

# ECER 2023 Glasgow

## The European Conference on Educational Research

21 - 22 August 2023: Emerging Researchers' Conference (ERC)

22 - 25 August 2023: European Conference on Educational Research



# CALL FOR PROPOSALS

## European Conference on Educational Research - ECER

### & Emerging Researchers' Conference

EERA and the University of Glasgow, UK, invite Educational Researchers to submit proposals for the European Conference on Educational Research (ECER) 2023. 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:	21 - 22 Aug 2023
ECER - European Conference on Educational Research:	22 - 25 Aug 2023
Submission Period:	1 Dec 2022 - 31 Jan 2023
Information on Review Results:	1 April 2023
Registration Begins:	1 April 2023
Early Bird Ends:	15 May 2023
Presentation Times Announced:	26 June 2023
Registration Deadline for Presenters:	30 June 2023

### CONFERENCE THEME

#### The Value of Diversity in Education and Educational Research

In the 21st century, many forms of social and cultural diversity have been increasingly recognised and, consequently, included into the core of educational values, educational practices, including curricula, and educational research. It is a complex, contested and at times contentious concept and in suggesting it, EERA hopes to encourage debate and dialogue connected to the theme of diversity in education and educational research and explore the linked reality of diversity as a driver for societal change.

Arguably in current social usage, diversity often refers, but is not limited, to issues such as ethnicity, disability, gender and sexuality, age, religion, language, geography (place), culture and intersectionality. There is also scope to recognise other forms of diversity in schools and other learning contexts with a necessary impact in curricula, pedagogic strategies, leadership and educational context culture. Within the academic milieu, there are diverse theories of learning, and a diversity of conceptual approaches to analyse models of schooling and assessment as well as a diversity of methods and methodologies of educational research. There is diversity of the types of learners within school systems, from primary to higher education, and there is a range of pedagogies. There are a wide range of approaches to diversity within curricula and within subject areas in schools, and school-communities networking approaches. Diversity creates tension and challenges homogenous systems, thereby generating a positive perspective that includes ways to value multiple

forms of diversity and understand the complexity of the local context and the wider world within educational settings, whether those be schools, community settings or others. Hence, the richness of who we are and who we are becoming becomes a source and resource for what we do and why we do it across the educational continuum.

The concept of diversity, in all its manifestations, is at the heart of the work of EERA. As an organisation, we benefit from the collective context, informed knowledge and experience of 42 National Associations drawn from 37 countries and regions who bring with them contextually embedded understandings of what it means to think about and do educational research across a range of settings for the ultimate benefit of society. This work is enhanced by, mediated through and operationalised by the complex and innovative activities of our 33 academic networks which provide fora for educational researchers from across Europe and beyond to dialogue, dissent and develop a broad understanding of what it means to engage in 'research for the benefit of society' in changed and changing contexts.

While the nature of European educational research is a constantly debated and changing reality, there is a general acceptance that to discuss it we need to draw on the rich and diverse research traditions that make up our educational community. Thus, context and place, tradition and polity influence the way in which we think about what it is we do and why we do it. This increasing diversification of our contextual and conceptual hinterland should arguably be at the heart of the ongoing dialogue about what it means to 'do' educational research in the 21st century.

This conference aims to address the many different forms of diversity in educational research, be they conceptual, contextual or methodological, and explore the creation of a wide range of practices within and between each. Ultimately it seeks to highlight the successes and challenges resulting from the commitment of educational researchers and educational research to address and include diversity in all aspects of what we do. How does educational research contribute to unpacking challenges that are brought about by the increasing visibility of different forms of diversity? How does it account for different approaches, methods and outcomes that have been developed in educational contexts around the globe, and provide insights to elaborate inclusive educational policy measures?

Valuing diversity in education and educational research is at the heart of EERA and we look forward to receiving submissions addressing this crucially important topic from across the entire EERA family and beyond.

## KEYNOTE LECTURES ECER

**Alfredo J. Artiles** is the Lee L. Jacks Professor of Education at Stanford University. He is the Director of Research at the Center for Comparative Studies in Race & Ethnicity and Director of Stanford's Center for Opportunity Policy in Education. He received an Honorary Doctorate from the University of Göteborg (Sweden) and is Honorary Professor at the University of Birmingham (United Kingdom).

**Mark Priestley** is Professor of Education at the University of Stirling. His research interests lie in the school curriculum – theory, policy and practice – and especially the processes of curriculum making across different layers of education systems. He is Lead Editor of the Curriculum Journal, a member of the Scottish Government's key education advisory committees.

**Barbara Read** is a sociologist of education, with an interdisciplinary background in history, social anthropology, and women's studies. Currently Reader in Gender and Social Inequalities at the School of Education, University of Glasgow, she was previously Senior Lecturer at the Department of Education, Roehampton University (2007-12) and Research Fellow at the Institute for Policy Studies in Education, London Metropolitan University (2001-2007).

**Richard Rose** is Emeritus Professor in Inclusive Education at the University of Northampton, UK. His current research interests are in the causes of marginalisation within education systems, and holistic approaches to the development of inclusion and equity in education. Much of his work in this area is presently being undertaken in India and Cambodia, with previous research conducted for research boards, NGOs and Government Agencies in UK, Europe and Asia.

**Margaret Sutherland** is Professor of High Ability Studies and Inclusive Practice in the School of Education, University of Glasgow. She has 41 years teaching experience in mainstream primary schools, behaviour support and latterly in higher education, and so her work is primarily concerned with learning, teaching and pedagogy. She has published in the field of inclusion and gifted education and is best known for her practical books on being gifted and talented in the early years.

**Carol A. Taylor** is Professor of Higher Education and Gender in the Department of Education at the University of Bath where she is Director of Research and leads the Learning, Pedagogy and Diversity Research cluster. Carol's research focuses on the entangled relations of knowledge, power, gender, space and ethics in higher education.

## KEYNOTE LECTURE ERC

**Rosemary Deem** is Emerita Professor of HE Management and Doctoral School Senior Research Fellow, Royal Holloway (University of London), Dean of History/Social Science (2009-11); Vice-Principal: Education 2011-17; Teaching Innovation & Equality and Diversity 2017-19; Doctoral School Dean (2014-19).

## SUBMISSION PROCEDURE

All submissions must be made via the 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. 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 2023**. 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/ecer-2023-glasgow/submission/>

### Conftool Submission System

<http://www.conftool.com/ecer2023>

## 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 GLASGOW

ECER 2023 will take place on the beautiful Gilmorehill Campus of the University of Glasgow.

Founded in 1451, the University of Glasgow is the fourth oldest university in the English-speaking world. Today the University is ranked in the top 1% of the world's universities, welcoming over 25,000 undergraduate and postgraduate students from 140 countries worldwide.

Widely recognised as one of the most stunning campuses in the UK, Gilmorehill in the vibrant West End of the city, boasts one of Glasgow's most famous landmarks, the University tower which sits at the heart of the campus along with the iconic Cloisters and quadrangles.

<https://eera-ecer.de/ecer-2023-glasgow/>

## ABOUT GLASGOW

Glasgow is a vibrant and compact city with plenty to offer delegates outside of conference sessions. The city has a range of cultural attractions including many museums and art galleries offering free entry, such as the stunning Kelvingrove Art Gallery and Museum and the award-winning Riverside Museum. Visitors can explore the works of artist and architect Charles Rennie Mackintosh, walk the city centre Art Mural Trail or take a stroll through one of the many parks and green spaces.

Glasgow is a UNESCO City of Music with over 150 live music events per week, plus a full calendar of other exciting events and festivals throughout the year.

<https://eera-ecer.de/ecer-2023-glasgow/welcome-to-glasgow-scotland/>

## 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 all Network Special Calls

<https://eera-ecer.de/ecer-2023-glasgow/ecer-2023-call-for-proposals-network-calls/>

### To view individual Network Special Calls

#### Joint Special Call:

**Network 07 Social Justice and Intercultural Education/**

**Network 20 Research in Innovative Intercultural Learning Environments/**

**Network 31 LEEd - Network on Language and Education**

Multiliteracies in Intercultural and Multilingual Education: Bridging Identities, Practices and Learning Environments

<https://eera-ecer.de/networks/7-social-justice-and-intercultural-education/ecer-2023-nw-072031-joint-special-call/>

<https://eera-ecer.de/networks/20-research-in-innovative-intercultural-learning-environments/ecer-2023-nw-072031-joint-special-call/>

<https://eera-ecer.de/networks/31-led-network-on-language-and-education/ecer-2023-nw-072031-joint-special-call/>

#### **Network 04 Inclusive Education**

Fostering the value of diversity through research on inclusive education

<https://eera-ecer.de/networks/4-inclusive-education/ecer-2023-nw-04-special-call/>

#### **Network 08 Health and Wellbeing Education**

Envisioning the role of health and wellbeing education in advancing social justice and health equity

<https://eera-ecer.de/networks/8-health-and-wellbeing-education/ecer-2023-nw-08-special-call/>

#### **Network 10 Teacher Education Research**

The Diversity of 'Evidence-Relations' in Teacher Education, Politics and Research

<https://eera-ecer.de/networks/10-teacher-education-research/ecer-2023-nw-10-special-call/>

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

Considering diversity in educational research exploring school-community relationships

<https://eera-ecer.de/networks/14-communities-families-and-schooling-in-educational-research/ecer-2023-nw-14-special-call/>

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

The nature of partnerships in education in Erasmus+ projects

<https://eera-ecer.de/networks/15-research-partnerships-in-education/ecer-2023-nw-15-special-call-a/>

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

The role of partnerships in the transitions to sustainable development in education

<https://eera-ecer.de/networks/15-research-partnerships-in-education/ecer-2023-nw-15-special-call-b/>

#### **Network 17 Histories of Education**

Analysing Diversity in Education Historically: Achievements, Boundaries and Barriers

<https://eera-ecer.de/networks/17-histories-of-education/ecer-2023-nw-17-special-call/>

#### **Network 21 Education and Psychoanalysis**

Experiencing Diversity in Education: Between Dialogue and Repression

<https://eera-ecer.de/networks/21-education-and-psychoanalysis/ecer-2023-nw-21-special-call/>

#### **Network 22 Research in Higher Education**

The role of diversity in bringing about organizational transformation of higher education institutions

<https://eera-ecer.de/networks/22-research-in-higher-education/ecer-2023-nw-22-special-call/>

#### **Network 27 Didactics - Learning and Teaching**

Teaching and learning in diverse contexts. Didactics, societal demands and individual needs in a changing world

<https://eera-ecer.de/networks/27-didactics-learning-and-teaching/ecer-2023-nw-27-special-call/>

#### **Network 28 Sociologies of Education**

Diversity and Diversification: One World, Partial Common, or More Worlds of Education?

<https://eera-ecer.de/networks/28-sociologies-of-education/ecer-2023-nw-28-special-call/>

#### **Network 29 Research on Arts Education - A**

Arts and democracy: how artistic research and arts-based research can help to shape and rethink conceptions and practices of democracy

<https://eera-ecer.de/networks/29-research-on-arts-education/ecer-2023-nw-29-special-call-a/>

#### **Network 29 Research on Arts Education - B**

Transdisciplinarity among arts: sharing projects in which artistic disciplines are entangled

<https://eera-ecer.de/networks/29-research-on-arts-education/ecer-2023-nw-29-special-call-b/>

#### **Network 32 Organizational Education**

Valuing Diversity in Organizational Education (Research)

<https://eera-ecer.de/networks/32-organizational-education/ecer-2023-nw-32-special-call/>

#### **Network 33 Gender and Education**

Genders and Sexualities in Diversified Educational Systems and Societies

<https://eera-ecer.de/networks/33-gender-and-education/ecer-2023-nw-33-special-call/>

## IMPORTANT LINKS

### Submissions

#### **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-2023-glasgow/submission/>

#### **FAQ and Advice**

<https://eera-ecer.de/ecer-2023-glasgow/faqs-and-advice-2023/>

#### **ConfTool Submission System**

<http://www.confTool.com/ecer2023>

### Social Media/Staying in touch

EERA Blog: #EERAblog

Twitter: #EERAedu #ECER2021 @ECER\_EERA

Facebook

European Educational Research Journal: @EuropeanEducat3

## Looking Forward to Welcoming You!

## EERA and the Local Organising Committee of ECER 2023

