

Networkmeeting Network 32

Organizational Education

ECER BELGRADE 2025



Convenor: Prof. Dr. Susanne Maria Weber
Professorship societal, political, cultural conditions of education, Philipps-Universität
Marburg, Germany
Deputy Convenor: Prof. Dr. Line Revsbaek
Professorship organizational learning, Aalborg University, Denmark

Networkmeeting BELGRADE 2025

Organizational Education (NW 32)

1. Convenor`s OVERVIEW
2. ERC Representative Report
3. Introducing the Network Development Board (NDB)
Tandems
4. Publications
5. Outlook toward JOINT SYMPOSIA Workshop
3rd of December 2025 (14.30 – 17.00 o'clock CET)
6. Theme ECER 2026 TAMPERE; Finland
7. Further Suggestions

1. Convenor´s Report

Programming:

- Symposia Creation Workshop
- Co-Convenors: intense reviewing
- Coordinating Program with 60 contributions, two streams
- Shaping up strong participatory elements (Research Workshops, BarCamp etc.)

Developing:

- Strengthening the Bonds to ERC & Young Researchers
- Setting Up Network Development Board (NDB) (8-10 members) - 5 meetings – shaping the tasks & roles of 4 Tandems
- Setting up a Management Policy Process

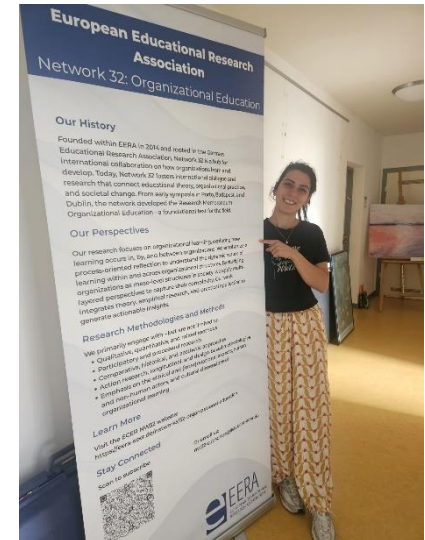
Publishing:

- Coordinating the 10th Anniversary Book
- Setting up EERJ Special Issue 2025

2. Young researchers representative Kardelen Cazgir

Our activities during the year

- 2 online meeting suggested & realized
- Barcamp Preparation with Topic Collection
- Preparing 2 roll-ups with ECER network 32 design
- Barcamp including the ECER young researchers world
- the network dinner including the ECER young researchers world
- the network meeting including the ECER young researchers world
- Searching for one more ERC representative



3. Network Development Board (NDB)

consists of

- ✓ interested members and friend of the network, who wish to move forward and advance the work of the network
- ✓ members of this NDB to be listed at the ECER website and to be affiliated members, who might become co-convenors of the network in the future.
- ✓ They might be rotating in - once we establish a rotating structure for the co-convenorship.

NDB members

- ✓ will support programme development for 2-3 years
- ✓ contribute to other activities like reading groups or publication initiatives as well as research groups
- ✓ contribute to further vitalizing the network
- ✓ serve as reviewers
- ✓ receive the mandate from the network in the network meeting

3. Network Development Board (NDB)

Eligible Board members are...

- ✓ active members of the network, contribute to the program of network 32 regularly and minimum once
- ✓ focus on organizational education, which means an educational perspective on organizational learning and development
- ✓ are engaged and willing to contribute to network activities, program development, marketing and membership acquisition
- ✓ can widen the focus of countries involved
- ✓ represent different areas of expertise within the field of organizational education
- ✓ are able to travel and contribute to the network 's activities at a regular basis
- ✓ may rotate into Co-Convenorship when positions are available

3. Four Tandems are suggested

- 1) Sarah & Jörg: Newsletter
- 2) Karina & Sarah: Linked In, Research Gate & Social Media: Online Book Launch Event;
- 3) Britta & Marcina : Onboarding with a Newcomer ´s Lunch; Best Buddy Meetings; Debriefing Breaks; Mentoring
- 4) Ruth & Maja: Communication & Events throughout the year: f. ex.
On Research Positionality
 - whatsapp group - hosted by Sarah
 - meeting bimonthly for co-creation and further development

3. Sarah & Jörg: Newsletter

Content

Job postings

Conferences

Information about and calls from Network 32

Schedule

Initially: every two months

On the 15th of the month, starting October 15

Please send information to

Jörg Schwarz: Joerg.schwarz@uni-wuerzburg.de

Sarah Wieners: sarah.wieners@uni-marburg.de

**Subscribe to the
mailinglist:**



3. Karina & Sarah: Starting the LinkedIn community

Aims

- Build connections between researchers in organizational education
- Share knowledge and resources
- Enhance digital visibility for organizational education

What do we want to do?

- Launch a LinkedIn page and develop a style guide
- Share and repost conference calls, reports, job postings
- Share and repost conference experience posting by community members
- Present researchers through short researcher profiles?

**Scan the code,
follow and post
with us on
LinkedIn!**



3. Britta & Marcina (together with Line & Susanne): Supporting Newcomer Inclusion & Mentoring in ECER Network 32

Ideas for Inclusive Initiatives for Creating a Sense of Belonging

- a. *Newcomers' Lunch:* Casual meet-up to welcome new members
- b. *Mentorship Program:* Connect newcomers with experienced members
- c. *Buddy System:* Link newcomers with one another for peer support
- d. *Debriefing Breaks:* Share reflections after presentations
- e. *Online Meet & Greet:* Get acquainted before the conference starts
- f. *Wall of Scientific Dating:* Short ,visual research introductions
- g. *Mailing List & Newsletter:* Stay informed and connected year-round

3. Ruth & Maja: Communication & Events throughout the year - Topic of positionality

*"Behind the terms 'ontology, epistemology, and methodology', stand the personal biography of the researcher, who speaks from a particular class, gendered, racial, cultural, and ethnic community perspective. The gendered, multiculturally situated researcher – indeed all inquirers – approaches the world with a set of ideas, a framework (ethics, theory, ontology) that specifies a set of questions (epistemology), which are then examined (methodology, analysis) in specific ways. That is, empirical materials bearing on the question are collected/generated/constructed and then analyzed and written about. **Every researcher speaks from within a distinct interpretive community, which configures, in its own way, the multicultural, gendered components of the research act.**"*



Denzin, N. K., Lincoln, Y. S., Giardina, M. D., & Cannella, G. S. (Eds.). (2024). *The Sage handbook of qualitative research. Sixth edition.* Sage, p 20

3. Communication & Events throughout the year

- Topic of positionality

Aims

strengthen the network by reflections on **research positionality** in organisational education

contribute to developing ethical and relational/collaborative research practices that support knowledge and learning **in organizational education contexts accross Europe**

critically examining our values, assumptions, identities, experiences and/or **our shifting relational dynamic stances** across organisations / organisational education research

Why?

recognising and reflecting on our positionality enables us to **conduct ethical, rigourous, relevant research**

strengthens the ethical, relational, and contextual **grounding of organizational education** research

deliberations and conversations amongst a broad research community can **open spaces for multiple perspectives** and can challenge and improve our research designs and methodological approaches

3. Communication & Events throughout the year

- Topic of positionality

Means

fostering a forum by **3-4 online meetings** throughout the year with interactive activities exploring how network 32 can further develop language and practices for more explicitly reflecting on – and integrating – our own roles as human beings and researchers in the work we do, both methodologically and theoretically;

reflecting on our relationships to our research topics/organisational fields/empirical material/theoretical and methodological orientations;

thematic “deep dive” sessions on specific aspects of positionality, such as ethics of care, insider/outsider perspectives, or embodied approaches in organizational education research

Practical

First meeting **20/10 – 15:00–16:30 CET online**

Week 1-5/12/2025

In between: Symposium creation workshop for whole network 32 - Submission symposium or other abstracts for ECER2026 by the end of Jan 2026

Week of 2-6/03/2026

Via NW32. Organizational Education Padlet Hub

Contact

Maja Marie Lotz (Absalon, DK) mmlo@pha.dk

Ruth Wouters (UCLL & KU Leuven, BE) ruth.wouters@ucll.be

3. First meeting 20/10 – 15:00–16:30 CET online

- **2 min conversation starter – bring in one visual (a slide / map / object / picture)**

- What is your main research interest?
- How do you position yourself in your field of study?
 - Possible questions on identity, epistemology, process or ethics
 - How might your personal, professional or academic experiences and background shape what you notice or overlook in your field?
 - What assumptions about an organisation or participants do you bring based on your lived experiences?
 - How did you come to be interested in your topic, and what does that reveal about your position?
 - How might organizational members perceive you, and how could that influence what they share or don't share?
 - What power do you have in terms of representing participants' voices and experiences?
 - What counts as valid knowledge regarding your main research interest, and do you agree with those standards?
 - Whose voices and ways of knowing are typically centered or marginalized in your field of study?
 - Are you an insider, outsider, or somewhere in between in an organisation? How is this positioning both helpful and limiting?
 - How has your understanding of your own positionality shifted during the research process?
 - What moments of discomfort or surprise have you experienced, and what might they reveal?
 - How might your research benefit or potentially harm participants or communities?
 - How will you handle findings that challenge your own beliefs or expectations?



4. Co-Convenor Roles Videos

<https://eera-ecer.de/networks/32-organizational-education>

5. A very short info on publication projects

- 10th anniversary Book
- Special Issue

Organizing in Times of Uncertainty

Research Perspectives of Organizational Education

Editors
Susanne Maria Weber
Line Revsbæk

Network 32
Organizational Education
10th Anniversary Book

Update

- **Contracted** with Springer
- 18 of proposed 40 chapters **submitted**
- Editors have requested with Springer to turn the project a **one-book project** in order to complete during Spring 2026
- **External full-manuscript review** initiated by publisher after submission

Susanne Maria Weber, susanne.maria.weber@uni-marburg.de
Line Revsbæk, revsbaek@ikl.aau.dk

Adjusted process

- **Internal review process** no longer operating as publisher's external review on full-manuscript replaces this
- **The format with 5-page future perspectives** left out Not many submissions. Authors who submitted in this format will be asked to develop a full chapter
- **FINAL Extension for submission of full chapter:** November 1, 2025

Accepted chapter contributions need to be 5200 words including references.

“Charting the way forward: Creative research methods in organisational education”

Unfolding the title

- Organisational education: process as main perspective (structure – practice)
- ‘Charting the way forward’ as a process-oriented approach to creative research methods
 - → The process of elicitation, e.g. what emerges from there?
- Way or path as a modelling element

Thematic focus

- Theoretical and methodological papers, drawing on epistemological theories and concepts (Knorr-Cetina 1999; Yanow 2014)
- • Method papers, drawing on visual and creative research methods, such as found images and narratives, researcher-initiated productions and participatory productions (Mannay 2016; Margolis und Pauwels 2011)
 - • Papers addressing multimodality and multimodal research (Iedema 2007; Meier 2013)
 - • Empirical papers, producing visual and creative results to chart the way forward
 - • Design and arts-based research (Barone and Eisner 2012)



5- EERJ **Special Issue** – call for contributions (continuation) - Abstract

In organisational education, a dominant perspective is a **process-oriented one**, dealing with the dichotomy of structure – practice. The special call is situated within this sub-discipline, conceptualising **‘Charting the way forward’ as a process-oriented approach to creative research methods**. The process of elicitation enables one to ask what emerges from there. The ‘way’ or ‘path’ becomes a modelling element in this framing. From a practice-oriented research perspective, we are interested in **new and innovative approaches to creative research methods for charting the way forward in organisational education**. For instance, it is interested in the performative stagings as well as the emerging transformational settings and strategies, the ‘charting’ self-production of organisations and the transgressions into alternative ways of organising through creative research methods. We invite **theoretical and methodological papers, methods papers, papers addressing multimodality and multimodal research, empirical papers as well as design and arts-based research papers**.

5- EERJ Special Issue – call for contributions (continuation)

Timeline

30.09.2025 Abstracts to the editors

31.10.2025 Feedback to the authors

30.11.2025 Proposal to EEJR

15.02.2026 Full manuscripts to the editors

31.03.2026 Peer-to-peer feedback among the authors

31.05.2026 Submission of the revised manuscript to the editors

31.07.2026 Editors provide feedback to the authors

30.09.2026 Submission of the revised manuscript to the journal

xxxx External reviews go to the authors

xxxx Submission of the revised manuscript to the editors

xxxx Sending proofs to authors

xxxx Release of the proof

2027/28 Planned submission of the manuscript to the publisher

Important to keep in mind

- Please keep in mind that you address your paper in relation to
 - organisational education,
 - European contexts: if you use a national context, please make sure that it is relevant to other European contexts, too.
- The length of each contribution is 7.000 to 8.000 words (including references and spaces).
- Please use the Sage Harvard citation style.
- We request abstracts of no more than 500 words (excluding references and spaces) by September 30th, 2025, stating the title and the focus, to the following email addresses:

Eva Bulgrin, eva.bulgrin@uni-marburg.de

Susanne Maria Weber, susanne.maria.weber@uni-marburg.de

Line Revsbæk, revsbaek@ikl.aau.dk

6- JOINT SYMPOSIA Online Workshop

3rd of December 2025

14.30 – 17.00 o'clock CET

Theme and Date **ECER 2026 TAMPERE**; Finland **17.8. – 21.8.2026**

- Knowing and Acting:
- The changing conditions and potentials of education research
 - Knowledge production
 - Academic knowledge in times of AI
 - Political-ideological challenges
 - Economic challenges
 - Academic cultures
 - Serving future generations? How to adress policy crisis?

7. Further Suggestions.

BARCAMP RESULT:

- Digital and interactive **MAP of Organizational Education; Organizational Learning, Educational Governance**
- **Next steps:**
 - prepare **funding proposal** for EERA
 - Send out **mailing to members** and partner organizations
 - Work with **student assistant** – excel sheet of relevant networks in the field
 - 1) Excel Sheet on networks and well networked individuals
 - 2) Interactive Map on networks – adding individual researchers
 - 3) Adding Projects to the Interactive Map

THANK YOU FOR CO-CREATING

Prof. Dr. Susanne Maria Weber

Innovation - Organization – Networks (I-ON)

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3. EERA Network 32 Organizational Education Convener Roles & Tasks

Role & Task	Conveners
Link Convener	Susanne Maria Weber
Deputy Convener	Line Revsbæk
Election CoConvener	Michael Göhlich Bente Elkjaer
Publication CoConvener	Andreas Schröer Pia Bramming Nicolas Engel
Membership Acquisition CoConvener	Pétr Novotny Claudia Fahrenwald
Emergent Researchers CoConverner	Nicolas Engel
Social Events CoConvener	Rinat Arviv
Emerging Researchers' Representative	Kardelen Dilara Cazgir
Newsletter CoConvener	...
SocialMedia&Youtube CoConvener	...
Hybrid Programming CoConvener	...



EERA Network 32 Organizational Education

Convener Roles & Tasks

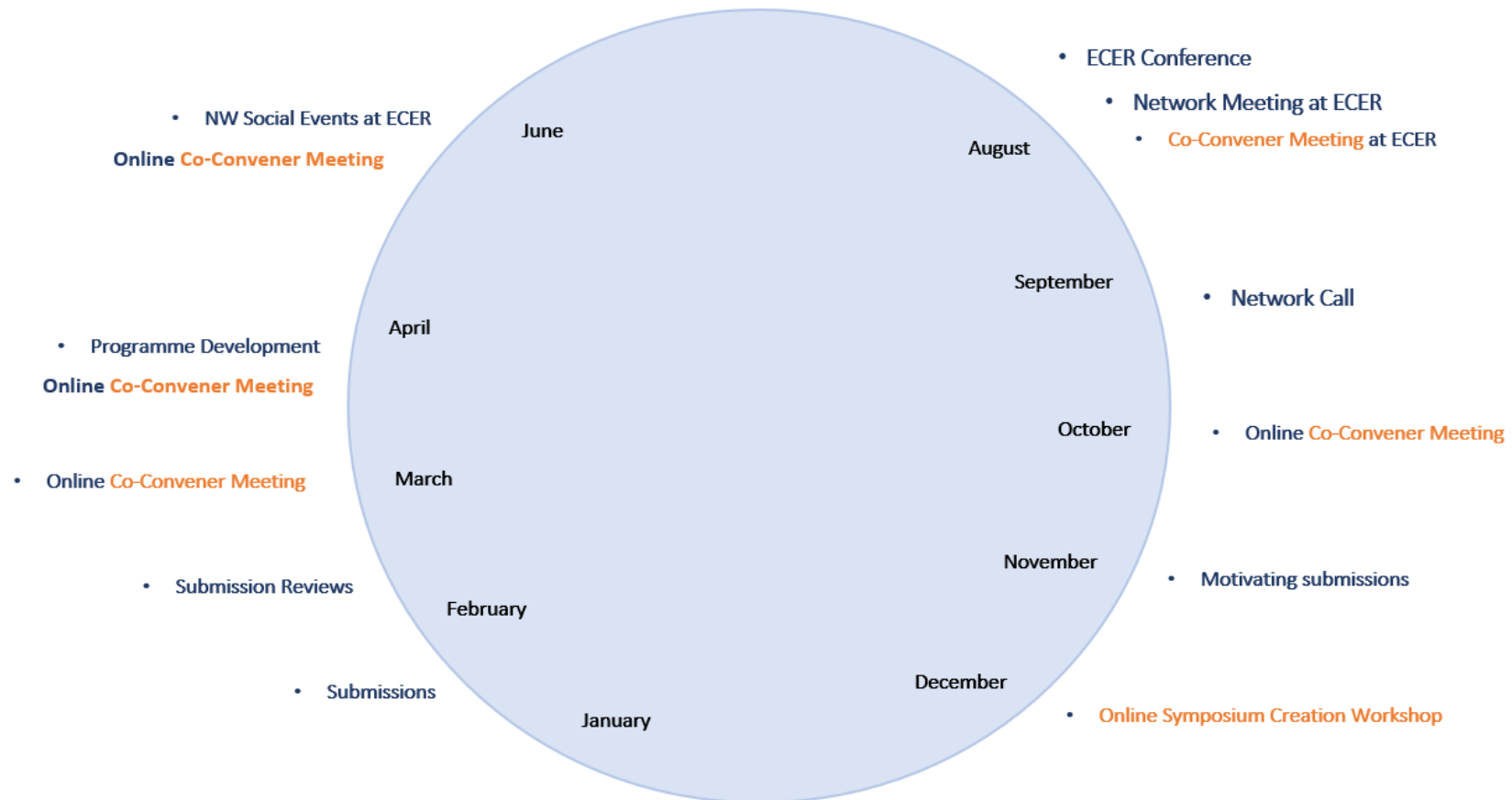
... are to support network development in the proposed area of responsibility.

- For a period of minimum of **2 and preferred 3 years** a coconvener takes on the responsibility to strategize, drive and implement the network development in the area of responsibility, seeking dialogue and coordination with link and deputy convener regarding strategic initiatives
- A **co-convenor tandem** approach in the role and tasks is preferred, meaning two colleagues working together to advance the network development in the area of responsibility. Gender balance to the co-convenor tandem is preferred.
- Each role & tasks are **to be specified together** between the co-convenors involved and the link and deputy convener.
- An emergent approach to announcing co-conveners in each role&task is preferred. A **1rst stage** includes working with the current group of co-conveners to shape the needed roles&tasks to support network development. In a **2nd stage** we expand the convener group, establishing a “board” of network supporters.

Co-Convenors and their tasks

EERA Network 32 Organizational Education

Annual Wheel



Suggestions Network Meeting 2023 & 2024

CONTENT

- Focus on **theory** of Organizational Education (international)
- More **art-based** approaches

NETWORKING

- **Regular meetings** at Platform
- Repr. of different types of organization
- Exchange on projects, Meeting up
- Overview over **partners of the network**
- Subgroups like **Reading list** (e.g. Zotero group), Book club
- Discussant / Chair Role
- **Strategy planning** – new members
- **Social media representative**
- **Community building**
- **Newsletter** -> European Communication space