Thursday 20 August 2020

9:15 Welcome by Daniel Faas (Trinity College Dublin)
9:30 Opening by Patrick Prendergast (Provost & President, Trinity College Dublin)

9:45 Keynote by Louise Archer (University College London)
10:30 Virtual Coffee Break

10:45 Paper Session 1: Gender and Teacher Education

Gendered status dynamics in an ethnically diverse Hungarian primary school sample
Ákos Bocskor (Corvinus University of Budapest)

Is there a place for teachers’ homosexuality in our inclusive education system? The case of Greece
Antigoni-Alba Papakonstantinou (National and Kapodistrian University of Athens)

Gender-related discrimination, sexism and homophobia in upper-secondary schools: the influence of
gender, sexual orientation and field of study
Dinah Gross, Jérôme Blondé & Lavinia Gianettoni (University of Lausanne)

Think of the teacher: Examining the experiences of blended learning educators
Rónán Lynch & Bernadette Brereton (Dundalk Institute of Technology)

Enlarge SEAS: Teacher training in Europe with impact
Adriana Aubert & Mimar Ramis (Universitat de Barcelona)

Preparing future teachers for inclusive education: Online pedagogical practicum of primary school
students during school lockdown due to Covid-19
Ledia Kashahu (University Aleksander Moisiu Albania)
12:00 Lunch Break

13:00 Paper Session 2: Migration, Education and Belonging

The emergence and development of migration-related inequalities in Irish schools
Stefanie Sprong & Jan Skopek (Trinity College Dublin)

South-South migration: An insight into the admissions and placement of West African migrants in Ghanaian schools
Daniel Kyeoko (University of Bayreuth)

Being a student in a preparatory class
Christine Steiner (German Youth Institute Munich)

Understanding learning through acculturation, recognition and school belonging: Life histories of Syrian refugee students in the UK
Jumana Al-Waeli (University College London Institute of Education)

Migr- Education: Developing the human capital of adult and minor refugees
Elena Girasella & Mary Toffle (University of Messina), Fausta Scardigno (University of Bari)

Friday 21 August 2020

9:45 Keynote by João Sebastião (University Institute of Lisbon)
10:30 Virtual Coffee Break

10:45 Paper Session 3: Inclusive Practices in Higher Education

Access to and experiences of higher education across Europe: the impact of social characteristics
Rachel Brooks (University of Surrey), Jessie Abrahams (University of Bristol), Predrag Lazetic (University of Bath), Achala Gupta & Sazana Jayadeva (University College London)

The effects of affirmative action in higher education admissions policy in the Republic of Ireland
Delma Byrne, Aedin Doris & Doris Sweetman (Maynooth University)

Regional differences in academic well-being among international students in Irish higher education
Mairead Finn, Georgina Mihut & Merike Darmody (Economic and Social Research Institute)

Educating for Global Justice
Ebun Joseph (Trinity College Dublin), Alice Feldman & David Nyaluke (University College Dublin), Barbara O’Toole (Marino Institute of Education)

High school never ends: Normative and comparative peer effects of students’ expectation culture on higher education outcomes
Laura Vanden Broeck, Isis Vandelannote, Jannick Demanet & Mieke van Houtte (Ghent University)
12:00 Lunch Break

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>13:00</td>
<td><strong>Paper Session 4: Emerging Issues in Education</strong></td>
</tr>
<tr>
<td></td>
<td>When and why do students become disaffected?</td>
</tr>
<tr>
<td></td>
<td><em>Ryan O’Giobuin &amp; Richard Layte (Trinity College Dublin)</em></td>
</tr>
<tr>
<td></td>
<td>School composition, teacher efficacy and teachability complexity: The mediating role of schools’ faculty trust</td>
</tr>
<tr>
<td></td>
<td><em>Lennart Van Eycken &amp; Mieke Van Houtte (Ghent University)</em></td>
</tr>
<tr>
<td></td>
<td>Peek over the fence - dealing with barriers in Computational Social Sciences education</td>
</tr>
<tr>
<td></td>
<td><em>Agata Komendant-Brodowska, Anna Baczko-Dombi &amp; Katarzyna Abramczuk (University of Warsaw)</em></td>
</tr>
<tr>
<td></td>
<td>Being pushed out of the teaching career? Former teachers’ reasons to leave the profession</td>
</tr>
<tr>
<td></td>
<td><em>Ama Amitai &amp; Mieke Van Houtte (Ghent University)</em></td>
</tr>
<tr>
<td></td>
<td>Tracking and political engagement: an investigation of the mechanisms driving the effect of educational tacking on voting intentions among French students in upper secondary</td>
</tr>
<tr>
<td></td>
<td><em>Jan Germen Janmaat (University College London Institute of Education)</em></td>
</tr>
<tr>
<td></td>
<td>Social integration and educational mobility – Evidence from Hungary</td>
</tr>
<tr>
<td></td>
<td><em>Ágnes Győri &amp; Karolina Balogh (Hungarian Academy of Sciences Centre of Excellence)</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Conclusion Bernadette Brereton (Dundalk Institute of Technology)</th>
</tr>
</thead>
</table>

Local Organising Committee

- Daniel Faas (Coordinator), Trinity Department of Sociology, daniel.faas@tcd.ie
- Bernadette Brereton (Coordinator), Dundalk Institute of Technology, bernadette.brereton@dkit.ie

Scientific Committee

- Bernadette Brereton, Dundalk Institute of Technology, Ireland – Co-ordinator RN10
- Adriana Aubert, University of Barcelona, Spain – Vice Co-ordinator RN10
- Roxana Baltaru, University of Essex, UK
- Jannick Demanet, Ghent University, Belgium
- Ece Cihan Ertem, Bogazici University, Istanbul, Turkey
- Daniel Faas, Trinity College Dublin, Ireland
- Alison Fixsen, University of Westminster, London, UK
- Dinah Gross, University of Lausanne, Switzerland
- Germ Janmaat, UCL Institute of Education, London, UK
- Ledia Kashahu-Xhellilaj, Aleksandër Moisiu University of Durrës, Albania
- Antigone-Alba Papakonstantinou, University of Athens, Greece
- Emanuela Emilia Rinaldi, University of Milan Bicocca, Italy
- Elisabeth Schilling, Fachhochschule für öffentliche Verwaltung, Germany
- Aina Tarabini, Autonomous University of Barcelona, Spain