

# Deans' Summit

2016  
June 17-18

Schools of Education at  
Research Universities:  
Challenges, Opportunities, Collaboration



**Åke Ingerman** is Dean of Faculty of Education and Professor in Science and Technology Education. With a PhD in physics, then specializing in physics education in higher education and finally broadening to science and technology education, he has experience from and contact with academic life across several disciplines and faculties. Studies of group discussions and other teaching-learning events in classrooms addressing aspects of science and technology predominantly constitute his research. This research is mainly qualitative, and based in the phenomenography and variation theory tradition complemented with sociocultural perspectives.

**Faculty of Education (University of Gothenburg)** is one of eight faculties at University of Gothenburg. It has been an independent faculty for almost 20 years, but has been recognized for internationally competitive research for at least 40 years. Within the faculty there are four departments. The research in the faculty today spans a broad set of issues, including most areas of Education and also includes clear cross-disciplinary components, primarily concerning sustainable development, child and youth development and culture, the digital transformation of society, and health. The field of subject specific education (such as science education, language education and music education) also include much cross-disciplinary collaboration.



**Field Rickards** has been Dean of Education at the University of Melbourne since 2004 and is a past President of the Academic Board. He was appointed lecturer in audiology at the University of Melbourne in 1973 and joined the Faculty of Education in 1989. He was appointed to Professor of Education of the Hearing-Impaired in 1994. As Dean, he has guided the transformation of the Faculty of Education to a Graduate School, and has reformed the professional training of teachers through the new clinical Master of Teaching program which develops graduates with the capabilities to meet the needs of individual learners. With an extensive range of publications and patents, he remains a leader in audiology and education for the hearing impaired.

**The Melbourne Graduate School of Education (MGSE)** have been ranked number one in Australia and among the world's finest for Education (QS World University Rankings by Subject). We work with partners in early childhood settings, schools, tertiary institutions, governments and beyond, seeking new and improved ways to support Australia's education system through strong research collaborations. Launched in 2008, our Master of Teaching is playing a significant role in reshaping teacher education. A major departure from traditional teacher education programs, its clinical approach connects university theory, professional knowledge and classroom experience. It is designed to enable graduates to assess and meet the needs of individual learners.

University of Pretoria, Higher School of Education, University of Pennsylvania, University of British Columbia, University of Hong Kong, National University of Seoul, Woodrow Wilson Foundation, Peking University, University of Gothenburg, University of Wisconsin-Madison, University of Melbourne, University of Columbia, University of Helsinki, University of Arizona State, University of Michigan, Trinity College, University of London, University of Toronto, University of Oslo, Durham University, NIE Singapore, OECD





**Andrew Brown** is Professor of Education and Society and Director (Interim) of the UCL Institute of Education (IOE). He has previously served as Pro-Director (Academic Development), Dean of the Faculty of Policy and Society and Dean of the Doctoral School at the IOE. He is a sociologist with a particular interest in research capability and capacity building, doctoral education and the relationship between academic, professional and everyday discourse and practice.

**The UCL Institute of Education** is a world-leading center for research and teaching in social science and education. For three successive years (2014, 2015 and 2016), the Institute has been ranked number one for education worldwide in the QS World University Rankings. It was shortlisted for the 'University of the Year' title in the 2014 Times Higher Education (THE) awards. In the most recent Research Excellence Framework, 94% of the IOE's research was judged to be world class. Founded in 1902, the IOE currently has more than 8,000 students and 800 staff, and attracts students from over a hundred countries around the world.



**Arthur Levine** has been president of the Woodrow Wilson National Fellowship Foundation since 2006. Previously president and professor of education at Teachers College, Columbia University, he has also been chair of the higher education graduate program and Institute for Educational Management at the Harvard Graduate School of Education, president of Bradford College, and a senior fellow at the Carnegie Foundation for the Advancement of Teaching and the Carnegie Council on Policy Studies in Higher Education.

Since 1945, the **Woodrow Wilson National Fellowship Foundation** (Princeton, New Jersey) has identified and developed leaders to meet the United States' most critical challenges, working particularly in education. Today, the Foundation offers fellowships not only for Ph.D. completion, but also for the preparation of secondary school educators. Through an innovative program with schools of business and education, the Woodrow Wilson MBA Fellowship in Education Leadership is transforming the preparation of principals and school leaders. Most recently, building on these programs, the Foundation has collaborated with the Massachusetts Institute of Technology (MIT) to create the Woodrow Wilson Academy of Teaching and Learning, which is reinventing the American school of education for the 21st century.



**Blye Frank** was appointed Dean of the Faculty of Education at The University of British Columbia for a five-year term on July 1, 2011 and has recently been reappointed for another five-year term. Prior to his current appointment, Dr. Frank was Professor and Head of the Division of Medical Education in the Faculty of Medicine at Dalhousie University in Halifax. During his time in medicine, Dr. Frank worked extensively at the national and international level including work on projects in Tanzania, Kazakhstan, Turkey and Pakistan in medical education focusing on faculty development. Dr. Frank has an active research career and is a recognized expert in the field of gender studies with academic interests that include masculinity and the sociology of boys' and men's health.

**UBC's Faculty of Education** prepares professionals for practice in a wide range of education-related fields, from preschool through adulthood. For over 50 years, the Faculty of Education has served the international education community through leadership in research, service, and advocacy. The Faculty of Education has recently moved from 18th to 9th in the globe and 1st in Canada (2016 QS World University Rankings). In British Columbia, more than 45% of the province's elementary teachers, the majority of secondary teachers, and a significant proportion of BC's special needs and First Nations teachers, counsellors, school administrators, school psychologists, and vocational rehabilitation counsellors, are prepared by the UBC Faculty of Education for their important roles.



**Chan-Jong Kim** is Professor of Earth Science Education and Dean of College of Education, Seoul National University. He received doctoral degree from the University of Texas at Austin in 1989. He had served as Chairperson of International Geoscience Education Organization (IGEO) during 2006-2010. He also served as Chairperson of Advisory Committee of International Earth Science Olympiad (IESO) during 2004-2010. He has a wide range of research interests in science learning in informal settings and school science classrooms.

**Seoul National University College of Education (SNUCE)** is cultivating global leaders in the field of education.” Over the last seven decades, SNUCE has been playing a pivotal role in our national and educational development while striving hard to cultivate outstanding teachers and education experts by carrying out pacesetting academic research. SNUCE, one of the oldest colleges in Korea, originated from “Hansung Normal School” founded in 1895 and it was integrated as a college of Seoul National University (SNU) in 1946 when SNU was established. Since then, SNUCE has awarded over 23,000 bachelors and more than 8,000 graduates degrees.



**Deborah Loewenberg Ball** is the William H. Payne Collegiate Professor in education at the University of Michigan, and an Arthur F. Thurnau Professor. She is completing 11 years of service as dean of the School of Education in June 2016. She is the director of TeachingWorks. Her research focuses on the practice of mathematics instruction, and on the improvement of teacher training and development. She is an expert on teacher education, with a particular interest in how professional training and experience combine to equip beginning teachers with the skills and knowledge needed for responsible practice.

**The University of Michigan School of Education** focuses on the study and improvement of teaching and learning, as well as the interactions, sense-making, and dynamics that shape teaching and learning. Our mission intertwines research, teaching, and service. At the School of Education, our effort to study and improve educational practice is inseparable from our determination to develop more effective and socially just systems of education. This mission is grounded in our commitment to promote diversity and to advance equity and inclusion.



**Diana E. Hess** is the Dean of the School of Education at the University of Wisconsin-Madison, where she also holds the Karen A. Falk Distinguished Chair of Education. Formerly, Hess was the Senior Vice President of the Spencer Foundation, where she spearheaded the development of the Disciplined Dialogues Project. She also leads the New Civics Project that is funding the development of measures of the quality of youth civic and political engagement. Hess earned a Ph.D. from the University of Washington in Seattle. Since 1997, she has been researching how teachers engage their students in discussions of highly controversial political and constitutional issues, and what impact this approach to civic education has on what young people learn.

**School of Education (University of Wisconsin-Madison)** The UW-Madison School of Education prepares a variety of certified professional educators, with degree and certification programs in such areas as elementary and secondary education, educational leadership, special education, and counseling. But the School houses a much broader and more diverse array of undergraduate and graduate programs than traditionally-based education schools — from studio art, modern dance and theatre to exercise science and occupational therapy. The School's excellence flows from a dedicated, top-caliber faculty and staff — many of whom are nationally and internationally prominent in a broad range of fields. There are approximately 1600 undergraduate students and 1100 graduate students.





**Dirk Van Damme** currently is Head of Division in the Directorate for Education and Skills at the OECD in Paris. Formerly he was professor and head of the department of educational sciences at Ghent University (Belgium), general director of the Flemish rectors' conference and chief of staff of the Flemish minister of education. His current interests are evidence-based innovation in education, comparative analyses of educational systems, open education, inclusive education, and new developments in the learning sciences. At the OECD he is responsible for the Innovation and Measuring Progress Division (IMEP), leading both the Centre for Educational Research and Innovation (CERI) and the Indicators of Educational Systems (INES) programme responsible for the yearly flagship publication Education at a Glance. He is also the Directorate's focal point for the OECD's Inclusive Growth Initiative.

The mission of the **Organisation for Economic Co-operation and Development (OECD)** is to promote policies that will improve the economic and social well-being of people around the world. The OECD provides a forum in which governments can work together to share experiences and seek solutions to common problems. The common thread of OECD work is a shared commitment to market economies backed by democratic institutions and focused on the wellbeing of all citizens.



**Glen Jones** is Professor and Dean of the Ontario Institute for Studies in Education of the University of Toronto. He holds the Ontario Research Chair in Postsecondary Education Policy and Measurement and is a frequent contributor to the literature on higher education policy, systems, governance and academic work. His most recent book (with Ian Austin) is Governance of Higher Education: Global Perspectives, Theories and Practices (Routledge, 2015).

**The Ontario Institute for Studies in Education of the University of Toronto (OISE)** is Canada's only all-graduate institute of teaching, learning and research. With approximately 100,000 alumni worldwide, over 3,000 students in teacher education and graduate degree programs, 7,500 continuing education registrants annually, 4 academic departments and 19 research centres and institutes, OISE is among the University of Toronto's largest faculties and is one of the largest and most research-intensive faculties of education in North America. For more than a century, OISE and its antecedent organizations have helped to transform education in Ontario, throughout Canada and around the world.



**Irma Eloff** is the founder and lead facilitator of the continental African Deans of Education Forum (ADEF) and the former dean of the Faculty of Education at the University of Pretoria. She serves on the UNESCO International Task Team for Teacher Education. Irma has worked for the transformation of educational systems in both her research and academic leadership roles. She is a past President of the Education Association of South Africa and currently the Deputy-chair of the Council of the SA Akademie vir Wetenskap en Kuns (South African Academy of Arts & Sciences). She has co-authored the book, Life Skills & Assets and she is co-editor of the book Keys to Educational Psychology. During her term as dean, Education at the University of Pretoria achieved a ranking in the top 150-200 of the world on the World QS World university rankings for five consecutive years.

**The University of Pretoria** has its origins in the establishment of the Pretoria Centre of the Transvaal University College in 1908. UP currently has more than 50 000 students and has become one of the leading higher education institutions on the continent and indeed, in the world. The Faculty of Education prepares education and training professionals who come from pre-primary, primary and high schools; clinics and hospitals; the training environment in business and industry; government and non-governmental organisations; and from the adult and community education sectors. There are 4 undergraduate programs for teachers and 5 postgraduate programs including 1 doctoral program.



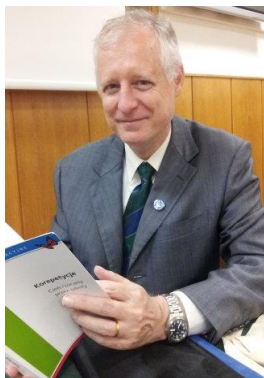
**Jari Lavonen** is a full professor of physics and chemistry education (2003-) in the Department of Teacher Education, University of Helsinki, Finland. He is also head of the department (2009-). From 2005 to 2009, he was director of the Finnish Graduate School for Research in Science and Mathematics Education and from 2002 to 2007 was president of the Finnish Association for Research on Teaching of Mathematics and Science. His main research interests lie in science and technology teaching and learning, teacher education and ICT use in science and technology education. Professor Lavonen has been active in the international research community.

**The Department of Teacher Education (University of Helsinki)** belongs to the Faculty of Behavioral Sciences and it is one of the largest departments in the University. The University of Helsinki has about 40 years of experience in developing and conducting research-based pre-service teacher education and about 30 years of experience in offering professional development programs for teachers and principals. The Department educates every year approximately 310 Masters and 15 PhDs.



**Mari Koerner**, Dean, Mary Lou Fulton Teachers College and Alice Wiley Snell Professor of Education, received her PhD in curriculum and instruction from the University of Illinois at Chicago. She has held faculty and administrative positions at Roosevelt University in Chicago and the University of Massachusetts Boston. She was appointed as Dean of the College of Teacher Education and Leadership at Arizona State University's West campus in July 2006 and, after the merging of the three colleges of education at ASU, she was appointed Dean of Mary Lou Fulton Teachers College in 2010, which is currently ranked 14th among the nation's top education graduate programs by U.S. News & World Report 2017. In 2016, she was appointed the Alice Wiley Snell Professor of Education.

**Mary Lou Fulton Teachers College (Arizona State University)** was established in 2010 by merging Mary Lou Fulton Institute and Graduate School of Education and College of Teacher Education and Leadership. The two Divisions are Teacher Preparation which manages all teacher preparation programs and the educational studies program, while the Division of Educational Leadership and Innovation manages all non-teacher certification programs. There are 7 Bachelor's (BAE) programs (3000 undergraduates), 17 Master's programs (823 students f2f and 2000 online students), 2 Doctoral programs and 1 EdD program (268 students). Dr. Koerner has established and is the Director of the Center for the Art and Science of Teaching whose mission is to inspire, develop, and promote excellence in teaching wherever it happens.



**Mark Bray** is UNESCO Chair Professor of Comparative Education and former Dean of the Faculty of Education at the University of Hong Kong. He has taught at that University since 1986, prior to which he taught at the Universities of Edinburgh, Papua New Guinea and London. Professor Bray is President of the US-based Comparative & International Education Society (CIES), and is Past-President of the World Council of Comparative Education Societies. He is especially known for his comparative work on the so-called shadow education system of private supplementary tutoring.

**The University of Hong Kong** was established in 1911 as an English-medium university serving China and the region. A Department for the Training of Teachers was established in the Faculty of Arts in 1917, and evolved in due course into a School of Education (1976) and then **Faculty of Education** (1984). The 2016 QS rankings placed the Faculty of Education as number 6 in the world. The Faculty of Education has a unique heritage and context. It is an integral part of a comprehensive, research-intensive, international, English-medium university in the Hong Kong Special Administrative Region of China. At the same time, the Faculty is a regionally and globally engaged educational hub. The Faculty of Education aspires to lead the study and practice of education, to influence public policy and improve community life through education, and to nurture graduates who are passionately committed to their professions.



**Patricia Albjerg Graham** is the Charles Warren Professor of the History of Education Emerita at Harvard University. She joined the Harvard faculty in 1974. She has held a variety of administrative positions, including appointment by the president of the United States as Director of the National Institute of Education, Dean of the Harvard Graduate School of Education, President of the National Academy of Education and President of the Spencer Foundation. The research interests of Ms. Graham focus on the history and practice of education in the US and include seven books and a number of articles.

**Harvard University** is the oldest university in the United States, founded in 1636. It includes faculties of arts and sciences, medicine, law, business, divinity, education, public health, architecture, public policy, and engineering. Since its inception in 1920, **Harvard Graduate School of Education** has graduated nearly 27,000 students. There are 13 master's programs, 4 doctoral programs and numerous professional programs for teachers, principals, administrators, and policymakers. Fields of research are very wide and include such themes as diverse as the moral development of children, international education policy, organizational leadership, neuroscience and cognitive development, and the role of the arts in schools.



**Patrik Scheinin** is a Professor of Education (PhD) and the Dean of the Faculty of Behavioral Sciences at the University of Helsinki. He is chair of the Finnish Matriculation Examination Board and member of the Board of the Helsinki Collegium for Advanced Studies, among other duties. He has acted as expert and referee for many international and national universities, scientific journals, foundations, organizations, and conferences. His research interests are learning and cognitive abilities, self-concept and self-esteem, their structure and development, as well as research methodology, educational assessment and evaluation research.

**The Faculty of Behavioral Sciences (University of Helsinki)** engages in national and international high-level research and offers research-based higher education in order to facilitate and promote human growth, development and interaction, behaviour and well-being, education, learning and teaching activities. The new scientific knowledge produced by the faculty helps to develop a civic society, to increase cultural and social capital, to advance life management and to prevent social exclusion. The aim is also to protect nature and our living environment and promote good life. The faculty recognizes and bears its responsibility to society and interacts with it.



**Professor Peter Tymms** MA (Cantab), PGCE (Newcastle), MEd (Newcastle), PhD (Cantab), FRSS, AcadSS is Director of iPIPS and was, until recently, Head of Department in the School of Education and before that, Director of CEM at Durham University which runs projects monitoring million pupils across the UK and beyond each year. His main research interests include monitoring, assessment, interventions and research methodology generally. He set up the PIPS (Performance Indicators in Primary Schools Project) which runs in thousands of schools around the world.

Durham University is a well established university with a long history. Within that university are the **School of Education and Centre for Evaluation and Monitoring (CEM)**. The School of Education is one of the leading departments for education in the UK, regularly featuring in the top ten in national league tables such as The Times Good University Guide and The Complete University Guide. We are a large department composed of some 50 academic staff, 400 undergraduates and nearly 700 postgraduate students (including our PGCE students). The Centre for Evaluation and Monitoring (CEM) aims to foster internationally excellent research and teaching, working on the most important and critical issues in education, and enabling scholarship to play a key role in advancing debate, informing policy and shaping agendas





**Professor Tan Oon Seng** is Director of the National Institute of Education (NIE), Singapore. He is Editor-in-Chief of the Educational Research for Policy & Practice (ERPP) journal published by Springer. He is also the Lead Editor of the Asia Pacific Journal of Education (APJE) published by Routledge. Concurrently, he is on the board of directors for NIE International (NIEI) and also for the Singapore Centre for Chinese Language (SCCL). Prof Tan's areas of research include teacher education, cognitive psychology and problem-based learning (PBL) for which he is known internationally.

**National Institute of Education (NIE)** Singapore is a national teacher training institute in Singapore. The Singapore education system has been referred to as being one of the most successful educational systems in the world. This is, in part, due to the sound educational policies and research in the shaping of curriculum and management practices for schools. More importantly, it is owing to the passion and perseverance of more than 33,000 committed and dedicated teachers in force. We are proud to be able to call this community our colleagues and to work alongside them to improve the quality and impact our education system for the future. Thus, NIE is committed to our vision of being an institute of distinction and our mission of creating the world-class institute renowned for its excellence in teacher education and educational research.



**Mark S. Johnson** was a tenured professor of modern history at Colorado College (to 2009); and is now Director of the Global Professional Development Program and Senior Lecturer in the School of Education, as well as Senior Specialist in the International Division at the University of Wisconsin-Madison. His research interests are in the history of global higher education, and the ways in which higher education partnerships can facilitate public diplomacy and international cooperation. He has also been a guest professor at the National Research University Higher School of Economics in Moscow, where he contributes to the MA program in higher education management and policy studies.

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**Berit Karseth** is the current Dean at the Faculty of Educational Sciences, University of Oslo. Her main research and teaching interests are curriculum policy and governance within and beyond national boundaries and issues related to professionalism and knowledge. Recent publications includes: Curriculum Trends in European Higher Education: The Pursuit of the Humboldtian University Ideas), in S. Slaughter and B.J. Taylor (eds.) Higher Education, Stratification and Workforce Development. Springer (together with Tone D. Solbrekke); The Knowledge Work of Professional Associations: Approaches to Standardisation and Forms of Legitimation. Journal of Education and Work, Vol. 28 (1) p. 1-23 (together with Monika Nerland).

**The Faculty of Educational Sciences** is one of the largest institutions dedicated to educational research in Europe. It is composed of three departments and two research centres with a total of 300 employees and 3000 students. We offer educational programmes on all levels including three international master programmes (Higher education, Special needs education and Comparative and international education



**Carmel O'Sullivan** is the Head of the School of Education and the Director of the Arts Education Research Group in Trinity College. She organises an international Summer School in Drama and Theatre in Education each year (M.Ed.), and is a founding member of the Association for Drama in Education in Ireland. She works with both undergraduate and post-graduate students, and is involved in a number of funded research projects, currently in the areas of Autism Spectrum Disorder (ASD), Arts Education, and Youth Unemployment. She is leading a large research team in the area of drama and autism, which is the only longitudinal study of its kind in the world. She and her research team have developed a novel social skills intervention called 'Social Drama' and are finalizing a typology of 12 sub-types within the autism spectrum.

**The School of Education (Trinity College)** is one of 12 Schools that form the Faculty of Arts, Humanities and Social Sciences (AHSS). The School has a current enrolment of over 650 students. Programmes of initial teacher education (ITE) are offered at both undergraduate and postgraduate levels. The Bachelor in Music Education provides a recognised teaching qualification to post-primary education, and at postgraduate level, the 2-year fulltime Professional Master of Education, provides a comprehensive ITE qualification for teachers entering post-primary education in 10 subject areas. Our Associated College of Education (Marino Institute of Education) provides primary education programmes to over 500 students. The School also has a large cohort of over 80 doctoral students (Ph.D. and D.Ed.). The School is also involved in a range of continuing professional development (CPD) initiatives, and prioritises strategic and practical collaboration with other Schools within Trinity and external agencies.



## DEANS' SUMMIT COMMITTEE



**Xiaoyu Chen** Professor & Dean, Graduate School of Education, Peking University. Field of Study: economics of education, cost, effectiveness and finance of higher education. Ph.D. in education. Working Experience: Deputy Director of Finance Office, Peking University, Deputy Dean, Graduate School of Education, Peking University.

**Graduate School of Education (Peking University)** was founded in 2000. The aim of GSE is to promote development of educational research and contribute to the prosperity of education. The school upholds the ethos of being democratic and open, rigorous and realistic, as well as promoting innovation and excellence. As a research oriented graduate school, it is dedicated to exploring knowledge in the field of education, training outstanding talents for high-level educational research and administration, and pursuing excellence in teaching and research. At present, it consists of 4 academic departments, 2 institutes and 7 research centers. It has 5 doctoral programs that confer degrees in education and public administration, and 4 master programs in education.



**Isak Froumin** is an Academic Director of the Institute of Education at National Research University "Higher School of Economics" in Moscow (Russia). His responsibilities also include advising the university strategic planning and international cooperation. Prof. Froumin was leading the World Bank education program in Russia from 1999 to 2011. Since 2012 he is an advisor to the Minister of Education and Science of Russia Federation and the member of the Russian delegation at OECD Education Policy Committee. His current key research interests are: Development of higher education systems, University and school governance, Foresight of education, Educational and life trajectories

Established in 2012, the **Institute of Education, Higher School of Economics**, has become a national leader in education research and consulting while helping HSE to become a world class university. Now it incorporates 15 research centers, has almost 200 employees, 7 master programs and 1 doctoral program. The Graduate School of Education trains future leaders and researchers, giving them the knowledge and skills to understand and transform education in Russia and around the world. Main research areas include sociology, anthropology and economics of education, curriculum studies, psychometrics, childhood studies, comparative and higher education, leadership, innovation studies in education. The Institute coordinates several large scale international comparative studies, including OECD projects. Our faculty are involved in multiple international collaborations.

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**Alexander M. Sidorkin** currently serves as Dean, Graduate school of Education, Institute of Education at the National Research University-Higher School of Economics in Moscow, Russia. He has spent 22 years in United States at several universities on faculty and administrative positions. His scholarly interests include philosophy of education and economics of education.

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