

## Call for Proposals

EERA and the Free University of Bozen-Bolzano invite Educational Researchers to submit proposals for the European Conference on Educational Research (ECER) 2018.

ECER, the annual conference held by the European Educational Research Association (EERA), welcomes over 2,500 scholars each year, representing views and research traditions from all parts of Europe. ECER is preceded by EERA's Emerging Researchers' Conference (ERC).

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[Call for Proposals ECER & ERC 2018](#)



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## Network Special Calls

### **NW 08: Inclusion-exclusion: The contribution of health education and health educational research**

Research in health education can lead to a better understanding of problems when it comes to children's well-being and academic performance. It can also contribute to the establishment of criteria related to the school environments that support rather than undermine children's wellbeing as well as learning. The foundation in a critical socio-ecological approach to health promotion and education, and the centrality of research topics such as school wellbeing, quality of life, and inequalities in health, call for research that links school wellbeing with learning and everyday school life, and quality of life with quality of schools.

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### **NW 14: Family Involvement in Schools to Improve Learning and Inclusion for the Most Disadvantaged Children and Youth**

This special call aims to provide a forum for developing and exchanging knowledge in educational research focused on reducing educational and social exclusion in schools and communities through family involvement. We are looking for contributions focused on the study of theories, policies and practices that foster educational opportunity for the most disadvantaged children and youth. Contributions could be centered on two foci: a) research-based knowledge to reduce the socio-educative exclusion affecting the most disadvantaged children and youth; b) studies that show a positive impact of family involvement on academic, social and emotional development of the most disadvantaged students.

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### **NW 17: Inclusion/Exclusion? Historically Complicating 'In's and 'Out's Concerning Education**

Inclusion has become a focal point in education. Research institutions, international organisations, national governments and agencies increasingly support inclusive youth programmes and education systems to promote equal opportunity, social justice, etc. Nonetheless, as social, cultural and political constructions, inclusion and exclusion continue to trigger controversies. Network 17 invites proposals for ECER 2018 in Bolzano in the form of papers, symposia, roundtables, research workshops, pecha kuchas, video presentations and posters that aim to historically interrogate this dichotomy. While the Network welcomes any contribution related to the main conference theme, it particularly encourages the use of underexplored sources, new theories and methods and also suggests some specific research foci (see below).

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### **NW 19: Researching Spaces in Education Through Ethnography, Making Space for a Future Forum**

The “spatial turn” or “turns” across the social sciences and humanities from the 1970s onwards emphasised how space matters in our lives. Richer concepts are now available to explore the subtleties of how education is organised spatially and, in turn, shapes new spatialised relations. As a result, space has been productively studied across a range of sites, cultures, technologies and times: from new forms of school and university architecture to alternative curriculum or classroom organisation; from global flows of educational capital and learning technologies to new challenges of studying on- and offline; from urban, rural and economic distribution of educational resources to the gendered spaces of schooling.

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### **NW 22: Internationalization: Internationalizing the experiences of staff and students in contemporary Higher Education**

Internationalization is of key strategic importance within Higher Education (HE). Many HE institutions cite metrics about international research collaborations, co-authored publications; international recruitment and mobility data to illustrate this. In this special call, we focus instead on research into the perspectives of the academic community, exploring how internationalization is understood and experienced across a range of HE settings and its impacts on social, academic and intercultural learning. We argue the importance of an emphasis on ‘internationalising’ staff and student experiences, especially the non-mobile majority, for social inclusion within a wider focus on the role of HE in contributing to social cohesion.

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### **NW 25: Inclusion and Exclusion in Education: a Children's Rights Perspective**

Relating to the overall conference theme ‘Inclusion and Exclusion. Resources for Educational Research’, EERA Network 25: Research on Children's Rights in Education welcomes contributions that focus on how structures and processes of inclusion and exclusion relate to children's rights in early childhood, primary and secondary education. Proposals can be related to the following rights aspects: (a) non-discrimination, (b) interculturality and diversity, (c) participation.

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### **NW 28: Europeanization and Globalization: Competing or interdependent concepts in sociological work?**

Globalization and Europeanisation are important concepts for sociologists of education, but globalization dominates the field, drawing on sociological engagement with its effects on structures and societies, and locating education within debates about transnational policy, its new forms, its key actors and its effects. Sociological studies of Europeanisation in education maintain a focus on the ‘project’ of Europe, while also examining the positioning of Europe and European education about global pressures. This call supports an assessment of the globalization-Europeanisation relationship in the field, aimed at clarifying the difference and identifying productive interplay, at a critical juncture for education in Europe.

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### **NW 30: International policy and inclusion: The premises and promises of global sustainable citizenship education in technocratic times**

Goal 4 of the 2030 Agenda for Sustainable Development – ‘Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’ – is increasingly the focus of education reform efforts as well as critical debate. With this special call we intend to bring this debate of the linkages between education for sustainable development (ESD) and global citizenship (GCE) to our Environmental and Sustainability Education (ESE) research community. By exploring the political, social and ecological dimension of these educational approaches for education we might enliven the Sustainable Development Goals (SDGs) from an often somewhat technical debate of monitoring progress towards a critically, politically

and passionate debate about opportunities for and obstacles to learning.

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### **NW 31: Inclusion of multiple languages in mainstream education**

The monolingual orientation of most education systems linked to the longstanding tradition of language compartmentalization have led to a reduced use of multiple languages simultaneously in mainstream education. In addition, while foreign languages of high prestige take the lead in most European classrooms and curricula, migrant and minority languages are still sparsely used in education. Our call intends to bring together European expertise on the resources and challenges of including multiple languages in mainstream education.

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### **NW 32: Organization(s) and Diversity. Risks, Chances, and Solutions**

Against the background of ECER 2018 general theme „Inclusion and Exclusion“, the sessions of EERA network 32 „Organizational Education“ will focus the relations between organization(s) and diversity. For organizations, diversity may be trouble and resource, risk and chance. Even if from an educational perspective we are primarily interested in the learning and development of organizations (of any kind) regarding diversity, we are open for submissions which focus other aspects of the relation between organization(s) and diversity. So the below specified topics „Diversity Management“, „Intercultural Opening“, and „Organizations as Agents of Inclusion and Exclusion“ may serve not as a topical limitation but as an orientation.

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