Biographies of participants

Maurizio Ambrosini:

Maurizio Ambrosini is professor of Sociology of Migration, Faculty of Political Sciences, University of Milan. He is Scientific Director of the Centre for Migration Studies Medi of Genoa and director of the Genoa’s Sociology of Migrations Summer School, sponsored by the Italian Sociological Association. He is also director of the new review “Mondi migranti”, the first Italian Review of Sociology of Migration. He is the coordinator of the Laboratory LiMeS (Laboratorio Immigrazione, Multiculturalismo e Società) in the Department of Social and Political Studies of the University of Milan, consultant to the Italian Parliament (Schengen Commission) and member of the Commission for the integration of migrants of the Italian Ministry of Social Solidarity. He has published several books and articles in Italy and abroad relating to migration studies, among these: “Séparées et réunies: familles migrantes et liens transnationaux”; Un’altra globalizzazione. La sfida delle migrazioni transnazionali.

Marilyn Cochran-Smith:

Marilyn Cochran-Smith is Professor of Education and holds the Cawthorne Chair in Teacher Education at the Lynch School of Education at Boston College, USA, where she directs the Doctoral Program in Curriculum and Instruction. She is an elected member of the National Academy of Education and a former President of the American Educational Research Association. She was the inaugural holder of the C.J. Koh Endowed Chair at the National Institute of Education in Singapore. Cochran-Smith was Co-Chair of AERA’s Panel on Research and Teacher Education and co-editor of Studying Teacher Education. She is a member of the National Research Council’s committee on teacher preparation in the U.S. Cochran-Smith has written 8 books and more than 150 scholarly articles on teacher quality, teacher preparation, practitioner research, and social justice.

Maddalena Colombo:

Maddalena Colombo is Associate Professor of Sociology of cultural processes at the Faculty of Education at the Università Cattolica del Sacro Cuore. Her main areas of interest are educational, training and socialization processes, educational systems, the impact of migration in schools and social changes in teachers’ roles. She is member of La.R.I.S (Laboratory of researches and social intervention) and collaborates with Fondazione ISMU in Milan on research on educational paths of young migrants in Lombardia. Recent publications include: Reflexivity and Creativity in educational professions. An international overview (ed., Milano 2005), E come educazione (Napoli, 2006). Sociologia delle politiche e dei processi formativi (eds, with G.Giovannini e P. Landri) (Milano, 2006), Constricativism and reflexivity: education at the teaching practice (eds, with A. Varani) (Bergamo 2008); Cittadini nel welfare locale. Una ricerca su famiglie, giovani e servizi per i minori (ed, Milano, 2008); E-learning and social changes. From competing to comprehending (ed., Napoli, 2008).
Bruce Garnett:

Dr. Bruce Garnett has been an ESL teacher of both adult and teen-age immigrant students since 1990, and has taught pre-service teachers at the University of British Columbia. Currently he is employed in the Surrey School District in British Columbia, Canada. He has an MA from UBC in Language Education; his thesis focused on the academic and social integration of ESL students. His PhD dissertation was a quantitative examination of the educational trajectories of BC’s grade eight cohort (n=7,527) of immigrant ESL students. These empirical results - rare in Canada - have been generating growing interest throughout the country’s educational community, as has similar work which he has since conducted on behalf of Citizenship and Immigration Canada, and the Canadian Council on Learning.

Geneva Gay:

Dr Geneva Gay is Professor of Education at the University of Washington-Seattle where she teaches multicultural education and general curriculum theory. Dr. Gay is known for her scholarship in multicultural education, particularly as it relates to curriculum design, staff development, classroom instruction, and intersections of culture, race, ethnicity, teaching, and learning. Her writings include numerous articles and book chapters; editor of Becoming Multicultural Educators: Personal Journey Toward Professional Agency (Jossey-Bass, 2003); author of Culturally Responsive Teaching: Theory, Practice, & Research (Teachers College Press, 2000) which received the 2001 Outstanding Writing Award from the American Association of Colleges for Teacher Education (AACTE).); author of At the Essence of Learning: Multicultural Education (Kappa Delta Pi, 1994); the co-editorship of Expressively Black: The Cultural Basis of Ethnic Identity (Praeger, 1987).

Mikael Luciak:

Dr. Mikael Luciak is assistant professor in the Department of Education at the University of Vienna, Austria. His research and teaching have an emphasis on intercultural education, the schooling of ethnic minorities in comparative perspective as well as special needs and inclusive education. Aside from the University of Vienna, Dr. Luciak received his education from the University of California at Berkeley and San Francisco State University. He previously worked at the University of Economics in Vienna, and served as educational expert for the European Monitoring Centre on Racism and Xenophobia, as A World of Difference trainer for the Anti-Defamation League and as psychotherapist in independent practice. He is Board Member of the International Association for Intercultural Education and Editorial Advisory Board Member of the journal Intercultural Education. He has written for different journals and books on diversity, inequality, school achievement, and integration related to minority schooling. His current research concentrates on the educational situation of Roma.

Pat Mahony:

Pat Mahony is Professor of Education at Roehampton University and Visiting Professor at Kings College London. Pat has considerable experience of research and publication in Teacher Education, having been involved in over 30 projects funded by a range of organisations. Pat has experience of working in Africa, America and Australia as well as in a number of European countries. She has written 9 books, and over 70 articles and book chapters. Her recent work, funded by the UK’s
Teaching and Learning Research Programme (TLRP), has been aimed at producing resources that will contribute to TLRP’s capacity building initiative.

Claire McGlynn:
Dr Claire McGlynn lectures at the School of Education, Queen’s University, Belfast. She gained a BSc (Hons) in Biochemistry from the University of Newcastle-upon-Tyne, a PGCE from the Institute of Education, University of London and a PGDip, MEd and EdD from the University of Ulster. She has taught in a variety of educational settings in England and Northern Ireland for twenty years and was a founder teacher of New-Bridge Integrated College in 1995. Her research interests include integrated education in Northern Ireland, multicultural and intercultural education, education for social cohesion in conflict and post-conflict societies and teacher education for diversity. She has presented widely at international conferences and has published articles in national and international journals. She is the co-editor of Peace education in conflict and post-conflict societies: comparative perspectives (Palgrave Macmillan USA 2009) and Addressing ethnic conflict through peace education: international perspectives (Palgrave Macmillan USA, 2007). She is currently the Chair of the Peace Education special interest group of the American Educational Research Association and a member of the editorial board of the Journal of Peace Education.

Andrea Ravecca:
Andrea Ravecca is a research fellow at the University of Genoa and researcher at the Centre for Migration Studies Medi, Genoa. He holds a PhD in Political Sociological Sciences (course of studies: Migrations and Intercultural Processes). He has recently been a researcher in the European Project TRESEGY (Transnational Research on Second Generation Youths), and visiting researcher at the City University of New York. In recent years he has been involved in national and international programs concerning second generation youth migration. He has published several books and articles on this topic, most recently: “Tra inclusione ed emarginazione? Percorsi di successo scolastico dei giovani d’origine immigrata nella scuola secondaria superiore italiana”, Mondi Migranti, Vol. 2, No. 2, 2009; Studiare nonostante. I percorsi degli studenti di origine immigrata nell'istruzione superiore. Rapporti di relazione, capitale sociale e successo scolastico, FrancoAngeli, Milan (forthcoming).

Luisa Ribolzi:
Luisa Ribolzi is a professor in Sociology of Education at the Faculty of educational Science, University of Genova (Italy); she has co-ordinated the research group of Italian Sociologists of education, and she has edited a digest of papers (Formare gli insegnanti. Lineamenti di Sociologia dell’Educazione, 2002). Her scientific interests are mainly on institutional aspects of education, as organisational models, teachers, and assessment (Il sistema ingessato. Autonomia, scelta e qualità nella scuola italiana, 2000 II; La valutazione nella scuola dell'autonomia, 2001). Recently, her interest are extended to education and migrations (Europe as an Educational Framework: Cultures, Values and Dialogues, 2007). She is member of the scientific board of Fondazione per la scuola della Compagnia di San Paolo and, since 2007, she is the Italian representative to the OECD/ CERI Governing Board.

Sabine Severeins:
Sabine Severiens (1966) has devoted most of her research life to diversity and inequality in education. Her main studies were a four-year longitudinal study on women in engineering education, and a three-year study on ethnic minority students in higher education. Most recently, together with a team of five researchers in Rotterdam, she conducted a large scale research project on drop out of ethnic minority students in teacher education. Before she started working for Risbo (Rotterdam Institute for Social Science Policy Research, Erasmus University Rotterdam) in 2001, she worked for 10 years at a teacher training institute (University of Amsterdam). This is where she conducted her PhD research on a study on inequality in secondary education. Since 2005, Sabine Severiens has been general director of RISBO. In this job she combines her research activities with managerial tasks.

Anne Sliwka:

Anne is a professor of Education in Heidelberg/Germany. She trained and worked as a secondary school teacher of history and social studies. After her Ph.D. at Oxford University, Anne worked for the Bertelsmann Foundation’s International Network of Innovative School Systems (INIS). Anne’s research in recent years has been focussing on education for democracy. Her recent book “Bürgerbildung: Demokratie beginnt in der Schule” [Citizenship education: democracy begins at school] published in 2008 advocates citizenship education as a means of turning a fragmented society into one that perceives diversity as an asset.

Kristján Ketill Stefánson:

Kristján is a junior lecturer in science education at the University of Iceland – School of Education and a part time Ph.D. student. Kristján has a masters degree in science education from the University of Oslo. After his graduation in 2006 Kristján worked as a science and mathematics teacher in a secondary school and participated in several educational research projects. Kristján teaches, amongst other things, quantitative research methodology in a new (autumn 2008) undergraduate degree called International studies in education which is taught in English. Kristján has been active in forming the new International studies in education and will share his experiences with the expert group.

Andrea Torre:

Andrea T. Torre is Director and co-ordinator of the research activities of the Centre for Migration Studies Medì – Migrations in the Mediterranean - of Genoa. He is also Co-Director of the review “Mondi Migranti”, the first Italian Review of Sociology of Migration. He holds a Degree in History from the University of Genoa, Italy.

OECD:

Tracey Burns:

Tracey Burns has been a research and policy analyst in the OECD’s Centre for Educational Research and Innovation since 2004. She works on Teacher Education for Diversity, evidence-based policy research in education, and systemic innovation in vocational education and training systems. She is also a member of the TALIS (Teaching and Learning International Survey) team. Previous to this she worked on social determinants of health across the life-span with Charles Ungerleider & Associates in
Vancouver, Canada. As a Post-Doctoral Fellow at The University of British Columbia, Dr. Burns led a hospital-based research team investigating newborn infants' responses to language, and was an award-winning lecturer on infant and child development. She has also taught English as a Second Language in Korea. Tracey Burns holds a Bachelor’s degree from McGill University, Canada and MA and PhD from Northeastern University, USA.

**Ben Jensen:**

Ben’s responsibilities focus upon the development of TALIS, the OECD Teaching and Learning International Survey, analysis of the development of value-added modelling in education systems, and Teacher Education for Diversity. In addition, Ben's work includes the development of international indicators concerning the organisation and learning environment of schools. Prior to joining the OECD, Ben spent some time working for the Victorian Government in Australia where his work focused upon taxation, Government reform and regional policy. He also spent a number of years working at the Melbourne Institute of Applied Economic and Social Research where he led the education policy analysis section. He was involved in numerous projects focused upon social and education policy that built on his research of inequality and particularly neighbourhood effects and education. He has a PhD from the University of Melbourne in Australia where he was a Ronald Henderson scholar. He also spent some time teaching undergraduate economics in the USA.

**Vanessa Shadoian-Gersing:**

Vanessa works on the Teacher Education for Diversity and Systemic Innovation in Vocational Education and Training projects. Prior to this, she was a researcher on CERI's external evaluation of the Youth Empowerment Partnership Programme (YEPP) which brought together public, private and independent sectors to improve outcomes for at-risk youth. At the OECD, she previously worked on social innovation activities in the Local Economic and Employment Development programme. She has researched public-private partnerships in youth employment initiatives in West Africa at the UN sub-regional office in Dakar, and has worked on access to education issues at UNESCO headquarters. Vanessa did her undergraduate studies in political economy and economic development at the State University of New York and Université de Paris IX-Dauphine. She completed her graduate studies at the University of North Carolina-Chapel Hill and Sciences-Po Paris, where she focused mainly on social policy and sociology of education.