

# ECER 2025 Belgrade

8 - 9 September Emerging Researchers' Conference  
9 - 12 September European Conference on Educational Research



## CALL FOR PROPOSALS

### European Conference on Educational Research - ECER

### & Emerging Researchers' Conference

EERA and the University of Belgrade invite Educational Researchers to submit proposals for the European Conference on Educational Research (ECER) 2025. 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:	8 - 9 Sep 2025
ECER - European Conference on Educational Research:	9 - 12 Sep 2025
Submission Period:	1 Dec 2024 - 31 Jan 2025
Information on Review Results:	1 April 2025
Registration Begins:	1 April 2025
Early Bird Ends:	15 May 2025
Presentation Times Announced:	26 June 2025
Registration Deadline for Presenters:	30 June 2025

#### CONFERENCE THEME

##### Charting the Way Forward: Education, Research, Potentials and Perspectives

No doubt that education has a central role in society, but what it is destined to do is contested politically as well as scientifically. Yet more debate is to be had concerning the question of the way in which educational research should shape the future of educational practice. The important, but sensitive role educational research occupies in that regard should be the promotion of a better understanding of the contemporary and future world of education, as is expressed in EERA's aim.

What makes this role so sensitive? The world of tomorrow is never known, the world of today is a world of escalating ideological tensions, dizzying and unpredictable growth of technologies and groundbreaking climate changes, affecting the daily lives and perspectives of every living creature. The effects this uncertainty already bears on education - in Europe and beyond - may be as novel as they are numerous, but the question they bring to the fore is an old one: how can education and educational research best support the charting of the way forward?

When asking this question, one needs to keep in mind that neither education nor educational research represents a uniform system. Educational practices from across various regions and nations of Europe all reflect their respective and unique cultural contexts, much like the multitude of approaches to educational research reflects a rich variety of disciplinary, methodological and theoretical perspectives present in the field.

This breadth of educational research could be interpreted as a strength, as an opportunity or a challenge, meaning the transdisciplinary of educational research has a potential of addressing the complexity of challenges posted on various and combined levels. The phenomenon of ambiguity, where boundaries seem increasingly permeable across various domains of policy, education and research, is notably evident within the field of educational research. Embedded in this is a belief in education's boundless potential alongside very pessimistic perspectives of its strong limitations.

Finding the most influential factors shaping educational systems and processes, taking care of every child's personal wellbeing and positioning education itself in the wider societal puzzle of environmental and demographic changes, as well as changes with regards to the role of artificial intelligence in everyday life are among the many challenges educational research is called upon to answer.

Therefore, we envision ECER 2025 as a forum for ways of collaboratively charting how education, across diverse domains, can contribute to the nurturing of individual's potential and wellbeing, as well as being a societal institution creating community and society with a respect for the differences between us. A warm welcome to Belgrade to all.

#### KEYNOTE LECTURES ECER

**Aleksandar Baucal** is a Professor in Developmental and Educational Psychology at the University of Belgrade and a visiting professor at the University of Tartu as well as an elected member of the International Academy of Education (IEA).

**Karin Doolan** is Full Professor of Sociology at the Department of Sociology, University of Zadar in Croatia, with a PhD degree in Sociology of Education from the University of Cambridge. Recently she has explored the impact of floods and earthquakes on the organisational life of schools, as well as how literature is used to discuss pressing issues such as climate change with young people.

**Tünde Kovács Cerović** worked through innovations, research and partnerships for the benefit of children throughout her career in a wide range of different capacities. As a scholar and researcher in Educational Psychology and Educational Policy at Belgrade University, as a representative of international donor organizations (Open Society Fund and Roma Education Fund), and former Assistant Minister and State Secretary of the Ministry of Education and Science of Serbia, she pursued ambitious and collaborative research and policy agendas that were directed towards child protection and social integration of vulnerable groups.

**Gabi Lombardo** is Director of the European Alliance for SSH, one of the largest advocacy and science policy organisations in Europe and advocates for an evidence-based approach to policy-making, and researchers' inclusion in funding design.

**Ben Williamson** is a Senior Lecturer and Co-Director of the Centre for Research in Digital Education at the Moray House School of Education and Sport, University of Edinburgh. His research examines the connections between digital technologies, data practices, and education policy, practice and governance.

**Pavel Zgaga** is Professor Emeritus at the University of Ljubljana. He has held several research fellowships and led or participated in a number of national and international research projects, mainly dealing with current issues of higher education, educational policy and reforms in the contemporary European context, and teacher education as a specific area of higher education.

## KEYNOTE LECTURE ERC

**Liselott Aarsand** is Professor at the Department of Education and Lifelong Learning, the Norwegian University of Science and Technology, Norway. Her research is primarily guided by discourse analysis, focusing on adult learning, identity work, and the dynamics of power in everyday life.

## SUBMISSION PROCEDURE

All submissions must be made via the 2025 Conftool submission system (link below). Submissions need to be directed to one of the EERA networks and can be handed in as Paper, Poster, Panel Discussion, Research Workshop, Symposium, Video, or Ignite Talk. PhD students and emerging researchers are especially invited to submit to and participate in the Emerging Researchers' Conference, see more details below. 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 parallel 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 2025**. 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

<https://eera-ecer.de/conferences/ecer-2025-belgrade/submission>

### Conftool Submission System

<https://www.conftool.com/ecer2025/>

## 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 and Ignite Talks will be considered. Group presentations like Symposia, Panel Discussions and Research Workshops are reserved for ECER or, if they are offered in the ERC, are centrally organised.

## CONFERENCE VENUE – UNIVERSITY OF BELGRADE

ECER 2025 will take place at the University of Belgrade.

Founded in 1808, the University of Belgrade is the oldest and most prestigious university in Serbia. With over two centuries of history, the University has been instrumental in shaping the cultural, scientific, educational, political, and economic landscape of Serbia.

### Global Recognition

Since 2012, the University of Belgrade has consistently ranked highly on global academic lists, including the esteemed Academic Ranking of World Universities (ARWU), also known as the Shanghai Ranking. We are proud to be ranked among the top three universities in Eastern and South-Eastern Europe.

### Academic Excellence

The University of Belgrade is a comprehensive institution with 31 faculties and 11 research institutes, offering more than 420 study programmes. These programmes span a wide range of disciplines, including engineering, natural sciences, medical sciences, social sciences, and humanities, at all study levels, from professional specialisations to integrated master's degrees. Our curriculum adheres to the principles of the Bologna Declaration, fostering student and staff mobility within the Common European Education Area.

## Leadership and Vision

As Serbia's premier academic institution, the University of Belgrade is committed to fostering an environment that supports education and development across diverse fields of study. Our international acclaim underscores our status as the leading higher education institution in the region. To further our principles of autonomy, independence, and social engagement, and to uphold the highest standards of scientific research and education, our vision is grounded in the following values: academic freedom, acceptance of diversity, academic honesty, co-construction of knowledge, integrity, leadership, and common well-being. We are dedicated to promoting and defending academic independence, intellectual curiosity, freedom of expression, open-mindedness to the exchange of ideas, and critical thinking. We strive to provide an inclusive environment that offers equal opportunities and fair treatment for all, regardless of title, age, ethnicity, or gender. We focus on nurturing academic excellence through the discovery, preservation, and dissemination of theoretical and practical knowledge, as well as fostering collaborations with other academic institutions and organisations outside academia.

The University of Belgrade remains committed to its role as the leading educational and scientific research institution in the region, contributing to the development of the broader social community.

### Useful links:

**Website of the University of Belgrade:** <https://www.bg.ac.rs/home/>

**Welcoming guide to the University of Belgrade:**

<https://www.bg.ac.rs/wp-content/uploads/2024/05/Welcome-Guide.pdf>

## ABOUT BELGRADE

Belgrade is an exceptionally vibrant and outspoken city. Its history dates back to the 6th millennium BC, when the Vinča Culture, one of the most important prehistoric cultures of Europe, evolved with its epicentre within Belgrade's area.

Many cultures and tribes left their mark in its long and turbulent history: Thraco-Dacians, Celts, Romans, Byzantines, Slavs, Ottomans, Austro-Hungarians, have all shaped today's capital of Serbia into one of the most diverse and interesting cities of South-East Europe. Even the first Buddhist temple in Europe was built in Belgrade!

A walk through the city's centre would bring quick shifts of architectural and emotional settings – from a monumental medieval fortress or a 16th century Ottoman mosque, through elegant Habsburg buildings and the Sveti Sava temple – one of the largest Eastern Orthodox churches in the world, to the Palace of Serbia - the monumental example of the 20th century Yugoslav modernism, or shiny contemporary business buildings.

With its population of 1,23 million in the urban area, Belgrade is the capital of Serbia and the largest city in the Western Balkans. It is located at the confluence of the Sava and the Danube rivers, at the very border of the Pannonian Plain and the Balkans – the city's favourite spot for watching stunning sunsets.

Belgrade's vibrant pace and atmosphere often appeal to foreigners, who quickly become an integral part of the city.

We invite you to make the journey through Belgrade's unique magic the time of your life and to gain invaluable life and academic experience at the University of Belgrade.

### Useful links:

**National Tourism Organisation of Serbia:** <https://www.serbia.travel/en>

**Tourist organisation of Belgrade, Serbia:** <https://www.tob.rs/en>

**Belgrade City:** <https://www.beograd.rs/en/discover-belgrade/>

## 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.

### To view the details of all Network Special Calls

<https://eera-ecer.de/conferences/ecer-2025-belgrade/ecer-2025-call-for-proposals-network-calls>

**Joint Special Call Network 4 Inclusive Education, Network 06 Open Learning: Media, Environments and Cultures and Network 16 ICT in Education and Training**  
Inclusion, Digital Media, and Education: Challenges, Opportunities, and Ethical Considerations

**Joint Special Call Network 07 Social Justice and Intercultural Education, Network 20 Research in Innovative Intercultural Learning Environments and Network 29 Research on Arts Education**

Arts-based research and education: School and Community Engagement, Participation, Innovation and Power-Sharing

**Network 01 Professional Learning and Development**

Ecologies of Teacher Induction and Mentoring in Europe: Promoting Professional Practices for Learning and Development of New Teachers

**Network 12 Open Research on Education**

Transfer and Open Science. Forward thinking in research, practice, and infrastructure

**Network 13 Philosophy of Education**

Special Call for LONG PAPERS

**Network 14 Communities, Families and Schooling in Educational Research**

Charting the Way Forward: School-community Relationships and Educational Research

**Network 15 Research on Partnerships in Education - A**

Supporting children's futures through partnerships

**Network 15 Research on Partnerships in Education - B**

The nature of partnerships in education in Erasmus+ projects

**Network 17 Histories of Education**

Charting the way forward: Integrating historical perspectives and inquiries into contemporary educational debates

**Network 18 Research in Sport Pedagogy**

Visions for the Future of Physical Education and Sport Pedagogy: Charting the Way Forward for a Socially-Just Future

**Network 21 Education and Psychoanalysis**

Charting the Way Forward between Beliefs and Uncertainty

**Network 24 Mathematics Education Research**

Charting the Future of Mathematics Education: Technology and Equity

**Network 25 Research on Children's Rights in Education**

Reimagining the Aims of Education Through Children's Rights: Critical Perspectives for Uncertain Times

**Network 27 Didactics - Learning and Teaching**

Teaching and learning in times of uncertainty. Didactics, societal demands and individual needs in a changing world

**Network 30 Environmental and Sustainability Education Research**

From the Margins to the Mainstream (or) when every education becomes an environmental education

**Network 31 LEd – Network on Language and Education**

Reading, Writing and Learning Additional Languages

**Network 32 Organizational Education**

Charting the Way Forward: Organizational Education, Research, Potentials and Perspectives

**Network 33 Gender and Education**

Reconceptualising Gender(s) for Contemporary and Future European Educational Research

## IMPORTANT LINKS

### Submission

Browse through EERA Networks

<https://eera-ecer.de/networks/eera-networks>

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

<https://eera-ecer.de/conferences/ecer-2025-belgrade/submission>

FAQ and Advice

<https://eera-ecer.de/conferences/ecer-2025-belgrade/faq-and-advice>

Conftool Submission System

<https://www.conftool.com/ecer2025/>

### Social Media / Staying in touch

EERA Blog (#EERAblog)

Bluesky

X/Twitter (#ECER2025 #EduSci #EERAedu @ECER\_EERA)

Facebook

European Educational Research Journal (@EuropeanEducat3)

**Looking Forward to Welcoming You!**

**EERA and the Local Organising Committee of ECER 2025**



**UNIVERSITY OF  
BELGRADE**