

**Noticias**

**XIII CONFERENCIA DE SOCIOLOGÍA DE LA EDUCACIÓN**

LA COMUNIDAD EDUCATIVA ANTE LOS RESULTADOS ESCOLARES

Badajoz, 18 y 19 de Septiembre de 2008

Facultad de CC. Económicas y Empresariales

Universidad de Extremadura

*Comité Científico*

Rafael Feito Alonso. Universidad Complutense de Madrid.

Marta García Lastra. Universidad de Cantabria

Francisco Fernández Palomares. Universidad de Granada

Lidia Puigvert Mallart. Universidad de Barcelona

Antonio Guerrero Serón. Universidad Complutense de Madrid.

Fidel Molina Luque. Universidad de Lleida

Leopoldo Cabrera Rodríguez. Universidad de la Laguna.

Joaquín Giró Miranda. Universidad de La Rioja.

Artemio Baigorri Agoiz. Universidad de Extremadura

Ramón Fernández Díaz. Universidad de Extremadura

*Comité Organizador*

Ramón Fernández Díaz

M<sup>a</sup> del Mar Chaves Carrillo

Artemio Baigorri Agoiz

Santiago Cambero Rivero

Miguel Centella Mollano

Georgina Cortés Sierra

Pedro García Corrales

Leonor Gómez Cabranes

Mané López Rey

Beatriz Muñoz González

*Objetivos*

La Conferencia tiene como objetivo facilitar relaciones fluidas y frecuentes entre los docentes e investigadores en el ámbito de la Sociología de la Educación. Esto ha permitido, gracias a la celebración de ediciones anuales a lo largo de las dos últimas décadas, que investigadores de distintos puntos de España realicen investigaciones y publicaciones conjuntas, lo que ha enriquecido sobre manera esta disciplina científica.

Por otro lado, en esta edición, pretendemos ampliar estos lazos científicos a investigadores de Portugal, aprovechando para ello el carácter transfronterizo de la ciudad de Badajoz, relaciones que esperamos puedan mantenerse e incrementarse en el futuro.

*Destinatarios:*

Profesionales, docentes, investigadores y estudiantes en el ámbito de la Sociología de la Educación de España y Portugal. La Conferencia está abierta a otros estudiosos de la educación que tengan interés de contrastar sus estudios con los de otros profesionales.

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*Programa*

Jueves, 18 de septiembre

9.00-9.30: Recepción y entrega de la documentación.

9.30-10.00 Acto inaugural de la Conferencia.

Aula Magna de la Facultad de CC. Económicas y Empresariales

Consejera de Educación de la Junta de Extremadura

Rector de la Universidad o en quien delegue.

Rafael Feito Alonso, Presidente de la ASE

Ramón Fernández, Comité organizador

10.00-12.00 Plenario (I).

“La comunidad educativa ante los resultados escolares. Análisis de datos” (1/2).”

Ponentes: Julio Carabaña Morales, Artemio Baigorri Agoiz; José

Saturnino Martínez, Inkeri Mäensivu.

Modera: Mar Chaves Carrillo

12.00-12.30: Pausa

12.30-14.30 Plenario (II)

Mesa redonda: Los nuevos planes de formación del profesorado de primaria y de secundaria.

Ponentes: Francisco Fernández Palomares, Fidel Molina, Sonsoles San Román, Beatriz Muñoz González

Modera: Marta García Lastra.

## COMIDA

17.00-19.30. Grupos de trabajo en sesiones paralelas

Las temáticas estarán en función de las ponencias que recibamos. Hay que recordar que se invita a sumarse al tema estelar: la comunidad educativa ante los resultados escolares.

## EDUCACIÓN Y TRABAJO (1/1)

Coordina: Miguel Centella Mollano

## CULTURA, MULTICULTURALIDAD Y EDUCACIÓN (1/2)

Coordina: Mar Chaves Carrillo y Eduardo Terrén Lalana

## ESTRUCTURA SOCIAL. DESIGUALDAD EDUCATIVA Y SOCIAL (1/1)

Coordina: Pedro García y Ramón Flecha

## PRESENTACIÓN DE LIBROS.

Coordina: José Taberner Guasch

Noche: visita guiada a la ciudad antigua, recepción ofrecida por el Ayuntamiento de la Ciudad



Viernes, 19 de septiembre.

09.30-11.30 Plenario (III):

Debate: Convergencias y divergencias en las reformas educativas. Los casos de España y Portugal

Ponentes: Mariano Fernández Enguita, Ponente portugués (pendiente de confirmar)

Modera: Pedro Abrantes

11.30-12.00: Pausa

12.00-14.00 Plenario (IV):

“La comunidad educativa ante los resultados escolares. ¿Qué pasa en la secundaria?” (2/2)

Ponentes: Felipe Gómez Valhondo, Ramón Flecha, Rafael Feito, Carmen Hidalgo

Modera: Santiago Cambero Rivero

COMIDA

16.00-18.00. Grupos de trabajo en sesiones paralelas

GÉNERO Y EDUCACIÓN (1/1)

Coordina: Belén Pascual Barrio

CULTURA, MULTICULTURALIDAD Y EDUCACIÓN (2/2)

Coordina: Mar Chaves Carrillo y Eduardo Terrén Lalana

SOCIOLOGÍA DE LA EDUCACIÓN (CONTENIDOS Y DOCENCIA)  
(1/1)

Coordina: Beatriz Muñoz González

18.30-20.00 Asamblea, conclusiones y clausura.

*Plazos*

Resúmenes de Comunicaciones: Hasta el 31 de mayo.

Texto completo de las Comunicaciones: Hasta el 30 de junio.

Mandar resúmenes a: ase2008@unex.es

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## **First ISA Forum of Sociology: Sociological Research and Public Debate**

Research Committee on Sociology of Education RC04

(Barcelona, Spain, 5-8 September 2008)

### **Accountability, standards, testing, and inequality: Critiques, collaboration, and future research**

Accountability has become the hallmark of educational systems in much of the developed and developing world. In some instances standardized achievement testing serves as a central indicator of educational progress and against which school systems, national groups, and future labor market participants are measured.

The standards-based school reform movement that spawned this use of tests is laden with numerous unintended consequences, including potentials for widening, rather than narrowing the gaps among social groups in a society and among societies in a globalizing world. RC04 seeks a dialogue among scholars to address the issues of accountability, standards, the use of achievement testing, and their effects on inequalities.

#### ***Session 1: The use of international data sets for national educational policies***

Session Chair/Organizer: Rami Yogev, Tel Aviv University, Israel. [Yogev@post.tau.ac.il](mailto:Yogev@post.tau.ac.il)

Numerous national ministries have relied on the PISA, OECD, TIMSS data sets to assess where their countries rank in the world and to seek educational reform efforts to improve those rankings. Numerous nations have come to believe that the test results illustrate to prospective employers and investors the extent to which there exists a competitive labor pool in the country. Issues of the use and misuse of test score data should be addressed by participants at the conference. Likewise, there are numerous methodological issues associated with the reliability and validity of the data sets, given differences in the nature of the test versions used in various nations.

#### ***Session 2: High-stakes testing***

Session Chair/Organizer: A. Gary Dworkin, University of Houston, USA. [gdworkin@mail.uh.edu](mailto:gdworkin@mail.uh.edu).

Some nations have adopted and others are considering adopting tests that determine student access to continued education, access to any education (and hence the UNESCO concern over "Education for All"), and the continued employment of school personnel. Many of the tests are externally imposed, which changes accountability of school personnel from "a professional to a bureaucratic" model.

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**Session 3: Accountability, standards, and teachers**

Session Chair/Organizer: Lawrence J. Saha, Australian National University.  
Lawrence.Saha@anu.edu.au.

This session will examine the impact of accountability systems on teacher morale, teacher turnover, and the effectiveness of efforts to recruit teachers. Further, attention will be paid to the extent to which effective teachers can be measured through the use of student test scores.

**Session 4: Accountability for and by whom? Standards for and by whom?**

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

What are the variations in standards-based accountability movements around the world and what are the appropriate groups who should establish standards? To what extent should educators shape policy and to what extent can corporations or national legislative bodies define what students are expected to know?

**Session 5: Education for All**

Session Chair/Organizer: Antonio António Teodoro, Lusophone, University, Portugal.  
a.teodoro@netvisao.pt.

This topic is central to the agenda of the International Institute for Educational Planning of UNESCO and under that theme structural and socio-cultural barriers to access to schooling are to be addressed. Additionally, papers can address nuances in a society's obligation to promote the equality of educational opportunity for all of its citizens.

**Session 6: Post-secondary education, adult education and employment opportunities in a world economy**

Session Chair/Organizer: Jeanne Ballantine, Wright State University, USA.  
Jeanne.Ballantine@wright.edu.

While many nations have mandated educational access through junior high school or high school, it has been known that a high school education provides limited access to good jobs. What is being done in different nations to provide post secondary education and specialized vocational educational opportunities to labor forces and to provide access to retraining to adults whose skills are no longer commensurate with technical demands? Are pools of low-paid labor being created by differentials in educational opportunity within large economic blocs such as the European Union?

**Session 7: Immigration, education, and inequality**

Session Chair/Organizer: Jaap Dronkers, European University Institute, Florence, Italy.  
Jaap.Dronkers@eui.eu

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Migration can have positive and negative consequences for equality of educational opportunity for the children of immigrants, but also for the functioning of the education in the countries of destination. The first focus of this session will be in accounting for differences in the academic performances of immigrants from different countries both within a single society and across different societies, The second focus of this session will be the individual micro and macro factors of origin and destination, societies and cultures, that influence the educational achievement of the various immigrant populations. Papers should propose evidence-based policies that would enhance educational opportunities for all.

***Session 8: Access, quality and sustainability in educational reform: Challenges, possibilities and the way forward***

Session Chair/Organizer: Shaheeda Essack, South Africa. [essack.s@doe.gov.za](mailto:essack.s@doe.gov.za). A unified concept on educational reform cannot be applied equally to all countries across the world – especially within the context of the north/south divide. The distinct socio-political and economic inequalities within and among countries and their onerous relationship with the implementation of educational policies (often well-meaning) is a compelling reason to pause and consider the effectiveness and sustainability of educational reforms in the developing world. In considering the effectiveness of educational reform programs, the following must feature as critical factors:

a. *Access*: Has education become more accessible to those who are most marginalized? What factors determine and ensure increased access to primary, secondary and higher education?

b. *Quality*: In terms of what it means for educators and learners in the context of the relevance of curricular to broader socio-economic and cultural needs; with regard to national and international assessment practices; and with respect to diversity, heterogeneity and socio-cultural inequalities.

c. *Sustainability*: Is reform sustainable and within the realm of national political imperatives? What factors determine sustainability? Is there a likelihood of north/south collaboration? What can it potentially offer those who seek this collaboration as a mechanism for sustained educational growth and development?

***Joint Session 1:***

The Role of University Research in the Future. (Co-sponsored with RC07 and RC23).

Session Co-Chair/Organizer: Tamás Kozma of The University of Debrecen, Hungary ([kozmat@ella.hu](mailto:kozmat@ella.hu)).



**Joint Session 2:**

Leisure Education in a Changing World. (Co-sponsored with RC13).

Session Co-Chair/Organizer: David Konstantinovskiy of the Institute for Sociology of the Russian Academy of Sciences (scan21@mail.ru).

**Proposal Submission Procedure**

Submissions of proposed papers should be by electronic mail and must include:

- (a). The title of the proposed paper and session preference;
- (b). Names [beginning with the first author], affiliations, mailing addresses, e-mail addresses of all authors; and
- (c) An abstract of a maximum length of 250 words.

Deadline for proposals: December 1, 2007 to the program chair, A. Gary Dworkin at gdworkin@mail.uh.edu. Proposals will be distributed to the session organizers. ISA will provide details on pre-registration and submission of final abstracts to Cambridge Sociological Abstracts later.

**Travel Grants**

There are a limited number of small travel grants available to help graduate student participants and presenters from B and C category countries to attend the Forum.