

Network Meeting –
07 Social Justice and
Intercultural Education
(07 SES 10.5 A)

**ECER 2021 Geneva (online) „Education and Society: expectations,
prescriptions, reconciliations“**

Wednesday, 8th of September 2021

12.30-1.30 pm (CET - Central European Time)

Agenda

- NW7@ECER 2021 in Numbers
- Report on Network Activities
- Network Related Publications (to be continued)
- Outlook: ECER 2022 (Yerevan)
- Any Other Business (AOB)

NW7@ECER 2021 in Numbers

- 75 proposals in total: 47 Papers, 2 Posters, 5 Symposia, 2 Panel Discussions and 2 Ignite Talks are part of the current program
- double blind review procedure
- reviewers: Ghazala Bhatti, Hugh Busher, David Doubek, Marc Hill, Yvonne Leeman, Carola Mantel, Dana Moree, Lisa Rosen, Seyda Subasi, Sandra Girbés-Peco, Helen Avery, Eunice Macedo, Francesca Gobbo, Henrike Terhart & Isabella Pescarmona - THANK YOU!

Network Activities

- training programme for PhD students (Ghazala Bhatti: g.bhatti@bathspa.ac.uk)
- preparing a special call for ECER 2022 on intercultural professionalism as researchers (Lisa Rosen: rosen@uni-landau.de)
- preparing the opening session for ECER 2022 (Yerevan) as one part of nw7s strategy to increase the number of researchers from the eastern part of Europe (Sandra Girbés-Peco: sandra.girbes@ub.edu)
- Lisa was elected as link convenor for another period (2021-2024) by the convenor team.

Network Related Publications (1/2)

- Bengtsson A, Mickwitz L. The complexity of professional integration: An investigation of newly arrived teachers' initial process of establishing themselves as teachers in Sweden. *European Educational Research Journal*. April 2021. doi:[10.1177/14749041211009421](https://doi.org/10.1177/14749041211009421)
- Casado, M. V., Flecha, A., Mara, L. C., & Girbés-Peco, S. (2021): Dialogic Methods for Scalability of Successful Educational Actions in Portugal. *International Journal of Qualitative Methods*, 20, <https://doi.org/10.1177/16094069211020165>
- Cruickshank K. Creating pathways for internationally educated teachers into the teaching profession: Practices, policies and problems in the Australian context. *European Educational Research Journal*. October 2021. doi:[10.1177/14749041211048983](https://doi.org/10.1177/14749041211048983)
- Giorgis P., Peano G., Pescarmona, I., Sansoé R., Setti F. (2021). Within different perspectives. *Critical Experiences in Education, Interculture and Ethnography*. New York: Dio Press.
- Gobbo, Francesca (2021): *Growing Up in Walltown, Italy. An Ethnographic Account of Early Childhood Education and Care in an Italian Town*. Lanham, Maryland: Lexington Books.
- Leeman, Y. & Volman, M. (2021) Citizenship in prevocational education: Professional pride as a source. *Education, Citizenship and Social Justice* 2021, 16 (10) 17-30.
- Mantel C. Teachers with so-called migration background and the question of recognition: Experiences of fragility and hidden pedagogical potentials. *European Educational Research Journal*. April 2021. doi:[10.1177/14749041211008327](https://doi.org/10.1177/14749041211008327)

Network Related Publications (2/2)

- Mc Daid R, Nowlan E. Barriers to recognition for migrant teachers in Ireland. *European Educational Research Journal*. July 2021. doi:[10.1177/14749041211031724](https://doi.org/10.1177/14749041211031724)
- Proyer M, Pellech C, Obermayr T, Kreamsner G, Schmözl A. 'First and foremost, we are teachers, not refugees': Requalification measures for internationally trained teachers affected by forced migration. *European Educational Research Journal*. January 2021. doi:[10.1177/1474904121989473](https://doi.org/10.1177/1474904121989473)
- Roefs, E., Leeman, Y., Oosterheert, I. & Meijer, P. (2021) Teachers' experiences of presence in their daily educational practice. *Education Sciences* 11, 48. <https://doi.org/10.3390/educsci11020048>
- Roefs, E., Leeman, Y., Oosterheert, I., & Meijer, P. (2021) Secondary school students' experiences of presence in daily classroom practice. *Cambridge Journal of Education*. <https://doi.org/10.1080/0305764X.2020.1853678>
- Rosen L, Jacob M. Diversity in the teachers' lounge in Germany – casting doubt on the statistical category of 'migration background.' *European Educational Research Journal*. November 2021. doi:[10.1177/14749041211054949](https://doi.org/10.1177/14749041211054949)
- Stroetinga, M., Leeman, Y. & Veugelers, W. (2021). Primary school teachers' practices of collaborating with parents on upbringing. *School Community Journal* 2021, 31 (1), 259-281
- Terhart H. Teachers in Transition. A Biographical Perspective on Transnational Professionalisation of Internationally Educated Teachers in Germany. *European Educational Research Journal*. May 2021. doi:[10.1177/14749041211010997](https://doi.org/10.1177/14749041211010997)
- „Refugees in/and Education throughout Time in Europe: Re- and Deconstructions of Discourses, Policies and Practices in Educational Context“, special issue of *Tertium Comparationis* (2022), 28(2), edited by Susanne Spieker and Anke Wischmann – articles are under review

ECER 2022, Yerevan

- Conference Theme
Education in a Changing World: The impact of global realities on the prospects and experiences of educational research
- Conference Dates
22 - 23 August 2022: Emerging Researchers' Conference (ERC)
23 - 26 August 2022: European Conference on Educational Research (ECER)

01.12.2021	Submission starts
31.01.2022	Submission ends
01.04.2022	Review results announced
01.04.2022	Registration starts
15.05.2022	Early bird ends
25.06.2022	Presentation times announced
01.07.2022	Registration Deadline for Presenters

Mailinglist

Would you like to receive NW7s newsletter and/or share information? Send an email to Lisa: rosen@uni-landau.de