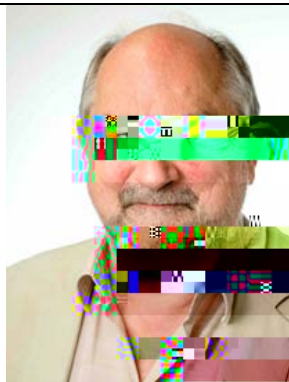

Session 1



joined Exeter in January 2018 after spending three years at the University of Bristol as Head of the Graduate School of Education. Justin was elected President of the European Science Education Research Association from 2007-2011 and he co-edits the *International Journal of Science Education*. He is a trustee of the Council for Learning Outside the Classroom and was Chair of the London Wildlife Trust for many years. Justin has co-edited a number of books including the *International Handbook of Research on Environmental Education*. He was given 'The Outstanding Contributions to Research in Environmental Education Award' by the North American Association for Environmental Education in 2013. Justin was appointed Editor-in-Chief of prestigious science education journal---*Studies in Science Education* in January 2018.

Session 3

Date 28th June, 15:20-16:20 (10:20-11:20 @ Athens)

Topic Plant blindness and children's recognition of plants as living things

Lecturer Alexandros Amprazis (University of Western Macedonia, Greece)
Researcher in Biological Education
Department of Early Childhood Education, University of Western Macedonia

Dr. Alexandros Amprazis is a researcher at the Department of Early Childhood Education, University of Western Macedonia in Florina, Greece. His research interests focus on plant biology education, on the plant blindness phenomenon and on theory and practice of Environmental Education/Education for Sustainability. He has published papers regarding plant blindness in international journals, as well as in proceedings of Greek

and international conferences.

Session 4

Date	28th June, 16:30-17:30 (9:30-10:30 @ London)
Topic	Understanding contemporary Forest School practice in England and its potential to support gender equity and social justice in environmental education (TBC)
Lecturer	<p>Shirin Hine (King's College London, UK)</p> <p>PhD Candidate in Education Research</p> <p>School of Education, Communication and Society, King's College London</p> <p>Having previously worked in journalism, communications and library administration, Shirin joined King's in 2017 for a part-time MA in Child Studies, which she completed in 2019. Shirin's MA dissertation, which explored children's constructions of gender in forest school, combined her interests in children's rights and gender equality with experience gained as a forest school volunteer with primary-aged children. In 2019, Shirin was awarded the Rosalind Driver Research Scholarship and is now pursuing a MPhil/PhD in Science Education on a part-time basis. Shirin's research aims to explore contemporary forest school practice in England to understand its potential contribution toward more socially just, gender-equitable forms of environmental education and how such practices might be better integrated into mainstream state education.</p>
Session 5	
Date	29th June, 8:30-10:00 (28th June, 20:30-22:00 @ New York)
Topic	Engaging educators and underserved BIPOC students and families through research and design (TBC)
Lecturer	<p>Nada Ahmed (Eskolta School Research and Design, USA)</p> <p>Executive Director</p> <p>Eskolta School Research and Design, New York</p>

Dr. Nada Ahmed is the Executive Director of Eskolta School Research and Design, which works with educators to create a more equitable society by fostering a culture of compassion, respect, and high expectations in public schools, so students who were once left behind can thrive. Nada holds a PhD from King's College London and her thesis focuses on teacher collaboration through sharing practices. Nada's education career began as an educator with Teach for America. Since then, her work has involved deep partnerships with schools, community organizations, innovative nonprofits, and higher education institutions. She's worked at the national level and with a strong focus on regional partnerships in New York City, Washington DC, Denver and Boston. In her most recent position, she served as Co-Director of the NYU Steinhardt Teacher Residency, Director of Field Studies, and Clinical Assistant Professor of Master of Arts in Teaching and Learning. She aims to integrate diverse voices into the education process and enhance learning for all by supporting schools and empowering them with research-based practices.

Session 6

Date	1st July, 10:00-11:30 (30th June, 20:00-21:30 @ Edmonton)
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Topic	Nature-based wellbeing interventions: Simple, yet powerful
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Lecturer	Holli-Anne Passmore (Concordia University of Edmonton, Canada) Assistant Professor in Positive Psychology Department of Psychology, Concordia University of Edmonton
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Dr. Holli-Anne Passmore is the assistant professor at the Department of Psychology, Concordia University of Edmonton, Canada. Her research focuses broadly on well-being with two main streams—nature and meaning in life. With regard to nature, a primary focus of her work is the development and validation of practical interventions to enhance well-being and an emotional and psychological sense of connection with nature through noticing and engaging with everyday nature close to home. She is also interested in the emerging issue



of eco-anxiety. With regard to meaning in life, she examines forecasting meaning and pathways that lead to greater meaning in life, particularly among university students.

Session 7

Date 1st July, 16:00-17:30 (9:00-10:30 @ London)

Topic Me, my child and Covid-19: parents' reflections on their child's experiences of lockdown in the UK and China

Lecturer



Kate Hoskins (Brunel University London, UK)

Reader in Education

Department of Education, Brunel University London

Dr. Kate Hoskins is a Reader in Education with a focus on policy at the Department of Education, Brunel University London. Kate received her doctoral degree from King's College London. Her research interests rest on the intersections between education and social policy, identity and inequalities in relation to early years, further and higher education. Her recent funded project with Professor Alice Bradbury examined the role of nursery schools in reducing the impact of socio-economic disadvantage in the early years sector. She has published on inequalities in ECEC, with a focus on the role of policy in exacerbating these.

Session 8

Date	4th July, 14:00-15:00 (09:00-10:00 @ Nicosia)	
Topic	Translanguaging, social justice and ‘conflicted heritage’: Challenges and possibilities	
Lecturer		<p>Constadina Charalambous (European University Cyprus, Cyprus)</p> <p>Assistant Professor in Language Education and Literacy</p> <p>Department of Education, European University Cyprus</p> <p>Dr. Constadina Charalambous is an assistant professor at the Department of Education, European University Cyprus in Nicosia. She earned her doctoral degree from King’s College London. Her main research interests revolve around language education, literacy and multilingualism, in relation to larger cultural and socio-political ideologies and especially in relation to peace, conflict and processes of (in)security. She has received funding from British Academy, Fulbright, European Union & Cyprus Research Promotion Foundation and her work is published in international journals. She is the co-author of the book entitled <i>Peace Education in a Conflict-Affected Society: An Ethnographic Journey</i> published by Cambridge University Press.</p>
Session 9		
Date	4th July, 16:00-17:00 (09:00-10:00 @ London)	
Topic	Re-thinking international students' voice in south-south cooperation in higher education (TBC)	
Lecturer	<p>Tingting Yuan (University of Nottingham, UK)</p> <p>Assistant Professor in International Education</p> <p>School of Education, University of Nottingham</p> <p>Dr. Tingting Yuan is an assistant professor at School of Education, University of Nottingham. Her broader research interests include globalisation, public goods and education, international aid of education, China-Africa educational cooperation, British doctoral training</p>	



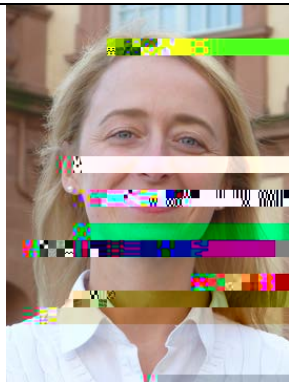
policy and other educational issues particularly in higher education within the complexities of global political economy. I have presented papers on ‘donor logic’ and the political economy of Chinese educational aid at a number of international conferences in Europe, the USA and Asia, such as the World Congress of Comparative Education held by the World Council of Comparative Education Societies (WCCES), the annual conference by the American Comparative and International Education Society (CIES) and the UK Forum for International Education and Training (UKFIET) on Education and Development.

Session 10

Date 8th July, 15:00-16:00 (9:00-10:00 @ Mannheim)

Topic Bilingualism, emotion, and the foreign language effect on children

Lecturer



Agnieszka Ewa Krautz (University of Mannheim, Germany)

Assistant Professor in Psycholinguistics

University of Mannheim

Dr. Agnieszka Ewa Krautz is an assistant professor at the Department of English Linguistics, University of Mannheim, Mannheim, Germany. She received her MA degree in Ethnolinguistics from A. Mickiewicz University in Poland and an MPhil degree in Psychology and Education from the University of Cambridge, England. She completed her doctoral studies with a PhD in Psycholinguistics at King’s College, London in 2013 and finished her post-doctoral qualification in English Linguistics at the University of Mannheim. Since 2014, she has worked as an Academic Staff Member at the University of Mannheim, following a part-time appointment at the Heidelberg University. Her research interest include: bilingual and multilingual language processing and representation, second language acquisition, the impact of language

on cognition, aspects of human psychology that interact with linguistic processing including emotionality, decision making, and perception of self. Her current projects relate to investigation of the multilingual emotionality, lexical creativity, and establishing an open-source picture naming database.

Session 11

Date	8th July, 16:15-17:15 (9:15-10:15 @ London)
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Topic	Has COVID impacted student's engagement with science? An international comparison between UK and China
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Lecturer	Catherine Ye Cao (King's College London, UK) PhD Candidate in Education Research School of Education, Communication and Society, King's College London
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Ye Cao is a PhD candidate in Education Research and belongs to the CRESTEM group at the school. Her research interests are in engagement issues in science education and international comparative education. Her perspective research focuses on applying the lens of science capital to understand student engagement in China. Currently, she is also working as a Research Assistant on the research project Sustaining teacher quality and retention post-pandemic. Before joining King's College London, she obtained a Master of Engineering degree from Boston University in Material Science and Engineering. Ye also worked in the Chinese education industry for two years.

Session 12

Date	11th July, 16:00-17:00 (9:00-10:00 @ London)
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Topic	Mathematical development in children with neurodevelopmental disorders
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Lecturer	Jo van Herwegen (UCL, UK) Associate Professor in Developmental Psychology Institute of Education, University College London
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Dr. Jo van Herwegen is an associate professor at Institute of Education, UCL. She earned her PhD from King's College London. Jo's research focuses on improving educational outcomes and wellbeing for typically developing children and those with Special Educational Needs using evidence from cognitive and developmental psychology as well as neuroscience. Her ultimate goal is to obtain a better understanding of the complexity of development, especially the impact of environmental factors such as educational practice, education policies, and home environment, on number and language development through the study of cross-syndrome comparisons (for example Autism, Down syndrome, Mathematical learning difficulties, Williams syndrome) and individual differences. She uses a range of methodologies, including eye-tracking studies, developmental trajectories and longitudinal studies as well as interventions programmes in order to obtain a better understanding of the complexity of development. Her research has been funded by various funding bodies, including the Nuffield Foundation, Baily Thomas Charitable Fund, British Academy, Jerome Lejeune Foundation and Williams Syndrome Foundation.
