

ECER 2017

Reforming Education and the Imperative of Constant Change: Ambivalent roles of policy and educational research

22 – 25 August 2017

European Conference on Educational Research – ECER
& Emerging Researchers' Conference (21 – 22 August)

University College UCC, Copenhagen, Denmark



CALL FOR PROPOSALS

European Conference on Educational Research - ECER & Emerging Researchers' Conference

EERA and University College UCC, Copenhagen invite Educational Researchers to submit proposals for the European Conference on Educational Research 2017. 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 (21 - 22 August).

IMPORTANT DATES

Emerging Researchers' Conference:	21 - 22 Aug 2017
ECER - European Conference on Educational Research:	22 - 25 Aug 2017
Submission Time:	15 Nov 2016 - 15 Jan 2017
Information on Review Results:	15 March 2017

CONFERENCE THEME

**„Reforming Education and the Imperative of Constant Change:
Ambivalent roles of policy and educational research“**

Since the 1990s, European national education systems have been undergoing extensive reforms that strive for constant change and improvement, yet, in some cases, lead to a decline in the quality of education. Among other things, these system reforms result from an interaction between the national and transnational policy levels.

Supranational agents such as the OECD and the EU – and, in higher education, the Bologna Process – influence national policies through standard-setting comparisons of national performance data and policy advice. As such, the scope and formats within which national policies can be conducted have changed radically, and this has transformed the daily practices of teachers, researchers, students and pupils and their parents. This development, which is proceeding at a tremendously fast rate, encompasses higher education, teacher education, vocational training as well as kindergartens, elementary schools and high schools.

Such transnational reform pressure leaves educational researchers and affiliated associations and organizations with numerous challenges, potentials, dilemmas and choices.

The European Conference on Educational Research (ECER) in Copenhagen 2017 invites scholars to reflect on the role of educational research in reforming education and the imperative of constant change. The prevalence of the Knowledge Economy discourse has pushed education higher up the government agenda, and, consequently, this policy area has become increasingly important to govern. But do current attempts to standardise education systems, programmes and curricula actually contribute uniformity? Or do national and local translations of the new education standards disrupt attempts to standardise? ECER 2017 addresses the impact of this transnational reform pressure by focusing on the ways in which reforms are affected by the roads they travel when they move across borders throughout Europe and beyond.

The conference theme provides a focus for keynote addresses and invited events.

Proposals for contributions are welcome from all fields of educational research. Some networks are featuring a special focus for ECER 2017 and invite researchers to contribute to special calls. You will find them at the end of this document.

KEYNOTE LECTURES ECER

Rajani Naidoo is Professor of Higher Education Management and Director of International Centre for Higher Education Management, Bath School of Management, at the University of Bath.

Manja Klemenčič is Fellow and Lecturer in Sociology of Higher Education at the Department of Sociology, Harvard University.

Carl Anders Säfstrom is Professor at the School of Culture and Education, Södertörn University, Stockholm.

Jens Rasmussen is Professor at the Department of Education at Aarhus University, Denmark.

KEYNOTE LECTURE ERC

Pavel Zgaga is Professor of Philosophy of Education at the Faculty of Education, University of Ljubljana, Slovenia.

SUBMISSION PROCEDURE

Submissions need to be directed to one of the EERA networks and can be handed in as Paper, Poster, Round Table, Workshop, Symposium, Video or Pecha Kucha. Pecha Kucha presentations are piloted as new presentation format for ECER 2017 in selected networks, see below. PhD students and Emerging Researchers are especially invited to submit to and participate in the Emerging Researchers Conference. Please consult the network descriptors, submission guidelines and formats of presentation on the EERA website before handing in a proposal.

Due to the high number of participants at ECER, we can only guarantee each person two presentations without a time clash within ECER's 14 time slots. While the submission system will only allow you to submit two proposals, it is possible for you to be listed as presenting co-author on another person's submission. As the limit of two guaranteed presentations applies to all submissions, please be aware that if you are listed as presenting author / presenting co-author for more than two presentations in total, we may have to withdraw you as presenter from one or more presentations.

The closing date for submission will be **15 January 2017**. No late submissions will be accepted!

New for ECER 2017: Pecha Kuchas in selected networks

EERA is piloting Pecha Kucha presentations in ECER 2017 in the networks that have volunteered for the pilot. Pecha Kucha submissions will be subject to the same peer review process as all other submission formats. Preferably, each session will have 3-5 Pecha Kucha presentations with a chair person prepared to engage participants in discussion. If not enough Pecha Kuchas are submitted, the presentations will be programmed together with paper presentations in that same network.

General Guidance for Pecha Kuchas

Pecha Kucha is a presentation style in which 20 slides are shown for 20 seconds each (6 minutes and 40 seconds in total). For the purpose of keeping the presentation exactly in 6 minutes and 40 seconds each slide must be set with the software's timer to display on the screen for exactly 20 seconds before the next slide advances. Images are the key to an effective Pecha Kucha. Try to find images that are illustrations or metaphors of your key points and/or use words-as-image.

Please note: only the following EERA Networks will accept Pecha Kucha submissions: **Network 02:** Vocational Education and Training (VETNET), **Network 14:** Communities, Families and Schooling in Educational Research, **Network 15:** Research Partnerships in Education, **Network 16:** ICT in Education and Training, **Network 18:** Research in Sport Pedagogy, **Network 20:** Research in Innovative Intercultural Learning Environments, **Network 22:** Research in Higher Education, **Network 24:** Mathematics Education Research, **Network 26:** Educational Leadership, **Network 27:** Didactics - Learning and Teaching, **Network 31:** Research on Language and Education (LEd) and the Emerging Researchers' Group (ERG).

Browse through EERA Networks

<http://www.eera-ecer.de/networks/>

Information on Formats of Presentation and on how to write an Abstract for ECER

<http://www.eera-ecer.de/ecer-2017-copenhagen/submissions-registration/>

ConfTool Submission System

<http://www.conftool.com/ecer2017>

EMERGING RESEARCHERS' CONFERENCE

PhD students and Emerging Researchers are especially invited to participate in the Emerging Researchers' Conference. For this, please submit to the Emerging Researchers' Group.

CONFERENCE VENUE, TRAVEL AND ACCOMMODATION

University College UCC, Copenhagen was established in 2008 following a merger between a number of higher education institutions with a long history in the Danish educational sector. Today, UCC is one of the main providers of bachelor degrees in Teacher Education and Social Education in Denmark, with more than 9,000 full-time students enrolled in these fields alone and an additional 6,000 part-time students studying for a postgraduate or diploma degree. The education and research activities of UCC are housed in three campuses. The smaller campuses are located in Hillerød (just north of Copenhagen) and in Bornholm, while the majority of activities are located at the Carlsberg Campus, which is centrally located in Copenhagen.

University College UCC, Copenhagen will host ECER 2017 at its brand new campus. The UCC campus is centrally located approximately 3 km west of Copenhagen city centre, which is approximately 20 - 30 minutes walking distance from central Copenhagen and 5 - 10 minutes by public transport (bus or train). With state of the art auditoriums and facilities for smaller workshops and digital solutions, the campus provides excellent facilities for ECER 2017. UCC Campus Carlsberg consists of two seven-storey buildings connected by roofed bridges. Conference rooms and lecture halls are distributed throughout the two buildings. All rooms are, thus, within a short walking distance, and all conference activities will take place in a limited area ensuring a dynamic atmosphere and easy access for participants.

ABOUT COPENHAGEN

With a population of 1.9 million, Copenhagen is the largest city in Scandinavia. Though smaller than many other Northern European cities, the Danish capital has proven itself more than able to organize successful large-scale events in innovative and appealing settings. The city is a pulsating metropolitan where fashion and tradition go hand in hand with a safe, efficient, yet exciting environment that offers modern meeting facilities and endless accommodation options. With Denmark as one of the oldest monarchies and Copenhagen as one of the greatest design capitals in the world, the city also offers a wide variety of beautiful cultural experiences, unique shopping opportunities and stunning architecture within its compact city centre.

Copenhagen and the Danes value the environment. In 2014 Copenhagen was awarded "European Green Capital" by the European Commission as an acknowledgement of the city's work with combining sustainable solutions with growth and life quality. Among others, Copenhagen has received acclaim for its ambition and effort to make more people bike, to become CO2-neutral in 2015 and to function as a living laboratory for green solutions.

Information on Accommodation will be provided early in 2017.

SPECIAL CALLS FROM EERA NETWORKS

In addition to the general call, some networks would like to encourage discussion on specific thematic topics and have therefore issued a special call. However, they will remain open for all other submissions within their area.

Beyond Media Education – Open(ing) Learning Environments in a Digital World Network 06: Open Learning: Media, Environments and Cultures

Abstract

“Beyond Media Education” aims to open the debate about media and ‘information communication technologies’ in educational contexts, bringing together European perspectives and findings of national and international research projects on topics such as open learning environments and media literacy and to highlight neglected areas of educational research on any kind of media usage in formal and informal contexts.

The Call

Open learning and open(ing up) education are ideas that can be found throughout the history of pedagogy. They have been revitalized in the past decade especially in the context of open education (OE) and the open educational resources (OER) movement. Today, a variety of designs for open learning environments as well as initiatives, conceptualizations and practices beyond media education in a digital world are being discussed. We would like to invite submissions that make an innovative and original contribution to the following topics:

- Open learning environments for children and young people, adults, older people
- Media usage and media literacy in Europe
- Media education, social justice, and e-inclusion
- Gaming cultures
- Multimodality
- Digital Storytelling
- Social Online Networks
- Disadvantaged children and young people
- Avoidance versus excessive use of technologies
- Educational institutions as providers of open learning environments
- Future of Open Learning

Network 6 welcomes theoretical and methodological contributions, practice and project reports, as well as hands-on workshops on all topics.

This special call is also intended to invite innovative formats of presentations which are currently not covered by the overall ECER organisation. Being the network for “open learning” we would therefore like to call for creative modes of public presentation and common reflection, and by that open a discussion that goes ‘Beyond Media Education’. If you intend to present or discuss your findings in an innovative way, please clarify your idea by adding a short paragraph to your submission. Feel free to contact the Link Convenor Petra Grell.

Contact

Link Convenor: Petra Grell (Germany) p.grell@apaed.tu-darmstadt.de

References

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Purposes of Education/Health Education Nexus: Challenges and Opportunities

Network 08: Research on Health Education

Abstract

Recent years have seen increasing attention to reform of public education. Increasing foci on standardization has in effect led much of the educational endeavor in a performativity and output trend (specific to student achievement in cognition). Education policy is increasingly driven by a marketization and global competitiveness agenda. Rather than mitigate inherent inequalities, these trends serve only to widen them, and often to the detriment of health and wellbeing of students as well as teachers and school staff. The reform gives priority to “core subjects”, which results in neglecting cross-curricular topics (e.g. health education) or whole-school learning pathways (e.g. health-promoting schools).

The Call

With reference to the general ECER 2017 Call (Reforming Education and the Imperative of Constant Change: Ambivalent roles of policy and educational research), Network 8, Research on Health Education, invites research submissions that include but are not limited to themes such as:

- How has health/wellbeing education research engaged with educational reform in Europe and beyond?
- What is the position of research in examining and (re)connecting educational reform imperatives and school health and wellbeing?
- What role has school reform played in promoting or limiting the health and wellbeing education agenda in schools?

- How educational reform interacts with forms of school governance and decision making related to health/wellbeing areas of the curriculum?
- What are the dynamics between educational reform and teacher and/or student health and wellbeing?

We encourage authors to consider the variety of submission formats, including papers, workshops, roundtables, posters and symposia (<http://www.eera-ecer.de/ecer/submission/formats-of-presentation/print/>).

We particularly invite symposia presenting research and debate from at least three European countries. Collaborative sessions with other EERA networks are also welcome.

Contact

Venka Simovska (vs@edu.au.dk)

Enabling Educational Research

[Network 12: Library and Information Science Network \(LISnet\)](#)

Abstract

In recent years, the digitization of science and scholarship has been widely discussed and national and European scientific policy agendas have been established (e.g. eScience, Cyberscience). In transdisciplinary educational research, potentials are thus triggered and boundaries with frictions emerge owing to heterogeneous epistemic cultures. Infrastructures for educational research need to anticipate this condition to adjust their services. Network 12 meets this challenge to digitization in a critical, engaged way, offering a hybrid platform for educational researchers and special interest infrastructures in education such as libraries, archives and information centres, as well as publishers, founders and other stakeholders.

The Call

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This Special Call includes, but is not limited to, the following topics:

- Data Life Cycle and Data Archiving: Support in all steps of data life cycle, such as review of existing data sources, data management planning, documentation, citations and metadata, cost estimates and aspects of consent and confidentiality;
- Openness of Research: Open access repositories (data and publications) and open journal services accompanied by guidance, e.g. legal advice, facilitate scholars self-archiving and open access publishing;
- Information and Data Literacy: With a particular focus on academic education supply in the acquisition of information and data literacy;
- Evaluation and Systematization: Advice in choice of publication venue and research output measurement like scientometrics or systematic reviews;
- Digital Research: Digitization of historical collections and holdings, provision of environments and tools for Digital Humanities and beyond.

This Special Call of Network 12 targets empirical studies but also profound systematizations and realizations ('good practices') to foster an exchange regarding digitization in educational research on a European level. However, while the state of the art should be considered in the paper, possible further aspects might be addressed, e.g. localizations and necessary adjustments of infrastructures to educational research, comparisons of solutions across countries or a discussion on a European level.

Contact

- Christoph Schindler
- Simon Rettelbach

Educational Reforms and Historiographical Change

[Network 17: Histories of Education](#)

Abstract

The next European Conference on Educational Research will be held in Copenhagen from 21 to 25 August 2017. The conference will be devoted to 'Reforming education and the imperative of constant change: Ambivalent roles of policy and educational research'. While Network 17: Histories of education is known for favouring proposals in all but the classical paper format, especially when they centre on underexplored sources, new theories and methodologies, it especially welcomes submissions that directly address the conference's overall theme. Therefore, we encourage scholars to focus their abstracts on the impact of policy and research on educational and/or historiographical reforms and change – and vice versa.

The Call

Educational reforms and change

Changes and reforms have been sources of concern in education since times immemorial. This call for papers invites scholars to explicitly relate the existing scholarship on change and continuity in education to their concrete studies of endeavours of reform or conservation in the field of education. Different points of attention can be put forward. One could think about the role played by particular personalities or educational organisations in bringing about or obstructing educational change and, in addition, identify how they make up and occupy national as well as transnational spaces of educational development. It also seems relevant to tease out historical explanations for the success and/or failure of educational reforms and the seemingly irresistible drive towards educational change. Thus, historical perspectives on educational reform find relevance in informing on-going debates in favour of or against educational reform. Another important question is that of how educational visions and aims pursued by advocates of reform have been appropriated by educators, teachers, parents, children, young people and adults, and so on. It is moreover worth investigating how ideas and initiatives of educational reform travel, get translated, and sediment across time and space? Finally, it seems key to inquire also into the question of time in educational reform and change; that is, the notion of linear progression, of circular recurrences, and of pace and speed in the course of educational reform work. As Network 17: Histories of education has a longstanding interest in materialities of schooling and visual source material, we are eager to receive proposals that focus on the way photographs, films, school furniture or school architecture – to name but a few possibilities – have figured in regional, national or international programmes of educational reform.

Historiographical reforms and change

There is a continuous and innovative discussion of methodologies, theories and their impact on writing histories of education. As a result of this discussion, the nature of the field, the theoretical and methodological tools used, as well as subject material taught to students have undergone several changes. With this call for papers we as convenors of Network 17: Histories of education therefore warmly welcome submissions that focus on how the history of education and the art/craft of writing histories of education more generally has changed throughout time. In addition, scholars could think about how educational reforms internationally have come to impact on the teaching of history of education to (under)graduate students. Rather than to merely paint a grim picture we invite scholars to present refreshing and innovative ways of how the history of education can be related to current and future trends in educational policy and research.

Network 17 encourages researchers from within and across the history of education to submit proposals for full presentations, symposia, workshops or posters that deal with the above-mentioned themes. For more information about these different formats see the ECER website. In order to ensure high-quality conference sessions for the next review round reviewers will be asked to pay particular attention to the general scientific criteria for abstracts stipulated by the EERA council.

Contact

For more information please do contact the link convenor of Network 17, Helena Ribeiro de Castro, by sending an e-mail to: hribeiro.castro@gmail.com.

Toward a new Pedagogy of Health in Schools: The power of the digitally literate teacher

[Network 18 and 08 for Symposia](#)

Abstract

Millennials are known as 'digital natives' (Prensky, 2001). However, in the recent OECD (2015) report on Students, Computers and Learning, far from being digital natives, this 'wired generation' need assistance in navigating the cyber sphere and understanding how their data is used. Health knowledge is at their fingertips and yet these students do not critically engage with this knowledge. We invite symposia submissions that will engage critically with current pedagogical practice in health across physical education, sport, physical activity settings.

Key words: Health, physical education, technology, pedagogy

The Call

We invite joint submissions in a symposium format (<http://www.eera-ecer.de/ecer/submission/formats-of-presentation/#c213244>). Preferably, these symposia would engage critically with (digital) pedagogical practices in health across physical education, sport, physical activity settings and from different European perspectives. In so doing they will make a case for the education of digitally literate teachers (and/or students).

Being digitally literate means understanding technologies that map and record personal data, and having an acute awareness of how this data is being used now and in perpetuity. It is a core capability for someone for living, learning and working in a digital society (Hibberson et al, 2015, n.p.).

Teachers need to be equipped in effective TPACK (Koehler & Mishra, 2005) to ensure that pupils are also digitally literate. Teachers need to develop competences to use technology as a

pedagogy and not a 'bolt on' approach where technology is not infused in the learning experience.

We hope that the submissions of joint symposia across Network 18 and Network 8 will help raise the debate related to current practices of teacher education, professional competences and professional development, and critically examine possible future practices that could produce digitally literate teachers in the area of health across a variety of settings.

Contact

Dr. Fiona Chambers (N18) & Professor Venka Simovska (N8)

References

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Rethinking Education Ethnography: Researching digital communities, inter-subjectivities, mobilities and interactions

[Network 19: Ethnography](#)

Abstract

Recent changes have altered the way people interact and how new technologies are being used for that purpose. Many cultural productions and reproductions are taking place in different sites including education sites, not only schools. Given this, there is a vital need to research and reflect on these new cultural and educational settings and meanings, trying to analyse the ethnographic knowledge produced and the methodological procedures that are taking place.

Besides a conceptual and epistemological work on structural dimensions of ethnography, also online ethnography, as participant observation, field and fieldnotes, interaction, interpretation and representation, this call seeks also contributions that allow us to understand how education ethnographers are, through their research, reshaping the methodology by redefining "the field", adding specific tools or proposing a new education subject and context.

The Call

A shared interest of researchers in Network 19 Ethnography of the European Educational Research Association (EERA) has been growing in the past years on discussing challenges for ethnography, in particular those coming from new digital contexts, communities, interactions and tools (Silva & Landri, 2012; Hernández-Hernández, et al., 2013).

Ethnography, as a methodology, has revealed a durable and interesting capacity to represent knowledge and to mediate the knowledge produced by different intersubjectivities (Pink, 2009), exploring cultural practices from the inside and in different settings. It has, above all, contributed to «demarginalize the voice of respondents» (Murthy, 2008: 837).

Recent changes have altered the way people interact and how new technologies are being used for that purpose. Many cultural productions and reproductions are taking place at different sites including education sites, not only schools (Price & Jewitt, 2013; Robins, 2015). Given this, there is a vital need to research and reflect on these new cultural and educational settings and meanings, trying to analyse the ethnographic knowledge produced and the methodological procedures that are taking place.

The classic model of single-site ethnography has been challenged for many years (Hine, 2000; Miler and Slater, 2000; Troman and Jeffrey 2006; Hine, 2007; Silva and Landri, 2011; Parker-Webster and Silva, 2013) but there is a complexity with the digital cultures and its contexts and actors that need almost a permanent an updated discussion.

Besides a conceptual and epistemological work on structural dimensions of ethnography, also online ethnography, as participant observation, field and fieldnotes, interaction, interpretation and representation, this call seeks also contributions that allow us to understand how education ethnographers are, through their research, reshaping the methodology by, for example, redefining “the field” or adding specific tools to analyse digital data.

If we agree with Geertz, that cultures are “webs of significance”, (1973:5) does this mean that we need a blended ethnography or a continuous ethnography, following participants in their daily lives settings?

Given the fact that we are particularly interested in education it is very important to analyse the value and the potential of on-line ethnography for unpacking complex socio-educational scenarios and phenomena. What have we been able to capture in what concerns cultures and education through these new ethnographic doings? Having our attention specifically engaged with education, can these new methodological approaches also to contribute for new educational approaches?

Some further questions need deliberation:

- How can the ethnographic method assist the understanding of online environments in relation with offline environments?
- Can we think of the ethnographic method as an opportunity not only to “travel” from the world of the researcher to the world of the participants, but also between different worlds where the participants are living, understanding the interplay between those different worlds?
- What type of knowledge on education study objects is digital ethnography producing? Which contribution for education can we make through these approaches?
- How should 21st century ethnographers adjust to new challenges, boundaries and limitations that came from the intersections of online and offline worlds and hybrid worlds?
- What type of mobile engagement does the ethnographer create in the web? Who is the Other? What types of otherness are being constructed through online ethnography?
- How can we handle different new tools for collecting, organizing and analysing on-line data?
- What new and old ethical dilemmas digital contexts and data brings?

Both theoretical, methodological and empirical contributions are welcome.

Contact

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References

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Critical Perspectives on the Careers of Junior Academics Network 22: Research in Higher Education

Abstract

This proposal aims at investigating the current and future careers of junior academics at universities and research institutions in Europe and beyond. We attempt to establish a new, critical voice to study employment relations in academia since current theories in this area fail to do justice to their unique and complex situation. We intend to connect the personal agency of the early career academics to the higher education organisations, their further career perspectives and their overarching national systems in a comparative setting. We call for papers that provide additional explanations for this complexity. Empirical and Comparative papers are particularly welcome.

The Call

The employment situation of junior academics (e.g. postdoctoral researchers, junior lecturers, recent PhDs, but also PhD-

researchers) deserves further attention because they are highly educated and motivated, closely involved with and contributing to the primary process of academia and economic and social growth in their countries (Häyrynen-Alestalo & Peltola 2006), but lack a longer-term perspective and tenured contracts. Younger entry-level academics prefer to stay in academia (85%), value a clear career path and some kind of assurance whereas in reality they are forced to 'face periods of uncertainty' (Fumasoli, 2015, p.8). Systematic insights into their position and how they prepare for the future are currently not available but essential for the prospects of the entire higher education enterprise (e.g. Altbach, 2015; Chen, et al. 2015).

Whereas junior academics contribute directly to the primary process of the university with a strong link to their field of research, their relationship with the university as an organisation and employer is generally distanced (Fitzenberger & Leuschner, 2012; McAlpine & Amundsen, 2011) and vague (Chen et al., 2015). Postdoctoral researchers are quite invisible and do not play a role in formal institutional policies, nor are their institutional resources such as guidance and support or representation formally arranged. But most importantly, they generally do not have a tenured position and little likelihood to obtain such a position; the length of their employment insecurity is increasing (Goastellec, et al., 2013). Their opportunities to obtain such a tenured contract are small, and even decreasing given the financial situation in academia, the growing numbers of non-tenured staff and increasingly less permanent positions (Van der Weijden et al., 2015).

It is unclear whether junior academics are considered temporary employees for university research production, without a guaranteed future research career, or as apprentices, learning the academic trade and gaining academic and human capital (Callei and Polka, 2015; Cantwell, 2009), while, in contrast, internationally the PhD-traject is increasingly structured. Moreover, additional postdoc trajectories reduce their academic prospects instead of enhancing them, going against the principles of existing organisational behavioral theories. Personal agency plays an important role regardless of the environment's impact (whether strong or weak), but this agency is directed and restrained by individual perceptions of environmental factors, such as the rules and models for promotion (Chen et al, 2015; Dany et al., 2015).

We welcome empirical as well as theoretical or conceptual abstracts, in the field of research concerning junior academics and their career prospects. We are interested in papers with a focus on the individual or organizational level, as well as a broader, policy oriented focus or that cover international developments.

In order to enable more in-depth discussion, we shall expect authors to distribute their full papers one week in advance of the conference.

Contact

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Discussing the Roles of Policy and Educational Research to Improve Mathematics Teaching and Learning

[Network 24: Mathematics Education Research](#)

Abstract

This special call invites the attendees to discuss what our role as mathematics educational researchers is in building bridges between policies and research evidence. Policies in mathematics education have been dominated by big agents such as PISA and TIMSS, rather than ground-researchers themselves. Is it our role to "create" the policy agenda or to "contribute" with our expertise to solve, improve, and respond to the societies' needs expressed through the policymakers? Is social impact a current request that would frame our work in the coming years? How can we link this picture to our work as researchers in mathematics education? Those are a few questions to open up the discussion in this special call. All contributions are welcomed.

The Call

Framework:

Learning mathematics is a complex process in which learners need to develop cognitive structures, listen to teachers and peers; also talk with them, share their own ideas, make "their voices" valued and legitimated in the school arena. Most of us now see the understanding of mathematics more than just as a cognitive phenomenon (Carpenter, Fennema, Franke, Levi & Empson, 1999); it also involves cultural identity, situated practices, hybrid discour-

ses, social and dialogical interactions, language, etc. (Bakker, Smit & Wegerif, 2015; Bishop, 1999; Clarke, 2003; Lave & Wenger, 1991; Powell & Frankenstein, 1997; Setati, 2005; Yackel, Cobb, & Wood, 1991). But, how is this huge body of knowledge connected (or not) to the needs expressed by the members of our societies? Is there any link between researchers and end-users?

The European Commission, for instance, is clearly committed to evidence-based policymaking. They look for actions that may be successful, based on concrete evidence, in order to overcome social and educational inequalities. The request for researchers is to find that evidence and share it with the whole society, to make a real social impact out of it. But, how can we do that? How can researchers transfer the results of their research towards the policy field? What are the connections between policymakers, teachers, students, researchers, and other significant agents in the educational arena? In the mathematics education realm, the experience is that agents like PISA or TIMSS have a much bigger impact than researchers themselves, in terms of influence on educational policies. Can we look for strategies to change that? Is it something that we want to change?

The theme raised by the EERA for our conference next year is about the ambivalent roles of policy and educational research. Boundaries among them are somehow blurred. Thus, we also need to discuss as members of a particular community of practice (the researchers and educators in mathematics) how to reach such social impact, and how to bring the results of the research to the general discussion with policymakers and with end-users as well, opening the floor for incorporating the voices and expertise of everyone. In fact, are we the ones defining the political agenda? What is our role as researchers? Probably our role should be more bringing our expertise to find solutions to the needs defined by the society itself. Or not? Do we have particular examples to be shared and discussed? Is it possible to identify successful actions of teaching mathematics that may work everywhere, being also respectful and inclusive of the local particularities of each group of people? Of course, we need to open the discussion and be ready to listen to scholars from other disciplines. This would be our challenge for ECER 2017.

Features of the Special Call:

With this special call, we invite researchers/research groups from different disciplines to contribute to the above or related points of discussions adopting a critical reflective approach. Interdisciplinary, cross-cultural approaches, which combine social, educational and other perspectives, are especially encouraged to submit an abstract. Presenters will later be invited to contribute to a shared publication if possible.

Those interested in contributing with paper, symposium or roundtable proposals within this special call should contact the organizers of the special call. Symposiums and proposals across networks are encouraged.

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Investigating Gender in Educational Practice and Theory: Didactics, learning and teaching

[Network 27: Didactics, Learning and Teaching](#)

Abstract

This Network 27 special call aims to bring together scholars working on the theme of gender in the fields of didactics, learning and teaching. We invite contributions, which address gender in relation to:

- 1) Teaching practices, learning dynamics and the content learnt in classrooms;
- 2) Developing innovative curriculum and teaching techniques;
- 3) Frameworks for theory-building and new methodological approaches in educational practice.

The special call aims to deepen and extend understandings of gender as a focal point for analysis, as shaped by social, cultural and economic inequalities, and which produces differing educational outcomes and life chances for individuals and groups.

The Call

Network 27 invites individual papers, symposia, workshops, Pecha Kuchas, or posters that focus on the theme of gender in didactics, learning and teaching. We invite contributions from scholars whose work focuses on analyses of gender across all stages of education. ECER does not have a network which focuses exclusively on gender and we would like this special call to provide a place to gather the ongoing work of scholars who are using gender as a theoretical and/or empirical lens to analyse educational processes and practices, with a particular focus on didactics, learning and teaching.

We understand gender as a set of socially constructed roles, relationships, norms and characteristics which produce unequal outcomes for individuals and groups; which works through interlinked historical, social, economic and cultural elements; and which operates in educational practices at a variety of scales and levels, sometimes hidden, sometimes visible. communication

between learners and teachers; it may influence what subject or discipline knowledge is included or excluded in the curriculum; and it may be something which shapes how broader institutional structures operate. We see gender as a fluid, multiple and shifting category and want to take a 'gender expansive' view in this special call, in order to include research that goes beyond the traditional male/ female binary.

The relationship between gender and unequal educational outcomes has been well documented in both national and international contexts. Gender inequality is a key determinant of a person's access to education; it influences an individual's ability to participate in education as a mode of self-formation and self-development; and it operates intersectionally with other forms of social inequality. Against this background, studies focusing on didactics, learning environments and teaching practices can help shed new light on how gender is constructed and operates in classroom practices in various subjects. Improving gender equality in education is fundamental to a more democratic society. Nevertheless, gender-based inequalities continue to exist in contemporary educational systems and practices. Therefore, we invite contributions which consider gender in relation to:

- 1) Teaching practices, learning dynamics and the content learnt in classrooms;
- 2) The development of innovative curriculum and teaching techniques;
- 3) Frameworks for theory building and new methodological approaches in educational practice.

This Network 27 special call responds to the theme of the conference 'Reforming Education and the Imperative of Constant Change' in two ways. First, it recognizes that those focusing on gender as an analytical lens in didactics, learning and teaching are often motivated by, and engaged in, work which aims at reforming and transforming current practices in order to address and ameliorate gender inequalities. Second, it acknowledges that such work is taking place in a background of constant change, in which relations between individual and group; school, college or university and state; and citizen and nation are in flux. The concern is that, as forces of neoliberalism become ever more entrenched in educational systems, gendered inequalities may also become more prevalent.

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In the Shadow of Europeanization of Education

Network 28: Sociologies of Education

Abstract

Europeanization of education draws on a rhetoric of change and permanent improvement: a positive, and somewhat naive mythology of change promising to deliver economic prosperity, equitable distribution of resources, and emancipation. The persistence of the discourse of change solicits sociological investigations to understand: a) how the mythology of change and improvement reproduces over time b) what this rhetoric put in the background c) what critique and resistance to the call for change and improvement. The call for papers invites researchers from Europe and abroad to present paper proposals on the shadows of Europeanization of education, i.e. on what is behind the scene of, what is made invisible by, and what resists to the Europeanization of education.

The Call

Europeanization of education draws on a rhetoric of change and permanent improvement: a positive, and somewhat naive mythology of change promising to deliver economic prosperity, equitable distribution of resources, and emancipation. The rhetoric of ongoing innovation materializes in a complex infrastructure made of data, benchmarks, indicators, algorithms, and digital codes sustaining the joint efforts of harmonization of all the national systems of education and the reforms of the single member states (Lawn & Grek 2012) (Lawn & Normand 2015). The optimistic narrative is maintained and possibly reinforced, despite the financial crisis, the refugees and migration crisis, the episodes of terrorism, the increasing widespread of an attitude against EU. The persistence of the discourse of change solicits sociological investigations to understand: a) how the mythology of change and improvement reproduces over time b) what this rhetoric put in the background c) what critique and resistance the call for change and improvement have been encountering. The call for papers invites then researchers from Europe and abroad

to present paper proposals on the shadows of Europeanization of education, i.e. on what is behind the scene of, what is made invisible by, and what resists to the Europeanization of education. The main topics will be the following:

- a) The Mythology of Change and Improvement. To what extent the mythology of change and improvement relates to the Europeanization of education? Is it just a mythology with limited results, or it has performative effects? In that latter case, how it translates in a regime of visibility of education performances? What is in the shadows? What is made invisible?
- b) Critique and Resistance to Europeanization of Education. What are the forms of critique and/or resistance to Europeanization of Education? Are the forms of critique and resistance largely overlapping, or not? How do the dominant logics deal with the resistance and/or the critique? What is the role of critique in the building of a European sociology of education without being trapped in "methodological nationalism"?
- c) The Multiple Enactment of the Europeanization of Education. Europeanization of education is a complex process, and there are multiple ways of enacting the European space of education. What are the actors of change? In which way and to what extent are intermediary and transnational private and public actors (think tanks, NGOs, consultancy, agencies, etc.) active in formulating new ideas and visions, but also in shaping public policies at the national and local level?
- d) Mobilities in Europe and Education. Europeanization is, to some extent, the fabrication of a space of movement of people, capital, goods, and service. Is it an area of mobilities, that is of mobile forms of learning, people and professions of education, and/or is it made of segregated spaces where immobilities, inequalities, and education are accumulating (Landri & Neumann 2014)?

Potential contributors may propose theoretical and empirical papers that address some, or several of the topics and the listed questions, by escaping from 'methodological nationalism' (Dale & Robertson 2012). Drawing on a global eye and studies which enquire into more global trends (i.e. international educational assessment programs) but which offer insights into European education processes would also be valuable.

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Re-orienting Education towards the Sustainable Development Goals (SDGs): Exploring the ambivalent roles of policy and educational research

[Network 30: Environmental and Sustainability Education Research \(ESER\) Network](#)

Abstract

Since 2016 the 17 Sustainable Development Goals (SDGs) of the 2030 UN Agenda are in force and are expected to be taken up by governments worldwide. On a transnational policy level this can be considered as strengthening the Global Action Plan (GAP) on

ESD. Both, the SDGs and the GAP are accompanied by UNESCO Guidance Frameworks. On national and local levels, these initiatives are expected to strengthen or revitalise activities and reforms resulting from a decade(s) long engagement with ESD. This transnational initiative leaves educational researchers with numerous challenges, potential, dilemmas and choices which we want to explore and discuss.

The Call

From the general call we draw on two aspects: Firstly, the assumption of an interaction between the national and transnational policy levels. Secondly, on the role of educational research in reforming education. While those of us, working in the European education system experience themselves within a system increasingly focusing or being driven by standard-setting comparisons of performance data and policy advice, there is also something specific about the way the above named challenge relates to the field of Education for Sustainable Development.

Since January 2016 the 17 Sustainable Development Goals (SDGs) of the 2030 UN Agenda for Sustainable Development are in force and are expected to be taken up by governments worldwide and used to establish national frameworks for the achievement of the 17 goals. On a transnational policy level this can be considered as strengthening the UNESCO Global Action Plan (GAP) on ESD (following up the UN Decade ESD). Both, the SDGs and the GAP on ESD are accompanied by Guidance Framework from UNESCO addressed primarily at national policy makers outlining the need for a broad partnership-alliance approach. On national and sub national levels, these initiatives are considered to strengthen or revitalise activities and reform initiatives resulting from a decade(s) long engagement with ESD.

This transnational initiative leaves educational researchers and affiliated associations and organizations with numerous challenges, potential, dilemmas and choices.

We invite scholars in Copenhagen 2017 to engage for example in questions such as: How do researchers engage with the goals and guidance frameworks provided by UN and UNESCO?; Is a-normative/a-political research possible/useful/desirable in a context of a politicised/normative policy discourse on and public debate about education (for sustainable development)?; How do or should we engage in national debates and policy activities on this?; How do we critically examine these transnational activities and their framings?; Do we consider having the UN as the main global player pushing the ESD agenda as hindering or strengthening transnational activities?; What has been learned from the implementation of the UN Decade for ESD?

Contact

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Organizational Reform and Change Management in Organizational Education Research

Network 32: Organizational Education

Abstract

Relating to the ECER 2017 theme, the EERA Network 32 Organizational Education will gather contributions which focus on reforms in and of organizations, on change management as an educational process, on methods and instruments of organizational change, and on the evaluation of reform in and of organizations.

The Call

Organizational Education Research explores organizational behavior and especially organizational learning from an educational perspective. Such research focuses on (not only the reform as such and its effects on the organization's efficiency but also) the opportunities for professional support of the organizational reform and the ethical consequences of the reform, e.g. what does the reform of an organization do to the distribution of power and recognition in the organization.

Relating to the ECER 2017 theme, the EERA-network 32 "Organizational Education" will gather contributions which focus on reforms in and of organizations, on change management as educational processes, on methods and instruments of organizational change, and on the evaluation of reform in and of organizations.

Organizational education studies on the reform of organizations may focus on how an organization (e.g. a school, company, hospital, agency) proactively or reactively develops its own structures, procedures, norms and praxis, e.g. by implementing a quality system or by building reflection spaces for learning communities. It also may look at obstacles for the organization's reform and ask for its wins and losses.

Organizational education studies on reforms within organizations may focus on processes and effects of the development of a certain subunit of an organization, be it a class within a school, a department within a company or a ward within a hospital. It may

also ask how the reform of a professional practice effects (and is effected by) the inter-professional structures and procedures, norms and praxis of the respective organization.

Educational studies on change management may look at it as an educational process. Change agents in organizations (in schools and universities as well as in companies, hospitals and agencies) may be researched as professionals with typical educational tasks as to stimulate learning, to support learning, to advise and to supervise. Organizational Education Research is interested not only in the change agents and their practices but also how they intertwine with the regular praxis of the focused organization.

Organizational education research may also be interested in the instruments of organizational reform. Here, e.g. the role of a mission statement or the role of the intranet for an organization's reform may be explored. Also evaluation of reform in and of organizations may be seen as an instrument of organizational reform, especially if it is realized as a formative evaluation. Since evaluation itself generates data of the reform, it can be reported as research, but it also may be researched itself regarding its intertwining with the organization's reform.

Network 32 "Organizational Education" encourages researchers from all over the fields of educational sciences and organization sciences to submit proposals for full presentations, symposia, workshops or posters that deal with the above-mentioned topics. For more information about the different formats see the ECER-website.

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Looking Forward to Welcoming You!

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