

## THE PAST, PRESENT AND FUTURE OF EDUCATIONAL RESEARCH IN EUROPE

Present changes in economy patterns are demanding for new social approaches, as difficult moments usually lead to the decline of democratic values, justice and rights. The economic crisis and the emergence of new dissymmetries will challenge education research in the near future. Can we consider that education and research in education can play a relevant role in a Europe ridden with preventing old and new asymmetries? The challenge relates also with transcultural challenges and diversities. In this context, what would be considered relevant research in education? What would be the role of education research in working with uncertainty, with cross border ideas and flow of data?

Lessons from the past might be crucial to imagine different educational models and alternatives which demand a complex understanding of changes and the definition of values towards which education research would be committed. What can we learn from our past to help build our future in these challenging times? To interrogate what society expects from future generations is a key point to discuss different strategies, understanding expectations, aspirations and curiosity. To comprehend the core of education research in the past and in the present might turn into a reconceptualization of the school in itself. Can research be seen as a means to purpose radical alternatives? Can education research purpose robust suggestions and solutions? How can we ensure that, within the climate of increasing Europeanization, respect for national and local research priorities and practices is balanced with the need to find shared research aims, themes and methods?

The University and the city of Porto will attract participants from different parts of the world, also from those with which Portugal has historical relationships like countries from Africa or South America. This will provide opportunities to reflect about learning from other social and educational realities, understanding different educational systems that surface in different countries and think about transnational models, through intellectual cross-fertilization. ECER 2014 will be an opportunity to build up transnational networks, and reflect on whether European research on education has been influencing the shape of the intellectual conversation in other regions and if Europe is able to learn from other educational and social contexts outside Europe.

### IMPORTANT DATES

01 December 2013 Submission starts

01 February 2014 Submission ends

01 April 2014 Participant Registration starts

02 April 2014 Review results sent out

31 May 2014 Early Bird ends

01 July 2014 Presentation times announced

15 July 2014 Deadline for registration and payment

01 September 2014 Emerging Researchers' Conf.

02 September 2014 ECER Main Conference

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Research Association  
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U. PORTO

# ECER PORTO 2014

## EERA Conference

**The past, present and future  
of educational research in Europe**

1–5 September      University of Porto  
2014

Emerging Researchers'  
Conference  
1–2 September

ECER Main Conference  
2–5 September



### ABOUT EERA

EERA is the European association of learned societies in education research. EERA encourages collaboration amongst researchers in Europe by conferences, as the European Conference on Educational Research (ECER), and seminars and promotes communication between the research community and international governmental organisations. It strengthens emerging researchers with season schools, ECER bursaries and awards.

### ABOUT U. PORTO

Despite its origins that date back to the eighteenth century, the University of Porto was officially founded on 22nd March 1911. U.Porto is the Portuguese institution of higher education with the largest number of students (about 32,000) and, every year, around 2,000 international students choose this university to complete their higher education. The University of Porto has 15 schools and 69 scientific research units, spread across 3 university campus located in the city of Porto, having a very relevant scientific activity which results in the annual publication of a few thousand articles in renowned journals. In the last years, the University has been focusing in providing greater economic value to its scientific production and recent partnerships with the Portuguese industry leaders have already resulted in several innovations with confirmed success at national and international levels.

### ABOUT PORTO

At the Douro river banks, the city of Porto was born in the Middle Age. It is one of the oldest cities in Europe and the second largest city of Portugal. Also known as the city of bridges, Luís I bridge is the most famous of all, built between 1881 and 1886 by Teófilo Seyrig, colleague of Gustave Eiffel. In December 1996, UNESCO classified the city of Porto as Cultural Heritage of Humanity. The richness of its monumental and artistic patrimony, the Port Wine cellars, the many spots dedicated to leisure and culture are only some of the reasons to visit Porto.

### AGNÈS VAN ZANTEN

is a Sociologist and senior research professor at the Centre National de la Recherche Scientifique (CNRS). She works at the Observatoire Sociologique du Changement at Sciences Po in Paris. Her main areas of interest in terms of research are related to the construction of social inequalities and segregations in schools, local educational dynamics, educational policies, comparison of local and national educational systems, and educational sociology research theories, methods, dissemination and reception. She is currently involved in research on elite education in France and from a comparative perspective as well as on transition to higher education in the US and in European countries.

### ANTÓNIO NÓVOA

is a Full Professor at the Institute of Education of the University of Lisbon. He has been Rector of the University of Lisbon between 2006 and 2013. He was awarded the Grand Cross of the Portuguese Order of Public Instruction in 2005. His work in History of Education and Comparative Education is being published in 15 countries. He has taught in Genève, Paris V, Wisconsin, Oxford and Columbia-New York. He was the main advisor for Education of the Portuguese President of the Republic (1996-1998), and he was the president of the International Standing Conference for the History of Education (2000-2003).

### GERT BIESTA

is Professor of Educational Theory and Policy at the Institute of Education and Society, Faculty of Language and Literature, Humanities, Arts and Education, University of Luxembourg. In 2010 he was awarded the Francqui International Professorship by the Francqui Foundation in Belgium, for which he stayed at the University of Ghent. He conducts theoretical and empirical research, and is particularly interested in the relationships between education, democracy and citizenship. Main areas of scholarship include the theory and philosophy of education; education policy; the theory and philosophy of educational research; teacher education; curriculum; civic learning of young people and adults.

### MADELEINE ARNOT

is a Professor of Sociology of Education at the University of Cambridge. She has held, among others, visiting positions at the University of Porto, Portugal; Aristotle University of Thessaloniki, Greece; Stockholm University, Sweden and the George A Miller Visiting Professorship of the University of Illinois, USA. Her primary interest is in the development of the sociology of education and particularly in the role of education in relation to diverse social inequalities and the promotion of democratic citizenship. She is internationally known for her work on socio-cultural reproduction theory, her use of Bernstein's theory of pedagogy in relation to gender and education and pupil voice, and recent youth research in the Global South.

### MARILYN COCHRAN-SMITH

is the Cawthorne Professor of Teacher Education for Urban Schools and the Director of the Doctoral Program in Curriculum and Instruction at the Lynch School of Education, Boston College. A teacher education scholar and practitioner for nearly 30 years, Professor Cochran-Smith is widely known for her work in teacher education research, practice and policy and for her sustained commitment to teaching and teacher education for social justice with inquiry as the centre-piece. A former President of AERA (2004-05), Professor Cochran-Smith is an elected member of the National Academy of Education and the current Chair of its Professional Development Committee.

KEYNOTE SPEAKERS