

# ECER 2018

## Inclusion and Exclusion, Resources for Educational Research?

4 - 7 September 2018

European Conference on Educational Research – ECER  
& Emerging Researchers' Conference (3 – 4 September)

Free University of Bozen-Bolzano, Italy



# CALL FOR PROPOSALS

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

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).

### IMPORTANT DATES

<b>Emerging Researchers' Conference:</b>	3 - 4 Sept 2018
<b>ECER - European Conference on Educational Research:</b>	4 - 7 Sept 2018
<b>Submission Time:</b>	1 Dec 2017- 31 Jan 2018
<b>Information on Review Results:</b>	3 April 2018

### CONFERENCE THEME

#### "Inclusion and Exclusion, Resources for Educational Research?"

In times of wars and conflicts, increasing numbers of migrants and refugees, impairment of a European identity through e.g. the Brexit, and, at the same time, of an increasing re-nationalisation and attempts to construct Europe as a fortress, it is all the more important to reflect on and analyse the particular contributions of education and educational research to processes and structures of inclusion and exclusion. At the same time, we also should ask to what extent these processes and structures serve as resources for educational research aiming at sound empirical investigations, critical philosophical, historical and comparative analyses and feasible suggestions for individual and societal developments through education.

Inclusion and exclusion can be seen as the poles between which the degree of societal integration is organised. On the one side it deals with the big topics of social justice, equality, equity and equal opportunities, on the other side it also marks the limitations of what is inside or outside of the constitutional frame of a society. Inclusion and exclusion can be seen both as a process of shifting and changing the degrees of freedom and liberty and as a structure of organising integration according to particular rules and regulations. Europe and processes of Europeanisation play a significant role and bear constitutive responsibilities in these respects. Freedom and liberty, constitutional rights and duties, serve as fundamental principles which we defend against foes

and barbarism, which we discuss, interpret and criticise against dogmatism, ignorance, power and oppression, and which we take as the ethical ground education and educational research are based on.

Inclusion and exclusion are significant and challenging topics for education and educational research. We already have quite a number of distinct theoretical frameworks (Foucault, Bourdieu, Luhmann, Goffman, Basaglia, etc.) available, which conceptualise the relationships between inclusion and exclusion in particular ways. We also find a lot of research expertise and experts across Europe, including members of EERA, which enriched our knowledge and viewpoints about inclusion and exclusion. They also point to the fact that inclusion and exclusion has to be conceived as a complex relationship, where e.g. also students are "included-as-excluded" – depending from the hierarchy and valuation of educational institutions.

The complexities, tensions, paradoxes, even contradictions embedded within the relationships between inclusion and exclusion, thus are related to a broad range of problems including: people with special needs, educational diagnostics and performance measurement, educational institutions as life course regimes, equal opportunities for all, segregation at schools, education governance, access to education, training and lifelong learning, access to and participation in an information or knowledge society, media education etc.. However, it is not only about pupils or students, but also about teachers, pedagogues and school administrators; it is not only about standard school settings and formal educational organisations, but also about informal education and those "Not in Education, Employment or Training". In view of the increasing importance of certificates, processes and structures of inclusion and exclusion could also be interpreted as processes and structures of recognition and misrecognition.

Against these backgrounds, education, interculturality and intercultural communication become a crucial issue. Dealing with diversity is far beyond idealist, romantic or harmonic ideas and experiences (as the word 'variety' would suggest), but more determined by tensions, ruptures, frictions, differences, contradictions, paradoxes, breaks. Therefore, educational research is challenged both theoretically and empirically to conceptualise and analyse such tensions and frictions processes and structures of inclusion and exclusion ge-

nerate; and it is also challenged to develop and provide prospects and possibilities to deal with such tensions and frictions in the light of societal, educational and ethical basic principles.

These problems and topics to some extent seem to be locked in particular national or cultural units, as education to a large extent contributed and still contributes to forming a national or cultural identity. In a globalising society, however, these topics and problems necessarily get an international and intercultural shape, which, in turn, re-affect the national, regional and local levels. Intercultural communication becomes a basic necessity. As the complexity of processes and structures of inclusion and exclusion increase, diversity, interculturality and internationality are to be considered on several levels – from the local to the international, from the children to the adults, from the informal to the formal education, from the students to the teachers, from the included to the included-as-excluded, from the recognized to the misrecognised.

We expect ECER 2018 in Bozen-Bolzano to discuss such structures and processes of inclusion and exclusion, of recognition and misrecognition, regarding their relevance for education and educational research and to significantly contribute to making such tensions both a scholarly and a public theme. We also expect that ECER 2018 will theoretically, empirically and practically conceptualise, investigate and experience intercultural communication as a powerful resource of mediation, mutual understanding and also of intellectual delight.

The conference venue is an excellent opportunity to do this in an intercultural setting, which could provide some evidence regarding intercultural communication trying to take diversity and tensions between inclusion and exclusion as productive resources for education and educational research.

Welcome to Italy!

## KEYNOTE LECTURES ECER

**Marco Catarci** is Associate Professor of Intercultural Education at the "Roma Tre" University, Italy

**Marcella Milana** is Associate Professor at the University of Verona, Italy

**Thomas Popkewitz** is Professor at the University of Wisconsin-Madison, USA

**Susan L. Robertson** is Professor at the University of Cambridge, UK

## KEYNOTE LECTURE ERC

**Richard Rose** is Professor at the University of Northampton, UK

## SUBMISSION PROCEDURE

Submissions need to be directed to one of the EERA networks and can be handed in as Paper, Poster, Panel Discussion, Workshop, Symposium, Video or Pecha Kucha. 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 **31 January 2018**. No late submissions will be accepted!

**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-2018-bolzano/how-to/>

**ConfTool Submission System**

<http://www.confTool.com/ecer2018>

## WHAT IS NEW AT ECER 2018?

We are pleased to announce that EERA has a new network, NW 33. Gender and Education. You can read about this network here: <http://www.eera-ecer.de/networks/33-gender-and-education/>

After a successful pilot year in 2017, all networks will now offer pecha kucha as one of the formats of presentation. You can learn more about the pecha kucha format on our website:

<http://www.eera-ecer.de/ecer-2018-bolzano/how-to/submission/formats-of-presentation/>

## EMERGING RESEARCHERS' CONFERENCE

PhD students and Emerging Researchers are especially invited to participate in the Emerging Researchers' Conference. To submit to the ERC, please choose „Emerging Researchers' Group“ as your "Network" when making your submission. Please note that for the Emerging Researchers' Conference only papers, posters, pecha kucha and video presentations will be considered. Group presentations like symposia, roundtables and workshops are reserved for ECER or, if they are offered in the ERC, are centrally organised.

## CONFERENCE VENUE, TRAVEL AND ACCOMMODATION

The Free University of Bozen-Bolzano is located in one of the most fascinating European regions, at the crossroads between the German and Italian culture. The features that make the university so unique are its tri-lingualism in teaching and research, its high level of internationalization as well as an ideal study environment with a professor-student ratio of 1:6.

The Free University of Bolzano is a small university founded in 1997 and has about 3.500 students spread across two Campuses. Four faculties are situated in Bozen-Bolzano while the Faculty of Education with its 1.450 students is located in nearby Brixen-Bressanone. The University's programmes and study degrees reflect its tight link to the South Tyrolean territory as much as its international outlook. Interdisciplinarity and sustainability characterize the university's academic approach.

Through its teaching and research, unibz contributes to the economic, social and cultural development of the territory by collaborating with public institutions and private organizations, where also its funding comes from. A further point of focus is on lifelong learning: initiatives like the JuniorUni, Studium Generale and the Senior Student Card guarantee for the transfer of technical skills and knowledge for all ages.

## ABOUT BOLZANO

Bozen – or Bolzano in Italian – is located in the heart of the Alps. The city lies at the feet of the UNESCO World Heritage Site

“Dolomites”, only 90 kilometres south of the Austrian border and about the same distance east of Switzerland.

Once a city of merchants, the capital city of South Tyrol is nowadays one of Europe’s most loved holiday spots. Situated at the crossroads of Italian and German culture, this is the place where beer meets wine, where Sachertorte meets Pizza and where folklore meets design. Although the city has only about 100.000 inhabitants, it offers a wide range of conference venues: be it medieval castles or high tech conference halls, you will find everything you’ll need within walking distance in a car-free city centre.

As the gateway to astonishing surroundings, Bolzano is proud to welcome you to ECER 2018 and the many cultural experiences the city has to offer. Information on Accommodation will be provided early in 2018.

Unlike in previous years, we were unable to arrange an ECER delegates booking platform, as this is not done there.

## ACCOMMODATION IN BOLZANO

Bolzano is a very popular tourist destination so be sure to book your accommodation as early as possible. As hotels in Bolzano have very easy-going cancellation policies, we recommend that you book your room far in advance. Only this way are you assured accommodation in Bolzano. You should even consider booking your room already now.

If you need any help booking your accommodation, please contact our partners at the local Tourist Board ([info@bolzano-bozen.it](mailto:info@bolzano-bozen.it)) where 5 booking professionals will be happy to assist you. Mention in your inquiry that you are an ECER 2018 participant.

Please note that there is no booking platform offered this year.

## 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.

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

[NW 08 Research on Health Education](#)

#### Abstract

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.

#### The Call

Education is a principal factor in social cohesion and inclusion, and an effective agent of change in social transformation. But the growing emphasis on competitiveness in schools can also be seen as a principal factor in differentiation processes leading to inequity and exclusion. Wellbeing and health are described as both a goal and a means in educational policy; most often as a means to achieve learning. Socio-economic factors such as family affluence, as well as the existence of, or lack of, a supportive school environment, have a bearing on social inequalities

affecting both children’s health and learning. Yet health education/health promotion activities often mainly address health and well-being problems as individual problems, defining the role of pupils as learning to ‘cope’ with problems, rather than taking part in addressing the challenges causing the problems. The approaches schools take to mitigate or prevent health and well-being problems can result in both inclusion and exclusion of vulnerable groups of children in schools. In particular, the increasing numbers of pupils with immigrant roots present educational systems with a political challenge, as these pupils are often susceptible to reduced well-being and academic performance. Other examples of marginalized groups relative to the inclusion agenda in schools are children who are vulnerable due to, for example, sexual identities, socio-economic, cultural or religious background. Research in health education can lead to a better understanding of these challenges and contribute to their overcoming on a structural rather than individual level. The socio-critical ecological approach to health promotion and education, and the centrality of research topics such as quality of life, and inequalities in health and well-being, call for health education research that engages with these issues.

With reference to the general ECER 2018 Call to reflect on and analyse the particular contributions of education and educational research to processes and structures of inclusion and exclusion, 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 inclusion-exclusion issues in schools?
- Which educational approaches do educational systems employ when addressing social cohesion and inclusion-exclusion issues?
- How do school reforms play into processes and structures of inclusion and exclusion in schools, and particularly, how do school reforms affect immigrant pupils’ vulnerabilities??
- What is the position of research in exploring transformative approaches to health education, and in framing health and well-being issues as political?
- What are the potentials of transdisciplinary research and research methodologies and approaches when it comes to alternative perceptions of health and well-being and of what a good life and society means?

We encourage authors to consider the variety of submission formats, including papers, research workshops, round tables, posters, pecha kuchas, video presentations and symposia. We particularly invite symposia presenting research and debate from at least three European countries. Collaborative sessions with other EERA networks are also welcome.

#### Contact person(s)

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

[NW 14 Communities, Families, and Schooling in Educational Research](#)

#### Abstract

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.

### The Call

The international scientific community has already advanced the knowledge about how to improve students' academic results at primary schools incorporating the family into the learning process. However, it is still to be learnt about how to break the cycle of educational inequalities among traditionally excluded students (Gadsden, Davis & Artiles, 2009). Some of the causes, manifestations and consequences of such inequality on excluded populations' daily lives have been pointed out (Sen, 2000; Flecha & Soler, 2013).

Darling-Hammond (1996) discussed access to quality education as being at the heart of inequality, while others report on the reality of life disparities around many other issues in social contexts (FIFCFS, 1999). The development of capacities that guarantee educational excellence for all children is capital too to reduce social inequalities and strengthen social cohesion. Despite the effort of many critical educators to transform difficulties into possibilities (Freire, 1997), immigrant children, ethnic minorities and those living in poverty are beaten by segregation, taught with low expectations placed on them, and experience disengagement and school failure (Delpit, 1995; Oakes, 1985).

Those inequalities find their expression in schools in Europe and worldwide, but it is time to move beyond causes and shed light upon effective solutions. It is therefore necessary to shed light upon those actions implemented already in schools worldwide that have provided evidence to support equity, overcoming social problems and obtaining the best educational results for all (Zimmer, 2003; Brunello & Checchi, 2007; Ladson Billings, 1994; Orfield, 2001).

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### Inclusion/Exclusion? Historically Complicating 'In's and 'Out's Concerning Education

[NW 17 Histories of Education](#)

### Abstract

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).

### The Call

Specific research foci:

- Inclusion and exclusion: meanings and ideologies  
In the public sphere, notions of educational inclusion are extremely present. These have been variably linked to specific topics over time. Related concepts include equality, equity, diversity and democracy, which are in turn tied up with notions of class, gender, race/ethnicity, disability, etc. The shaping of such notions can be studied at all levels from the local, to the regional and the national, through to the transnational. How have the meanings of educational inclusion and exclusion changed across different ideological contexts? What critical junctures have been key? And what interests and processes are behind them?
- Inclusion, exclusion and the legacy of movements  
2018 marks the 50th anniversary of celebrated social movements. Student movements raised various issues concerned with education and social marginalization of specific groups (women, disadvantaged people, ethnic minorities, disabled people, etc.). Around that time in many countries there were attempts to "go comprehensive". How can we rethink the legacy of such movements on both sides of the Iron Curtain not just in terms of political outcomes, but also of new, potentially disruptive pedagogical practices?
- Inclusion and exclusion in everyday educational practices  
The everyday life dimension, as an interesting research area, may reveal particular inclusive and exclusive dynamics. It may shed light on hidden aspects of political reforms, their implementation and/or diversion or subversion. It may also offer fresh insights into struggles between individual actors,

professional groups and forms of social resilience or political opposition: how have educators promoted inclusive educational practices as acts of resistance in times of ethnic, religious or political persecution?

- Inclusion and exclusion in educational spaces and school design  
Scholarship has highlighted how the educational environment and material conditions play a crucial role in promoting inclusion and exclusion. Papers may address the following questions: how have school furniture, architecture and objects perpetuated marginalisation? Does inclusion as a paradigm change the way that schools and other educational spaces have been designed?
- Inclusion and exclusion in educational media  
It is common knowledge that, historically, the underrepresentation of specific subjects in textbooks, documentaries, films, etc. has characterized educational media production. How have underrepresented subjects been described or integrated in mainstream media? What has been the impact of these forms of exclusion on the construction of collective identities in various contexts?

#### Contact person(s)

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#### Researching Spaces in Education Through Ethnography, Making Space for a Future Forum

[NW 19 Ethnography](#)

#### Abstract

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.

#### The Call

The proliferation of analytic tools and vocabulary has sometimes led to what Jessop et al. call “an unreflexive ‘churning’ of spatial turns” (2007:389), making it more important than ever to get some kind of grasp on what space is and how it matters, first because we need to “take systematic account of how places and spaces enter into the organization of social life and social action” (Atkinson et al., 2008:146) and, secondly, because how we do research is always a spatial question: “We cannot divorce our scholarly endeavours from the bodily reality of being in the field” (Coffey, 1999:68).

The ECER 2018 theme “Inclusion and Exclusion – Resources for Educational Research?” explores a form of socio-spatial organisation that is central to education. We are very much interested in rooting our discussion on space (and place) in the central topic of this year’s ECER and analysing the pertinence of the ethnographic approach to describe and critically analyse old and new forms of exclusion in education by feature of immersing ourselves in a

society (Bryman, 2001). What advantages (and challenges) do ethnographers find when working with particular approaches? How do they operationalise concepts of space in research strategies and methodologies? How do they dialogue with colleagues using other methodologies to capture space as a social construction? What are we not researching but perhaps should be? What ethical challenges, especially for ethnographers, are implicated in studying existing and new forms of space, and how do colleagues resolve or mitigate these challenges?

We wish this opportunity to serve as an inclusive space for researchers to reflect on the thinking tools available and to share useful conceptual developments and methodological approaches relating to space and education, and how they can be productively and ethically researched. We are keen to draw on the broad experience across the EERA community and make space for a forum of discussion and joint sessions with other networks. We invite papers coming from ethnographic research, indicating theoretical and methodological ways forward, and empirical work raising questions about space and education that are likely to interest researchers across networks. Possible topics include the following:

- Reflecting the conference theme, how is space implicated in the practices and values of access, inclusion and exclusion? To what extent can space be thought of as an educational resource?
- As concepts of space develop and change, what are the implications for education and educational research? Conversely, how can ethnography capture what changing ideas and practices of education mean for space(s)?
- How has ethnography been conceptualizing educational spaces? How can historical understandings of educational space(s) and the treatment of space in other places help us to understand what is happening now and what may happen in the future?
- In educational research and practice, how can we manage the complexity of the simultaneously local, regional and global? On- and offline? Being mobile and “in place” or situated? How do (will) educational spaces relate to political and territorial spaces?
- What challenges are facing ethnography from new relationships with space through new forms of bordering, cross bordering, mobility, spots, networks? In this context, how can ethnographers define his/her place, gain access and select sites (Walford, 2008)?
- Research strategies and objects assume particular forms of or relationships to space. How do ethnographies “see” or enact particular kinds of educational space? What connects (and separates) understandings of the “field”, the “case”, the “dataset”, the “environment”, the “community”?
- What do different uses of spatial terminology within languages (e.g. environment; space; room; place – see Friesen, 2013) and across languages (Shields, 2016) indicate about our relationship to different ideas of space and education? What can we learn from differences regarding ethnographic understandings of space within and beyond the European area?
- If space is unavoidably political (Massey, 2005) including the educational spaces we build (Uduku, 2000), how can we become more sensitive to the political implications of space? How are educational spaces controlled, regulated, transformed, owned or sustained and cared for?
- How might students’ perspectives of space be researched effectively? Teachers’ and others’?

### Contact person(s)

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

NW 22 [Research in Higher Education](#)

### Abstract

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.

### The Call

In this special call we focus on internationalization of HE and its transformative potential for individuals and communities. The trends influencing university internationalization policies and strategies in the last decade have led to an increasing focus on income generation and prestige associated with the recruitment of international staff and students, international entrepreneurial activities and research collaborations, and the development of international branch campuses and transnational partnerships for programme delivery. A major challenge exists to maintain the positive and ethical bene-

fits of internationalization in this increasingly competitive environment. The papers submitted to this special call will generate a dialogue around the role of universities in relation to future societal challenges. They will address the need for HE internationalization to be redefined in terms of equity, inclusion and impact on individuals and communities. Elaborating on and addressing contemporary demands and challenges concerning internationalizing HE involves much more than staff and student mobility. Ultimately, internationalization of and in HE should enhance learning and knowledge development through novel design and development of future higher education systems. It should open up dialogue between students and faculty in inclusive and integrated ways, revisiting notions of global citizenship and cosmopolitanism, as underlying aspirations of internationalization at home and internationalization of the curriculum initiatives. In addition to the conceptual challenges of redefining internationalization, there is a need for further empirical research that engages with innovative forms of student exchange, not only in terms of mobility or study abroad, but also extending the home grounds dynamic to provide distance experience across national borders (c.f. Knight, 2015). Information and Communication Technology (ICT) e-learning strategies are a key element in this, extending HE teaching and learning possibilities (Salmon, 2004). Trends indicate that universities in the future will increase their efforts concerning e-learning, ICT-based conferencing, and virtual means that give learners more options for meetings 'outside the classroom' (Wihlborg, et al., forthcoming).

Knight (2006), de Wit (2013), de Wit et al., (2015) and others discuss internationalization as a crucial interrelationship process in which the delivery of education integrates local, national and international knowledge exchanges. Rather than relying on the research interest and teaching expertise of committed individuals, a more systematic and policy driven approach is required to drive the more comprehensive practical application of the phenomena to reach many more individuals and communities across institutions. In this call we suggest that the 'making and doing' of internationalization on home grounds deserves renewed attention. Innovative pedagogies and curriculum should be developed (Wihlborg et al., 2016). Internationalization in an of higher education should be imagined in terms of equity, inclusion and sustainability on a deeper institutional level related to the challenges of internationalizing the graduate workforce and addressing social cohesion in and beyond Europe over time (Marginson 2017)

### Contact person(s)

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Monne Wihlborg, Lund University, Sweden (Monne.Wihlborg@med.lu.se)

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### **Inclusion and Exclusion in Education: a Children's Rights Perspective** [NW 25 Research on Children's Rights in Education](#)

#### **Abstract**

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.

#### **The Call**

Equality and non-discrimination are very – if not the most – widely recognised human rights, since the adoption of the Universal Human Rights Declaration (1948) (McNaughton, 2012). Also, the right to education of all children on the basis of equal opportunity is enshrined in numerous legal treaties, among which the United Nations Convention of the Rights of the Child (1989). However, in a context of real or perceived increase in migratory pressure and cultural diversity, social justice and fundamental freedoms in education systems are curtailed by political and soci-

al trends of inward-looking, intolerant and xenophobic attitudes and cultural isolationism. Building upon exclusion processes (no or limited access to education, separated or special classes, no or interrupted professional training, etc.), these trends reduce children to one aspect of their identities (nationality, ethnicity, religion, (non-)special needs, etc.), limiting their freedom and jeopardizing their whole education process (Cole, 2012; Tomaševski, 2002).

On the other hand, inclusion is a complex process. It takes special measures in order not to merely assimilate children to a given structure, overlooking their individual needs and/or qualities and simply displacing exclusion more deeply into the educational sphere, reproducing discriminations in the classroom. Such biases limit genuine participation opportunities for the child and his exercise of citizenship (Rustemier, 2002; Sanchez-Mazas & Giesch, 2013).

Exclusion processes are an internal part of inclusion processes and investigating one requires studying the other, as well as the complex relationships between the notions of non-discrimination, equality and equity in education (Espinoza, 2007; Hedegaard Hansen, 2012). This special call invites the attendees to critically discuss how inclusion and exclusion as processes of modifying degrees of freedom for children relate to children's rights to non-discrimination and participation notably and/or on how inclusion and exclusion as a structure of organising integration and dealing with diversity and interculturality are or could be configured by children's rights.

Relating to the overall conference theme 'Inclusion and Exclusion. Resources for Educational Research', EERA Network 25 Research on Children's Rights in Education welcomes theoretical, methodological and empirical research submissions as well as practice and project reports that focus, from various disciplinary perspectives, 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.

For this special call we invite papers, research workshops, Panel Discussions, posters, pecha kuchas, video presentations and symposia. Collaborations across networks are encouraged. Presenters may later be invited to contribute to a shared network publication.

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

#### NW 28 Sociologies of Education

#### **Abstract**

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.

#### **The Call**

The sociologies of education have responded with energy to the challenges of understanding globalization and its effects, producing a significant literature to stand alongside developments in political science, in the parent discipline of sociology, and in economics. Europeanisation studies in education (Lawn and Grek 2012; Grek 2014; Seddon 2014; Landri and Neumann 2014; Lawn and Normand 2015; Normand and Derouet 2017) have been open to global influence, and Europeanization and globalization are often mentioned as inextricably intertwined processes in the literature.

Some research has attempted to scrutinise these interconnections, and disentangle the complex web of transnational, national and local relationships and their interdependencies. At the same time, the European 'project' of convergence in education through attraction and 'soft' regulation seems to be challenged by global developments, especially the economic crisis and the rise of austerity policies, including those pursued by the European Commission, the resulting disillusion with 'normal' politics and cynicism about enlightenment projects, in the face of the influx of refugees from global conflicts and of labour migrants searching for employment in increasingly uncertain and risky labour markets.

In this context, it is timely to review and reconsider, from a variety of sociological perspectives, what we know about the interaction of globalization and Europeanisation in education, and to develop conceptualizations of the complex interplay between globalization and Europeanization, that enable us to both theorise and investigate empirically the ways in which they interact. Can we identify processes that promote divergence across national, regional and transnational education policy spaces, and if so, are their points of reference European, global or national?

The network invites proposals addressing the following themes:

- Global concepts, travelling data, global networks: How do ideas, tools, conceptual frameworks, resources and actors cir-

culate between the European and the global policy space? How do emerging functional and scalar divisions of the labour of educational governance produce different enactments of global concepts (Dale and Robertson 2009)? How does the politics of the European Union support, shape or determine global forces in education? How are the categories of inclusion and exclusion being fabricated in the interplay of global forces and European policy-making?

- The rescaling of policy: What new relationships are formed across sub-national, national, regional and global spaces? How are Europe and European experts integrated into or shape global networks of education policy making (such as translational policy makers and advocacy networks, new philanthropy, edu-businesses)? (Ball and Junemann 2012)
- Processes of inclusion and exclusion in global and European education systems: How have economic hardship, the global economic crisis and growing social inequalities impacted upon globalization and Europeanization processes?
- Mobilities, global migration processes and European education: How do European education systems react to the influx of economic migrants and refugees? How have conceptualisations of inclusion, exclusion and risk been challenged by the recent influx of refugees and what categories are being developed to conceptualize global migration processes?
- Standardization, datafication and digital governance of education (Williamson 2016): To what extent do Europeanization and globalization intersect in the standardization, datafication and digitalisation of education? Is the digital governance of education promoting processes of convergence or divergence in trans-national and intra-national space? How do 'big data' prompt new modes of governance in education?

#### **Contact person(s)**

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

NW 30 Environmental and Sustainability Education Research, ESER

#### **Abstract**

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.

#### **The Call**

The global SDGs have become a shared referent for educational reform agendas across the globe and have, in turn, stimulated efforts for international and national monitoring of progress towards those goals and targets that address education (see UNESCO, 2017). In particular Goal 4 of the 2030 Agenda for Sustainable Development – 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' (hereafter referred to as SDG4-Education 2030; see UNESCO, 2015) is increasingly the focus of education reform efforts as well as critical public and scholarly debate. Further, with the affiliated target 4.7, which calling for that by 2030 all learners must acquire the knowledge and skills needed to promote sustainable development through both education for sustainable development (ESD) and global citizenship (GCE), we are being challenged to think about what these two fields with their respective histories and approaches mean for each other.

With this special call we intend to bring this debate of the linkages between ESD and GCE to our ESE research community at ECER. We invite authors to provide contributions that address among others the following issues:

- Exploring the linkages among and between ESD /ESE, GCE, Climate Change Education (CCE) or Principles of Responsible Management Education (PRME)
- Reflecting on the relationship between ESD, GCE and the SDGs
- Interrogating education related to the SDGs from a postcolonial perspective (e.g. What does postcolonial theory offer as a means for critiquing the SDGs? How does the way the SDGs were created, respond to this critique?)
- Can/should the conceptualisation of education as relating to civic education as in GCE underline the political aspects of ESE? That is can the linkage to GCE allow for a return to the discussion of the role of ESD in relation to political imaginaries such as democracy? What do different political imaginaries imply for ESE and GCE and vice versa?
- What research foci and approaches are taken and can be envisaged to enhance our understanding of implementation

processes of global policies such as these in diverse contexts and on different levels in an education system?

- Overall, by bringing together public debate and research exploring the political, social and ecological dimension of these educational approaches and principles for education we might enliven the SDGs from an often somewhat technical debate of monitoring progress towards a critically, politically and passionate debate about opportunities for and obstacles to learning as process in which a lot is at stake.

#### **Contact person(s)**

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### **Inclusion of multiple languages in mainstream education**

NW 31 LEd – Network on Language and Education

#### **Abstract**

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.

#### **The Call**

While the European discourse on both societal and individual multilingualism is a highly favourable one – the aim being that all European citizens are able to communicate in at least two languages other than their mother tongue (the three language formula) – reality shows that those who are socialized in more than one language, such as immigrant or regional minorities, are often achieving the lowest in European school systems. Educational institutions, thus become prototype settings where linguistic encounters frequently occur. Classrooms are as such a rich field for research on multilingualism and therefore for interventions that aim at an educationally and socially constructive and profitable way of engaging with linguistic and cultural diversity.

Since the insistence on monolingual language policies and on additional support measures focussing on the language of instruction only have not yielded the expected results in closing the achievement gap in educational attainment (Gogolin, Dirim et al. 2011), a discussion on the role and use of immigrant and minority languages for teaching and learning seems an imperative. In fact, not only recent research on strong bi- and trilingual school models has offered evidence for the potentials of using multilingualism for raising academic achievement (Beetsma 2002; Thomas and Collier 2002; Rolstad, Mahoney et al. 2005; Francis, Lesaux et al. 2006; Duarte 2011; Duarte, Gogolin et al. 2013), but also mainstream schools using multilingualism as a resource for learning have yielded positive academic results of both multi- and mo-

nolingual pupils (Gogolin and Neumann 1997; Dirim 1998; Rolff 2006; Creese and Blackledge 2010; Bourne 2013). Research results in this context, however, remain (thus far) limited; they focus mainly on primary schools or on complementary school forms, and have seldom included control groups and do not investigate sustainability of results. Furthermore, they predominantly rely on ethnographic methods or case-studies thus falling short of proposing a generalised and empirically-examined didactical approach towards multilingualism (for a broader review of research gaps see Bührig and Duarte 2013).

In line with the general conference theme for ECER 2018 ("Inclusion and Exclusion - Resources for Educational Research?"), we invite participants to submit symposia, research workshops, panel discussions individual papers, video presentations, posters and/or Pecha Kuchas offering different models and empirical evidence for the inclusion of multiple languages in mainstream education, from pre-school to tertiary levels. Examples of possible thematic areas are CLIL, translanguaging, plurilingual curricula, language awareness, intercomprehension, etc. We are interested in all the aspects related to including multiple languages in mainstream education. Please indicate in your proposal that you are submitting to this network specific call.

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#### Organization(s) and Diversity. Risks, Chances, and Solutions

##### NW 32 Organizational Education

#### Abstract

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.

#### The Call

Given the omnipresence of organizations (lifelong from day nurseries to schools, universities, and adult education institutes; likewise from educational organizations to companies, hospitals, agencies) in today societies, the handling of diversity has to be researched and discussed not only at the macrolevel of the society or at the microlevel of prejudices and interactions, but also at the mesolevel of organizations.

As network 32 Organizational Education focuses organizations of any kind from an educational perspective (which includes to look at organizational learning but also to look at the organization's demands, barriers, and conducive aspects for its development and change), we are interested in inclusion and exclusion (ECER 2018 general theme) at the mesolevel of organizations.

Thereby, diversity – or better to say: the organizations' handling of diversity – is crucial. On one hand, diversity troubles organizations. Since (in particular bureaucratic and Taylorist) organizations strive for standardization, diversity is seen as deviation from the standard and therewith as a problem. Given that, the organization's handling of diversity may be institutional discrimination. On the other hand, diversity implies learning resources for an organization, the more so as learning as dialogic relation needs an other, i.e. it needs difference and diversity.

Interested colleagues are cordially invited to submit proposals on issues of the relation between organization(s) and diversity.

The following topics may be used to orientate submissions:

- Diversity Management

The concept of diversity management bases on the plea to see diversity not as a burden but as a resource of an organization. The international discourse on diversity management mostly refers to Gardenswartz and Rowe's definition which names four levels of diversity: personality, internal (gender, ethnicity, physical ability et al), external (educational background, geographic location et al), and organizational (management status, functional level et al) dimensions. Diversity management aims to use diversity as resource. It is constructed as a governance maxim. This suggests to recognize only what is controllable within this frame which leads to a split perspective on diversity: only that other which a priori is defined as a resource may count on an open and conducive organization.

- Intercultural Opening (developing multicultural organizations)

The concept of diversity management is linked to the concept of intercultural opening. While diversity management may stick to organizational governance of diversity without necessarily changing the organization's structures and procedures, the concept of intercultural opening targets a development of the organization towards its identity and practice as a diverse organization. In spite of the existence of stage models, the clearing of indicators for intercultural opening still is at its beginning. It seems as if educational and social organizations have more difficulties to open themselves towards multicultural

than companies. This might be reasoned by the fact that educational and social organizations are processing more individual-related than task-related whereby diversity gets more relevance.

- Organizations as Agents of Inclusion and Exclusion

Organizations may be seen as agents of the societal processes of inclusion and exclusion. As social entities they are both followers and drivers of societal inclusion/exclusion. While diversity management focuses the relation between organization and individual and while intercultural opening focuses the intraorganizational development, research on organizations as agents of inclusion/exclusion looks at the relation between organization and society.

Network 32 "Organizational Education" encourages researchers from all over the fields of educational sciences and organization sciences to submit proposals for presentations, symposia, workshops, pecha kuchas, panel discussions, video presentations or posters that deal with the above-mentioned topics.

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## Looking Forward to Welcoming You!

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