

KEYNOTE SPEAKERS

Ninni Wahlström, *Linnaeus University*

Laura Lundy, *Queen's University Belfast*

Phillipp Gonon, *University of Zurich*
& Lorenzo Bonoli, *Swiss Federal Institute for
Vocational Education and Training*

Kirsti Klette, *Oslo University*

Anne Rohstock, *University of Tübingen*

Jo-Anne Dillabough, *University of Cambridge*

Emerging Researchers' Conference

Marit Honerød Hoveid, *Norwegian University
of Science and Technology*

IMPORTANT DATES

01.12.2020	Submission starts
31.01.2021	Submission ends
01.04.2021	Registration starts
01.04.2021	Review results announced
15.05.2021	Early bird ends
25.06.2021	Presentation times announced
01.07.2021	Registration Deadline for Presenters

GENEVA

Geneva is the second-largest city in Switzerland behind Zurich and the most international city in Europe with over forty percent of its population coming from abroad. The main industries are banking, inter- and non-governmental administration, technology, and tourism. Geneva hosts the European headquarters of the United Nations and is home to more than two hundred international organizations. Geneva prides itself as being one of the most beautiful and cultured cities in the world, combining the splendors of nature with a rich palette of historic and architectural offerings. As well, the city is a major gateway to the Alps for outdoor enthusiasts year-round.

LOCAL ORGANISING COMMITTEE :



UNIVERSITÉ
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HEPVS | PHVS
Haute école pédagogique du Valais
Pädagogische Hochschule Wallis



Co-Presidents : Isabelle Milli and Zoe Moody

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Benoît Lenzen, Florence Ligozat, Valérie Lussi-Borer,
Céline Marleix-Bardeau, Francisco Márquez, Ignacio Monge,
Danièle Périsset and Christophe Ronveaux.

IN COOPERATION
WITH :



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ECER 2021



GENEVA

Education and society: expectations, prescriptions, reconciliations

Emerging Researchers'
Conference

3 - 4 September
2021

European Conference
on Educational Research

6 - 9 September
2021



UNIVERSITÉ
DE GENÈVE



Education and society: expectations, prescriptions, reconciliations

ECER 2021 in Geneva proposes to investigate the tensions that exist between the broad social, political and economic demands placed on education systems and the realities of daily engagement with learners and those connected to them at all stages of the education continuum. Addressing this dichotomy between the, at times, contradictory prescriptions, injunctions and demands placed on education systems and the needs of individual learners and learning communities has been central to much educational research and the process of reconciling the, often conflicting, demands that emerge will be at the heart of this conference.

As a product of the societies that build, finance and manage it, the educational institution and its actors are caught in many dilemmas: supporting balanced and equitable educational provision in an increasingly challenged and challenging social and political environment; acknowledging the need for diversity, inclusion and openness to difference while at the same time recognising the need for an agreed set of shared values and practices; recognising the legitimate interest of the broader polity in the content, practices and structure of education while also keeping at the heart of educational provision the needs of individual learners and learning communities.

Seeking to reconcile these different conceptualisations of the purpose and practice of education and educational research leads to the emergence of many research questions: is the objective of formal education uniquely the transmission of knowledge or should it be understood in larger ways and what does this mean? How can knowledge transmission in educational settings contribute to the solving of social problems? How far does education help the development of the citizen and what kind of citizenship is envisaged?

During ECER in Geneva, the 32 EERA networks and the Emerging Researchers' Group will engage and explore the various facets of the tensions experienced during the first decades of the 21st century in educational settings.

EERA

EERA is the European Association of learned societies in educational research. As an association EERA encourages collaboration amongst researchers in Europe by organizing conferences such as the European Conference on Educational Research (ECER) and seminars. EERA promotes communication between the research community and international governmental organizations. It strengthens emerging researchers with seasonal schools, ECER bursaries and awards.



The University of Geneva

Founded in 1559, the University of Geneva is today one of the largest universities in Switzerland. The institution enjoys a privileged international reputation and cultivates its openness to the world. It is distinguished by its intellectual heritage, its humanist tradition, aiming for excellence in all the fields it chooses to invest in. As a player in the digital revolution, our university is a pioneer in the use of digital technologies in all its sectors of activity.

The University Institute for Teacher Education (IUFE, Institut universitaire de formation des enseignants) is an interfaculty centre that works closely with the faculties of Science, Economics and Social Sciences, Psychology and Education Sciences. It hosts within the same institution all the programs designed to train teachers and school managers.

Valais Institute of Teacher Education

Founded in 2000, the Valais University of Teacher Education (HEP-VS) provides initial and continuous teacher training for compulsory and upper secondary education. Located in a bilingual canton (French and German), the HEP-VS offers its courses in both languages, in two geographically distinct yet closely connected sites. The diplomas granted by the HEP-VS open the doors to education throughout the country and beyond.

This regional University of Teacher Education is characterised by its special emphasis on distance and blended learning, innovatively combining face-to-face and online courses. Its educational research is guided by high theoretical requirements, while at the same time being oriented towards addressing questions arising from pedagogical or didactic concerns. To support its trainees on the ground, in public school classrooms, the HEP-VS relies upon a solid alternating institutional training device and specially prepared field trainers.

