

ECER 2019 HAMBURG

The European Conference on Educational Research - Hamburg, Germany

2 - 3 September 2019: Emerging Researchers' Conference

3 - 6 September 2019: European Conference on Educational Research



CALL FOR PROPOSALS

European Conference on Educational Research - ECER

& Emerging Researchers' Conference

EERA and the Universität Hamburg invite Educational Researchers to submit proposals for the European Conference on Educational Research (ECER) 2019. 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

Emerging Researchers' Conference:	2 - 3 Sept 2019
ECER - European Conference on Educational Research:	3 - 6 Sept 2019
Submission Period:	1 Dec 2018 - 31 Jan 2019
Information on Review Results:	3 April 2019

CONFERENCE THEME

Education in an Era of Risk

– the Role of Educational Research for the Future

Our globalised, rapidly changing world is increasingly perceived as risky and unstable. War, violence, environmental disasters, political and economic crises, labour market upheaval – such phenomena are viewed daily, not least on account of the changing media landscape. The gap between rich and poor continues to grow exponentially. International migration, which is partly a consequence of these phenomena, leads to drastic societal change in both donor and receiving regions. Old certainties are questioned, leading to uncertainty and ambiguity regarding, for example, social cohesion, political stability and lasting peace. Europe's geographical, political and economic model, which has stood for security and stability since WWII, has itself become uncertain. Uncertainty also plays out in individual lives, careers, families and social networks. Such developments are of utmost relevance to education systems worldwide as they are responsible for providing learners with the skills and capacities to live and act under given social conditions. Given that these future conditions can hardly be predicted in the current era of risk, educational processes, developments, and capacity building become uncertain. What do we know about the unfolding of such educational processes in present times and what are the skills and capacities that are needed in this complex situation? How can educational systems – also operating under conditions of uncertainty – provide a basis for the development of those skills and capacities? Which 'promises' can educational systems and institutions make to the future generations, and which can they actually keep? What is the role of education itself and educational research in dealing with the aforementioned problems? Can regional experiences and insights be 'internationalised', or must we work from context to context?

Educational research has a significant role to play in generating answers to these questions. This is not bound to theory as educational research possesses the tools to empirically examine assumptions and to provide evidence-based knowledge, for instance, as a basis for evidence informed decision making. ECER 2019 in Hamburg will be a platform for educational research that seeks to respond to the questions outlined here. ECER 2019 invites contributions oriented towards the overarching question concerning the role of educational research and practice in providing opportunities for sustainable, peaceful and equitable co-existence that appreciates diversity and diversification under conditions of uncertainty and risk now and in the future.

KEYNOTE LECTURES ECER

Karen Block is Associate Director of the Evidence and Child Health Unit in the Centre for Health Equity, Melbourne School of Population and Global Health and coordinates the Melbourne Social Equity Institute's program in Refugee and Forced Migration Studies at the University of Melbourne.

Dieter Lenzen has been president of Universität Hamburg since 2010. Starting in 1975, he was professor of education, first at the University of Münster and, from 1977 onwards, he held a chair for philosophy of education at Freie Universität Berlin.

Heila Lotz-Sisitka holds a Tier 1 South African National Research Foundation Chair in Global Change and Social Learning Systems, and is a Distinguished Research Professor in Education at Rhodes University, South Africa.

Annette Scheunpflug holds the chair of Foundations in Education at the Otto-Friedrich-University of Bamberg in Germany and is an elected member of the Bavarian Academy of Science.

Dirk Van Damme is Head of Division in the Directorate for Education and Skills at the OECD in Paris. He holds a PhD in educational sciences from Ghent University, where he became professor of educational sciences.

Arjen Wals is a Professor of Transformative Learning for Socio-Ecological Sustainability at Wageningen University. He also holds the UNESCO Chair of Social Learning and Sustainable Development.

KEYNOTE LECTURE ERC

Sally Tomlinson is Honorary Research Fellow at the Department for Education, University of Oxford, 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 Ignite Talk. 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 17 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 2019**. 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 and ERC

<https://eera-ecer.de/ecer-2019-hamburg/submission/>

ConfTool Submission System

<http://www.conftool.com/ecer2019>

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, Ignite Talks and video presentations will be considered. Group presentations like symposia, panel discussions and workshops are reserved for ECER or, if they are offered in the ERC, are centrally organised.

CONFERENCE VENUE – UNIVERSITÄT HAMBURG

Universität Hamburg is the largest research and educational institution in northern Germany. As one of the country's largest universities, they offer a diverse range of taught programs coupled with excellent research.

The university has established several interdisciplinary key research areas and fosters an extensive network of academic co-operations with leading institutions on a regional, national, and international scale. It is committed to sustainable science and scholarship. The faculties pursue the concept of sustainability in its broadest sense in both research and teaching.

The Universität Hamburg offers an outstanding variety of academic programs. Approximately 170 degree programs are offered in the following eight faculties: Faculty of Law; Faculty of Business, Economics and Social Sciences; Faculty of Medicine; Faculty of Education; Faculty of Humanities; Faculty of Mathematics, Informatics and Natural Sciences; Faculty of Psychology and Human Movement; Faculty of Business Administration (Hamburg Business School).

The university also maintains several museums and collections, such as the Zoological Museum, the Herbarium Hamburgense,

the Geological-Paleontological Museum, the Botanical Gardens, and the Hamburg Sternwarte.

ABOUT HAMBURG

The Free and Hanseatic City of Hamburg is a city state and one of the states of the Federal Republic of Germany. With more than 1.8 million inhabitants, Hamburg is Germany's second largest city, the sixth largest city in the European Union and the largest city that is not the capital of one of the EU Member States. The city of Hamburg has many facets: Hanseatic city, business location and culture metropolis. The port of Hamburg is Germany's largest sea-port and one of the twenty largest container ports in the world.

A perfect location to host a special conference. Here at the Elbe river where giant cruise and container ships manoeuvre, one understands best why Hamburg is considered to be one of the most beautiful cities in the world.

GETTING TO THE UNIVERSITÄT HAMBURG

Follow this link to see how you can reach the Universität Hamburg from the airport, train station and by car.

<https://eera-ecer.de/ecer-2019-hamburg/venue-accommodation/how-to-get-there/>

HOW TO GET AROUND HAMBURG

Train, bus, car or bike: Hamburg has a number of transport options, both public and private, to explore the city.

For more details <https://eera-ecer.de/ecer-2019-hamburg/venue-accommodation/how-to-get-around/>

ACCOMMODATION IN HAMBURG

We recommend you reserve a room as soon as possible. The booking system for rooms especially blocked for ECER participants will be active from January and accessible via:

<https://eera-ecer.de/ecer-2019-hamburg/venue-accommodation/accommodation/>

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 at Risk: Working with vulnerable students in challenging educational environments.

[Network 04 Inclusive Education](#)

Abstract

Through this special call, NW04 wants to provide an opportunity to foster scientific investigation and debate on the role that inclusive education can play facing the growing risk of exclusion and marginalisation of vulnerable students in challenging educational environments at all school levels. The call is especially addressed to promote the organisation of collaborative sessions with the contribution of researchers from various European countries in the form of symposia, research workshops, and round tables on this topic.

The Call

We are living in uncertain times, and education is not an exception. This shouldn't come as a surprise, as the world is becoming increasingly complex and interconnected. Thus, even though life expectancy and quality have been growing dramatically in the last decades, nowadays the notion of 'risk society' has become widely used, reflecting the concern about real hazards in the natural and

social world, as well as the anxiety related to the perception of potential and unpredictable impending risks. Education has to deal with both. The Israeli writer and peace activist David Grossman once described the everyday dilemmas of living with two children in a war area and trying to protect them from suicide bombing: "Should I send both boys to school in the same bus? And if not, which one will get on the 7:10 and which one on the next bus?"

With regard to education, the concept of risk is especially relevant, as it may take different forms. In school, vulnerable children can be marginalized or excluded on the basis of various aspects as disability, learning difficulties, age, gender, socioeconomic status, ethnic and cultural background, sexual orientation, just to name a few. Developing an inclusive educational environment entails tackling any kind of barrier and discrimination that could affect the children's right to education of high quality. Moreover, it implies respecting and valuing diversity as an important resource for learning and democratic participation.

Accordingly, on dealing with educational risks we should take into account that risk is a professional dimension involving not only threats or dangers, but also opportunities and positive results, depending on our ability to develop scientific research and promote positive change, especially in challenging educational environments.

With reference to the general ECER 2019 Call, Network 4 invites participants to submit symposia, research workshops, and round tables related to the topic of 'Inclusive Education in an Era of Risk'. Research submissions can include but are not limited to themes such as:

- Disability
- Ethnicity
- Gender
- Social Class
- Migration
- Sexuality
- Home-school issues

Please indicate in your proposal that you are submitting to this network specific call.

Contact Person

Fabio Dovigo (fado@edu.au.dk)

References

- Ball S.J. (2013). *The education debate* (3rd ed.). Bristol: Policy Press
- Beck, U. (1992). *Risk Society: Towards a new modernity*. London: Sage
- Giddens, A. (1991). *Modernity and self-identity: Self and society in the late modern age*. Cambridge: Polity Press
- Grossman, D. ().
- Hope, A., & Oliver, P. (2017). *Risk, education and culture*. London and New York: Routledge
- Lupton, D. (Ed.). (1999). *Risk and sociocultural theory: New directions and perspectives*. New York, NY, US: Cambridge University Press.
- Slee, R. (2011). *The irregular school: Exclusion, schooling and inclusive education*. London and New York: Routledge.

Mapping Teacher Education across Europe and Beyond

[Network 10 Teacher Education Research](#)

Abstract

Teacher education is an important field for research, since the quality of teacher education has been regularly questioned by government, whilst teacher quality is increasingly seen as

crucial to improving educational outcomes and pupil achievement (OECD, 2011; European Commission, 2015). Although it might look 'deceptively simple' (Grossman et al, 2009), the work of teacher educators is complex and multiple (Boyd and White, 2017), and we are not just teachers of teachers (Lunenberget al., 2017). Consequently, teacher education researchers need to work together in order to:

- Identify emerging themes in teacher education research;
- Build a distinctive profile for teacher education research in Europe and beyond;
- Share and critique emerging research findings;
- Develop innovative research methodologies within teacher education;
- Develop innovative teaching and learning methods within teacher education.

With reference to the theme of ECER 2019 Education in an Era of Risk – the Role of Educational Research for the Future NW10 invites contributions oriented towards the overarching question concerning the role of educational research and practice in providing opportunities for sustainable, peaceful and equitable co-existence that appreciates diversity and diversification under conditions of uncertainty and risk now and in the future.

Mapping the work currently taking place is valuable for a number of reasons. Firstly, such work supports the development of a geographically diverse teacher education community. Secondly sharing theory, policy and practice allows us to learn from others and finally a critical examination of scholarship across Europe and beyond allows us to consider what might be possible in our own location.

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

- The impact of social, cultural, political and economic changes currently taking place across Europe on the status of teaching, teacher recruitment and retention (European Commission, 2015);
- The five aspects or 'turns' in teacher education policy suggested by Cochran-Smith (2015) - the policy turn, the accountability turn, the practice turn, the university/research turn and the equity turn;
- Research in and on teacher education (BERA-RSA, 2014) and the development of a 'researcherly disposition' (Tack and Vanderlinde, 2016);
- The role of The professional learning needs of teacher educators (European Commission; 2013, Biesta et al., 2015; Czerniawski, Guberman & MacPhail 2017);
- The development and implementation of a knowledge base for teacher educators (Vanassche et al., 2015).

Network 10 welcomes theoretical and methodological contributions, practice and project reports, as well as hands-on workshops on all topics. We are interested in papers that articulate geographical specificity and consider the social, historical, cultural and political context in which the practice is situated. We encourage authors to consider the variety of submission formats, including papers, research workshops, round tables, posters, video presentations and symposia. We particularly invite symposia presenting research and debate from at least three European countries and proposals that engage with the range of experience across the EERA community and make space for a forum of discussion and joint sessions with other networks.

We hope that presenters will later be invited to contribute to a shared publication.

Contact Person

ML White (m.l.white@uel.ac.uk)

References

- BERA-RSA (2014). Research and the Teaching Profession – Building the capacity for a self-improving education system. Final report of the BERA-RSA inquiry into the role of research in teacher education. London: BERA.
- Beauchamp, G., Clarke, L., Hulme, M., Jephcote, M., Kennedy, A., Magennis, G., Menter, I., Murray, J., Mutton, T., O'Doherty, T. and Peiser, G. (2015) *Teacher Education in Times of Change*. Policy Press: Bristol.
- Biesta, G., Priestley, M. & Robinson, S. (2015). The role of beliefs in teacher agency. *Teachers and Teaching*, 21(6), 624-640.
- Boyd, P. and White, E. (2017). Teacher educator professional inquiry in an age of accountability. In Boyd, P. & Szplit, A. (eds.) *Teacher and Teacher Educator Inquiry: International Perspectives*. Kraków: Attyka.
- Cochran-Smith, M. (2009). Toward a Theory of Teacher Education for Social Justice. In A. Hargreaves, A. Lieberman, M. Fullan & D. Hopkins (Eds.), *Second International Handbook of Educational Change*, Springer International Handbooks of Education, 2009, Volume 23, Part 2, (pp. 445-467). Springer.
- Czerniawski G., Guberman A., MacPhail A. (2017). The professional development needs of higher education-based teacher educators: an international comparative needs analysis. *European Journal of Teacher Education*, 40 (1), 127-140.
- European Commission, (2013) *Supporting Teacher Educators for Better Learning Outcomes*. Brussels: European Commission. Report available at: http://ec.europa.eu/education/library/policy/teaching-profession-practices_en.pdf (accessed 1 August 2018).
- European Commission, (2015) *Strengthening Teaching in Europe: new evidence from teachers compiled by Eurydice and CRELL*. Report available from: http://ec.europa.eu/dgs/education_culture/repository/education/library/policy/teaching-profession-practices_en.pdf (accessed 10 September 2018)
- Eurydice (2015) *The Teaching Profession in Europe: Practices, Perceptions and Policies*, Brussels: EACEA
- Flores, M. A. (2016) "Teacher Education Curriculum." In *International Handbook of Teacher Education*, edited by J. Loughran and M. L. Hamilton, Dordrecht: Springer Press.
- Hargreaves (2012) *A self-improving school system in international context*, Nottingham, National College for School Leadership Available from: <https://www.gov.uk/government/collections/david-h-hargreaves-thinkpieces-on-the-self-improving-school-system> (accessed 2 October 2018)
- Izadinia, M. (2014). Teacher Educators' Identity: a review of the literature. *European Journal of Teacher Education*, 37 (4), 426-441.
- Grossman, P., Hammerness, K. and McDonald, M. (2009) *Redefining Teacher: Re-imagining Teacher Education*. *Teachers and Teaching: Theory and Practice*, 15(2): 273-90.
- Lunenburg, M. Murray, J, Smith, K. and Vanderlinde, R. (2017) *Collaborative Teacher Education Development in Europe: Different Voices, One Goal*. *Professional Development in Education*, 43(4):556-572.
- OECD (Organization for Economic Cooperation and Development) (2011) *Building a Teaching Profession: Lessons from around the World*. Paris: OECD Publishing.
- Sahlberg, P. (2011) *Finnish lessons: What can the world learn from educational change in Finland?* New York: Teachers College Press.
- Smith, K. and Ulvik, M. (2015) *An Emerging Understanding of Mentors' Knowledge Base in Tillema, H., van der Westhuizen,*

G. and Smith, K.(eds) *Mentoring for Learning: Climbing the Mountain*. Dordrecht: Springer.

- Vanassche, E., Rust, F., Conway, P., Smith, K., Tack, H., and Vanderlinde, R. (2015) *InFo-TED: bringing policy, research and practice together around teacher educator development*. In Craig, C and Orland-Barak, L. (eds) *International teacher education: promising pedagogies (part C)*(pp341-364). Bingley: Emerald Publishing.

Reflecting on Risk in Partnerships in Education

Network 15 Research Partnerships in Education

Abstract

In this call, we ask for submissions that reflect on risks in partnerships in education. This could include themes concerning initial teacher education and professional development, or public-private partnerships in education, or partnerships in school settings. We welcome any submissions that explore theoretical, methodological or practical aspects to do with questions of partnerships. Submissions may consider questions to do with ethos and values in educational partnership; management of commitments; vulnerabilities and negotiations when being explorative; and the management of power relationships.

The Call

The term 'partnership' is frequently used in different social scientific areas including also in education. However, the use of this term can cover very different realities and the everyday meaning of the word can be easily assumed to mean something inherently good, safe and risk-free. However, social inequality and vulnerabilities may be perpetuated due to the differences that exist between different communities that come together through partnership arrangements. Is not schooling synonymous for an enforced teacher-student partnership arrangement? For example, Bourdieu and Passeron (1964) famously discussed how the institution 'school' becomes a reproducing force of social and cultural inequalities. We therefore invite in this special call contributions that elaborate on the notion of risks in partnerships in education. When we speak of partnerships we would like to expand the term to collaborations or networks, yet we ask our contributors to clearly define what is meant. Consider that partnerships that carry risk may become so when institutional partners fail to take care of their responsibilities "with the degree of rigor necessary to merit societal trust" (Freudenburg 1993, p. 909). Contributions are invited that critically examine partnerships for instance when they capitalize on the expertise, input or simple presence of the other for a particular purpose. What, for example signifies the home-school partnerships? What kind of risks present themselves through the triadic partner relationship between parents, teachers and students? How value free or laden are for instance the funded research relationships between different educational partners and can the longing of researchers to be non-oppressive truly lead to open and honest approaches with their research participants?

We invite contributions that contribute to the topic of risk in partnerships in education that may be found in initial teacher education and professional development, or public-private partnerships in education, or partnerships in school settings. We welcome submissions that explore theoretical, methodological or practical aspects to do with questions of risk in partnerships in education. Submissions may consider questions to do with ethos and values of educational partners; management of commit-

ments; vulnerabilities and negotiations when being explorative; and/or the management of power relationships.

Contact Persons

Kathrin Otrei-Cass (kathrin.otrei-cass@uni-graz.at)

Magali Hardouin (magali.hardouin@espe-bretagne.fr)

References

- Bourdieu, P., & Passeron, J. C. (1964). *Les Héritiers. Les étudiants et leurs études*. Paris: Ed. de Minuit.
- Freudenburg, W. R. (1993). Risk and recreancy: Weber, the division of labor, and the rationality of risk perceptions. *Social forces*, 71(4), 909-932.

Education in an Era of Risk – Addressing the Issue of Cyber Risks

Network 16 ICT in Education and Training

Abstract

In an era of risk, cyber risks pose an increasing threat. Human behaviour is considered to be one of the weakest links. In addition, using the internet may affect young people in various ways. This calls for education that prepares students to recognize and avoid risks of using the internet and that contributes to talent development in ICT. However, research shows that teachers' competences in this area are often inadequate, and many students do not have sufficient skills in digital literacy. The aim of this special call is to attract contributions to ECER 2019 that focus on educational research in relation to these and related issues.

The Call

The theme of ECER 2019 is 'Education in an Era of Risk – the Role of Educational Research for the Future'. Cyber risks are typical risks in the field of ICT. Trimintzios et al. (2017) state: 'an overwhelming percentage of successful cyberattacks are due to human errors. We consider human behaviour as one of the weakest links in the cybersecurity chain.' (p. 57). These authors contend that widening the cybersecurity focus in higher education, as well as offering continuous professional development through training and exercises, is vital.

Pusey and Sadera (2011) distinguish cyberethics, cybersafety, and cybersecurity, or C3, as three overlapping domains of knowledge, and state that teacher education programs must prepare preservice teachers to model and teach C3 topics and safe computing practices. However, these researchers' study revealed that preservice teachers don't have sufficient knowledge of C3 and lack the ability to teach their future students about it.

For pupils cyber risks include a range of issues that typically involve violations of the pupil's own personal sphere or that of his/her friends, which calls for pupils being provided with appropriate skills and awareness for ensuring their safety online (Berendt et al., 2014). The current generation of pupils is often referred to as 'the Net generation' (Tapscott, 1999) or 'digital natives' (Prensky, 2001). They grew up with technology and would therefore have skills that previous generations, including their teachers, lack. However, several authors have questioned this claim (e.g. Bennett et al., 2008). In addition, the results of the International Computer and Information Literacy Study (ICILS) showed that the majority of pupils in secondary schools do not score higher than the second level of the four levels distinguished in the test taken (Fraillon et al., 2014).

According to some authors and authorities, our digital environment and our connected life raise a number of concerns about the protection of children (Cross et al., 2009; American Academy of Pediatrics, 2010, 2013; French Academy of Sciences, 2013;

ANSES, 2014; NPSCC, 2017; UNICEF, 2017), and the support of adolescents (UNESCO, 2017; Ortega et al., 2009; Patching & Hinduja, 2012; Couchot-Schiex et al., 2016). These concerns may relate to, e.g., young people's mental health, excessive behaviour, social outcomes, and (digital) citizenship. Now, a growing body of research is interested in these issues, articulating from the outset, a transformative goal (e.g. designing education programs and / or developing policies) to an epistemic purpose.

Grover and Pea (2013) believe 'that those in possession of computational competencies will be better positioned to take advantage of a world with ubiquitous computing' (p.40), and claim that computational thinking should be included in curricula, which may involve activities like programming, game design and robotics.

In conclusion, there is an urgent need to address issues of cybersecurity and other ICT related risks in education. Therefore we especially welcome contributions that address topics in this field. This may include issues of fostering digital literacy, computational thinking, enhancing teacher competencies in preservice teacher training or by continuing professional development, and training of personnel.

Contact Persons

Ed Smeets (e.smeets@kbanijmegen.nl)

Philippe Gabriel (philippe.gabriel@univ-avignon.fr)

References

- Agence nationale de sécurité sanitaire de l'alimentation, de l'environnement et du travail, ANSES (2014). *Effets sanitaires potentiels des technologies audiovisuelles en 3D stéréoscopique*. Maison-Alfort: author. Retrieved October 17th, 2018, from <https://www.anses.fr/fr/system/files/AP2011sa0334Ra.pdf>.
- American Academy of Pediatrics Council on Communications (2011). Media use by children younger than 2 years. *Pediatrics*, 128 (5), pp. 1040-1045.
- American Academy of Pediatrics, Council on Communications and Media (2013). Children, Adolescents, and the Media. *Pediatrics*, 132 (5) 958-961; DOI: 10.1542/peds.2013-2656.
- Bennett, S. J., Maton, K. A. & Kervin, L. K. (2008). The 'digital natives' debate: a critical review of the evidence. *British Journal of Educational Technology*, 39 (5), 775-786.
- Berendt, B., De Paoli, S., Laing, C., Fischer-Hübner, S., Catalui, D., & Tirtea, R. (2014). Roadmap for NIS education programmes in Europe. Education. European Union Agency for Network and Information Security (ENISA).
- Couchot-Schiex, Moignard & Richard (2016). *Cybersexisme chez les adolescent-e-s (12-15 ans): étude sociologique dans les établissements franciliens de la 5e à la 2nde*. Centre Hubertine Auclert et Observatoire Universitaire International d'Éducation et Prévention (OUIEP) de l'Université Paris Est Créteil. Retrieved October 17th, 2018, from https://www.centre-hubertine-auclert.fr/sites/default/files/fichiers/etude-cybersexisme-web_1.pdf.
- Cross, D., Shaw, L. Hearn, Epstein, M., Monks, H., Lester & Thomas, L. (2009). *Australian Covert Bullying Prevalence Study (ACBPS)*, Child Health Promotion Research Centre, Edith Cowan University, Perth.
- Fraillon, J., Ainley, J., Schulz, W., & Friedman, T. (2014). *Preparing for life in a digital age: The IEA International Computer and Information Literacy Study international report*. Springer.
- French Academy of Sciences (2013). *L'enfant et les écrans*. Paris: Institut de France. Retrieved October 17th, 2018, from <http://www.academie-sciences.fr/pdf/rapport/avis0113.pdf>

- Grover, S., & Pea, R. (2013). Computational thinking in K–12: A review of the state of the field. *Educational Researcher*, 42 (1), 38-43.
- NSPCC (2017) Not alone anymore: Childline annual review 2016/17. London: NSPCC. Retrieved October 17th, 2018, from <https://learning.nspcc.org.uk/media/1121/not-alone-anymore-childline-annual-review-2016-17.pdf>
- Ortega, R., Elipe, P., Mora-Merchán, J.A, Calmaestra, J., & Vega, E. (2009). The emotional impact on victims of traditional bullying and cyberbullying : a study of spanish adolescents. *Journal of Psychology*, 217, 197–204.
- Patchin, J.W., & Hinduja, S. (2012). *Cyberbullying Prevention and Response : Expert Perspectives*. New York : Routledge.
- Prensky, M. (2001). Digital natives, digital immigrants part 1. *On the horizon*, 9 (5), 1-6.
- Pusey, P., & Sadera, W.A. (2011). Cyberethics, Cybersafety, and Cybersecurity: Preservice Teacher Knowledge, Preparedness, and the Need for Teacher Education to Make a Difference. *Journal of Digital Learning in Teacher Education*, 28 (2), 84-88.
- Tapscott, D. (1999). Educating the net generation. *Educational leadership*, 56 (5), 6-11.
- Trimintzios, P. et al. (2017). *Cybersecurity in the EU Common Security and Defence Policy (CSDP). Challenges and risks for the EU*. Brussels: Scientific Foresight Unit (STOA), European Parliamentary Research Service, European Parliament.
- UNESCO (2017). *School Violence and Bullying*. Paris: author. Retrieved October 17th, 2018, from <http://unesdoc.unesco.org/imag-es/0024/002469/246970e.pdf>.
- UNICEF (2017). *Children in a Digital World*. New York: author. Retrieved October 17th, 2018, from https://www.unicef.org/eapro/SOWC_2017_ENG_EMBARGOED.pdf

History of Education in Times of Risk and Promise

Network 17 Histories of Education

Abstract

The role, state and position of education have always been subject to societies' conditions. The contemporary situation is characterised by seemingly fundamental changes – and struggles. Historically, however, education has often faced uncertainties, “risks”, and new possibilities. This is true also for history of education as a discipline and related researcher “identities”.

Network 17 invites proposals for the European Conference on Educational Research, which will be held at the University of Hamburg, Germany. Proposals for papers, symposia, roundtables, workshops and posters can be submitted via the ECER website. The Network is open to any contribution related to the conference theme.

The Call

The role, state and position of education have always been subject to societies' conditions. The contemporary situation is characterised by seemingly fundamental changes – and struggles – in terms of political landscapes, geopolitical positions, priorities and values, among other things. The result is: conditions of uncertainty, and, for instance, core values of the UN system regarding the promotion of sustainable, peaceful and equitable co-existence that appreciates diversity and diversification being under pressure. Education is deeply affected by such and other changes on multiple levels: that of systems as political battlefields, that of cultural institutions underpinning the surrounding societies, and that of regular praxis.

From a historical perspective, however, education has often faced such uncertainties, “risks” and at the same time new possibilities and promises in tumultuous times when well-known institutions have been renegotiated and novel trajectories have emerged. Some examples are the religious reformations, the Enlightenment, decolonisation and democratization processes, forced migration and the aftermath of wars and conflicts. In fact, the only constant in history is change. In this sense, historical research has much to offer in terms of understanding the development of education and education systems, institutions and practices under periods of change, uncertainty, “risk” and possibility.

This is no less true for history of education as a discipline, which in recent times has also come under pressure in particular contexts, and researcher “identities” in this field. Also here, change, “risk” and possibility present themselves all at the same time.

To some philosophers of history – for instance, Leopold von Ranke (1795-1896) – learning from history is highly problematic. The past is irreversibly gone and can never again be invoked. But if we see time and experience as something emerging across/with/through past(s), present(s) and future(s), then history becomes a gathering of communalities, for instance, organisations populated by human beings with lived experiences of “timeless” themes such as love, power, competition, recognition, and the passing on of legacies.

Historical research, then, can contribute to increased awareness of precursors of developments, help expand current knowledge about trajectories and path-dependencies inherited from pasts present to us, which shape spaces for new opportunities. It also enables one to focus on continuities and ruptures as an analytical lens.

In relation to such and other possibilities, Network 17 has come to develop a “tradition” of its own of openness to “risk”-taking in terms of exploring under-researched sources, trying novel, “daring” methods of analysis, and developing new theories able to enrich and complicate current historiography. It has thereby foregrounded less conventional sources, such as visual materials, artefacts, built environments, digital archives, and many more, and likewise embraced visual methods of analysis, new digital approaches, etc. In terms of theorising, finally, it has extended the reach and depth of its gaze both within and beyond the disciplinary boundaries of education.

Network 17 welcomes proposals for papers, panels and posters, but especially also roundtables and workshops. The Network is open to any contribution related to the conference theme.

Contact Person

Iveta Kestere (iveta.kestere@lu.lv)

References

- Burke, C., Grosvenor, I., Haenggeli-Jenni, B., Ribeiro de Castro, H., Tabacchi, E., Thyssen, G. & Verstraete, P. (Eds.), *Education across Europe: A Visual Conversation* (Network 17 - Histories of Education: EERA, 2014).
- Burke, C., Cunningham, P. and Grosvenor, I. (Eds.), “‘Putting Education in its Place’: Space, Place and Materialities in the History of Education”. *Special Issue. History of Education* 39 (6), 2010.
- Castel, R. “From Dangerousness to Risk”. In: C. Burchell, C. Gordon and P. Miller (Eds.). *The Foucault Effect: Studies in Governmentality, with Two Lectures by and an Interview with Michel Foucault* (Chicago: The University of Chicago Press, 1991).
- Goodman, J. and Grosvenor, I. “Histories of Education: A Curious Case?” In J. Furlong and M. Lawn (Eds). *The Disciplines*

of Education: Their Role in the Future of Education Research (Oxon/New York: Routledge, 2010), pp. 67-84.

- Grosvenor, I. & Pataki, G. "Learning through culture: seeking 'critical case studies of possibilities' in the history of education." *Paedagogica Historica*, 53 (3), 2010, pp. 246-267.
- Lohmann, I. and Mayer, C., "Children and Youth at Risk". Special Issue. *Paedagogica Historica* 45 (1-2), 2009.
- Mayer, C., Lohmann, I. and Grosvenor, I. (Eds.) *Children and Youth at Risk: Historical and International Perspectives* (London/New York: Peter Lang, 2009).

Reflections on cultural and linguistic diversity in educational research

[Network 20 Research in Innovative Intercultural Learning Environments](#)

[Network 31 Network on Language and Education](#)

Abstract

Linguistic diversity is a dynamic phenomenon that "reflects the constant state of rapid change prevalent in modern societies" (Peukert & Gogolin, 2017, p. 3). Adjustments to such linguistically diverse and steadily changing environments are required within intercultural education from the preschool to the tertiary levels.

The research conducted thus far has shown that students' linguistic diversity provides a set of resources that needs to be acknowledged by educators and integrated into curricula for successful learning (Duarte & Gogolin, 2013). At the political level, the European Commission is committed "to safeguarding this linguistic diversity and promoting knowledge of languages" and encourages all citizens to be multilingual and to draw upon all language resources that they possess for successful educational performance (European Commission, 2012, p. 2). In addition, the European Reference Framework of Key Competences for Lifelong Learning has defined the competences each European citizen needs for personal fulfillment, development, employment, social inclusion, and active citizenship to include communication competences, cultural awareness and expression competences (European Commission, 2018). At the local level, however, educational opportunities provided for migrant students to acquire or preserve their heritage languages and culture remain very limited, as the focus of school-based learning predominantly involves monolingual ideologies (Gogolin & Duarte, 2017). Despite this, previous research has revealed the advantageous role of bilingualism in language and subject-specific learning (Lindholm-Leary, 2014; Meyer & Prediger, 2011); hence, untapped cultural and linguistic resources may hinder students from profiting from their multilingualism and may reduce their chances for educational success.

In line with the general conference theme for ECER 2019, "Education in an Era of Risk—the Role of Educational Research for the Future," we invite symposia, research workshops, round tables, individual papers, and posters that address opportunities and challenges in mainstream education that arise in the contexts of cultural and linguistic diversity. This special call bridges the research between innovative and intercultural education and language learning to explore the experience and practice of educators who draw on students' multilingual and multicultural repertoires in the learning process across all subject areas.

In particular, we are interested in submissions that will deepen our understanding of language learning and teaching in culturally and linguistically diverse settings, and address the challenges and possibilities of implementing student's cultural and linguistic resources by educators across all subject areas. We welcome studies on teachers' beliefs, translanguaging, multilingual literacy, plurilingual curricula, language awareness, cultural identity and diversity,

multi-ethnic learning groups and communities, intercultural discourses, and the role of inclusive intercultural education.

Please indicate in your proposal that you are submitting to this network-specific call.

Contact Persons

Irina Usanova (irina.usanova@uni-hamburg.de)

Carmen Carmona Rodríguez (carmen.carmona@uv.es)

References

- Gogolin, I., & Duarte, J. (2017). Superdiversity, Multilingualism and Awareness. In J. Cenoz, D.
- Gorter, & S. May (Eds.), *Language Awareness and Multilingualism: Encyclopedia of Language and Education* (3rd ed., Vol. 10, pp. 375-390). Springer.
- Duarte, J. & I. Gogolin, et al. (2013). Sprachliche Interaktion im Unterricht - erste Ergebnisse der
- LiViS-Videostudie. OBST - Osnabrücker Beiträge zur Sprachtheorie, 83 (Mehrsprachigkeit in der Schule: Konzepte und Erfahrungen), 79-94.
- Meyer, M., & Prediger, S. (2011). Vom Nutzen der Erstsprache beim Mathematiklernen. Fallstudien zu
- Chancen und Grenzen erstsprachlich gestützter mathematischer Arbeitsprozesse bei Lernenden mit Erstsprache Türkisch. In S. Prediger & E. Özdil (Hrsg.), *Mathematiklernen unter Bedingungen der Mehrsprachigkeit (Mehrsprachigkeit / Multilingualism, Bd. 32, S. 185-204)*. Münster: Waxmann.
- Lindholm-Leary, K. (2014). Bilingual and biliteracy skills in young Spanish-speaking low-SES
- children: impact of instructional language and primary language proficiency. *International Journal of Bilingual Education and Bilingualism*, 17(2), 144-159. doi:10.1080/13670050.2013.866625
- Peukert, H. & Gogolin, I. (2017). Introduction. Dynamics of linguistic diversity. In H. Peukert and I.
- Gogolin (Eds.), *Dynamics of linguistic diversity (Hamburg Studies on Linguistic Diversity 6, pp. 1-9)*. Amsterdam: John Benjamins.
- European Commission (2012). Special Eurobarometer 386. Europeans And Their Languages.
- http://ec.europa.eu/commfrontoffice/publicopinion/archives/ebs/ebs_386_en.pdf
- European Commission (2018). Commission staff working document accompanying the document.
- <https://ec.europa.eu/education/sites/education/files/swd-recommendation-key-competences-lifelong-learning.pdf>

Collaborative and Inclusive Education Policy Research in a Troubled Europe

[Network 23 Policy Studies and Politics of Education](#)

Abstract

Relating to the conference theme, 'Education in an Era of Risk', and building on Network 23 activities to promote collaborative and inclusive education policy research in Copenhagen 2017 and Bolzano 2018, this special call is for papers and symposia, which address at least one of the following: (1) methodological challenges in collaborative and/or inclusive education policy research; (2) collaborative and/or comparative education policy research, especially where this involves diversely constituted research teams; (3) research which is inclusive and representative of people, their perspectives and their interests and the varied cultural and policy contexts and socio-economic conditions across Europe.

The Call

This call builds on our Networking Seminar in University College, Copenhagen in August 2017, 'Promoting Inclusive European Collaborative Education Policy Research', which was generously supported by a grant from the EERA Council, and our Capacity Building Workshop with the same title in Free University, Bolzano in September 2018.

Europe faces many challenges. Economic and migration concerns, alongside terrorism, have aggravated weakening social cohesion (Atkinson, 2009, amongst others). Neoliberalism, in privileging market mechanisms over political process (Muddle & Rovira Kaltwasser, 2013), has exacerbated inequalities and increased the precariousness of many peoples' lives (Standing, 2011). In this context of late-modern doubt (Giddens, 1990), populism and religious fundamentalism threaten European liberalism, whilst the European Union itself faces an existential crisis, as more and more of its citizens come to regard its institutions as unrepresentative of them (Terry, 2014).

The conference theme for ECER 2019, 'Education in an Era of Risk – the Role of Educational Research for the Future', recognizes these challenges. Considering how education policy researchers might respond, in recent years Network 23 has organized conference events to encourage research that is inclusive and representative of people, their perspectives and interests and the varied cultural and policy contexts and socio-economic conditions across Europe. However, we recognize that European educational research, like other fields, constitutes a space characterized by asymmetrical/unequal social relations among its main agents; a condition that limits its possibility to be a strong transformative force.

This special call builds on recent network activities. We seek papers and symposia each addressing at least one of the following:

- Methodological challenges in collaborative and/or inclusive education policy research
- Collaborative and/or comparative education policy research, especially where this involves diversely constituted research teams
- Research which is inclusive and representative of people, their perspectives and their interests and the varied cultural and policy contexts and socio-economic conditions across Europe.

Contact Persons

- Peter Kelly (peter.kelly@plymouth.ac.uk)
- Anna Tsatsaroni (tsatsaro@uop.gr)
- Anne Larson (anne@edu.au.dk)
- Linda Rönnerberg (linda.ronnerberg@pol.umu.se)
- Xavier Rambla (xavier.rambla@uab.cat)

References

- Atkinson, A. (2009) *The EU and social inclusion: facing the challenges*, Bristol, Policy Press.
- Giddens, A. (1990) *The consequences of modernity*, Cambridge, Polity Press.
- Muddle, C. & Rovira Kaltwasser, C. (Eds) (2013) *Populism in Europe and the Americas: Threat or corrective for democracy?* New York, Cambridge University Press.
- Standing, G. (2011) *The Precariat: The new dangerous class*, London, Bloomsbury.
- Terry, C. (2014) *Close the gap: Tackling Europe's democratic deficit*, London, Electoral Reform Society.

Children's Rights Research in Education in an Era of Uncertainty [Network 25 Research on Children's Rights in Education](#)

Abstract

Relating to the overall conference theme 'Education in an Era of Risk – the Role of Educational Research for the Future', EERA Network 25: Research on Children's Rights in Education welcomes contributions exploring important questions to consider in future educational children's rights research, in the support of a sustainable, peaceful and equitable global coexistence. For example: What are the general and specific challenges for the research field? What has been neglected in earlier research? How can a critical and theory driven research approach and children's rights advocacy be combined?

The Call

In 1989, the international community agreed on a legal instrument, the United Nations Convention of the Rights of the Child (UNCRC), acknowledging children as rights-holders with the full range of human rights. Almost thirty years later, all but one United Nations member states have ratified this treaty. Due to this high level of commitment and its comprehensive character, the UNCRC is widely regarded as the most important advocacy tool for children's rights globally (Coppock & Gillett-Swan, 2016). Moreover, issues related to children's rights have gained increased attention in various areas of society, inducing a parallel rapid and exponential growth of research in almost every social science discipline since the adoption of the UNCRC (Quennerstedt, 2013). This expansion has contributed to establish and legitimate children's rights as a field of study in its own right (Reynaert, et al., 2015).

Tensions have however arisen in the field of children's rights studies. Beyond identifying shortcomings in the UNCRC itself (Freeman, 2000; Veerman, 2010), scholars have highlighted the ways in which the UNCRC has become imbricated with research internationally. Reynaert et al. (2009) have shown how three recurrent topics (participation, children's vs. parental/adult rights, and the technicisation of standard-setting, implementation and monitoring of the UNCRC) have dominated the research agenda. Various studies have also underlined the issues related to a decontextualised approach for children's rights when advocacy and research are closely entangled: the relevance of the treaty and the western standards it conveys are never discussed, in particular in respect to local realities (Ennew, 2000; Hanson & Nieuwenhyus, 2012; Pupavac, 2001). Various calls have therefore been made to adopt a more critical stance in respect to the concept of children's rights as such, to reinforce theorisation and make explicit different research ontologies and finally to explore new research questions and orientations (Alanen, 2011; l'Anson, 2016; Quennerstedt, 2013).

Considering these tensions as well as the current global world situation, this special call invites submissions that explore the important questions for future research in children's rights. Examples of matters for consideration in our time of great uncertainty and in a globalised and rapidly changing world, where rights issues are regularly under threat, are:

- What is the role of children's rights research in education?
- What challenges can be identified for future research?
- What rights-related issues have not yet been addressed in educational research?
- What balance can be found between critical/theoretical research approaches and children's rights advocacy?
- How can research involving children's education-related rights contribute to rights informed and evidenced-based

practices, thereby supporting a sustainable, peaceful and equitable global coexistence?

Relating to the overall conference theme 'Education in an Era of Risk – the Role of Educational Research for the Future' 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 address the aforementioned questions, from various disciplinary perspectives.

For this special call we invite papers and symposia. Presenters may later be invited to contribute to a shared network publication.

Contact Persons

Zoe Moody (zoe.moody@unige.ch) (Deputy Link Convenor NW 25)

Ann Quennerstedt (ann.quennerstedt@oru.se) (Link Convenor NW 25)

References

- Coppock, V. & Gillett-Swan, J. (2016). Introduction. In J. Gillett-Swan, & V. Coppock. (Eds). *Children's Rights, Educational Research and the UNCRC: past, present and future* (pp. 7-16). Oxford: Symposium Books.
- Ennew J. (2000). *The history of children's rights: whose story? Cultural Survival*.
- Freeman, M. (2000). *The Future of Children's Rights*. *Children & Society*, 14, 277–293.
- Hanson, K. & Nieuwenhuys, O. (2012). *Living rights, social justice, translations*. In K. Hanson & O. Nieuwenhuys (eds.) *Reconceptualizing children's rights in international development: living rights, social justice, translations* (pp. 3-13). Cambridge: University Press.
- l'Anson, J. (2016). *UNCRC at 25: a critical assessment of achievements and trajectories with reference to educational research*. In J. Gillett-Swan, & V. Coppock. (Eds). *Children's Rights, Educational Research and the UNCRC: past, present and future* (pp. 17-37). Oxford: Symposium Books.
- Quennerstedt, A. (2013). *Children's rights research moving into the future, challenges on the way forward*. *International Journal of Children's Rights*, 21, 233–247.
- Reynaert, D., Bouverne-De Bie, M. & Vandeveld, S. (2009). *A review of children's rights literature since the adoption of the United Nations Convention on the Rights of the Child*. *Childhood*, 16, 518–534.
- Reynaert, D., Desmet, E., Lembrechts, S. & Vandenhole, W. (2015). *A critical approach to children's rights*. In W. Vandenhole, E. Desmet & D. Reynaert (eds), *Routledge International Handbook of Children's Rights Studies* (pp. 1–23). London: Routledge.
- Pupavac, V. (2001). *Misanthropy without borders: the international children's rights regime*, *Disasters*, 25, 95–112.
- Veerman, P.E. (2010). *The Ageing of the UN Convention on the Rights of the Child*. *The International Journal of Children's Rights*, 18(4), 585–618.

On the Collaboration Between Researchers and Teachers in Didactical Research [Network 27 Didactics – Learning and Teaching](#)

Abstract

There is an increasing interest in didactical research for studies of teaching and learning performed in collaboration between researchers and teachers. With this special call, Network 27 wants to highlight the results produced in this line of research, as well as the challenges it leads to. The main topics will be the following: (1)

empirical findings relating to the unfolding of dialogue between teachers and researchers (2) comparisons between different models for design-based didactical research, (3) epistemological and ethical views of knowledge, participation, recognition and symmetry and asymmetry between participants and (4) development of methodological issues.

The Call

For ECER 2019 (Hamburg, Germany), Network 27 especially welcomes contributions that concern the discussion and reflection on the collaboration between researchers and teachers in didactical research.

In the special issue on Didactics – learning and teaching, published in *European Educational Research Journal* in 2018, Ligozat & Almqvist (2018) identified that a central trend in didactical research is to use and develop didactic knowledge and concepts in cooperation with teachers (cf. Marton & Runesson, 2015). In this process, the researchers and teachers are engaged in a mutual process of recognition where they contribute with their respective competences and perspectives (Carr & Kemmis, 1986; Edwards-Groves, Olin & Karlberg-Granlund, 2016; Olin, Sensevy & Lenzen, 2018). The participants and their contributions are shaped in dialogue with each other and become something else than if they would have performed the work separately (cf. Hamza, Palm, Palmqvist, Piqueras & Wickman, 2018; Le Brun, Morellato, Sensevy, & Quilio, 2018; Sensevy, Forest, Quilio & Morales 2013).

The four main topics will be the following:

- Firstly, we welcome presentations on empirical findings relating to the unfolding of a specific dialogue between teachers and researchers building curriculum and teaching practices in various school subjects. This is important, not least in relation to the ongoing discussion about what direction European education, teaching and learning should take in the future.
- Secondly, different models for design-based didactical research in a wide sense (as for example Cooperative Engineering, Didactic Modelling, Learning Studies and Lesson Studies) rely on different research traditions and we are interested in comparative analyses between them, especially with focus on the collaborative aspects of the model.
- Thirdly, moving from a more traditional focus in didactics on a three way relationship between teacher, students and knowledge taught in the classroom, to an extended one (where teachers collaborate with researchers), implies epistemological and ethical caution. For example, central issues about common knowledge production, participation, recognition and symmetry/asymmetry between teachers and researchers may be outlined here.
- Fourthly, we are interested in the development of methodological issues. For example, what does it mean for the research practice to provide teachers and researchers with a theoretical framework as an analytical tool to collectively perform analyses of issues regarding transaction and the co-construction of knowledge?

In sum, there is an increasing interest in didactical research for studies and development of teaching and learning performed in collaboration between researchers and teachers. With this special call, we want to highlight the results produced in this line of research, as well as the theoretical, methodological and ethical challenges that it leads to.

Contact Persons

Jonas Almqvist (jonas.almqvist@edu.uu.se)

Benoît Lenzen (benoit.lenzen@unige.ch)

Anette Olin (anette.olin@ped.gu.se)

References

- Carr, W. & Kemmis, S. (1986). *Becoming Critical: Education, Knowledge and Action Research* (3rd ed.). London: Falmer Press.
- Edwards-Groves, C., Olin, A., & Karlberg-Granlund, G. (2016). Partnership and Recognition in Action Research: understanding the practices and practice architectures for participation and change. *Educational Action Research*, 24(3), 321-333.
- Ligozat, F. & Almqvist, J. (2018). Conceptual frameworks in didactics – learning and teaching: Trends, evolutions and comparative challenges. *European Educational Research Journal*, 17(1), 3-16.
- Hamza, K., Palm, O., Almqvist, J., Piqueras, J. & Wickman, P.-O. (2018). Hybridization of practices in teacher-researcher collaboration. *European Educational Research Journal*, 17(1), 170-186.
- Le Brun, S., Morellato, M., Sensevy, G. & Quilio, S. (2018). Cooperative engineering as a joint action. *European Educational Research Journal*. 17(1).187-208.
- Marton, F. & Runesson, U. (2015). The idea and practice of learning study. In K Wood and S Sithamparam (Eds.), *Realising learning. Teachers professional development through lesson and learning study* (pp. 103-121). London: Routledge.
- Olin, A., Sensevy, G. & Lenzen, B. (2018). Professional development and recognition. Paper presented at ECER 2018 in Bolzano.
- Sensevy, G., Forest, D., Quilio, S. & Morales, G. (2013). Cooperative engineering as a specific design-based research. *ZDM, The International Journal on Mathematics Education*, 45(7), 1031-1043.

Retuning Sociology of Education up?

[Network 28 Sociologies of Education](#)

Abstract

Contemporary societies are experiencing troubling times. Increasing poverty, the environmental crisis, new migration flows, strengthening political populism, political and economic crises, as well as technological innovations are transforming contemporary capitalism and challenging the democratic establishments. In this context, sociology, including sociology of education, experiences a triple, political, methodological and theoretical crisis (Szelényi 2015). Sociology of education is criticized for being 'out of tune' and incapable of deciphering the changes in the space-times of education. This call intends to start a debate about how to revitalize sociology of education, or to employ a musical metaphor, to re-tune it again.

The Call

Contemporary societies are experiencing troubling times. Increasing poverty, the environmental crisis, new migration flows, strengthening political populism, political and economic crises, as well as technological innovations are transforming contemporary capitalism and challenging the democratic establishments.

In this context, sociology, including sociology of education, experiences a triple, political, methodological and theoretical crisis (Szelényi 2015). From the early days, sociology of education, was greatly involved in policy advice and advocated for radical social change in education. The status of the discipline has decreased both in academia and policy-making, and sociologically informed educational discourse has been marginalized by economical, psychological and biomedical vocabularies (Seddon 2014).

Today it is often criticised for being 'out of tune' and for being incapable of deciphering the changes in the space-times of education. Its critical tone and sensitivity to complexity seems 'out of steam'. Critical voices from inside argued that sociology of education has become too preoccupied with the research of global processes and transnational expertise and missed out on exploring alternative spaces of knowledge-production and emerging counter-discourses of expertise. We should, therefore, focus on the state of the sociology of education reflexively and start a debate about how to revitalize it, or to employ a musical metaphor, to re-tune it again.

In particular, we would like to invite papers focus on the following issues:

- Europeanization under pressure: How have economic hardship, the global economic crisis and growing social inequalities impacted upon globalization and Europeanization processes? What happens with the European education space in the context of the current political crisis of the EU? What has been, and could be the role of the sociology of education?
- 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 in sociology of education been challenged by the recent influx of refugees and what categories are being developed to conceptualize global migration processes?
- Datafication, and the algorithmic governance of education: How 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? What is the contribution of sociology of education to analyse these new modes of governance in education?

More in general, we would like to receive paper proposals that address the above issues and that could contribute to give answers to one or more of the following questions:

- Who is the sociology of education for? How is it possible to engage multiple publics in multiple ways, connecting professional, critical, policy, and public/lay knowledge in the field of education?
- What are the aims of sociology of education in the current scenario? How can we deal with the 'traditional' tension between instrumental and reflexive knowledge (Burawoy, 2005)?
- What are the epistemological, theoretical, methodological and thematic challenges that the sociology of education is called to address? What are the different traditions of the sociology of education across Europe?

Contact Persons

- Paolo Landri (p.landri@irpps.cnr.it)
- Eszter Neumann (neumann.eszter@tk.mta.hu)
- Emiliano Grimaldi (emiliano.grimaldi@unina.it)

References

- Burawoy, Michael (2005) For public sociology. *American Sociological Review*, Volume 70, Issue 1:4–28
- Seddon, Terri (2014) *Renewing Sociology of Education? Knowledge Spaces, Situated Enactments, and Sociological Practice in a World on the Move*. *European Education Research Journal*. Volume: 13 issue: 1, page(s): 9-25
- Szelényi, Iván (2015) *The Triple Crisis of Sociology*. Contexts. Available at: <https://contexts.org/blog/the-triple-crisis-of-sociology/>

Organizational Education in a World of Risks

NW 32 Organizational Education

Abstract

To survive in a world at risk, organizations learn. Global and social risks cause organizational risks. How do organizations deal with the so called VUCA world (volatile, uncertain, complex and ambiguous) and sustain an organizational identity? How do they secure cooperation among their members and multiple and diverse stakeholders? How do they deal with digitization, virtualization, and globalization as drivers of change, innovation and newness?

Organizational Education researches organizational behavior, organizational learning and its support, as well as organizational innovation from an educational perspective. Interested colleagues are cordially invited to submit papers for sessions of NW 32 Organizational Education.

The Call

Given the velocity of technologic development, the globalization, the transculturalization, the needs for work-life-balance and other aspects of societal change, organizations today – schools, universities, adult education institutions, as well as companies, public authorities, social services, hospitals, etcetera – are more than ever confronted with risk and uncertainty. On the other hand, these risks and uncertainties imply possibilities for the organizations' construction of future. Organizations as actors become addressees of reforms and actors of developmental processes. Organizational Education researches such organizational behavior, organizational learning and its support from an educational perspective.

Interested colleagues are cordially invited to submit papers for sessions of NW 32 Organizational Education at ECER 2019.

The following topics may be used to orientate submissions:

- **Organizational Learning in a World at Risk**

Organizations exist within a transforming environment, where societies, sectors, regional settings are in often turbulent change. Organization may have existed in their environments like fish in the water. As the world is at risk in many ways, organization may be at threat. In order to survive, organizations will have to learn and unlearn. How do organizations address the VUCA world of risks? Does organizational change by (un) learning lead to societal change, too?

- **Organizational Identity in a cross-border World of Risks**

While some societies actually tend to revive their territorial borders, many organizations of today act in inter- and transnational ways. While the trend towards right wing politics and societal discourses tend to exclude migrants, many organizations actively practice diversity management and intercultural opening. Organizations need human resources, expertise, motivation and identification of staff. How do organizations address the challenges of a world of risk and how do they involve human resources to become identifying members of an organization? How do organizations deal with the topic of corporate identity in a world of risks and plurality? How can organizations attract and bind individuals with diverse backgrounds?

- **Organizational Socialization within a multicultural World of plural norms and values**

In the pluralist world(s) of norms and values of today, organizations are confronted with individuals who have experience(d) different worlds of socialization in families, peer groups, their milieus, thereby carrying a diversity of normative orientations and culturally bound value sets. How do organizations (schools, universities, companies, public authorities, and other

organized workplaces) deal with onboarding, with involving their members and partners, to socialize them into membership in and belonging to an organization? What is the role of organizational socialization here and how does it work?

- **Organizational responses to a VUCA World of Risks**

How do organizations deal with the volatile, uncertain, complex and ambiguous VUCA world of today? How do those global trends play out in organizing? Will organizations address necessary adaptations and changes in social, technological, economical or ecological ways? What are the paths taken within a world of risks and challenges? How do organizations deal with the velocity of change and digitalization, virtualization, or globalization as drivers of newness?

- **Organizations as actors of Organizational Futures and Innovations**

Organizations are always in process – but speed rapidly is changing in the acceleration society. Organizations respond to risks and challenges by innovating. Within their innovation strategies they transform practice patterns of time and space, they produce new chances and new risks, deal with hopes and fears. Organizations bring about their special (aesthetic) practices, their specific styles of doing change, newness, future and innovation. Organizational work on time and space in innovation processes can also lead to solving social challenges and social transformation.

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

Contact Persons

- Prof. Dr. Michael Göhlich (link convenor) (michael.goehlich@fau.de)
- Prof. Dr. Bente Elkjaer (elkjaer@edu.au.dk)
- Ass.Prof. Dr. Petr Novotny (novotny@phil.muni.cz)
- Ass.Prof. Dr. Line Revsbaek (revsbaek@learning.aau.dk)
- Prof. Dr. Andreas Schröer (schroeer@uni-trier.de)
- Prof. Dr. Susanne Maria Weber (susanne.maria.weber@staff.uni-marburg.de)
- Prof. Dr. Byung Jun Yi (yibjungjun@pusan.ac.kr)
- Prof. Dr. Gunnar Augustsson (gunnar.augustsson@miun.se)
- Prof. Dr. Maria Grazia Riva (mariagrazia.riva@unimib.it)

Shifting Narratives of Gender Inequalities Through the Lens of Intersectionality

Network 33 Gender and Education

Abstract

This special call invites papers that focus on intersectional perspectives on gender and education. Disability, ethnicity/race, sexualities, social class, age, issues beyond gender binary, immigration/migration status and indigeneity are just some of the cross-cutting divisions that shape gendered education systems and the unequal experiences and outcomes for individuals within them. Gender and feminist researchers, critical race theorists, critical theorists, disability activists and theorists of knowledge have highlighted the inadequacy of current methodological and theoretical approaches which, having largely been developed from mainstream perspectives, have a tendency to reproduce current inequalities. How can an intersectional approach produce better analytical tools to combat educational inequalities?

The Call

Over the years there has been continuous calls within the academic field to engage in research that challenges dominant knowledge production processes (Hooks 1989; Abu-Lughud &

Soziologin 1991; Kandiyoti 2002; 1991; Narayan 1993; Skeggs 1997; Smith & Dougherty 2012). Gender and critical feminist research has had a long-standing goal of challenging the essentialism, power hierarchies, and concepts of difference embedded in the research process.

The Gender and Education Network (GEN) would like to invite researchers, theorists and evidence-based practitioners to engage in a conversation on the diversity-related implications of educational research and, in particular, to consider what an intersectional approach offers in generating new analytical, critical and methodological tools for combating gender inequalities. We are inviting established researchers, network members as well as early career researchers to submit theoretical, methodological and empirically informed papers, workshops or round-table discussions which advance educational debates, practices and activism using an intersectional lens. The GEN is open for joint sessions with other EERA networks which have a focus on gender inequalities within their research field.

The Hamburg EERA conference theme "Education in an Era of Risk-the Role of Educational Research for the Future" provides a broad framework through which to address topics related to gender inequalities and theoretical and methodological challenges for gender researchers.

We invite submissions to the GEN that address the following themes at any level of education and in formal and informal schooling:

- The relationship between gender equality and education in an Era of Risk society
- The intersection between gender and social class – reflections on gender inequalities in education (gendered learning, teaching, curriculum, pedagogy, etc.)
- Whiteness, ethnicity, race and generating gender inequalities in education

- International migration, gendered opportunities and integration through education
- Gender binary in education and critical perspectives on individual and cultural dimensions of prejudices and discrimination of LGBT persons and those beyond gender binary in education
- Gendered conversations on promotional activities in higher education and other education levels
- National, EU and global policies on gender equality in education (policy documents on gender equality, implementation of policy measures, research as a base for evidence-based policy)
- Theoretical and methodological issues and role of gender studies in transforming gender inequalities in education
- The challenges of interdisciplinary research in gender and education
- Gendered education in a Risk society and theoretical and methodological challenges for men's studies
- Gendered education in a Risk society as a theoretical and methodological challenge for feminist studies
- Quantitative and qualitative methodologies - challenges of exploring gender inequalities in education in contemporary society

Theoretical and methodological challenges of the research on gender inequalities and education are numerous. They call for a critical reflection on gender studies with an intent to develop innovative theoretical foundations and research methodologies in the field.

Submissions could include but are not restricted to the mentioned themes.

Contact Persons

Branislava Baranovic (baranov@idi.hr)

Victoria Showunmi (v.showunmi@ucl.ac.uk)

Looking Forward to Welcoming You!

EERA and the Local Organising Committee

of ECER 2019



Important Links

Browse through EERA Networks

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

Information on Formats of Presentation and on How to Write an Abstract for ECER

<https://eera-ecer.de/ecer-2019-hamburg/submission/>

Conftool Submission System

<http://www.conftool.com/ecer2019>

City Link Hamburg

<https://www.hamburg.com/visitors/>

Stay up to date with the latest news from the European Educational Research

Journal: Sign up to e-alerts here

<http://eer.sagepub.com/cgi/alerts>