

# ECER 2020 Glasgow

The European Conference on Educational Research - Glasgow, UK

24 - 25 August 2020: Emerging Researchers' Conference

25 - 28 August 2020: 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) 2020. 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:	24 - 25 Aug 2020
ECER - European Conference on Educational Research:	25 - 28 Aug 2020
Submission Period:	1 Dec 2019 - 31 Jan 2020
Information on Review Results:	1 April 2020

#### CONFERENCE THEME

##### Educational Research (Re)connecting Communities

The ECER 2020 in Glasgow intends to interrogate the capacity of educational research to address the complexity of the challenges that are encountered in connecting and reconnecting communities in contemporary Europe.

The concept of community is a complex one open to many different, and often contradictory, interpretations and operationalisations. As citizens and researchers we are members of a diverse range of often overlapping communities at local, national, international, disciplinary and institutional levels. How we choose to conceptualise community and how this interacts with the views and values of researchers and practitioners is at the heart of many strands of educational research. The diverse web of relationships and meanings that link education and community is reflected in valuable and socially relevant educational research that has generative potential to address the challenges of (re)connecting communities.

In this context, it can be argued that education and educational research have the potential to help make sense of what is happening in Europe and the communities of Europe. They might also provide resources to think in a different way, and possibly, generate resources to imagine solutions to fractures in communities. These fractures include: fragmentation, anti-intellectualism and mistrust of establishments, institutions and politicians. The threat of fragmentation can be perceived in the debates about nationalism in Europe and Brexit in the UK. These debates have relied on simplistic binary positions that have arguably led to unwelcome divisions and are closing down communities. There is a rise in anti-intellectualism in public life and a deep-rooted mistrust of establishments, institutions and of politicians in many communities. Education and educational research challenge these narratives and offer alternatives that contribute to the building of a

'social Europe' that prioritises the needs of citizens, acknowledges importance of emerging reconceptualisations of the nature of citizenship and identity driven by increasing diversity, the emergence of digital technologies, the fragmentation of traditional social structures and the recognition of centrality of educational communities to the rebuilding of a shared social space.

ECER 2020 suggests that the role of educational research is to establish the position or place of education in the recurrent debates and tensions between the local and global dimensions of life and help to connect and reconnect communities. Participants are invited to interrogate this contention, in order to examine the potential of educational research to (re)connect communities across Europe and beyond.

#### KEYNOTE LECTURES ECER

**Joyce L Epstein** Ph.D. in sociology, is professor of education and director of the Center on School, Family, and Community Partnerships at Johns Hopkins University. In 1995, she established the National Network of Partnership Schools (NNPS), which guides educators to develop research-based programs of family and community engagement ([www.partnershipschoools.org](http://www.partnershipschoools.org)).

**Ramon Flecha** is Doctor Honoris Causa of the West University of Timișoara and Professor of Sociology at the University of Barcelona. The main conclusion of the first project he led from the European Union's Framework Program (FP5), WORKALÓ, The creation of new occupational patterns for cultural minorities: The gypsy case was unanimously approved by the European Parliament giving rise to various European and Member States policies.

**Trevor Gale** is Professor of Education Policy and Social Justice at The University of Glasgow. A critical sociologist of education, his research focuses on the reproduction of inequalities in and through policies and practices in formal education systems, particularly in schools and higher education.

**Isabel Menezes** has a degree and a PhD in Psychology and a habilitation in Educational Sciences from the University of Porto, where she is a Full Professor in the Department of Educational Sciences. She is a member of CIIE, research center in educational research and intervention, and teaches in the fields of Educational Research, Educational and Community Intervention, Political Education and Political Psychology.

**Michele Schweisfurth** is Professor of Comparative and International Education in the School of Education, University of Glasgow. Her primary research interest is pedagogy in comparative perspec-

tive, and she has worked in over a dozen countries researching this and related themes.

**Riyad A. Shahjahan** is an Associate Professor of Higher, Adult and Life Long Education (HALE) at Michigan State University. He is also a core faculty member of Muslim Studies, Chicano/Latino Studies, Asian Studies Center, and Center for Advanced Study of International Development.

### KEYNOTE LECTURE ERC

**Andreas Gegenfurtner** is researcher on adult education and training at the Deggendorf Institute of Technology and professor of psychology with an emphasis on teaching and learning with digital media at the University of Passau.

### SUBMISSION PROCEDURE

Submissions need to be directed to one of the EERA networks and can be handed in as Paper, Poster, Panel Discussion, 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, see links below.

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 2020**. 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-2020-glasgow/submission/>

#### Conftool Submission System

<https://www.conftool.com/ecer2020/>

### 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, ignite talks and video presentations will be considered. Group presentations like symposia, panel discussions and workshops are reserved for ECER or, if they are offered in the ERC, are centrally organised.

### CONFERENCE VENUE – UNIVERSITY OF GLASGOW

ECER 2020 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 our 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 our campus along with the iconic Cloisters and quadrangles.

### 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.

#### A Plural Self: (Re)connecting Communities Through Research on Inclusive Education

[NW 04 Inclusive Education](#)

#### Abstract

Today, many students feel disconnected from the school community because of barriers related to factors such as disability, gender, sexuality, ethnicity, and socioeconomic status. Research on inclusive education focuses particularly on reducing exclusionary pressures that impede students' participation in school life and, as such, the building of a richer and more democratic community. The special call provides an opportunity to foster study and debate concerning the role inclusive education can play in developing educational communities that welcome diversity as an essential element of their practices and of the policies that frame them.

#### The Call

Inclusive education is deeply committed to supporting learners' diversity in terms of backgrounds, interests, experience, knowledge and skills. Nevertheless, support for diversity must not be separated from the goal of building school communities that encourage participation and collaboration as vital components in the development of a sense of responsibility and global citizenship. Even though it is crucial that schools celebrate diversity, an overemphasis on the uniqueness of the individual risks reinforcing a sense of isolation and fragmentation among students, forgetting that learning to live in relationships with others is an essential element of education. However, the idea of school community might also reinforce fragmentation and conflict if conceived as a predefined structure connected to a fixed notion of identity and belonging detached from change and transformation. According to Agamben (1999) and Anderson (2006), a true community is not presupposed. Developing a true community requires an exercise in imagination; it requires a concept of diversity as interrelatedness and of community as a plural self. The question is: How can research on inclusion contribute to and support this process by developing theories and practices that sustain the (re)building of communities that value diversity?

With reference to the general ECER 2020 Call, Network 4 invites participants to submit proposals related to the topic of 'Educational Research (Re)connecting Communities'. The call is especially (but not exclusively) intended to promote the organisation of collaborative sessions on this topic, in the form of symposia, research workshops, and round tables involving contributions from researchers from several countries.

Research submissions can include, but are not limited to, themes such as:

- Disability
- Ethnicity
- Gender
- Social Class
- Migration

- Sexuality
- Home-school issues

Please indicate in your proposal that you are submitting to this network-specific call.

### Contact Person

Fabio Dovigo (fado@edu.au.dk)

### References

- Agamben, G. (1999). *The coming community* (Vol. 1). Minneapolis, MN: University of Minnesota Press.
- Anderson, B. R. O'G. (2006). *Imagined communities: reflections on the origin and spread of nationalism* (Revised and extended. ed.). London: Verso.
- Artiles, A. J., & Dyson, A. (2005). *Inclusive education in the globalization age: The promise of comparative cultural historical analysis*. In D. Mitchell (Ed.), *Contextualizing inclusive education* (pp. 37–62). London, UK: Routledge.
- Carrington, S., & Robinson, R. (2006). Inclusive school community: why is it so complex?. *International Journal of Inclusive Education*, 10(4-5), 323-334.
- Nancy, J. L. (2000). *Being singular plural*. Stanford, California: Stanford University Press.
- Peters, S., & Oliver, L. A. (2009). Achieving quality and equity through inclusive education in an era of high-stakes testing. *Prospects*, 39(3), 265-279.
- Slee, R. (2013). How do we make inclusive education happen when exclusion is a political predisposition?. *International Journal of Inclusive Education*, 17(8), 895-907.

### Refugees in/and Education throughout Time in Europe: Re- and Deconstructions of Discourses, Policies and Practices in Educational Contexts

[Network 07 Social Justice and Intercultural Education](#) & [Network 17 Histories of Education](#)

### Abstract

This joint call aims to contextualise and historicise discourses and voices of refugees in education. Recent debates tend to see the so-called refugee crisis from 2015/2016 as a singular event which implies new and unexpected challenges for education systems in host countries. The result is over-dramatization and a neglect of already existing resources of both communities and the education system. The aim of this call is to bring refugee immigration and its specific histories back on the agenda and to highlight research that generates a positive impact on improving the situation and opportunities of newcomers. Refuge needs to be understood not only as a single event but also as an intergenerational process related to particular contexts.

### The Call

Throughout the years 2015 and 2016 the numbers of refugees who came to Europe and applied for asylum reached the highest level in the post World War II era. In both academic and public discourse, the phenomenon received a great deal of attention. The focus on the presence and actuality of the so-called refugee crisis indicates that the entry of refugees into the European education systems is not only a new occurrence, but also that it had not been researched and discussed before. The result is over-dramatization and a neglect of already existing resources of both communities and the education system.

The aim of this joint call is to bring the history of refugee immigration in Europe back on the agenda, to highlight continuities as well as changes, and to understand refuge not only as a sin-

gle event, but also in a historical context as an intergenerational social process. These aspects are interwoven with given (global and national) power relations that must be taken into account in terms of generating social justice and inclusiveness. Indeed, “[t]he multi-disciplinary field of refugee studies lacks a reflection on conceptual, theoretical and methodological challenges of its historical perspective. Until recently, it faced a historiographical lacuna, with few historians researching forced migration systematically and, in turn, little historical research being adopted in refugee studies (Marfleet, 2007).” (Kleist, 2017: 161) This diagnosis also applies to educational research on refugees. Furthermore, “there is much to recommend in an approach to refugee experiences over time which is sensitive to one or another of the senses of generation [...]” (Loizos, 2007: 207). This is particularly important to educational research. To understand and act in the current situation as educational researchers and practitioners, we need to historicise the phenomenon. We invite papers, which explore the situation of refugees in education in Europe now and then. Papers should address their topic historically and therefore explicitly relate certain timeframes with places/spaces and socio-political contexts.

Some possible areas of focus could be:

- Discourses and policies concerning refugees in different times and spaces  
How are refugees addressed; how are they presented in public – in political contexts related to education? What are their living conditions, how are these presented and related to education?
- Voices of refugees now and then – are they heard?  
Recently, the discourses on refugees are omnipresent – not least in education. Nevertheless, the voices of refugees and their perspectives are still rare. Hence, we invite papers that present refugees’ voices from different times and spaces. To listen to them would help to learn about the interrelations of the particular living conditions and educational needs.
- Refuge and Refugeeedom as an intergenerational issue  
Refuge is an important issue in many families today. Flight does not only impact the actual refugee, but also their children and grandchildren. Hence, biographical research is welcomed to explore the international ramifications of refuge. The concept of ‘refugeedom’ (Gatrell 2016) might offer an interesting perspective here.
- Educational approaches to working with refugees in different times and circumstances  
In various contexts educators worked with refugees in schools, childcare, youth work and also vocational education and training. They were inspired by different philosophies and used different approaches. Even though these concepts have to be discussed within their particular historical emergence, we might learn from them today. One aspect would be to listen to practitioner’s voices (Leemann & van Koeven 2018).

### Contact Persons

Anke Wischmann, Europe-University Flensburg, Germany ([anke.wischmann@uni-flensburg.de](mailto:anke.wischmann@uni-flensburg.de)); Susanne Spieker, University Koblenz-Landau, Germany ([spieker@uni-landau.de](mailto:spieker@uni-landau.de))

### References

- Peter Gatrell (2016). Refugees – What’s Wrong with History? *Journal of Refugee Studies*, 30(2), 170-189.
- Kleist, J. O. (2017). The History of Refugee Protection. Conceptual and Methodological Challenges. *Journal of Refugee Studies* 30(2): pp. 161–169.

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- Loizos, P. (2007). 'Generations' in Forced Migration. Towards Greater Clarity. *Journal of Refugee Studies* 20(2): pp. 193–209.
- Marfleet, P. (2007). Refugees and history: Why we must address the past. *Refugee Survey Quarterly* 26(3): 136–148.
- Waters, T. and LeBlanc, K. (2005). Refugees and Education: Mass Public Schooling without a Nation-State. *Comparative Education Review* 49(2): pp. 129–147.

### **How can health and wellbeing education expand opportunities to lead a valuable life, in the context of a co-operative democratic society?**

NW 08 Health and Wellbeing Education

#### **Abstract**

The theoretical and empirical emphasis of school-community partnerships in the network has a special potential in relation to exploring the ECER 2020 conference theme of educational research (re)connecting communities. We welcome submissions that are engaging with critical discussions of notions of community, the nature of citizenship and the role of values in health and wellbeing education research. We have also outlined three emerging spaces for theoretical and empirical development that is of relevance for the overall conference theme of (re)connecting communities, focusing on school-community development, relationship building, and school leadership.

#### **The Call**

Notions of community, the nature of citizenship, and the role of values in research, are at the heart of health and wellbeing education research. The network also encourages research that examines the potentials and barriers related to establishing sustainable school-community partnerships. The theoretical and empirical emphasis of community partnerships in the network thus has a special potential in relation to exploring the 2020 ECER conference theme of educational research (re)connecting communities. The importance of school-community collaboration is acknowledged in a number of school reforms across Europe and beyond, although the emphasis has been on the advantages for schools, while the recognition of centrality of educational communities to the (re)building of a shared social space, has not received sufficient attention. The notion of education for the common good can provide an overall perspective when considering educative responses to societal challenges, and emerging ways of understanding human wellbeing (UNESCO 2015: 33). Seeing education as for the common good includes reflections on how education can enhance the social and democratic fabric of society. How can health and wellbeing education expand opportunities to lead a valuable life, in the context of a co-operative democratic society? Below we outline three potential gaps and emerging spaces for theoretical and empirical development.

- 1) School-community development: Previous research has emphasized the potentials in the whole school approach, hereunder building community links and collaboration between the surrounding community and the school. Some focus has been put on the functional aspects of this collaboration such as the establishment of support structures and organizational change processes in the school, while community development aspects, such as the relations between school internal and school external actors, and their expectations and experiences with mutual participation and learning (see e.g. Espinet & Zachariou 2014) have been somewhat neglected.

- 2) Relationship building in IT and media technology facilitated learning spaces: The increased use of mobile devices and media technology among children and youth expands far beyond the borders of the school, and phenomena such as cyberbullying is an area of emerging attention in the collaboration between the school and the families (Inchely et al. 2016). The increase in social groups who collaborate in on-line networks, rather than in a confined time and geographical space, may furthermore change the schools' relations with their surrounding communities.
- 3) The role of school leadership: School leaders on different levels have an important role to play in relation to the development of teaching and learning, actualized in school reforms across Europe, and in current calls for the need to build a bridge between pedagogical leadership, curriculum and pedagogical practices (see e.g. Uljens & Ylimakis 2018). Questions for school leaders on all levels concern not only how schools can open up for the surrounding society, but also how the immediate surrounding community can be involved in schools. This actualizes empirical research on the changing roles of school leaders, as well as a focus on theoretical aspects of styles and forms of leadership practices related to this challenge.

#### **Contact Person**

Link convener: Monica Carlsson ([monica@edu.au.dk](mailto:monica@edu.au.dk))

#### **References**

- Espinet, M. & Zachariou, A. (2014) Keystones on school community collaboration for sustainable development. CoDeS - Schools and Community – Working Together for Sustainable Development. (ENSI network)
- Inchley J et al. eds. (2016) Growing up unequal: gender and socioeconomic differences in young people's health and well-being. *Health Behaviour in School-aged Children (HBSC) study: international report from the 2013/2014 survey*. Copenhagen, WHO Regional Office for Europe, 2016.
- Uljens M. & Ylimaki R. (2017) *Bridging Educational Leadership, Curriculum Theory and Didaktik: Non-affirmative Theory of Education*. Springer.
- UNESCO (2015) *Rethinking education for the common good*. <https://unesdoc.unesco.org/ark:/48223/pf0000232555>

#### **Education and Psychoanalysis**

NW 13 Philosophy of Education

#### **Abstract**

Fragmentation and instability of links are today encountered in many domains. Education has to face the dilemma of the necessity of making connections, especially between generations and communities, in the context of mistrusts and unbindings.

In a psychoanalytically oriented approach, the idea of 'reconnection' invites us to question the process of linking and 'unlinking' in educational and training relations. In this special call, we focus on research trying to enlighten how movements of binding and unbinding may be strong issues in education. The arising questions can be answered considering relations between different 'communities': groups of professionals, teachers and students, cultural communities, etc.

#### **The Special Call**

For the third year in a row, network 13 'Philosophy of education' will nest a group working on 'Education and Psychoanalysis'. Those researchers explore the nexus between Education and

Psychoanalysis, including an exploration of the research methods and theoretical frameworks at stake within Education and the Psychoanalytic approach. The key objective of this network in the making is to facilitate relations, exchanges and meetings between researchers who focus on the psychosocial effects of the unconscious. The network will connect researchers who work specifically on education and training within an approach taking into account the unconscious psychic processes. Clinical practices exist in educational research, different from what is conducted in the therapeutic field. Clinical refers to an approach where the researcher tries to understand teaching and training practices by assuming that they are not reduced to overt behaviour and rational actions, but partly governed by the unconscious, in the Freudian sense. Submissions may take into account works enlightened by psychoanalytical approach in various fields:

- developments in society (Freud, Honneth, Zizek),
- Institutions and Education (Bernfeld, Castoriadis, Fenichel),
- psychosocial development in a psychoanalytical perspective (Erikson),
- affects and emotions (Bronstein & O'Shaughnessy, Green, Klein, Solm),
- subjectivation process (Bion, Lacan),
- methodology of research (Devereux, Erdheim).

The general call mentions 'fractures' and 'fragmentation' in Europe. There is a clinical way to think about the links between the conception of a 'divided subject' (Lacan, 1960) and a 'fragmented world' (Castoriadis, 1990; Honneth, 1995) or 'liquid modernity' (Bauman, 2000).

The questions on binding/unbinding in psychical processes appear in Freud's earlier works (*Entwurf einer Psychologie*, 1895-1896) and have since been the subject of many developments. Proposals to come in the special call will be dedicated to the challenges at stake when the focus is on linking or attacks on linking (*Attacks on Linking Revisited*, 2017) in educational or training situations:

- Even if the concept of 'community' doesn't seem to be very common in the psychoanalytic field: What can be understood through the concept of community in research carried out in a psychoanalytical approach?
- 'Reconnecting communities' could be understood as binding (or unbinding) between different forms of 'communities', i. e. Teachers and Psychoanalysts, etc.
- Connecting communities of researchers leads to the question of translation. How to connect each other with different languages and between non-native English speakers?

We welcome proposals clearly referred to psychoanalysis in educational research. The communications being presented within Network 13, a link with issues, themes or theoretical approaches that are germane to philosophy and/or philosophy of education is strongly recommended.

We encourage authors to consider a variety of submission formats, including symposia, papers and posters that deal with the above-mentioned topics. We particularly invite symposia presenting research and debate from at least three European countries. We remind authors they will have to indicate a second EERA Network in case of redirection.

We invite individual authors to get in touch with contact persons before submitting: connections with other members of the network could be proposed in the perspective to build a symposium or enter one.

#### Contact Persons

Arnaud Dubois ([arnaud.dubois@univ-rouen.fr](mailto:arnaud.dubois@univ-rouen.fr))  
Patrick Geffard ([patrick.geffard@univ-paris8.fr](mailto:patrick.geffard@univ-paris8.fr))

#### References

- Bauman, Z. (2000). *Liquid modernity*. Oxford: Polity Press.
- Bronstein, C. & O'Shaughnessy, E. (eds) (2017). *Attacks on Linking Revisited. A New Look at Bion's Classic Work*. London: Karnac Books.
- Castoriadis, C. (1990/1997). *World in Fragments: Writings on Politics, Society, Psychoanalysis, and the Imagination*. Stanford: University Press.
- Freud, S. (1895-1896). *Entwurf einer Psychologie*. In G. W. Nachtragsband (p. 375 sq). London: Imago Publishing Co.
- Honneth, A. (1995). *The Fragmented World of the Social*. New York: State University of New York Press..

#### Reconnecting communities: creating and sustaining the relationships between communities, families and schools

[NW 14 Communities, Families and Schooling in Educational Research](#)

#### Abstract

Respecting the conference theme, '(Re)connecting Communities', ECER/EERA Network 14 invites contributions on school-community relationships in all locations, in particular those involving families and schools in the socio-educational development of the community. For example: what can be learned in/from these spaces? How do schools promote the participation and engagement of families and the community? How do local organisations foster the contributions of schools? What are the benefits of (re)connecting schools, families and communities? How far does enhancing a social media presence facilitate community engagement and parental involvement? How have social media affected parental involvement and facilitated community engagement?

#### The Call

This call invites work on school-community relationships in all locations. It unites the key concepts of ECER/EERA Network 14's research mission: communities, families, schooling and place. These foci provide a mapping for understanding of who connects with whom – individuals, groups, organisations – and how those (re)connections promote learning and community.

Respecting the conference theme, '(Re)connecting Communities', Network 14 welcomes contributions such as (1) how cooperation or partnerships between schools and/or other organisations can be initiated and sustained to foster community development or (2) whether the use of social media by schools has raised parental involvement and facilitated community engagement.

Such considerations might build on existing work, challenging commonsense understandings about binaries relating to place (Corbett & White, 2014; Green & Reid, 2014; Cuervo, 2016) and problematizing notions of community and place (Massey, 2005; Pini & Mayes, 2015). Recently researchers have been studying the role of virtual spaces and social media in community-school connections (e.g., Goodall, 2016). Kimmons et al. (2018) question schools' use of social media: is it to build parental involvement, or just to tweet at, rather than with families? (p. 320).

At ECER 2016, Network 14 discussed how rural schools, operating as hubs for the socio-educational development of communities identified positive, rather than deficit, rural stories. This resulted in a special issue of the *Australian and International Journal of Rural Education* edited by Robyn Henderson & Joana Lúcio (2017).

To build on that research, Network 14 now invites research on how schools, other organisations and groups are (re)connecting communities and (re)connecting with communities. This call revisits the theme of socio-educational development, but expands

it beyond schools to other groups and organisations, in wider contexts beyond the rural to the regional, remote, urban, local, global, and even virtual places and spaces.

It is expected that the papers submitted as part of this call will be diverse, representing a range of interrogations, which might address some of the following:

- What can be learned in/from different places and spaces?
- How do schools and other organisations promote the participation and engagement of families and the community?
- How do local organisations foster the contribution/s of schools?
- What are the benefits of (re)connecting schools, families and communities?
- How is learning promoted through school-family-community relationships?
- How have social media affected parental involvement and facilitated community engagement?

Those from any field of educational research and organisational science interested in contributing a paper, symposium, roundtable proposal or poster, within this special call, should contact the link convener.

#### Contact Person

Laurence Lasselle, University of St Andrews, UK, link convener in EERA NW14 ([laurence.lasselle@st-andrews.ac.uk](mailto:laurence.lasselle@st-andrews.ac.uk))

#### References

- Corbett, M., & White, S. (2014). Introduction: Why put the rural in research? In S. White & M. Corbett (Eds.), *Doing educational research in rural settings: Methodological issues, international perspectives and practical solutions* (pp. 1–4). London: Routledge.
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- Kimmons, R., Carpenter, J.P., Veletsianos, G., & Krutka, D. G. (2018). Mining social media divides: An analysis of K-12 U.S. School uses of Twitter. *Learning, Media and Technology*, 43(3), 307-325.
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- Pini, B., & Mayes, J. (2015). Australian rural education research: A geographical perspective. *Australian and International Journal of Rural Education*, 25(3), 26-35.

#### Trust in partnerships in education

[Network 15 Partnerships in Education](#)

#### Abstract

Trust in partnerships in education involves various stakeholders with different levels of power and interests. Trust supports the establishment of relationships and partnership where those involved make promises to each other and if those are not kept, partners feel betrayed. In this special call we invite contributions to critically examine the role of trust in partnerships in education. This could include topics that examine the trust teachers may

have in the relationships that are formed with researchers, the trust society has in education or how through digitalisation machines and algorithms become powerful players with access to information entrusted to them.

#### The Call

“Trust is an attitude that we have towards people whom we hope will be trustworthy, where trustworthiness is a property, not an attitude” (McLeod, 2015, first paragraph). Trust plays an important role in partnerships in education. It may involve the trust children or young people have in their teacher or the other way around, the trust parents have in the school providing a safe environment for their children, the trust educational communities have in the school system that the information that is being collected is in fact not causing any harm, or the trust that needs to be established when different educational groups go into a partnership, for instance for educational or research purposes.

However, trust in partnerships in education is also risky. Trust is of significance since it supports the establishment of relationships between people who depend on each other for one reason or the other, such as advice, help, or keeping promises that have been made (Skyrmes, 2008). It is important when no-one is forced to go into a partnership but even more so in settings that are signified by power imbalances and inequalities (Adams, Forsyth & Mitchell, 2009). Trust means also that there is the danger that the people who are being trusted do not uphold the promises that were made and therefore there is a danger that trust is being betrayed or destroyed. In partnerships in education this is perhaps amplified through increased digitisation in education. Trust or mistrust shapes what level of freedom young people are given when they are at school and own, but are not allowed, to use their technology. Issues of trust play out when for example some new technology is invasive enough to unravel emotions and feelings of individuals and pass this information on to third parties who were never invited into this kind of partnership. This is where trust becomes dangerous. We need to carefully examine what trust means between the different stakeholders who go into partnerships in education to understand whether trust is justified or whether pessimism toward one another is warranted. Trust is also a key value when conducting educational research. Participants may feel at risk, vulnerable and/or under pressure (for example, they may feel they are being evaluated). Also, when working with vulnerable or marginalised groups, trust is an important value to be considered.

In this special call we invite contributions to consider and critically examine what role trust plays in partnerships in education. This could include topics that examine the trust teachers may have in the relationships that are formed between academics and practitioners and whether a lack of mutual trust counteracts the wish to improve different aspects in education. It may be interesting to consider society's ‘trust in the teachers’ professionalism meaning to trust that schools are able to prepare the students for a yet unforeseen future (Torgersen, 2018).

We would like to ask contributors to consider: What do trusting partnerships look like and is trust necessarily a mutual experience? Or does trust in partnerships in education inevitably point towards inequality and injustice of some form? We welcome contributions that consider all kinds of partnerships in education and may include also trust relationships in material actors.

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## Understanding Communities in Europe and beyond by (Re)Connecting with Histories of Education

### Network 17 Histories of Education

#### Abstract

Adopting history of education perspectives which allow for deeper understandings of 'communities' and (dis-/re)connections imagined with regard to these is key. Indeed, historical examples of the relevance of, yet also multifariousness of, 'communities' in education abound. History of education researchers themselves partake in 'epistemic communities', which raises questions regarding choices they make.

Network 17 invites proposals for the European Conference on Educational Research, which will be held at the University of Glasgow (UK). Proposals can be submitted for papers, posters, videos, ignite talks, panel discussions, research workshops, and symposia via the EERA website. NW17 is open to any contributions related to the overall conference theme.

#### The Call

Across Europe and beyond, nationalist, separatist, as well as global environmentalist movements, among others, have been on the rise, bringing into sharp focus a range of effects on various communities perceived as such. To position education research in relation to such tendencies, adopting historical perspectives that allow for deeper understandings of such 'communities' and any '(dis-/re)connections' imagined with regard to these is key.

Historical examples of the relevance of 'communities' in education broadly conceived abound. Thus, for instance, one could think of 'communities' as being at the heart of a variety of education agendas and trajectories: from the new/progressive education movements to nationalist movements, to curriculum (reform) movements, to political movements including feminist girls'/women's education, working-class and anti-racist or -colonial movements. Likewise, education has served as a vehicle for creating new communities with education systems having helped shape nation-states as 'imagined communities' (Anderson 2016) sharing 'invented traditions' (Hobsbawm 1983) – and sometimes framed as 'communities of communities' to potentially ambivalent effects (Myers 2006). Indeed, through education, particular communities have also come to be imagined/created as suspect (e.g., Muslim communities in the frame of Prevent in the UK). Yet, not only State actors have endeavoured to mould communities through education; also private actors like captains of industry have 'engineered' (Thyssen 2015) or 'imagineered' (Van Gorp 2018) communities employing educational means. Educational endeavours have moreover not only been at the centre of local, regional or national communities but also global or transnational communities and networks.

The term community tends to imply cohesion: a gluing together, uniting or defining of elements otherwise not amenable

to group-based educational policy and action; a sharing of values, beliefs, culture etc.; (an) inside(rs) and outside(rs) separated by boundaries. Yet, from the history of education, examples of 'fractured communities', or frictions within as much as between communities, are not lacking – 'Others' and 'Selves' have thus been imagined-created and acted upon along such lines as class, caste, gender, race/ethnicity, dis/ability, language, religion, political conviction, and sexuality. In many instances, cohesion and fracture have characterised within- (and cross-) community relationships in education and society, for example in the case of members of the Deaf community for whom tension has emerged between concerns with inclusion and with safeguarding Deaf culture. At least as many examples can be cited of the workings of cross-border communities in education, including 'epistemic' (Haas 1992) ones. Education itself has moreover often been turned to as a lever for cross-community interaction and dialogue, the drive for change proper to education, of course, also in this context having involved power dynamics.

History of education researchers themselves could be seen as partaking in epistemic communities, which raises questions regarding expertise, influence on policymaking etc. From a historiographical perspective, it is thus worth exploring 'researcher cuts' (Barad 2007; Goodman 2017) made regarding topics, narratives, sources, methods, theories etc. Could this lead to new, daring approaches revalorising, for instance, the role of senses (Classen 1992) in community-building/imagining processes; or that of emotions, images (rhetorical-material) and 'new' media including digital ones?

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## **Towards a more united citizenship: Mathematical competencies as a tool against mistrust and fragmentation**

Network 24 Mathematics Education Research

### **Abstract**

This special call invites attendees to discuss utilising mathematical competencies to overcome mistrust and fragmentation. How can mathematics and mathematics education provide individuals with tools to deal with uncertainty and the challenges of the contemporary world? How can mathematics education researchers construct knowledge of mathematics learning that is inclusionary, and promotes a general understanding of data- and mathematics-based decision making? How can we use research to identify and address obstacles to mathematical competencies? Those are a few questions to open discussion on this special call. Although this call highlights some topics, all contributions to mathematics education are welcomed.

### **The Call**

A recent report by European Council on Foreign Relations (2019) highlights the very theme of ECFR 2020: we need to navigate considerable challenges in a new, more fragmented, and polarised political environment. As data, numeracy, statistics, and mathematics in general are the basis for much of decision making in society, this fragmentation brings forth the need to secure mathematical competencies for all. Understanding the basic mechanisms by which mathematics is used in society enables individuals to filter different promoted agendas, helps to develop independent and critical thinking, and thereby advancing an agentic view of citizenship.

To help people to remain open and receptive to each other, mathematics and mathematics education should provide tools to deal with uncertainty. Solving contemporary issues, such as challenges regarding refugees, migration, economic crises, political representation, voting, and the like, demands mathematical skills: operating with inadequate understanding makes it easy for an individual to get lost amongst contradictory influences, relying on emotions instead of rational thinking. 21st Century skills that involve communication and collaboration, expertise in technology, innovative and creative thinking, and an ability to solve problems are needed to grapple with these challenges (Larson & Miller, 2011).

In addition to critical thinking, promoting equity is an important goal in itself. This is especially important in the field of mathematics, a science known globally to be exclusionary of groups such as women (Sumpter, 2016), minorities (Gutiérrez, 2008) and students with disabilities (Woodward & Montague, 2000). Can we identify strategies to change that? How can we use research to make mathematics education more equal and inclusive, and promote agency through critical citizenship?

The theme proposed by EERA for our conference next year is to address the gap between different groups of people. What is our role as mathematics education researchers in answering these challenges? Can we make mathematics education respectful and inclusive at both global and local levels?

Features of the special call:

With this special call, we invite researchers and research groups from different disciplines to contribute to the above or related points of discussions, adopting a critical reflective approach. Interdisciplinary, cross-cultural approaches, combined with social perspectives, are especially encouraged, as well as contribu-

tions of out of school practices, school-family collaboration, and collaboration promoting curricula and assessment practices. Symposiums and proposals across networks are especially encouraged: Those interested in contributing with symposiums or roundtable proposals within this special call should contact the organizers of the special call.

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## **On the collaboration between researchers and teachers in didactical research**

Network 27 Didactics – Learning and Teaching

### **Abstract**

There is an increasing interest in didactical research for studies of teaching and learning performed in collaboration between researchers and teachers. With this special call, Network 27 wants to highlight the results produced in this line of research, as well as the challenges it leads to. The main topics will be the following: (1) empirical findings relating to the unfolding of dialogue between teachers and researchers (2) comparisons between different models for design-based didactical research, (3) epistemological and ethical views of knowledge, participation, recognition and symmetry and asymmetry between participants and (4) development of methodological issues.

### **The Call**

As for ECER 2019 in Hamburg, Network 27 again for ECER 2020 (Glasgow, Scotland) especially welcomes contributions that concern the discussion and reflection on the collaboration between researchers and teachers in didactical research.

In the special issue on Didactics – learning and teaching, published in *European Educational Research Journal* in 2018, Ligozat & Almqvist (2018) identified that a central trend in didactical research is to use and develop didactic knowledge and concepts in cooperation with teachers (cf. Marton & Runesson, 2015). In this process, the researchers and teachers are engaged in a mutual process of recognition where they contribute with their re-

spective competences and perspectives (Carr & Kemmis, 1986; Edwards-Groves, Olin & Karlberg-Granlund, 2016; Olin, Sensevy & Lenzen, 2018). The participants and their contributions are shaped in dialogue with each other and become something else than if they would have performed the work separately (cf. Hamza, Palm, Palmqvist, Piqueras & Wickman, 2018; Le Brun, Morellato, Sensevy, & Quilio, 2018; Sensevy, Forest, Quilio & Morales 2013).

The four main topics will be the following:

- Firstly, we welcome presentations on empirical findings relating to the unfolding of a specific dialogue between teachers and researchers building curriculum and teaching practices in various school subjects. This is important, not least in relation to the ongoing discussion about what direction European education, teaching and learning should take in the future.
- Secondly, different models for design-based didactical research in a wide sense (as for example Cooperative Engineering, Didactic Modelling, Learning Studies and Lesson Studies) rely on different research traditions and we are interested in comparative analyses between them, especially with focus on the collaborative aspects of the model.
- Thirdly, moving from a more traditional focus in didactics on a three way relationship between teacher, students and knowledge taught in the classroom, to an extended one (where teachers collaborate with researchers), implies epistemological and ethical caution. For example, central issues about common knowledge production, participation, recognition and symmetry/asymmetry between teachers and researchers may be outlined here.
- Fourthly, we are interested in the development of methodological issues. For example, what does it mean for the research practice to provide teachers and researchers with a theoretical framework as an analytical tool to collectively perform analyses of issues regarding transaction and the co-construction of knowledge?

In sum, there is an increasing interest in didactical research for studies and development of teaching and learning performed in collaboration between researchers and teachers. With this special call, we want to highlight the results produced in this line of research, as well as the theoretical, methodological and ethical challenges that it leads to.

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#### Return of the nation? Sociologies of education in an era of rising nationalism and populism.

[NW 28 Sociologies of Education](#)

#### Abstract

Nationalism remains a supreme force of contemporary societies and is thus ironically endemic to what is often described as a global world. Historically education has been a central vehicle of the reproduction of nationalism both strategically and by way of being embedded in national structures and discourses. In this year's call, we ask participants to examine the return of nationalism and the rise of populism in global and national politics and everyday practices of education. We also encourage thinking about how sociological research could harness productive means of critique and practical ways of overcoming antagonisms to (re)build shared humanity.

#### The Call

Nationalism comes in many forms and has been conceptualized by scholars in a variety of ways: as ideology, discourse, politics and daily practice (Gellner 1983; Hobsbawm 1990; Ichijo/Uzelac 2005; Özkırmılı 2010; Bonikowski 2016; Skey/Antonsich 2017). Nationalism is also an international model that perceives the world as divided into mutually exclusive sovereign national units and cultures that appear 'natural', but in fact do so only because they have been reproduced through carefully planned, but also mundane, long-term nation-building policies and practices, adopted to diffuse and strengthen a sense of nationhood. This is why a sociological question asked of nationalism has been, in Brubaker's (1996) wording, not what a nation is but how is nationhood as a political and cultural form institutionalised and practised. Likewise, nation-states are not natural categories of analysis or 'things' to be accurately described; they represent categories of practice and are products of socio-political processes (Özkırmılı 2000).

In the current context of troubling times characterized by poverty, environmental crisis, intensifying cross-border migration flows, strengthening populism and far-right nationalism, among others, it is becoming increasingly imperative to scrutinize the continuous reproduction of nationalism – including its capacity for reinvention (Millei 2018) - in global and national politics and everyday contexts of education – particularly in view of the historical role of (state) education as the prime site of nationalistic socialization, but also contestation. As scholars, we must also study our own banal embeddedness in methodological (and epistemological) nationalism (Wimmer/Schiller 2002) not only as an issue of the taken-for-grantedness of the nation-state as a 'natural' unit of analysis, but in the form of nationalism being too

familiar to be noticed, or taken seriously as an object of intellectual scrutiny. We might ask to what extent are epistemologies and ontologies still framed by unconscious national sentiments and institutionalized habits and systems of truths?

In this call, we ask authors to consider the following questions, among others:

- How can the concept of nationalism help us understand the role of the nation in being a central mediator between international policy frames and the political work that takes place in the classroom?
- How do populism and the intensification of nationalistic discourses influence the making of national education policy agendas now and in the future?
- How does contemporary nationalism materialise, that is, how do actors, knowledges and pedagogies of re-nationalisation emerge in the practice of education? Moreover, how does social media enable and channel nationalism and populism?
- Acknowledging the intensification of transnational flows of people, ideas, policies and practices, how do we study nationalism from outside or stretching beyond the nation, problematizing the binary scalar division between national and global?
- Thus, how do we understand nationalism in a global context – where policies are increasingly developed in intensified interaction between different actors?
- Finally, how could we harness sociological theory and imagination to help us understand the continuous attractiveness of nationalism, and could sociological research help to develop productive means of critique and practical ways of overcoming antagonisms to (re)build our common humanity?

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#### The role of activism in educating communities about sustainability issues.

[NW 30 Environmental and Sustainability Education Research](#)

#### Abstract

Protest and activism in relation to climate change and other sustainability issues amongst young people in particular but also across generations is becoming a common experience within and beyond educational settings. This phenomenon has the potential to be both divisive and connective within communities at local, national and international levels. Protests have involved a range of formats such as walking and striking (e.g. Fridays for Future and Youth Strikes for Climate), activism (e.g. Art for Extinction Rebellion), political petitions (e.g. the Green New Deal) and a plethora of online petitions. We seek submissions that look at this phenomenon from a range of points of view, for example: formal learning, informal learning and public pedagogy; focusing on what these new movements mean for education and education research in relation to sustainability and disrupted climates.

#### The Call

The purpose of this call is to inspire new thinking and research around these rapidly growing areas of activity in our field that is having a very significant impact on our profile and the visibility and priority of sustainability issues within education research and beyond. The new nature and rapid expansion of these activities means that contributions will be particularly conducive to panel discussions and posters where the goal is to open up ideas for discussion and we hope that submissions will take this into account. We encourage you to make contact with other researchers in the network and beyond via three contact persons (see below) to try to set novel groups of researchers to work on these questions in different country settings. We look forward to receiving your submissions.

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#### Multiliteracies in multilingual societies

[NW 31. Network on Language and Education](#)

#### Abstract

This special call addresses the educationally relevant yet still largely unexplored issue of multiliteracies in multilingual societies. We would like to encourage discussion on the complex phenomenon of multiliteracies from multiple perspectives which include, but are not limited to: teaching and learning of multiliteracy in contexts of diversity, multiliteracy as linguistic and communicative practice, digitalization & multiliteracy as a resource for language learning, as well as consideration given to multiliteracies in formal education.

## The Call

Due to growing linguistic and cultural diversity in the context of globalization, mobility, and the digital turn, the concept of literacy has undergone a remarkable transformation in the last decades. The traditional view of literacy as the ability to read in write a standard language has evolved into a multidimensional concept of multiliteracy (New London Group, 1996; Cope and Kalantzis, 2009), which encompasses multilingual and multimodal dimensions (Cope and Kalantzis, 2009). These two dimensions reflect the increasing importance of multilingualism and the multimodality of current forms of representation for educational success (Cope and Kalantzis, 2009).

Be it digitally or language-centered, multiliteracies have certain common features. They appear as multifaceted, multimodal, and non-static phenomena, which are emerging and changing in relation to a particular social context (Mills, 2016). Especially the dynamics of their appearance may puzzle educators and policy-makers, leaving them rather unprepared to integrate a multiliteracy pedagogy into educational settings. Furthermore, both the linguistic and media skills of young people, viewed in their broadest context, may represent crucial prerequisites for students' educational attainment across different subject areas and may influence their future career prosperity.

This special call aims, therefore, to stimulate interdisciplinary discussion on the role of multiliteracies between educational researchers across different subject areas. The overall purpose is to foster the exchange of ideas amongst educational researchers to promote collaboration on investigating multiliteracies in national and international contexts. Therefore, we call for research studies on multiliteracies, evidence of their impact (or not) on students' educational attainment and their integration into the learning process across different subjects.

In line with the general conference theme for ECER 2020, "Educational Research – (Re)connecting Communities", we invite symposia, research workshops, panel discussions, individual papers or posters that address the potential benefits and barriers of teaching, developing, and practicing multiliteracy from early childhood to adulthood in both school and out-of-school settings.

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## Communities, Lifeworlds, Social Arenas, Networks, Systems – Research on Organizations and their Learning

### NW 32 Organizational Education

## Abstract

Relating to ECER 2020 theme, EERA-network 32 "Organizational Education" will gather contributions which focus on organizations as communities, social arenas/worlds, lifeworlds, networks, or systems to get more understanding of learning in, by, and between organizations, of organizational development and change as educational processes.

Interested colleagues are cordially invited to submit papers for sessions of NW 32 Organizational Education.

## The Call

Organizational Education focuses on organizations of any kind from an educational perspective. Its particular interest lies in organizational learning, change, and development. Relating to the ECER 2020 theme, EERA-network 32 "Organizational Education" calls for contributions focusing on organizations as communities, social arenas/worlds, lifeworlds, networks, or systems to get a deeper understanding of learning in, by, and between organizations, of organizational development as educational processes. Strengthening the notion of learning between organizations, contributions on the relation between organizations and their environment (particularly local, regional communities and networks), their contextual embeddings or interrelations are particularly welcome.

- Organizations as Communities

Even a century ago, Mary Parker Follett saw organizations as communities. Long time neglected, in the meantime educationalists like Lave & Wenger, management scientists as Mintzberg and organizational scholars like Gherardi and Nicolini reactivated and developed this understanding of organizations. Organizational communities emerge or are reproduced by integration, by differentiation and separation, by creating spaces intentionally or mimetically. Foci of research are shared vision, collective identity, or sense of belonging. For educational research on the development of organizations as and within communities, communities of practice and learning communities play an important role.

- Organizations as Social arenas/worlds

To understand organizations as constituted by the mutual interplay of tasks, practices, experiences, human beings, and learning, the interactionists tell us to focus on actions and interactions. This understanding helps us to see how the processes of actions and interactions organise work in social arenas/worlds in which participants' commitment is the central tenet. In the understanding of the interactionists, social worlds organised into social arenas form the locus of analysis. These social worlds are defined by demonstrating commitment to organisational actions and interactions, which is evident through discourse and action, where organizational tensions and paradoxes are relevant for learning.

- Organizations as Lifeworlds

Based on phenomenology, organizations can be seen as lifeworlds. Weick's emphasis on sense making is based upon such perspective. Organizing is thus understood as being thrown into a stream of experience in search of answers to what is the story. Elements of an organization as lifeworld are shared language, norms, and practice patterns. Organizational education research focuses on two questions: a) how specific practice patterns of an organization constitute, reproduce and change

within the organization's everyday life; b) how organizations socialize new members.

- Organizations as Networks

Analyzing organizations as networks refers to networks of communication, or conversations. Against theoretical perspectives that see organizations as social entities, actor-network theory focuses on ongoing processes of organizing. Here, actors translate and enrol other human or sociomaterial actants into programs of action. Besides focusing networks within organizations, focusing networks between organizations is a strong strand in empiric organizational behavior and learning research.

- Organizations as Systems

In organization studies, the notion of organizations as systems is prominent since the 1980s. Research on organizations and their learning, development, and change from this perspective, focuses on self-referential processing. It refers to rules, emerging structures and their functions, relations and boundaries between system and environment. Especially systemic perspectives discuss boundaries as well as boundary transgression and intersystemic cooperation.

Network 32 "Organizational Education" encourages researchers from all areas of educational research and organization studies to submit proposals for presentations, symposia, workshops or posters that deal with the above-mentioned topics.

Kind regards, Michael Göhlich (link convenor), Pia Bramming, Bente Elkjaer, Petr Novotny, Line Revsbaek, Maria Grazia Riva, Andreas Schröer, Susanne M. Weber, Byung Jun Yi.

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#### (Re)connecting feminist, queer and trans\* communities and allies through educational research

[NW 33 Gender and Education](#)

#### Abstract

Network 33 welcomes papers addressing any issues relating to gender and education. This special call aims to address concerns of those often marginalized in mainstream gender perspectives by bringing together scholars and educators, activists and allies to discuss the theme of (re)connecting feminist, queer and trans\* (FQT\*) communities through educational research. Hence, we invite contributions that address:

- 1) The interconnections and tensions between FQT\* theories;
- 2) Pedagogical curriculums and practices addressing FQT\* issues; and,
- 3) Activism resisting patriarchy, heteronormativity and cisnormativity.

The special call aims to continue to grow N33's community of practice.

#### The Call

Feminist, queer and trans\* (FQT\*) educational researchers are connected through their attempts to identify, deconstruct and

challenge normative hierarchies of gender, sex and sexuality within learning environments (Fields, 2005; Rasmussen, 2001; Sinclair-Palm and Gilbert, 2018). FQT\* educational researchers are also connected by their attempts to radically reimagine pedagogical practice (Rasmussen and Allen, 2014; Sanjakdar et al., 2015; Talburt, 2008) and critically interrogate the political potential of educational research (Allen, 2018; Renold, 2018; Robinson and Davies, 2014). Yet, FQT\* educational researchers, and the communities they are part of/work with, are increasingly vulnerable due to the rise in conservative and right wing populism, which is founded on narratives of sexism, racism, homophobia and transphobia. In this time of backlash against gender and sexual diversity, rising violence against queer and trans folk as well as institutional suppression of critical and transgressive intellectualism there is a need to create a safe space capable of fostering solidarity among FQT\* educational researchers, developing strategies to resist future subjugation, and engaging in utopian vision-making.

The Gender and Education Network (GEN) invites FQT\* activists, educators and scholars to submit papers, symposia, workshops, moots, posters as well as creative, queer formats that focus on the theme of (re)connecting FQT\* communities through educational research. We invite theoretical, empirical and reflexive contributions that critically examine the entanglement of FQT\* theories and their relevance to curriculum and pedagogy. Furthermore, we seek contributions that embrace the joy associated with FQT\* educational research and contribute to building FQT\* and allied communities of practice.

The conference theme of 'Educational Research (Re)connecting Communities' provides the impetus for (re)connecting FQT\* activists and allies, educators and scholars in order to counter the right-wing, populist backlash against FQT\* and gender scholarship in Europe. More than ever there is a need to develop critical educational alternatives and engage in non-binary being-becoming-doing-thinking.

We invite submissions to the GEN that address the FQT\* theory and practice at any level of education and in formal and informal schooling, particularly those that investigate:

- The interconnections between patriarchy, heteronormativity, and cisnormativity
- Intersections between FQT\*, other gender theories, class, ecology, race, and ability
- The tensions between trans rights and 'second wave' feminism
- Developing FQT\* pedagogies and curriculums
- The experiences of FQT\* students and educators
- Bathrooms, changing facilities, uniforms, language and other gender-binary challenges
- Building feminist, queer and trans\* communities of practice and solidarity networks at the local, institutional, national and international levels
- Classism, racism, and ableism within feminist, queer and trans communities
- FQT\* awareness and praxis among allies
- Institutional co-option, pink washing and woke advertising

#### Contact Persons

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## Looking Forward to Welcoming You!

### EERA and the Local Organising Committee of ECER 2020



## Important Links

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