



# Newsletter

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## From the Editor

Warm greetings to Members and the Board of RC-04

We have come to the end of another year of challenges. For the most part, we have “survived” and we continue to remain hopeful. Lessons have been learnt, some of which were unprecedented and all of which have a great impact on the lens with which we have now become to view the Sociology of Education, as articulated by the President, in his address.

Primarily, our focus is on the XX ISA World Congress of Sociology to be held in Melbourne, Australia, from 24 July 2022 to 31 July 2022. More information is available on the ISA website at the link <https://www.isa-sociology.org/en/conferences/world-congress/melbourne-2023/deadlines-2023>.

Preparations are well underway. As a first step, we need to focus on the initial deadlines which have been brought forward and is further elaborated on Page 4.

Currently, we do not have Mid-Term conferences scheduled for 2021. Further detail will be disseminated when available.

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

We wish to welcome new members to the RC-04 and look forward to your participation. Likewise, the RC-04 commits to respond to your needs as well.

On pages 5 to 9, 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 on-going or planned research as a way of exchanging ideas and fostering collaboration for inclusion in the RC-04 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 10.

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. Please stay safe and take care. Enjoy the well-deserved break

Shaheeda Essack  
Secretary, RC04  
13 December 2021

## From the President

Dear Colleagues,

On behalf of the RC04 board I wish all of you a very happy holiday season and a wonderful 2022.

The COVID 19 pandemic unfortunately continues to disrupt many aspects of peoples' lives globally. This has affected two events that are connected with RC04 activities. One that was held a few months ago and another which is forthcoming.

On October 1<sup>st</sup> and 2<sup>nd</sup> 2021 the Taiwan Association for the Sociology of Education (TASA) hosted the "27th Taiwan Forum on Sociology of Education" in a hybrid mode. The TASE Forum served as an RC04 Mid-Term conference. The main theme of the conference was "Conscientization and Praxis in the Functions of Education". The event took place at the National Taiwan Normal University and, due to Covid-19 restrictions, online as well.

The XX ISA World Congress of Sociology in Melbourne, Australia has been postponed to **June 25-July 1, 2023** and will also be held in a hybrid format. The theme is Resurgent Authoritarianism: Sociology of New Entanglements of Religions, Politics, and Economies. **The deadline for submitting session proposals has been set for May 2022.** Consequently, it will be an intensive period for all of us as deadlines need to be met and preparations made for this exciting event.

Coming now to an impact of the crisis which is sociologically intriguing for sociologists of education and higher education. The emergency response teaching introduced due to Covid-19 restrictions had unexpected effects in the lives of all involved in academia. As both instructors and students find themselves operating in regimes of social distancing, their virtual interactions become a newfound focus for research. Many scholars characterize this process as a procedure that contributes to the desocialization of social relations. It is apparent that in such an environment the boundaries between personal, social, professional and educational spaces become very loose creating concepts such as: constant availability, expectations for continuous attentiveness to messages, requests and obligations that frequently require (or raise expectations) for immediate responses. As these new features in the lives of all involved in education will continue to be part of our everyday life even when the Covid pandemic has long gone, new research especially from younger colleagues are expected to shed light in these new structures and functions of education.

Best regards,

Marios Vryonides,  
RC04 President  
[m.vryonides@euc.ac.cy](mailto:m.vryonides@euc.ac.cy)  
10 December 2021

## Feedback on Mid-Term Conferences Held in 2021

On 1 October 2021 to 2 October 2021, TASA hosted the “27th Taiwan Forum on Sociology of Education” in a hybrid mode. Further detail can be found in the President’s address

On 27 June 2021, RC-04 in association with the Higher Education and Sciences Research Group of the South African Sociological Association (SASA) held a virtual, on-line session hosted by the University of Free State. Conference Theme: Sociology Without Borders.

## ISSUES TO BE NOTED FOR THE XX ISA WORLD CONGRESS OF SOCIOLOGY

### XX ISA World Congress of Sociology [Shifted to 2023]

**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**

The deadlines for the 2023 World Congress program completion can be found at the link <https://www.isa-sociology.org/en/conferences/world-congress/melbourne-2023/deadlines-2023>.

With respect to the deadlines, the following is brought to your attention:

- ✓ 7 March 2022: Announcing the Program Coordinator/s to the ISA Secretariat.
- ✓ 10 May 2022: Submission of Session Proposals to the ISA Secretariat
- ✓ 31 May 2022: Announcing the Program Committee decision on accepted proposals
- ✓ **2 May 2022 to 31 May 2022: Call for Sessions**
  - **RC/WG/TG session proposer must submit session’s description on-line via Confex platform.**
  - **Invited Session organizer (RC/WG/TG, Presidential, Plenary, LOC sessions, etc.) must submit session’s description on-line via Confex platform.**
- ✓ 1 June 2022 to 26 June 2022: Final list of Sessions. Program Coordinator must finalize a list of sessions.
- ✓ 1 July 2022 to 30 September 2022: Abstracts submission. Participants and organizers of invited sessions must submit abstracts on-line via Confex platform.
- ✓ 7 October 2022 to 7 November 2022: Abstracts selection. Session Organizer must complete selection of abstracts and provide a final presentation designation (oral, distributed, poster, round table).
- ✓ 8 November 2022 to 25 November 2022: Abstracts re-location.

**No more sessions can be added after that deadline.**

For participants who wish apply for registration grants and travel grants, please note that it makes a difference if you are in good standing with both the RC-04 and the ISA. You are encouraged to adhere to the deadlines and communicate directly with me if there is a query further. ISA and Confex will communicate directly with you before and after the registration deadline.

## Update on Mid-Term Conferences for 2022

Currently, there are no definite Mid-Term conferences scheduled for 2022. Information will be disseminated when there are further developments. It is most likely that both TASA and the Higher Education and Sciences Research Group of SASA will collaborate on the Mid-Term conference.

## Global Exchange

This is the ninth 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 Adrienne Atterbury

- ✚ Atterberry, Adrienne L. 2021. "Parental aspirations, schools, and the limits of flexible citizenship: Examining elite return migrants' schooling decisions," *Current Sociology*. <https://doi.org/10.1177/00113921211048524>
- ✚ Atterberry, Adrienne L. 2021. "Optimizing the benefits from schooling: School-switching behavior among return migrants in India." Pp. 115-136 in *Education and Migration in an Asian Context.*, edited by Francis Peddie and Jing Liu. Springer Singapore. [https://link.springer.com/chapter/10.1007/978-981-33-6288-8\\_6](https://link.springer.com/chapter/10.1007/978-981-33-6288-8_6)

### ❖ Received from Benji Chang

- ✚ Martin, G., & Chang, B. (2021). Scaling intersectional praxis. In A. Maisuria (Ed.), *The encyclopaedia of Marxism & education* (pp. 359-372). Brill.
- ✚ Chang, B., Baimaganbetova, S., Yang, M., Cheung, I. Pun, C., & Yip, B. (2021). The Project for Critical Research, Pedagogy & Praxis: An educational pipeline model for social justice teacher education. In B. Faircloth, L. Gonzalez, & K. Ramos (Eds.), *Resisting barriers to belonging: Conceptual critique, critical applications* (pp. 225-249). Rowman & Littlefield.

❖ Received from Carol Reid

- ✚ Reid, C. (2022). Race and ethnicity within cosmopolitan theories of spatiality and temporality. In S. R. Schecter & C. E. James (Eds.), *Critical Approaches Toward a Cosmopolitan Education* (pp. 22-39). Routledge. U.S.

❖ Received from Casey D Cobb

- ✚ Cobb, C. D., & Glass, G. V (Sept 2021). [Public and private education in America: Examining the facts](#). ABC-CLIO.
- ✚ Casey Cobb (University of Connecticut) published a new book, *Public and Private Education in America: Examining the Facts* (ABC-CLIO, 2021). In the book, Cobb and his co-author Gene Glass answer a broad selection of contentious questions facing education in the United States today. The book addresses such topics as virtual schools, standardized testing, school choice, bilingual education, neoliberal education reform, and school safety. Each Q&A entry throughout the book is accompanied by a detailed explanation, citing research studies, combing through conflicting data, and dispelling myths.

❖ Received from Daniel Gabaldón-Estevan

- ✚ [Public and private education in America: Examining the facts](#) Gabaldón-Estevan, D. (2021). A deshora en la escuela. *Revista de Sociología de la Educación-RASE*, 14(3), 256-271. <http://dx.doi.org/10.7203/RASE.14.3.21626>

Direct link: <https://ojs.uv.es/index.php/RASE/article/view/21626/19238>

**Abstract:** The growing body of evidence in the chronobiology and chronomedicine literatures questions whether the organization of school learning times takes account of biological time and, in particular, in relation to time for rest and eating, and the academic activity- alertness-fatigue cycles. In the fields of both health studies and education concern is growing concern over the consequences for health and academic performance of permanent mismatch between the social clock and students' internal clocks. In this article, we conduct a comparative study of European school schedules in relation to local solar time in each state from a sociological perspective. This is the first study to adopt this lens and it reveals some interesting data related to school day start times and lunch break times in Europe. It recommends reforms to education hours in order to achieve education systems that respect the health and well-being of students and, thus, allow greater and more efficient use of educational resources

❖ Received from Kaspar Burger

- ✚ Burger, K. (2021). Human agency in educational trajectories: Evidence from a stratified system. *European Sociological Review*, *jcab021*. <https://doi.org/10.1093/esr/jcab021>
- ✚ Burger, K., & Mortimer, J. T. (2021). Socioeconomic origin, future expectations, and educational achievement: A longitudinal three-generation study of the persistence of

family advantage. *Developmental Psychology*, 57(9), 1540–1558.  
<https://doi.org/10.1037/dev0001238>

- ✚ Schoon, I., Burger, K., & Cook, R. (2021). Making it against the odds: How individual and parental co-agency predict educational mobility. *Journal of Adolescence*, 89, 74–83. <https://doi.org/10.1016/j.adolescence.2021.04.004>

❖ **Received from Manuela Mendoza**

- ✚ Carrasco, Alejandro, Mendoza, Manuela, & Flores, Carolina. (2021). Self-segregation strategies through school choice in Chile: A middle-class domain? *Journal of Sociology*, 14407833211036505.

❖ **Received from Michael Hoelscher**

- ✚ Geoff Hayward, Eugenia Katartzi, Hubert Ertl and Michael Hoelscher, (2021): Degrees of Success: The Transitions from Vocational to Higher Education. (Series: Great Debates in Higher Education). Bingley: Emerald Publishing Limited. [and there is an open access-publication (actually, the whole book) that might be of interest as well]

- ✚ Hoelscher, Michael, (2021): A question of integrity': Academic values torn between organizational affiliation, national competitiveness and the global academic community. In: H. van't Land, A. Corcoran & D. Iancu (Hg.): The Promise of Higher Education. Essays in Honour of 70 Years of IAU. Palgrave, McMillan/Springer Nature (OPEN ACCESS). ([https://link.springer.com/content/pdf/10.1007%2F978-3-030-67245-4\\_22.pdf](https://link.springer.com/content/pdf/10.1007%2F978-3-030-67245-4_22.pdf)).

❖ **Received from Quentin Maire**

- ✚ The title of the book is *Credential Market: Mass Schooling, Academic Power and the International Baccalaureate Diploma* and the book can be found here: <https://link.springer.com/book/10.1007/978-3-030-80169-4>

❖ **Received from Roberta Ricucci**

- ✚ Ricucci, R. (2021) Ethnicity, Identity and Faith in the Current Migratory Crisis: Continuity and Change in Migrant's Religiousness in Southern Europe. Springer.

❖ **Received from Sue Nichols**

- ✚ Nichols, S. & Stahl, G. (2021) The performance of masculine identities in a mediated world: Young men's commentary on male celebrities. *NORMA International Journal of Masculinity Studies*. <http://dx.doi.org/10.1080/18902138.2021.1997489>. published online 8<sup>th</sup> November



❖ Received from Terry Wotherspoon and Emily Milne

- ✚ Wotherspoon, Terry and Emily Milne. “Errors were made:” Public Attitudes Regarding Reconciliation and Education in Canada. *Canadian Review of Sociology* 58(3), 306-326. <http://dx.doi.org/10.1111/cars.12351>
- ✚ Wotherspoon, Terry and Emily Milne. 2020. Educational Reform and Reconciliation: Contested Public Discourses, *Canadian Public Policy* 46(4), 445-457. doi:10.3138/cpp.2020-032.
- ✚ Wotherspoon, Terry and Emily Milne. 2020. What Do Indigenous Education Policy Frameworks Reveal about Commitments to Reconciliation in Canadian School Systems? *The International Indigenous Policy Journal* 11(1). doi: <https://doi.org/10.18584/iipj.2020.11.1.10215>
- ✚ Milne, Emily and Terry Wotherspoon. 2020. “Alignment-Plus”: Alignment with Schooling Requirements and Cultural-Bridging among Indigenous Middle-Class Parents. *British Journal of Sociology of Education* 41(1), 127-143.
- ✚ Milne, Emily and Terry Wotherspoon. 2020. Schools as “Really Dangerous Places” for Indigenous Children and Youth: Schools, Child Welfare and Contemporary Challenges to Reconciliation. *Canadian Review of Sociology* 57(1) (February), 34- 52.
- ✚ Milne, Emily and Terry Wotherspoon. 2020. Seeking to Improve Student Success by Building Connections Between Indigenous Parents and Schools: A Case Study in Alberta, Canada. In Carol A. Mullen (ed.), *Handbook of Social Justice Interventions in Education*. Springer International Handbooks of Education. Cham, Switzerland: Springer.
- ✚ Terry Wotherspoon. 2020. Access to Secondary Education in Canada. In Rachel Heydon, Maria Teresa Tatto, and Ian Menter (eds.), *Bloomsbury Education and Childhood Studies*. London: Bloomsbury Publishing. DOI: 10.5040/9781350996274.0028.

❖ Received from Tien-Hui Chang

- ✚ Chiang, T.H., Zhang, P., Dong, Y., Thurston, A., Cui, L. and Liu, J.R. (2021). How is regulative discourse recontextualized into instructional discourse in Basil Bernstein’s code theory? A study of the interplay between recognition and realization rules based on primary school teachers’ perceptions. *International Journal of Educational Research*, 108(101765), 1-13. (SSCI). <https://doi.org/10.1016/j.ijer.2021.101765>
- ✚ Chiang, Tien-Hui (2021). What Freirean critical pedagogy says and overlooks from a Durkheimian perspective. *Social Inclusion*, 9(4), 1-11. (SSCI). <https://doi.org/10.17645/si.v9i4.4157>

OTHER INFORMATION

❖ Received from Julie Matthews

- ✚ I am seeking submissions to an edited collection on refugee education to be published early to mid-2023. The focus of the collection is innovations and new directions in education undertaken in schools, universities, communities, camps and other



agencies. The text will mainly contain case studies from high receiving nations such as: Lebanon, Jordan, Nauru, Turkey, Liberia, Uganda, Malta, Sudan, Sweden, South Sudan, however innovative practices in the global North (America, Australia and Europe) and the global South may be included if relevant. If you are interested in submitting a chapter please contact me at : [julie.matthews@adelaide.edu.au](mailto:julie.matthews@adelaide.edu.au).

✚ <https://researchers.adelaide.edu.au/profile/julie.matthews>

❖ **Received from Madalitso Khulupirika Banja**

✚ The University of Zambia is compiling a list of experts in Sociology of Education to function as External Examiners at PhD level. There is a request from Madalitso Khulupirika Banja for assistance for a list of Professors/Senior Lecturers in Sociology of Education from any university (South Africa, Outside South Africa and even outside Africa). Interested persons are advised to communicate directly with Madalitso Khulupirika Banja at [chilusbanja@yahoo.com](mailto:chilusbanja@yahoo.com). Refer to attachment 1.

❖ **Received from Rita Kanarek**

✚ The Department of Sociology at York University, Toronto is conducting a search for an assistant professor in Sociology of Engaged Research with Black Communities. We seek to strengthen our current teaching and research strengths through a scholar whose research is engaged with Black communities. We are interested in scholars whose fields of research are tied to one or more of the following areas: *sociologies of health; environment and crisis; youth and education*. (Complete listing at the link <http://webapps.yorku.ca/academichiringviewer/viewposition.jsp?positionnumber=227>).

## Future Events

### Future events to be noted and diarised

1. XX ISA World Congress of Sociology to June 25-July 1, 2023.
2. Mid-Term events to be announced when further 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 2018-2022

President: **Marios Vryonides**, European University Cyprus, Cyprus, [m.vryonides@euc.ac.cy](mailto:m.vryonides@euc.ac.cy)

Secretary: **Shaheeda Essack**, Dept. of Higher Education and Training, South Africa, [Essack.S@dhet.gov.za](mailto:Essack.S@dhet.gov.za)

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Past-President **A. Gary DWORKIN**, University of Houston, USA, [gdworkin@central.uh.edu](mailto: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](mailto: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>