sociology of New Entanglements of
Religions, Politics, and Economies
RC04
Sociology of Education

Program Coordinators: Marios VRYONIDES, European University of Cyprus, Cyprus and Shaheeda ESSACK, Department of Higher Education and Training, South Africa

Monday 26 June

10:30-12:20
JS-5 The Soldier-Scholar: Postsecondary Education of Future Military Officers
Committees: RC01 Armed Forces and Conflict Resolution (Host); RC04 Sociology of Education
See Joint Session Details for JS-5.

15:30-17:20

65 Re-Thinking the Role of Sociology of Education in Tackling the Global Rise of Authoritarianism, Populism, Xenophobia, and Racism.

Location: 212 (Melbourne Convention Centre)
Session Organizers: Maria CHALARI, European University Cyprus, Cyprus and Marios VRYONIDES, European University of Cyprus, Cyprus
Chair: Maria CHALARI, European University Cyprus, Cyprus

AUTHORS AND PAPERS:

65.1 Tien-Hui CHIANG, Anhui Normal University, China; Allen THURSTON, School of Social Science, Education and Social Work, Queen's University Belfast, United Kingdom and Allison MACKENZIE, School of Social Science, Education and Social Work, Queen's University Belfast, United Kingdom
Gearing the Relation from Self-Monitoring to Collective Surveillance through Cultural Therapeutics in the Regime of Neoliberal Governmentality

65.2 Halleli PINSON, Ben-Gurion University, Israel
Neo Zionist Right-Wing Populist Discourse and Activism in the Israeli Education System Background and Conceptual Framework

65.3 Simina DRAGOS, University of Cambridge, United Kingdom and Taylor HUGHSON, University of Cambridge, United Kingdom
Nascent Authoritarianism and the Populist “Free Speech Crisis” in the UK: The Importance of the Sociology of Education

65.4 Joanne DILLABOUGH, University of Cambridge, United Kingdom and Sagarika BOSE, University of Cambridge, United Kingdom
Hungarianisation, Horrorism and a ‘Funeral for Higher Education’: Populist Knowledge-Making and Political Legitimacy in Pre and Post War Hungary

65.5 Mirjam WEIBERG, German Centre for Integration and Migration Research, Germany and Olaf KLEIST, German Centre for Integration and Migration Research, Germany
New Modes and Forms of Civic Education in Time of Populism, Xenophobia, and Racism

65.6 Lawrence SAHA, The Australian National University, Australia
Populist Extremism and the Education Connection: Some “New” Sociological Perspectives

65.7 Trevor MAKHETHA, University of the Western Cape, South Africa
Reimagining Sociology of Education in South Africa: Toward a Radical Praxis

65.8 Yuli ASTIANA, The University of Adelaide, Australia
Educating Against Radicalisation and Violent Extremism: A Study of Peace Pedagogical Practices in Indonesia

17:30-19:20

67 COVID Winners and Losers in Education: How the Pandemic Has Exacerbated but Also Improved Current and Future Social Inequalities

Location: 212 (Melbourne Convention Centre)
Session Organizers: Joanna SIKORA, Australian National University, Australia and Lawrence SAHA, Australian National University, Australia
Chair: Joanna SIKORA, Australian National University, Australia

AUTHORS AND PAPERS:

67.1 Mareike RUSSMANN, German Centre for Higher Education Research and Science Studies (DZHW), Germany; Nicolai NETZ, DZHW, Germany and Markus LORZ, HIS Institut für Hochschulentwicklung, Germany
Dropout Intentions of Students with Disabilities

67.2 Wei-yun CHUNG, National Taiwan University, Taiwan
Navigating the Unknown Waters of Home-Schooling during Taiwan’s COVID Lockdown

67.3 Antoaneta GETOVA, Sofia University, Bulgaria
Three Years of Online Learning in the Universities in Bulgaria: Effects and Perspectives for the Future

67.4 Sebastian FUENTES, CONICET/FLACSO-UNTREF, Argentina
Educational Inequalities and Teaching during the Pandemic at Secondary Level: An Analysis of “Innovative” Practices and the Construction of Inequalities in Argentina

67.5 P Nikhil KUMAR, University of Hyderabad, India and Vamsi SURAPOGU, University of Hyderabad, India
Digital Alienation of Dalit Students during the Pandemic: A Case Study of University of Hyderabad

67.6 Bruna COELHO, UFPR, Brazil; Ana beatriz DE JESUS, UFPR, Brazil and Renata DE MIRANDA, UFPR, Brazil
The Impacts and Challenges of the Covid-19 Pandemic on Educational Practices and Teaching Work in Brazil

67.7 Alessandra DECALDADO, University of Milan Bicocca, Italy and Brunella FIORE, University of Milan-Bicocca, Italy
Being Insecure and Overload Among University Lecturers: The Effects of Technostress on Their Working Life and Work-Family Balance

67.8 Jiwei LU, East China Normal University, China
“Camera on, Please, Let’s be Together”: A Case Study of High School Students’ Experience Towards Online Class in China during the COVID-19 Pandemic
67.9 Josué GUTIÉRREZ BARROSO, Universidad de La Laguna, Spain; Ana PADRON, Universidad de La Laguna, Spain and Juan Vianney TRUJILLO-GONZÁLEZ, Universidad de La Laguna, Spain
Post-Pandemic University Access in Tenerife: Gender Inequalities

67.10 Maria Cecilia Martins Ferreira da SILVA, ULHT, Lisbon, Portugal and Vitor Duarte TEODORO, NOVA School of Science and Technology, New University of Lisbon, Portugal
Title: Opportunities in Portuguese Curriculum and Assessment Followed Covid-19

66 Contemporary Issues in Sociology of Education I

Location: Melbourne Room (Melbourne Convention Centre)
Session Organizer: Marios VRYONIDES, European University of Cyprus, Cyprus

R04 Roundtable 3

R04 Roundtable 1

R04 Roundtable 2

R04 Roundtable 4

R04 Roundtable Authors and Papers:

66.9 Alberto PIERDANT RODRÍGUEZ, Universidad Autónoma Metropolitana-Xochimilco, Mexico; Jesús RODRÍGUEZ, Universidad Autónoma Metropolitana - Xochimilco, Mexico; Alberto Isaac PIERDANT CASTELLANOS, Universidad Autónoma Metropolitana - Xochimilco, Mexico; Nelly MOLINA, Universidad Autónoma Metropolitana - Xochimilco, Mexico; Elba Cristina RODRÍGUEZ, Universidad Autónoma Metropolitana - Xochimilco, Mexico and Ana Elena NARRO, Universidad Autónoma Metropolitana - Xochimilco, Mexico
Remote Teaching-Learning of University Mathematics in Mexico. An Educational Model That Accentuated Existing Social Inequalities

66.10 Anirban MUKHERJEE, Rajiv Gandhi Institute of Petroleum Technology, India
Tribal Education in India: Deconstructing the Acculturation Hypothesis

66.11 Glen Christian TACASA, University of the Philippines Los Banos, Philippines
A Pedagogy of Ambiguities and Silences: Analyses of the Philippine History Education on Marcos’ Authoritarian Regime

66.12 Shushiw KE, Jamia Millia Islamia, India
Rising Authoritarianism and Devaluing of Liberal Education: A Sociological Reflection

66.13 Imraan BUCCUS, DUT and SIT, South Africa
in the Trenches: South African Vice-Chancellors Leadingtransformation in Times of Change

R04 Roundtable Authors and Papers:

66.1 Chun-chen LIN, National Chiayi University, Taiwan
Does It Matter or is It Necessary and Possible to Talk about Social Class with Middle School Students?

66.15 Kitty TE RIELE, University of Tasmania, Australia; Emily RUDLING, University of Tasmania, Australia; Sherridan EMERY, University of Tasmania, Australia; Becky SHELLEY, University of Tasmania, Australia; Jessica WOODROFFE, University of Tasmania, Australia and Natalie BROWN, University of Tasmania, Australia
Educational Equity in Times of Crisis

66.16 Shinichi HAMAMOTO, Nihon University, Japan
How Is Inequality Accumulating? Decomposing Differences in Educational Attainment By Categorical Variables into Each Educational Transition in Japan

66.17 Louie Benedict IGNACIO, University of Santo Tomas, Philippines
Social Capital in Cross-Cultural Settings: Case of International Students in the Philippines
DISTRIBUTED PAPERS:

68.5 Anna Maria LEONORA, University of Catania, Italy
Educational Disobedience As Innovative Educational Practice. Insights from a Mediterranean Case Study

68.6 Chandrika KB, Rani Chonnamma University, Belagavi, 591156 Karnataka, India, India and Shamalabai B. DASOG, Dept. of Sociology, M.Ms Arts, Commerce, Science and Home-Science College, India
New Education Policy-2020: An Innovative Initiation in Karnataka State, India

68.7 Tatiana SEMENOVA, Sociologist, Russian Federation
The Re-Thinking Experience of Collaboration between the Sociological Faculty of University and Potential Employers for the Future Sociological Education

68.8 Hugo CLAROS, Independent, Peru
Monitoring and Evaluation for Educational Innovation in Peru: Both a Potential Community Tool and a Required Bureaucratic Language

Tuesday 27 June

08:30-10:20

**JS-30** Youth and Crises of Democracy: Exploring the Democratic Potential of Young People’s Participation (1)

Committees: RC34 Sociology of Youth (Host); RC48 Social Movements, Collective Actions and Social Change and RC04 Sociology of Education

See Joint Session Details for JS-30.

**68** Sociological Perspectives on Social Innovation in Education

Location: 212 (Melbourne Convention Centre)

Session Organizer: Karina MALDONADO-MARISCAl, Technical University Dortmund, Germany

Chair: Carol REID, Western Sydney University, Australia

AUTHORS AND PAPERS:

68.1 Karina MALDONADO-MARISCAl, Technical University Dortmund, Germany and Antonius SCHRODER, Technical University Dortmund, Germany

Social Innovation in Education

68.2 Juha TUUNAINEN, University of Oulu, Finland and Kari KANTASALMI, University of Oulu, Finland

Processing Societal Expectations: Decision-Making on Entrepreneurial Education in a Research University

68.3 Analla MEO, CONICET, Argentina; Ana Inés HERAS, CEDES-UNSAM-CONICET, Argentina and Mariano CHERVIN, University of Buenos Aires (UBA) - Research Institute Gino Germani, Argentina

Educational Policies, Innovations, and Actor Network Theory

68.4 Ho-dae CHONG, Duksum Women’s University, Republic of Korea and jong-kil KIM, Department of Sociology, Duksum Women’s University, Republic of Korea

Innovating the Innovation By Competition and Cooperation in Higher Education: The Case of the Social Sciences Korea(SSK) Program As a Natural Experiment

10:30-12:20

**JS-37** Youth and Crises of Democracy: Exploring the Democratic Potential of Young People’s Participation (2)

Committees: RC34 Sociology of Youth (Host); RC48 Social Movements, Collective Actions and Social Change

See Joint Session Details for JS-37.

**69** Rethinking Questions and Issues of Social Justice in Education

Location: 212 (Melbourne Convention Centre)

Session Organizer: Hernan CUERVO, University of Melbourne, Australia

Chair: Karina MALDONADO-MARISCAl, Technical University Dortmund, Germany

AUTHORS AND PAPERS:

69.1 Pepka BOYADIEVA, Institute of Philosophy and Sociology, BAS, Bulgaria and Petya ILIEVA-TRICKOVA, Institute of Philosophy and Sociology, BAS, Bulgaria
A Multidimensional and Comparative Social Justice Perspective Towards Inequalities in Access to Higher Education

69.2 Hernan CUERVO, S/100 Leicester St, Australia
The Struggles for Recognition and Distribution: A Theoretical Approach to Rural Teaching Recruitment

69.3 Kitty TE RIELE, University of Tasmania, Australia; Tim CORCORAN, Deakin University, Australia; Alison BAKER, Victoria University, Australia and Julie WHITE, Victoria University, Australia
Social Justice in Youth Justice: Participation in Education By Incarcerated Young People

69.4 Juan Carlos CASTILLO, Universidad de Chile, Chile; Mauricio SALGADO, Universidad Andrés Bello, Chile and Kevin CARRASCO, COES - Center for Social Conflict and Cohesion Studies, Chile
Meritocracy, Redistributive Preferences and Political Socialization at School

www.iso-sociology.org
69.5 Quentin MAIRE, The University of Melbourne, Australia. Social Justice and the Subject-Based Curriculum: Socio-Academic Distribution and Status Hierarchy in the Making of Curriculum Inequality

69.6 Ilana FINEFTER-ROSENBLHU, Monash University, Australia and Jane WILKINSON, Monash University, Australia. "It's Expensive...Not Everyone Can Afford It...It's Unpleasant": Students' (un)Ethical Ideas of Marketised-Privatised Faith-Based Schooling in Australia

69.7 Gonzalo SARAVI, CIJESAS, Mexico. School Belonging and Social (In)Justice in Mexico

69.8 Manuela MENDOZA HORIZT, University of O'Higgins, Chile and Gabriel GUTIÉRREZ, Universidad Diego Portales/ Pontificia Universidad Católica de Chile, Chile. The Ubiquity of Inclusion: Institutional Discourses and Features Shaping Socioeconomic Diversity in Schools

69.9 Tebeje MOLLA, Deakin University, Australia and Trevor GALE, University of Glasgow, Scotland. Educational Dis/Advantage: Expanding the Spaces of Assessment

DISTRIBUTED PAPERS:

69.10 Cecilia ADROGUE, CONICET- Universidad de San Andrés, Argentina and Eugenia ORLUCKI, Argentina. The Value and Distributive Effect of Public Education Expenditure in Argentina

15:30-17:20

70. Student Trajectories and Interlevel Transitions: Impacts of the Pandemic on Educational Inequalities

Language: English, Spanish

Location: 212 (Melbourne Convention Centre)

Session Organizers: Ada FREYTES FREY, Universidad Nacional de Avellaneda/Universidad Nacional Arturo Jauretche, Argentina and Emilia DI PIERO, CONICET-UNLP, Argentina

Chair: Ada FREYTES FREY, Universidad Nacional de Avellaneda/Universidad Nacional Arturo Jauretche, Argentina

AUTHORS AND PAPERS:

70.1 Joanna SIKORA, Australian National University, Australia. An Unusual Dynamic? How Diverse Student Groups Transitioned from Secondary to Tertiary Education Pre- and during the Pandemic in Australia

70.2 Charlotte BRANCHU, University of Liverpool, United Kingdom and Vikki BOLIVER, Durham University, United Kingdom. Mapping Social Networks of Possibilities: Landscapes of Trajectories into Higher Education

70.3 Agustina CORICA, FLACSO, Argentina. trayectorias escolares y pandemia en la educacion secundaria desde un abordaje regional en argentina

70.4 Jennifer GLICK, Pennsylvania State University, USA; Scott YABIKU, Pennsylvania State University, USA; Arinala RANDRIANASOLO, Pennsylvania State University, USA and Melissa ALCARAZ, Brigham Young University, USA. School Closures, Household Livelihood Loss and the Retreat from Educational Engagement

70.5 Emilia DI PIERO, CONICET-UNLP, Argentina; Santiago GARRIGA OLMO, IDHCS-CONICET/UNLP, Argentina and Ana Laura MARCHEL, FAHCE/UNLP, Argentina. Expectativas Estudiantiles y Politicas de Articulación Internivelles En la Educación Secundaria Bonaerense Argentina En La Pandemia

70.6 Liang-Wen LIN-JANUSZEWSKI, Paderborn University, Germany. First-Year University Transition Experiences of German Students in the Global Pandemic

70.7 Valeria DABENIGNO, University of Buenos Aires, Argentina and Analia MEO, CONICET, Argentina. Perspectivas Docentes Sobre Vínculos Sociales y Pedagógicos Con Sus Estudiantes Durante La Pandemia. Variaciones, Desigualdades y Cambios En El Pasejo De La Educación Remota a La Bimodalidad.

17:30-19:20

JS-54 Why Do We Need the Visual? Understanding Educational Practices Using Visual Data and Methods.

Committees: RC04 Sociology of Education (Host); RC27 Visual Sociology

See Joint Session Details for JS-54.

JS-50 Navigating the Other Side of the Classroom: Exploring Teachers' Experiences at Work

Committees: RC04 Sociology of Education (Host); RC30 Sociology of Work

See Joint Session Details for JS-50.

19:30-20:50

71. RC04 Business Meeting

Location: 212 (Melbourne Convention Centre)

Wednesday 28 June

08:30-10:20

72. Social and Political Underpinnings of Teacher Recruitment and Certification

Location: 212 (Melbourne Convention Centre)

Session Organizer: Iasonas LAMPIRANOLI, University of Cyprus, Cyprus

Chair: Elspeth MCINNES, University of South Australia, Australia

AUTHORS AND PAPERS:

72.1 Pranaya SWAIN, Homi Bhabha National Institute, Mumbai, India, and Biswaajit APAT, National Institute of Science Education and Research Bhubaneswar, India. Preparacy of Contract Teachers: A Qualitative Analysis of Lived Experiences
72.2 Taylor HUGHSON, University of Cambridge, United Kingdom
Producing New Kinds of Teachers in England 2008-2020: Tracing Knowledge Production and Elite Actor Networks in the Reform of Teacher Certification

72.3 Chien-Lung WANG, Department of Education, National Taitung University, Taiwan and Juhui CHANG, National Taitung University, Taiwan
The Strategic Development of Advanced Indigenous Language Proficiency of Student Teachers Specialized in the Initiative Teacher Program for Indigenous Language and Literacy Domain for Secondary Schools in Taiwan

72.4 Jurate LITVINAITĖ, Vilnius University, Lithuania
The Emergence of the Third Space in Teachers’ Professional Practices

72.5 Silvia ANNEN, University of Bamberg, Germany; Xavier ST-DENIS, Institut national de la recherche scientifique, Canada and Julia HUFNAGL, University of Bamberg, Germany
Relations between Family Background and Persistence in Overqualification – Comparative Results from UK and Germany

72.6 Carla TAPIA, School of Education and Professional Studies, Australia; Parlo SINGH, School of Education and Professional Studies, Australia; Susan WHATMAN, School of Education and Professional Studies, Australia and Debbie BARGALLIE, Griffith Institute of Educational Research, Australia
Teacher Activism: Struggles over Public Education in Chile

10:30-12:20

JS-63 Housing and School Choices in the Unequal City: Uneasy Trade-Offs, New Combinations and Socio-Spatial Consequences

Committees: RC21 Regional and Urban Development (Host); RC04 Sociology of Education
See Joint Session Details for JS-63.

15:30-17:20

73 How Reading Performance Is Related to Cultural Capital

Location: 212 (Melbourne Convention Centre)

Session Organizers: Chun-wen LIN, National Chiao University, Taiwan and Jason Chien-chen CHANG, Chinese Culture University, Taiwan

Chair: Kent Sheng Yao CHENG, National Chung Cheng University, Taiwan

AUTHORS AND PAPERS:

73.1 Ying-jie JHENG, National Taiwan Normal University, Taiwan; Chun-wen LIN, National Chiao University, Taiwan and Yuen-kuang LIAO, Chinese Culture University, Taiwan
Does Cultural Capital Still Matter? A Meta-Analysis of the Effects of Cultural Capital on Reading Performance

73.2 Elspeth MCINNES, University of South Australia, Australia; Pauline HARRIS, University of South Australia, Australia; Alexandra DIAMOND, University of South Australia, Australia; Bec NEILL, University of South Australia, Australia; Cynthia BROCK, University of Wyoming, USA and Ufemia CAMAITOGA, University of the South Pacific, TAFE Lautoka, Fiji
Involving Families in Integrating Embodied and Objective Community Language Capital In Reading Resources for Preschool Aged Children Entering Monolingual Education Systems

73.3 Shu-min CHEN, Tatung University, Taiwan and Ying-jie JHENG, National Taiwan Normal University, Taiwan
Effects of the New Immigrants’ Cultural Capital on Child-Rearing Process: Perspectives from Multi-Ethnic Relationship

73.4 Chiaying WU, Department of Education, Chinese Culture University, Taiwan
The Study of Junior High School Students’ Reading Literacy: The Cases of Taiwan in PISA 2018

73.5 Maria CHALARI, European University Cyprus, Cyprus and Marios VRYONIDES, European University Cyprus, Cyprus
Adolescents’ Reading Habits during COVID-19: Are They Still a Mechanism for Cultural Reproduction?

17:30-19:20

74 Neoliberalism, Human Capital Discourse and Education Practice

Location: 212 (Melbourne Convention Centre)

Session Organizer: Tien-Hui CHIANG, National University of Tainan, China

Chair: Tien-Hui CHIANG, National University of Tainan, China

AUTHORS AND PAPERS:

74.1 Anthony DWORKIN, University of Houston, USA and Lawrence SAHA, Australian National University, Australia
The Effects of Neoliberal Assumptions, Policies, and Practices on School Culture and Trust in School

74.2 Weihe XIE, Institute of Education, Tsinghua University, China and Wen WEN, Institute of Education, Tsinghua University, China
The Imbalance between Knowledge in Modern Educational System: Humanities Vs. Natural Sciences

74.3 Atsuko SHIMBO, Waseda University, Japan and Mutsumu TENDO, Miyagi Gakuin Women’s University, Japan
Human Capital Discourse and Cultural Resources: A Case Study of Family Education in Japan

74.4 Chunping WANG, National Taipei University of Education, Taiwan; Po-han LIN, National Taipei University of Education, Taiwan and Bo-Ruey HUANG, Chinese Culture University, Taiwan
Global Citizenship Competencies, New Immigrant Youths’ Hybrid Identity, and Social Justice- Taiwan Observation Under the Globalization Condition

74.5 Kent Sheng Yao CHENG, National Chung Cheng University, Taiwan
When Global Meets Local: the Dialectics between Indigenous Knowledge and Global Competition

74.6 Zhaoxi ZHENG, The University of Queensland, Australia
Learning to Become Neoliberal Subjects: Discursive Tensions between Australian Higher Education Policies and Research Student Experiences
Thursday 29 June

08:30-10:20

75 Contemporary Issues in Sociology of Education II

Location: Melbourne Room (Melbourne Convention Centre)

Session Organizer: Shaheeda ESSACK, Department of Higher Education and Training, South Africa

ROUND TABLES:

RC04 Roundtable 1

ROUND TABLE AUTHORS AND PAPERS:

75.1 Adam RAJCAN, Macquarie University, Australia and Edgar BURNS, Waikato University, New Zealand

What Do We Know about Australian and New Zealand Sociology PhDs in the Latest Decade (2010-19)?

75.2 Atinder KAUR, Punjab Agricultural University Ludhiana, India

Covid 19 Crisis and Online Education System: Narratives from Rural Households (India)

75.3 Donatella POLIANDRI, INVALSI (Italian National Institute of Educational Evaluation), Italy; Grazia GRAZIOSI, INVALSI - National Institute for the Evaluation of the Education and Training System, Italy; Beba MOLINARI, University of Catanzaro ‘Magna Graecia’, Italy and Graziana EPIFANI, INVALSI - National Institute for the Evaluation of the Education and Training System, Italy

School-to-Work Program during Pandemic: First Evidence from Italy.

RC04 Roundtable 2

ROUND TABLE AUTHORS AND PAPERS:

75.4 Roman SMIRNOV, Free University of Berlin, Germany

International PhD Students during the Pandemic: Transformation of Migrant Strategies and Career Planning

75.5 Sharmila RAMÁ, University of KwaZulu-Natal, South Africa and Ruth HOSKINS, University of KwaZulu-Natal, South Africa

Reflecting on the Teaching and Learning Experiences and Lived Realities of the Students in the Bachelor of Social Science Extended Curriculum Degree at the University of KwaZulu-Natal, South Africa during the COVID-19 Pandemic

75.6 Leonie BUSCHKAMP, Leibniz University Hannover (LCSS - Leibniz Center for Science and Society), Germany and Tim SEIDENSCHMUR, University of Kassel (INCHER - International Center for Higher Education Research), Germany

Windows of Opportunities. How the Pandemic Changed Education in Different Disciplines at Universities.

RC04 Roundtable 3

ROUND TABLE AUTHORS AND PAPERS:

75.7 Liang-Wen LIN-JANUSZEWSKI, Paderborn University, Germany

International Students’ First-Semester Transition Experiences after the Pandemic in Germany

75.8 Deepak KUMAR, University of Delhi, India

Embedded Dispositions: The Gendered Self in the Classroom

75.9 John Rey CODILLA, Davao Oriental State University, Philippines and Mona LAVA, University of Immaculate Conception, Philippines

Encounters and Ordeals on Violent Incidents and School Safety: Their Status and Relationship

RC04 Roundtable 4

ROUND TABLE AUTHORS AND PAPERS:

75.10 Abu MAZUMDER, HSTU, Bangladesh and Khadiza Tul KUBRA, HSTU, Bangladesh

Voluntary Supplementary Education and Academic Performance of Underprivileged Children: ‘Hstu Major Ischool’ Model

75.11 Mariusz ZEMLO, University of Białystok, Poland

The School Normative System a Key Element in Determining the Quality of the School Environment

75.12 Gisela REDONDO-SAMA, Raviria i Virgili University, Spain and Teresa SORDE-MARTI, Univ Autonoma de Barcelona, Spain

Dialogic Leadership for Social Justice

75.13 Mohammed Illias SHEIKH, International Institute for Population Sciences, Mumbai, India and Kailash DAS, International Institute for Population Sciences, Mumbai, India

Effectiveness of E-Counselling Session during COVID-19 Pandemic in Open Distance Learning Programme: A Cross-Sectional Study in India

10:30-12:20

76 Intersectional Approach and Inequality of Educational Opportunity

Location: 212 (Melbourne Convention Centre)

Session Organizers: Aigul ALIEVA, Luxembourg Institute of Socio-Economic Research, Luxembourg; Jekateryna DUNAJEVA, Hungarian Academy of Sciences, Centre for Social Sciences, Hungary and Hanna SIAROVA, Public Policy and Management Institute, Lithuania

Chair: Shaheeda ESSACK, Department of Higher Education and Training, South Africa

AUTHORS AND PAPERS:

76.1 Hanna SIAROVA, Public Policy and Management Institute, Lithuania and Jekateryna DUNAJEVA, Hungarian Academy of Sciences, Centre for Social Sciences, Hungary

Intersectionality in Education Policy Documents: Comparative Analysis of Nine European Countries

76.2 Célia BOUCHET, Sciences Po (CRIS-LIEPP), France

Disability-Related Educational Gaps By Socioeconomic Background, Migration and Gender: Insights from a Mixed Methods Study in France

76.3 Ineke PIT-TEN CATE, Luxembourg Centre for Educational Testing (LUCET), University of Luxembourg, Luxembourg and Sabine GLOCK, Institute for Educational Research, School of Education, Bergische Universität Wuppertal, Germany

Combined Effects of Students’ Gender and Ethnicity on Teachers’ Stereotype-Based Expectations: A Systematic Review

76.4 Cecilia ARDOQUE, CONICET - Universidad de San Andrés, Argentina; Victoria ANAUJATI, CEDH - Universidad de San Andrés, Argentina and Mariano TOMMASI, CEDH - Universidad de San Andrés, Argentina

Educational Inequalities in Argentina: Mechanisms, Dynamics and Evidence
76.5 Peter ROBERT, TARKI Social Research Institute, Hungary
How Do Unhappiness and Marginalisation at School Undermine Academic Performance?

76.6 Angharad BUTLER - REES, University of Warwick, United Kingdom
Disentangling Educational Pathways and Work Outcomes for Disabled Young People in England

76.7 Inke PIT-TEN CATE, Luxembourg Centre for Educational Testing (LUCET), University of Luxembourg, Luxembourg; Martha OTTENBACHER, Luxembourg Centre for Educational Testing (LUCET), Faculty of Humanities, Education and Social Sciences, University of Luxembourg, Luxembourg; Aigul ALIEVA, Luxembourg Institute of Socio-Economic Research, Luxembourg; Taylor KROEZEN, Luxembourg Institute of Socio-Economic Research (LISER), Luxembourg; Andreas HADJAR, University of Luxembourg, Luxembourg; Juliette TORABIAN, Department of Social Sciences, Faculty of Humanities, Education and Social Sciences, University of Luxembourg, Luxembourg
The Longitudinal Impact of Student Characteristics, School Composition and Track Placement on Mathematics Performance: Inter- and Cross Level Intersectionality

76.8 Sarvendra YADAV, Dr. Harisingh Gour Central University, Sagar, India
Intersectionality in Course Choices: A Cross-Sectional Study of Educational Inequalities in India

15:30-17:20
77 The Challenge to Remain Relevant: Public Higher Education Versus Private Higher Education

Location: 212 (Melbourne Convention Centre)

Session Organizer: Shaheeda ESSACK, Department of Higher Education and Training/University of Johannesburg, South Africa

Chair: Shaheeda ESSACK, Department of Higher Education and Training, South Africa

AUTHORS AND PAPERS:

77.1 Su-king KHOO, National University of Ireland, Ireland
Connecting the Challenges of Quality and Equity in Higher Education in Ireland and South Africa – Learning from a Collective Intelligence Based Research Project.

77.2 Reyhaneh JAVADI, University of Alberta, Canada and Zohreh BAYATRIZI, University of Alberta, Canada
Private Sociology: The Origins and Impacts of for-Profit Courses Outside Academia in Iran

77.3 Yuki HONDA, Graduate School of Education, The University of Tokyo, Japan
The Impact of College Education in the Humanities and Social Sciences on Job Skills and Social Attitudes after Graduation: The Case of Japan

77.4 Fidel AREVALO, Universidad de San Carlos de Guatemala, Guatemala
The Challenge of Public Universities to be Able to Respond to the Needs of Inclusion, Equity and Development, in Unfavorable Contexts.

77.5 Yuxuan WANG, IOE University College London, United Kingdom
Development of Undergraduate Student Research Capability in Social Sciences: A Comparative Study between China, UK and the US

77.6 Dhaneswar BHOI, University of Edinburgh UK, Social and Political Science, United Kingdom and Neelima LAKRA, London School of Management Education, United Kingdom
Public and Private Higher Education in Laos梓-Feire Economy: Echoes of Marginal Section Students of India

77.7 Sebastian FUENTES, CONICET/FLACSO-UNTREF, Argentina
Challenges for University Systems in the Southern Cone: Public and Private Institutions Facing Diverging Social Expectations

17:30-19:20

JS-107 Education, Solidarity and Engagement: The Study of Morals and Emotions in Altruistic Educational Experiences

Committees: RC04 Sociology of Education (Host); WG08 Society and Emotions
See Joint Session Details for JS-107.

Friday 30 June

08:30-10:20

JS-116 Inclusive Education, Knowledge Co-Production, Social Justice and Human Rights

Committees: RC04 Sociology of Education (Host); RC03 Community Research
See Joint Session Details for JS-116.

10:30-12:20

JS-123 Educational Migration in the Post-Pandemic World: Exploring Continuities and Discontinuities

Committees: RC04 Sociology of Education (Host); RC31 Sociology of Migration
See Joint Session Details for JS-123.

15:30-17:20

78 When Global Meets Local: the Dialectics between Indigenous Knowledge and Global Competition

Location: 212 (Melbourne Convention Centre)

Session Organizer: Kent Sheng Yao CHENG, National Chung Cheng University, Taiwan

Chair: Kent Sheng Yao CHENG, National Chung Cheng University, Taiwan

AUTHORS AND PAPERS:

78.1 Ai-hsuan MA, National Chengchi University, Taiwan
Internationalization at Home in Taiwan’s Higher Education: Domestic Students’ Perspectives

78.2 Ruomeng LIU, East China Normal University, China and Zhiying WU, University of Queensland, Australia
Walking on the Road of Educational Discontinuous: A Study on the Cross-Cultural Growth of Young Chinese Students Abroad

112 www.isa-sociology.org
Saturday 1 July

08:30-10:20

80 Rethinking the Modern Educational Model: East Asian Perspectives

Location: 212 (Melbourne Convention Centre)
Session Organizer: Shinichi AIZAWA, Sophia University, Japan
Chair: Shinichi AIZAWA, Sophia University, Japan

AUTHORS AND PAPERS:

80.1 Anita KOO, Hong Kong Baptist University, Hong Kong
The Emergence of Vocational/Professional Training in Expanded Higher Education Systems in East Asia

80.2 Fumiaki OJIMA, Doshisha University, Japan
Changes in Socio-Economic Inequality of Educational Opportunity: How Competition to Higher Education Entry Influenced Its Effect?

80.3 Masayuki FUJINO, Kanto Gakuin University, Japan
Challenging and Conformity to the Dominant Education System: A Case of Alternative Education Movements in Japan

80.4 Ichiro OKANO, Tokyo University of Agriculture and Technology, Japan
The Politics of Linguistic Relativity in Japanese English Education

80.5 Josiane MARTIN-O’BRIEN, International University of Monaco (IUM), Monaco
Institutionalization of Western Management Education in India: A Tale of Three Histories

80.6 Jhaverbhai PATEL, School of Social Sciences, India
Rethinking on Gandhiji’s Nai Talim Education System

10:30-12:20

81 Edtech and the Post-Pandemic University: Understandings and Interventions

Location: 212 (Melbourne Convention Centre)
Session Organizers: Claire POLSTER, University of Regina, Canada and Janice NEWSON, York University, Canada
Chair: Josiane MARTIN-O’BRIEN, International University of Monaco (IUM), Monaco

AUTHORS AND PAPERS:

81.1 Judith PEREZ-CASTRO, National Autonomous University of Mexico, Mexico
Digital Exclusion and Educational Inequality in Indigenous University Students

81.2 Edmondo GRASSI, Roma Tre University, Italy
Technology and University: The Perception of the Student Population in Roma Tre

81.3 Elsa ESTRELA, Luís futura University/ CeIED, Portugal and Carla GALEGO, Luís futura University/ CeIED, Portugal
Academic Professionalism in the XXI Century: Processes of Change in Teachers’ Practice
Program – Session Details

81.4 Luke MCCRON, Imperial College London, United Kingdom and Julianne VIOLA, Imperial College London, United Kingdom
The Hybrid Learning Dilemma: Exploring the Learning Choices of Disadvantaged Students during the COVID-19 Era

81.5 Anita Cecilia HIRSCH ADLER, Colonia Letran Valle, Mexico
Postgraduate Academics from a Mexican University and Their Vision of the Covid-19 Pandemic

12:30-14:20

82 The Possibilities and Challenges of Decoloniality in Education and Research

Location: 212 (Melbourne Convention Centre)

Session Organizers: Melanie BAAK, University of South Australia, Australia and Joel WINDLE, University of South Australia, Australia

Co-chairs: Melanie BAAK, University of South Australia, Australia and Joel WINDLE, University of South Australia, Australia

AUTHORS AND PAPERS:

82.1 Terry WOTHERSPOON, University of Saskatchewan, Canada and Emily MILNE, MacEwan University, Canada
The Role of Cultural Supports for Indigenous Students: Spaces for and Impediments to Decolonizing Education

82.2 Julian KUSABS, The University of Adelaide, Australia
Indigenous Historical Writings and Decolonial Futures of Education

82.3 Nomkhosi XULU-GAMA, University of Cape Town, South Africa; Aisha LORAG, Chris Hani Institute, South Africa and Bianca TAME, University of Cape Town, South Africa
Decolonising Sociology: The South African Sociological Association As a Decolonial Catalyst?

82.4 Vanessa BAROLSKY, Deakin University, Australia and Laura RODRIGUEZ CASTRO, Southern Cross University, Australia
Reflecting on Global Dialogues on Decolonising Truth-Telling: Challenges and Possibilities

82.5 Kim MCLEOD, The University of Tasmania, Australia
Attending to the Particular to Enact Decolonial Theory in Teaching Practice

82.6 Marie BRENNAN, University of South Australia, Australia and Lew ZIPIN, University of South Australia, Australia
Reparative Activism Towards Decolonising Australian Teacher Education

82.7 Sophie RUDOLPH, University of Melbourne, Australia and Jessica GERRARD, University of Melbourne, Australia
Understanding the Material, Epistemic and Affective Dimensions of Racial Domination

82.8 Sarah MCDONALD, University of South Australia, Australia
A Review of Approved Texts and Text Choice for Subject English Teachers through a Decolonial Lens: Current and Future Options

14:30-16:20

83 Caste, Social Psyche and Humiliation at Higher Education

Location: 212 (Melbourne Convention Centre)

Session Organizers: Dhaneswar BHOI, University of Edinburgh UK, Social and Political Science, United Kingdom and Neelima LAKRA, London School of Management Education, United Kingdom

Chair: Dhaneswar BHOI, University of Edinburgh UK, Social and Political Science, United Kingdom

AUTHORS AND PAPERS:

83.1 Rama DEVI, KREA University, India
Negotiating Caste in Educational Spaces: Trials of Dalit Youths in Higher Education in Delhi

83.2 Deep CHAND, Goethe University Frankfurt, Germany
Resistance Against Caste Norms in Higher Education: A Perspective from below

83.3 Saraswati SUKA, The University of Sydney, Australia
Caste Capital, Social Psyche and Humiliation: An Examination of Dalit Women Experiences in Higher Educational Institution in Eastern India

83.4 Deepak KUMAR, University of Delhi, India
Linguicism in Indian Higher Education: A Case Study of University of Delhi

83.5 Bagesh KUMAR, National Institute of Educational Planning and Administration, New Delhi, India
Understanding Humiliation in Indian Higher Education: A Perspective from Dalit and Adivasi Students
## Congress statistics 2023

### Registered Details

<table>
<thead>
<tr>
<th>In-Person</th>
<th>Number</th>
<th>Female</th>
<th>Male</th>
<th>Prefer not to say</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3028</td>
<td>1678</td>
<td>1310</td>
<td>40</td>
<td>615</td>
</tr>
<tr>
<td>Virtual</td>
<td>1673</td>
<td>960</td>
<td>695</td>
<td>18</td>
<td>517</td>
</tr>
<tr>
<td>TOTAL</td>
<td>4701</td>
<td>2638</td>
<td>2005</td>
<td>58</td>
<td>1132</td>
</tr>
</tbody>
</table>

### Country Statistics

<table>
<thead>
<tr>
<th>Country</th>
<th>Grand Total</th>
<th>Female</th>
<th>Student</th>
<th>No</th>
<th>Yes</th>
<th>Total</th>
<th>Male</th>
<th>Student</th>
<th>No</th>
<th>Yes</th>
<th>Total</th>
<th>Prefer not to say</th>
<th>Student</th>
<th>No</th>
<th>Yes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>790</td>
<td>63%</td>
<td>25%</td>
<td>367</td>
<td>127</td>
<td>494</td>
<td>215</td>
<td>61</td>
<td>276</td>
<td>11</td>
<td>9</td>
<td>20</td>
<td></td>
<td>6</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>USA</td>
<td>403</td>
<td>57%</td>
<td>25%</td>
<td>170</td>
<td>61</td>
<td>231</td>
<td>137</td>
<td>38</td>
<td>175</td>
<td>6</td>
<td>1</td>
<td>7</td>
<td></td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>India</td>
<td>392</td>
<td>55%</td>
<td>26%</td>
<td>153</td>
<td>62</td>
<td>215</td>
<td>138</td>
<td>39</td>
<td>177</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Japan</td>
<td>277</td>
<td>43%</td>
<td>10%</td>
<td>105</td>
<td>14</td>
<td>119</td>
<td>139</td>
<td>11</td>
<td>150</td>
<td>6</td>
<td>2</td>
<td>8</td>
<td></td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Germany</td>
<td>241</td>
<td>51%</td>
<td>34%</td>
<td>80</td>
<td>43</td>
<td>123</td>
<td>74</td>
<td>39</td>
<td>113</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td></td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>189</td>
<td>66%</td>
<td>23%</td>
<td>91</td>
<td>33</td>
<td>124</td>
<td>52</td>
<td>11</td>
<td>63</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Canada</td>
<td>186</td>
<td>55%</td>
<td>32%</td>
<td>69</td>
<td>34</td>
<td>103</td>
<td>57</td>
<td>25</td>
<td>82</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Brazil</td>
<td>167</td>
<td>49%</td>
<td>42%</td>
<td>46</td>
<td>35</td>
<td>81</td>
<td>51</td>
<td>35</td>
<td>86</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Italy</td>
<td>163</td>
<td>52%</td>
<td>24%</td>
<td>66</td>
<td>19</td>
<td>85</td>
<td>58</td>
<td>16</td>
<td>74</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Spain</td>
<td>142</td>
<td>51%</td>
<td>34%</td>
<td>49</td>
<td>24</td>
<td>73</td>
<td>45</td>
<td>23</td>
<td>68</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>France</td>
<td>126</td>
<td>53%</td>
<td>34%</td>
<td>46</td>
<td>21</td>
<td>67</td>
<td>37</td>
<td>21</td>
<td>58</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>Grand Total</th>
<th>Female</th>
<th>Student</th>
<th>No</th>
<th>Yes</th>
<th>Total</th>
<th>Male</th>
<th>Student</th>
<th>No</th>
<th>Yes</th>
<th>Total</th>
<th>Prefer Not To Say</th>
<th>No</th>
<th>Yes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poland</td>
<td>97</td>
<td>54%</td>
<td>16%</td>
<td>41</td>
<td>11</td>
<td>52</td>
<td>40</td>
<td>5</td>
<td>45</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>China</td>
<td>91</td>
<td>55%</td>
<td>40%</td>
<td>29</td>
<td>21</td>
<td>50</td>
<td>26</td>
<td>13</td>
<td>39</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>South Africa</td>
<td>89</td>
<td>61%</td>
<td>16%</td>
<td>44</td>
<td>10</td>
<td>54</td>
<td>31</td>
<td>4</td>
<td>35</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mexico</td>
<td>84</td>
<td>55%</td>
<td>15%</td>
<td>40</td>
<td>6</td>
<td>46</td>
<td>31</td>
<td>7</td>
<td>38</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sweden</td>
<td>71</td>
<td>52%</td>
<td>23%</td>
<td>28</td>
<td>9</td>
<td>37</td>
<td>27</td>
<td>7</td>
<td>34</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Taiwan</td>
<td>69</td>
<td>58%</td>
<td>7%</td>
<td>36</td>
<td>4</td>
<td>40</td>
<td>28</td>
<td>1</td>
<td>29</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>67</td>
<td>61%</td>
<td>30%</td>
<td>28</td>
<td>13</td>
<td>41</td>
<td>17</td>
<td>7</td>
<td>24</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Korea</td>
<td>62</td>
<td>44%</td>
<td>26%</td>
<td>16</td>
<td>11</td>
<td>27</td>
<td>30</td>
<td>4</td>
<td>34</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Argentina</td>
<td>58</td>
<td>62%</td>
<td>9%</td>
<td>31</td>
<td>5</td>
<td>36</td>
<td>22</td>
<td>0</td>
<td>22</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>New Zealand</td>
<td>55</td>
<td>55%</td>
<td>29%</td>
<td>22</td>
<td>8</td>
<td>30</td>
<td>17</td>
<td>8</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Turkey</td>
<td>55</td>
<td>67%</td>
<td>22%</td>
<td>27</td>
<td>10</td>
<td>37</td>
<td>16</td>
<td>2</td>
<td>18</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Philippines</td>
<td>50</td>
<td>54%</td>
<td>36%</td>
<td>22</td>
<td>5</td>
<td>27</td>
<td>10</td>
<td>13</td>
<td>23</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Israel</td>
<td>45</td>
<td>69%</td>
<td>9%</td>
<td>29</td>
<td>2</td>
<td>31</td>
<td>12</td>
<td>2</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Chile</td>
<td>44</td>
<td>61%</td>
<td>18%</td>
<td>23</td>
<td>4</td>
<td>27</td>
<td>13</td>
<td>4</td>
<td>17</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Russian Federation</td>
<td>44</td>
<td>73%</td>
<td>7%</td>
<td>30</td>
<td>2</td>
<td>32</td>
<td>11</td>
<td>1</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Netherlands</td>
<td>38</td>
<td>58%</td>
<td>16%</td>
<td>17</td>
<td>5</td>
<td>22</td>
<td>15</td>
<td>1</td>
<td>16</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Austria</td>
<td>36</td>
<td>64%</td>
<td>36%</td>
<td>13</td>
<td>10</td>
<td>23</td>
<td>10</td>
<td>2</td>
<td>12</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Finland</td>
<td>36</td>
<td>58%</td>
<td>11%</td>
<td>18</td>
<td>3</td>
<td>21</td>
<td>13</td>
<td>1</td>
<td>14</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portugal</td>
<td>34</td>
<td>59%</td>
<td>9%</td>
<td>18</td>
<td>2</td>
<td>20</td>
<td>13</td>
<td>1</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Belgium</td>
<td>31</td>
<td>52%</td>
<td>42%</td>
<td>8</td>
<td>8</td>
<td>16</td>
<td>10</td>
<td>5</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Indonesia</td>
<td>30</td>
<td>60%</td>
<td>17%</td>
<td>15</td>
<td>3</td>
<td>18</td>
<td>9</td>
<td>2</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Switzerland</td>
<td>29</td>
<td>48%</td>
<td>38%</td>
<td>9</td>
<td>5</td>
<td>14</td>
<td>9</td>
<td>6</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Norway</td>
<td>28</td>
<td>68%</td>
<td>21%</td>
<td>15</td>
<td>4</td>
<td>19</td>
<td>7</td>
<td>2</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>COUNTRY</td>
<td>Grand Total</td>
<td>Female</td>
<td>Student</td>
<td>No</td>
<td>Yes</td>
<td>Total</td>
<td>Male</td>
<td>Student</td>
<td>No</td>
<td>Yes</td>
<td>Total</td>
<td>Prefer Not to Say</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
<td>--------</td>
<td>---------</td>
<td>----</td>
<td>-----</td>
<td>-------</td>
<td>------</td>
<td>---------</td>
<td>----</td>
<td>-----</td>
<td>-------</td>
<td>-------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Singapore</td>
<td>28</td>
<td>43%</td>
<td>21%</td>
<td>10</td>
<td>2</td>
<td>12</td>
<td>12</td>
<td>4</td>
<td>16</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lithuania</td>
<td>23</td>
<td>91%</td>
<td>22%</td>
<td>17</td>
<td>4</td>
<td>21</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denmark</td>
<td>18</td>
<td>50%</td>
<td>11%</td>
<td>7</td>
<td>2</td>
<td>9</td>
<td>9</td>
<td>0</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bangladesh</td>
<td>16</td>
<td>31%</td>
<td>13%</td>
<td>5</td>
<td>0</td>
<td>5</td>
<td>9</td>
<td>2</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nigeria</td>
<td>16</td>
<td>38%</td>
<td>13%</td>
<td>6</td>
<td>0</td>
<td>6</td>
<td>8</td>
<td>2</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greece</td>
<td>15</td>
<td>53%</td>
<td>20%</td>
<td>6</td>
<td>2</td>
<td>8</td>
<td>6</td>
<td>1</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thailand</td>
<td>15</td>
<td>80%</td>
<td>33%</td>
<td>8</td>
<td>4</td>
<td>12</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guam</td>
<td>12</td>
<td>75%</td>
<td>67%</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ukraine</td>
<td>12</td>
<td>92%</td>
<td>0%</td>
<td>11</td>
<td>0</td>
<td>11</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hungary</td>
<td>11</td>
<td>55%</td>
<td>18%</td>
<td>5</td>
<td>1</td>
<td>6</td>
<td>8</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iran</td>
<td>10</td>
<td>60%</td>
<td>30%</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>6</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Romania</td>
<td>10</td>
<td>80%</td>
<td>0%</td>
<td>8</td>
<td>0</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ireland</td>
<td>9</td>
<td>44%</td>
<td>22%</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Luxembourg</td>
<td>9</td>
<td>67%</td>
<td>33%</td>
<td>4</td>
<td>2</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colombia</td>
<td>8</td>
<td>50%</td>
<td>25%</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Czech Republic</td>
<td>8</td>
<td>38%</td>
<td>13%</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kenya</td>
<td>8</td>
<td>88%</td>
<td>25%</td>
<td>5</td>
<td>2</td>
<td>7</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nepal</td>
<td>8</td>
<td>0%</td>
<td>13%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Malaysia</td>
<td>7</td>
<td>100%</td>
<td>14%</td>
<td>6</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peru</td>
<td>7</td>
<td>57%</td>
<td>14%</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uruguay</td>
<td>7</td>
<td>43%</td>
<td>0%</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vietnam</td>
<td>7</td>
<td>57%</td>
<td>0%</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bulgaria</td>
<td>6</td>
<td>83%</td>
<td>0%</td>
<td>5</td>
<td>0</td>
<td>5</td>
<td>7</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morocco</td>
<td>6</td>
<td>17%</td>
<td>33%</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUNTRY</td>
<td>Grand Total</td>
<td>Female</td>
<td>Student</td>
<td>No</td>
<td>Yes</td>
<td>Total</td>
<td>No</td>
<td>Yes</td>
<td>Total</td>
<td>No</td>
<td>Yes</td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------</td>
<td>--------</td>
<td>---------</td>
<td>----</td>
<td>-----</td>
<td>-------</td>
<td>----</td>
<td>-----</td>
<td>-------</td>
<td>----</td>
<td>-----</td>
<td>-------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slovenia</td>
<td>6</td>
<td>50%</td>
<td>17%</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>6</td>
<td>67%</td>
<td>33%</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Croatia</td>
<td>5</td>
<td>60%</td>
<td>40%</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ghana</td>
<td>5</td>
<td>80%</td>
<td>0%</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cyprus</td>
<td>4</td>
<td>25%</td>
<td>0%</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pakistan</td>
<td>4</td>
<td>0%</td>
<td>0%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senegal</td>
<td>4</td>
<td>0%</td>
<td>25%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tunisia</td>
<td>4</td>
<td>0%</td>
<td>0%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>United Arab Emirates</td>
<td>4</td>
<td>75%</td>
<td>0%</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ivory Coast</td>
<td>3</td>
<td>0%</td>
<td>0%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estonia</td>
<td>3</td>
<td>67%</td>
<td>33%</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fiji</td>
<td>3</td>
<td>33%</td>
<td>33%</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latvia</td>
<td>3</td>
<td>67%</td>
<td>33%</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lebanon</td>
<td>3</td>
<td>67%</td>
<td>0%</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Qatar</td>
<td>3</td>
<td>0%</td>
<td>0%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trinidad-Tobago</td>
<td>3</td>
<td>67%</td>
<td>0%</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zimbabwe</td>
<td>3</td>
<td>33%</td>
<td>0%</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cameroon</td>
<td>2</td>
<td>50%</td>
<td>0%</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ecuador</td>
<td>2</td>
<td>50%</td>
<td>0%</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iraq</td>
<td>2</td>
<td>50%</td>
<td>0%</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monaco</td>
<td>2</td>
<td>50%</td>
<td>0%</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mongolia</td>
<td>2</td>
<td>100%</td>
<td>0%</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Namibia</td>
<td>2</td>
<td>50%</td>
<td>0%</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>Grand Total</th>
<th>Female</th>
<th>Male</th>
<th>Prefer Not to Say</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Student</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Puerto Rico</td>
<td>2</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Serbia</td>
<td>2</td>
<td>50%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Algeria</td>
<td>1</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Belarus</td>
<td>1</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Bolivia</td>
<td>1</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Bosnia and Herzegovina</td>
<td>1</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Brunei</td>
<td>1</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Cambodia</td>
<td>1</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>1</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Cuba</td>
<td>1</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Egypt</td>
<td>1</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Eswatini</td>
<td>1</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Guatemala</td>
<td>1</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Iceland</td>
<td>1</td>
<td>100%</td>
<td>100%</td>
<td>1%</td>
</tr>
<tr>
<td>Kuwait</td>
<td>1</td>
<td>100%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Kyrgyzstan</td>
<td>1</td>
<td>100%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Maldives</td>
<td>1</td>
<td>100%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Moldova</td>
<td>1</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Palestine</td>
<td>1</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Paraguay</td>
<td>1</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Puerto Rico</td>
<td>1</td>
<td>100%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>Slovakia</td>
<td>1</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Tajikistan</td>
<td>1</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Uganda</td>
<td>1</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>COUNTRY</td>
<td>Grand Total</td>
<td>Female</td>
<td>Student</td>
<td>No</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
<td>--------</td>
<td>---------</td>
<td>----</td>
</tr>
<tr>
<td>Uzbekistan</td>
<td>1</td>
<td>0%</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Venezuela</td>
<td>1</td>
<td>0%</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td><strong>4701</strong></td>
<td><strong>56%</strong></td>
<td><strong>24%</strong></td>
<td><strong>1975</strong></td>
</tr>
</tbody>
</table>


The ISA is a member of the International Science Council (https://council.science) and enjoys a status of the Non-Governmental Organization in formal associate relations with UNESCO and special consultative status with the Economic and Social Council of the United Nations (https://www.un.org/development/desa/en/).
Acknowledgment of Country

The place known as Australia comprises the traditional estates of over 250 First Nations language groups (see [here](https://aiatsis.gov.au/explore/map-indigenous-australia) for a map). For nearly 50 years now, Australians have increasingly formally recognised the importance of Country and First Nations peoples’ relationships and protocols for conducting business in Country.

Acknowledging Country shows respect for the Country, and the First Nations’ continuing connections to Country. TASA and the ISA 2023 World Congress, too, wish the cultural protocols to be known to all and observed. The Country we meet on for this World Congress is called Narrm. It is the home of the Kulin Nation Wurundjeri Woi Wurrung people. We acknowledge their sovereignty and pay our respects to their elders and ancestors.

Resurgent Authoritarianism: The Sociology of New Entanglements of Religions, Politics, and Economies

The global rise of authoritarianism, as well as populism, xenophobia, and racism, makes our task as sociologists more crucial than ever. This dilemma is assisted by the gradual symbolic thickening of public culture through combinations of extreme nationalist and religious fervor.

What is the best way to analyze global resurgent authoritarianism? In addition to dealing with the scars of the colonial era, a postcolonial approach should be supplemented with another approach; we need to find ways to diagnose and resist this resurgence. This approach should take into account how authoritarianism affects not only our societies, but also our knowledge production. The self-centered and unspoken have become more important than the told and argued. We are concerned not only with the hard authoritarianism that heralds the brutalization of society and politics, but also the soft authoritarianism that often thrives in the shadow of neoliberalism, as the state moves deftly in the open or in secret to devise modes of governance that shore up its power against popular discontent.

A special interest of our Congress is how to disaggregate the Western, but also sociological, assumption of secularism as inherent in modern society and at the same time analytically dissociate the state from religion. While this separation is still a crucial pathway toward democracy and citizenship, the process needs to be problematized. We particularly look forward to discussing the promising avenues of inquiry within sociology and related disciplines about what have been termed ‘post-secular societies’ and ‘multiple secularities’.

Thus the XX ISA World Congress of Sociology will focus on how sociologists worldwide can (and do) contribute to the understanding of the resurgent authoritarianism and analyze the new entanglements of religions, politics, and economies. It will also focus on how sociologists engage (physically and critically) in the formidable social movements we are witnessing today in different parts of the world and in a resurgent civil society.

The XX ISA World Congress of Sociology in Melbourne, Australia, June 25-July 1, 2023 will be in a hybrid format. While we strongly advise and encourage everyone to come to Melbourne and enjoy in-person participation in the Congress, on-line presentations will also be possible. Oral sessions will be a mix of in-person and virtual presenters, based on the presenters preference. For further details see: https://www.isa-sociology.org/en/conferences/world-congress/melbourne-2023/deadlines-2023

Sari Hanafi, President of the International Sociological Association

Supported by

[Melbourne Convention Bureau](https://www.melbournecb.com.au/)