ECER 2016

Leading Education:
The Distinct Contributions of Educational Research and Researchers

23 – 26 August 2016
European Conference on Educational Research – ECER
& Emerging Researchers' Conference (22 – 23 August)

University College Dublin, Ireland

CALL FOR PROPOSALS

European Conference on Educational Research - ECER

& Emerging Researchers' Conference

EERA and University College Dublin invite Educational Researchers to submit proposals for the European Conference on Educational Research 2016. 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 (22-23 August).

IMPORTANT DATES

Emerging Researchers' Conference:	22 - 23 Aug 2016
ECER - European Conference on Educational Research:	23 - 26 Aug 2016
Submission Time:	15 Nov 2015 – 15 Jan 2016
Information on Review Results:	15 March 2016

CONFERENCE THEME

„Leading Education: The Distinct Contributions of
Educational Research and Researchers"

For educational researchers, being professionally responsible requires decision-making and action in the public interest as well as in the interest of professions, and implies discretionary judgement. For educational researchers, being professionally responsible requires decision-making and action and relative autonomy. Consequently, there is a particular challenge for researchers within a policy environment that increasingly requires knowledge on 'what works'. They are faced with short-term and performance oriented forms of accountability and tendencies of privatization and commercialisation in education research. These trends compete with a wish for rigour and public commitment of educational research and thus questions arise on who and what can and should lead educational research, as a contribution to a quality education for all and at all levels.

There is general recognition that leadership encompasses beliefs, values and the cultivation of dispositions; that leadership formation is not just the preserve of the few, the born leaders, but everyone has a contribution to make in this regard.

Consequently, researchers have an individual and collective responsibility to meet this leadership challenge through their work.

In addition to reports on their research and scholarship from conceptual, theoretical and practical perspectives, participants are invited to address in what ways their work sheds light on the contemporary educational research landscape. By contributing from this perspective, you are being provoked into finding new compass readings that have generative potential towards the cultivation of a language of education and its leadership formation that promotes educational research as a common good while finding continuity in the challenges and changes that this represents, and in the process contributing to the leading capacity of education, the distinct contribution of research while exercising your responsibility in this regard.

The conference theme provides a focus for keynote addresses and invited events.

Proposals for contributions are welcome from all fields of educational research. Some networks are featuring a special focus for ECER 2016 and invite researchers to contribute to special calls. You'll find them at the end of this document.

KEYNOTE LECTURES

Andy Hargreaves is the Thomas More Brennan Chair in the Lynch School of Education at Boston College.

Jorunn Møller is Professor at University of Oslo, Department of Teacher Education and School Research.

Emer Smyth is a Research Professor and Head of the Social Research Division at the Economic and Social Research Institute (ESRI).

Paul Standish is Professor and Head of the Centre for Philosophy at UCL Institute of Education.

SUBMISSION PROCEDURE

Submissions need to be directed to one of the EERA networks and can be handed in as Paper, Poster, Round Table, Workshop, Symposium or Video. Video presentations are introduced as new presentation format for ECER 2016, see below. The 5 minutes videos will be presented in interactive sessions with other videos, posters or papers. PhD students and Emerging Researchers are especially invited to submit to and participate in the Emerging Researchers Conference. Please consult the network descriptors and the submission guidelines on the EERA website before handing in a proposal.

The closing date for submission will be **15 January 2016**. No late submissions will be accepted!

New for ECER 2016: Video presentation

ECER would like to introduce a new presentation format: video presentations.

Video presentations will be presented as part of a 90 minute interactive session which will include other videos and/or papers and/or posters, with a discussion after the film is shown. The length of the film should not be more than 5 minutes. Please note that video presentations are short films (live action or animated) not Prezi or PowerPoint presentations. To submit a video presentation, please submit an abstract (not the actual film). Video submissions will be subject to the same peer review process as all other submission formats.

Please note: Video presentations are not distance delivery presentations. Distance delivery presentations are not offered at ECER.

As it is important that the video is in a format that can be played on any laptop, please use MP4.

Once you have been informed of your presentation time, please contact EERA office if you would like to reserve loud speakers. Bringing your own is also an option.

Browse through EERA Networks
http://www.eera-ecer.de/networks/

Information on Formats of Presentation and on how to write an Abstract for ECER http://www.eera-ecer.de/ecer2016/submission-and-registration/submission/

Conftool Submission System
http://www.conftool.com/ecer2016

EMERGING RESEARCHERS' CONFERENCE

PhD students and Emerging Researchers are especially invited to participate in the Emerging Researchers' Conference. For this, please submit to the Emerging Researchers' Group.

CONFERENCE VENUE, TRAVEL AND ACCOMMODATION

University College Dublin is one of Europe's leading research-intensive universities, founded 160 years ago, with the great 19th Century educationalist, John Henry Newman being appointed as its first Rector. Ireland's largest and most diverse university with over 30,000 students, drawn from approximately 124 countries, UCD actively promotes university life as a journey of intellectual and personal discovery. UCD is the preferred destination for international students who choose to come to study in Ireland. UCD is home to over 6,000 international students and delivers degrees to over 5,000 students on overseas campuses.

UCD is located on a beautiful leafy 133-hectare campus close to Dublin's city centre, which provides a mix of academic facilities, research institutes, libraries and archival collections, enterprise space, student villages, and sports and recreational facilities

UCD is Ireland's leader in graduate education with over 8,000 graduate students, with almost a quarter undertaking primary research. Over 50% of UCD undergraduates progress to graduate studies. It is the national leader in research funding, attracting quality investment that has helped the university to establish a reputation as a world-class destination for leading researchers. The University has established four major interdisciplinary research themes that match Ireland's needs and current global challenges. The international standing of UCD has increased rapidly in recent years and the University is currently ranked within the top 1% of institutions world-wide.

ABOUT DUBLIN

Dublin today is a vital, vibrant and multi-cultural city of well in excess of a million inhabitants. While since the international financial crash of the previous decade austerity has been a byword and a daily reality for many of its citizens, more recently it is displaying renewed vigour and confidence, and recovery is giving way to greater optimism about the future.

The city is in its second millennium, its first documented settlement being a "permanent raiding camp" of the Vikings established in 841. Dublin was the centre of the Easter Rising in 1916 and became capital of the Free State and Republic. 2016 is the centenary year of the rebellion, and the country and its capital has already embarked on a decade of celebrations celebrate in an inclusive manner major events in the first two decades of 20th Century Europe.

Cultural Dublin cannot escape its literary legacies. Everyone has heard of the genius Oscar Wilde, the Noble laureates George Bernard Shaw, William Butler Yeats and Samuel Beckett, the enchanting Jonathan Swift and the creator of Dracula, Bram Stoker, and more recently, Seamus Heaney, while James Joyce occupies a hallowed presence in this pantheon. Another element not to be missed from the rich cultural life in Dublin is the theatre. Several excellent locations tempt lovers of the visual art with world-class actors and performances.

Information on Accommodation will be provided early in 2016.

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.

Rural Schools as Hubs for the Socio-Educational Development of the Community
Network 14: Communities, Families and Schooling in Educational Research

Network 14 aims to provide a forum for the development and discussion of educational research explicitly pertaining to the relationships between communities, families and schools, revealing the influences in and between these different contexts. The network welcomes a variety of approaches to research and analysis: large- or small-scale studies, qualitative or quantitative data, longitudinal or cross-sectional data, single in-depth or comparative multiple case studies. Among other subthemes of research, we are interested in studies that focus on learning and teaching which reveal the variation or the characteristics of these processes in different kinds of pedagogical environments, namely the use of local/regional culture or co-operation between

rural schools and community. To that extent, and for ECER 2016 (Dublin, Ireland), Network 14 especially welcomes contributions from researchers/research groups concerned with the discussion of rural schools as hubs for the socio-educational development of the community.

Framework:

Etymologically related to the concepts of growth, increment and progress, the idea of development, in its relationship to the History of humanity and communities, and more specifically in its relationship with territories, has been at the core of the identification of asymmetries between those who are inside – and therefore develop – and those who are outside – and therefore do not develop. From an economic point of view, it is possible to clearly identify the consequences of this centralist and materialistic definition of development, namely in terms of the disruption of local communities, the marginalization of people and territories, and the deterioration of the natural, social and cultural heritage.

For a long time, the understanding of the rural emerged in opposition to that of the urban, referring us to eminently agricultural spaces, non-industrialized, within rigid geographic boundaries. This oppositionist and dichotomous logic is problematic and frankly limiting, even in terms of how it is built on the negative: the urban is everything the rural is not, or cannot be (Corbett & White, 2014; Green & Reid, 2014). This imagining of the rural in terms of deficit, connected with the idea of poverty, low levels of productivity and socio-cultural shortfalls, is related to a concept of development as mere economic growth, with rural areas being commonly envisaged as deserted of ideas, achievements, projects and organizations (Canário, 1998). It seems relevant to introduce a discussion that can contribute to an ideological shift that, in turn, allows local actors to reimagine the contemporary rural context in relation with the world, in all its multi-functionality, mobility and (re)appropriation.

The development processes that this special call aims to identify are socio-educational processes, of learning and of enhancement of endogenous skills, resources and knowledge. This concept of "educational" differentiates itself from what is strictly "scholastic" in two fundamental aspects: in its formats and in its temporalities. These are, therefore, eminently trans- or multi-institutional efforts; initiatives that don't necessarily obey exogenously or arbitrarily defined curricula (or agendas); that are defined and developed in close connection to shared and multi-directional learning processes; that favour intergenerational dynamics; that seek to occupy "dead" or neglected space-times.

Although this special call is concerned with schools, the concept of "educational" that it sets to discuss points to projects and initiatives that summon the contribution of other locally-relevant organizations, such as the municipal/regional government, companies and citizens' associations, and other groups associated with the community (Henderson & Gouwens, 2013). These rural schools, platforms for their communities' socio-educational development, are, as the rural context itself, "true microcosms – not in these sense that they replicate, to scale, the structures (…) [that can be found at the macro level], but because they present themselves as contexts that are fraught with specific complexities and diversity, governed by their own organizations and relational logics" (Lúcio, 2011).

These are, thus, dynamic processes, framed in what can be identified as community development, building on the local population's specific needs and interests, and offering adequate, locally-based alternative directions. The process of change is, in this sense, materialized and led by the community itself, in a cooperative, committed and integrated approach. Local actors reflect on their daily action, operating across at least three levels: diagnosis (they analyse "what is missing", "what is not working", "what can be done differently", etc.); programming and executing (in which they define goals and resources); and, finally, evaluating (predicting or discussing the possibility of broadening dissemination mechanisms, reprogramming strategies, reformulating premises and aims).

In addition to being a space of culture(s) and memories, the rural context is a space for living and experimenting. The rural world is heterogeneous, and cultural diversity is one of its most enriching features (Anderson & Lonsdale, 2014); it is also resilient, despite the difficulties that cross it, thanks to the will and the initiative of those who inhabit it (Donehower, Hogg, & Schell, 2012).

This special call is interested in what Eriksen (2001) pens "studies of small-scale localities", favouring the construction of a more comprehensive and complex glance at the several aspects of community life, as well as a mapping of the patterns of interaction. This mapping is useful as a way to identify who connects with whom (individual or organization), and it what way(s): it promotes the identification of the "social system", i.e. collectively built understandings about the rural local, its History, its future and the fabric of interactions that are created and re-created therein. Notwithstanding, these shared understandings are not, on the one hand, mandatory, nor, on the other hand, entirely comprehensive.

Building on the idea of the role of rural schools in the context of the community, different research questions arise:

- What can be learned in/from rural spaces?
- How do rural schools promote the participation and engagement of families and the community?
- How do local organizations summon the contribution of the schools, in the rural context?
- How are rural schools promoting the appreciation and nurture of local memories and histories, the ability to think together about difficulties and seek new ways of improving the territory, the use and potentiation of local (natural, cultural, human, tangible and intangible) resources, and the democratic participation in decision-making processes at the local level?
- What other "lives" have repurposed rural school buildings experienced?
- How can different research disciplines contribute to this discussion?

Features of the special call:

With this special call, we invite researchers/research groups from different disciplines to contribute to the above or related points of discussions. Researchers who take interdisciplinary approaches, which combine social, educational and other perspectives, are especially encouraged to submit an abstract. Presenters will later be invited to contribute to a shared publication.

Those interested in contributing with paper, symposium or roundtable proposals within this special call, should contact the organizers of the special call.

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- Prof. Karen Noble, Australian Catholic University – Brisbane, Australia, karen.noble@acu.edu.au

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Call for contributions – ECER 2016
Network 17: Histories of Education

Network convenors: Beatrice Haenggeli-Jeni, Iveta Kestere, Marta Padovan-Özdemir, Helena Ribeiro de Castro, Elena Tabacchi, Geert Thyssen & Pieter Verstraete

The next European Conference on Educational Research will be held in Dublin from 23 to 26 August 2016. The conference will be devoted to 'Leading education: The distinct contributions of educational research and researchers'. While Network 17: Histories of education is known for favouring proposals in all but the classical paper format, especially when they centre on underexplored sources, new theories and methodologies, it also welcomes submissions that directly address the conference's overall theme. In this case, 'Leading education' can function as a subject of historical analysis or as a prism through which one can reflect on the diverse theories and methods that may help to advance the history of educational research in particular and the history of education in general.

Histories of educational research and educational researchers

Throughout history, research and education have become intertwined in complex and diverse ways. Schools, for instance, have been envisaged as scientific laboratories putting to the test ideas and insights, as well as very practical novelties, for ever more pupils but also for educators. Likewise, scientists have devised accountability and evaluation instruments with a view to optimising teaching and learning processes. Educational researchers and educators have thereby not always been considered competent. Indeed, historically, clergymen, physicians, engineers, natural scientists and members of other professions have sometimes been deemed better equipped for the task of leading education. The convenors of Network 17 would like to invite scholars to reflect not only on the history of educational research or on the lives of particular educational researchers but, among other things, also on the complex and manifold tensions between history, educational theory and praxis, private initiatives and scientific endeavours, professional concerns and academic agendas. For example, to what extent and how have teacher-training centres come to function as scientific laboratories? Or, how have research agendas of well-known educational research centres developed across time and space influenced educational praxis and responded to societal forces? To what extent and how have educational researchers managed to profile themselves, through their research or otherwise, as competent in advancing education? How have certain professional educators become leading educational researchers or how have educational researchers in turn become leading educational activists? What networks of educators and educational researchers have emerged in response to different societal challenges and/or visions?

Histories of the history of educational research

With this special call for contributions the convenors of Network 17: Histories of Education further encourage scholars to focus on the changes and/or continuities that can be discerned in histories of the history of educational research. What have they been about, historically, and who has produced them for what reasons? What may be gained from considering the history of the history of educational research through such prisms as those of gender, class, ethnicity and disability? These are the kind of questions we convenors would like to see discussed at the gathering in Dublin. Apart from looking back, we would also like to seize the opportunity to look forward and therefore especially welcome insights, thoughts, comments and/or warnings concerning ways of performing the history of education in the 21st century. What are the main challenges for historians of education in the decades to come, what kind of source material has so far been underexplored and how should it be addressed. What do we want the community of historians of education and their activities to look like within the next 100 years? Can we imagine new ways of making public the results of our research and, if so, how?

Network 17 encourages researchers from within and across the history of education to submit proposals for full presentations, symposia, workshops or posters that deal with the above-mentioned themes. For more information about these different formats, see the ECER-website. In order to ensure high-quality conference sessions, for the next round of

review, reviewers will be asked to pay particular attention to the general criteria for good scientific research for abstracts stipulated by the EERA council (e.g., clear research questions and/or hypotheses, explicit theoretical and methodological framework, European dimension).

Internationalisation in and of Higher Education: Critical reflection on contemporary HE and development of cross-cultural possibilities!
Network 22: Research in Higher Education

Network 22 aims to provide an additional strand concerned with internationalisation, and we propose a specific strand in the (existing) subtheme Teaching Learning and Assessment on Internationalisation of and in HE.

This would reflect the significant impacts of the Internationalisation of and in HE, including Teaching, Learning and Assessment. The importance that teaching, learning and assessment strategies accommodate to different ways of knowing and different cultural expectations and policy should be emphasized. Further, the relevance of curriculum content and the student experiences involving students from a range of contexts can be included. Also, critical reflection/viewpoints on (in) internationalised HE institutions approaches and discourses as well as critical reflections concerning contemporary HE in general (meta-analysis and others), and interdisciplinary, cross-cultural approaches are of interest in the suggested strand.

For ECER 2016 (Dublin, Ireland), Network 22 especially welcomes contributions that concern the discussion and reflection on research of internationalisation in and of higher edcuation, and further, welcomes research design using multi-cross or transdisciplinary approaches.

Framework:
The internationalisation of education policy in general, and higher education in particular, is one of the most significant forces affecting universities in the Western world today. These issues are not limited to student mobility or even the increasing importance of distance delivery across national borders. Expereincing internationalisation as a dynamic movement, in line with authors such as Knight, 2006, de Wit, 2006, Peters, 2008, 2014, this is seen as a process where the interrelationship is crucial, and the integration and changes including the international, national, local and intercultural become the purpose, function and delivery of education. This summarised definition goes well beyond the usual conceptualisation, where universities carry on business as usual, and internationalisation is seen simply as an 'add-on' of foreign students and partnerships. Instead, it involves a deep-reaching systemic change concerning the core missions of higher education. Importantly, it affects the generation, adaptation and diffusion of knowledge as such. Internationalisation always takes place somewhere: in private and public spaces, in particular communities and fields of work, neighborhoods, cities, regional and local contexts, and in education as in higher education. Advancing our understanding of internationalisation can only be achieved by questioning and critically reflecting on some of the assumptions that underlie traditional views on knowledge generation and diffusion, since these assumptions originally arose in mono-cultural academic contexts.

In higher education, internationalisation entails a number of cross-cultural challenges that need to be addressed, not only in terms of innovative pedagogies, curriculum theoretical development, but also in terms of institutional drivers and how we consider academic content and quality. Internationalisation is a major challenge in an age of complexity, where cross-cultural flows merge, transform our societies and develop new opportunities. These issues intersect with other important facets of diversity, such as race, ethnicity, age, religion, gender and social status.

In today's society there might be a need to readjust our research approaches, considering what internationalisation is and how various aspects of internationalisation are achieved. Looking at separate aspects of internationalisation in isolation tends to lead to static conceptualisations, since each aspect is then framed against a background of circumstances which are assumed to be constant and extraneous and predefined. To bring about systemic change in the internationalisation of higher education, the ways we conceptualise knowledge, research and teaching need to be reconsidered at a more fundamental level. A more holistic, cross-disciplinary and transversal approach is therefore indispensable to move beyond the boundaries set by the present paradigm.

Challenging the underlying assumptions of higher education to work towards new conceptualisations of internationalisation touches a vast number of areas and concerns. The intention with this additional thread is to more distinctly consider the implications of moving outside a purely instrumental and transmission-based view of higher education, and instead encourage research to look at internationalisation through the lens of becoming knowledgeable in a internationalsied (globalised world). Another issue involved in the proposed framework/thread would consider concerns focus on the quality of interpersonal relationships in cross-cultural encounters in higher education, and notably the questions of trust and curiosity.

Cross- cultural possibilities! In a very visionary descriptive way, based on the notion of an ontological community of learners - constructing and negotiating meanings and striving for cross-cultural possibilities calls for research that focusses on internationalisation creatively using opportunities and openings to move beyond the power relationships (thus using a critical approach) that are somewhat 'imposed upon us', defined by our individual national allegiances and by the pervasive meta-agendas set by transnational commercial actors on the global arena. Facilitating cross-cultural meetings between students, researchers and teachers has great potential in terms of international network building. Dealing with how something can be understood in various cultural contexts is knowledge that enables academics to recognize and define new problems, moving beyond preconceived ideas and assisting them to be open and develop an inquiry-based attitude. Research that is intrinsically connected, thus in coherence with stated ontological premises emphasising the dynamic openness outlined in the summerised (frame of) definition above, is of interest. These dynamics also lie at the heart of cross-cultural encounters in higher education.

Such considerations are not limited to theoretical re-conceptualisations. To achieve cross-cultural collaboration in practice, careful attention needs to be devoted to - leaving openness in the choice and delimitation of the object matter/issue - interpretation (including cultural and value-based variations), as well as considering concrete implications/applications for practice and societies, in different local, social or professional contexts. At all these levels, research concerning innovative research, showing approaches that counteract any kind of reductionism, is particularly interesting. Three components will be of special importance: Knowledge, Culture and Language. The challenges facing higher education as a consequence of internationalisation can here be gathered

around three dimensions. Each of these also carries strong implications for democracy, social justice and gender equity. Within the dimensions, perspectives from different disciplines challenge each other, leading to new conceptualisations. At the same time, research 'working at a meta-level' alongside the three thematic dimensions, and bringing the perspectives together would be interesting, addressing and interrelating some of the overarching questions outlined above. Overarching concerns include the question of how we can address research questions in a more equitable international collaboration without a dominating part.

Features of the special call:

With this special call, we invite speakers/researchers from different disciplines to contribute to the above or related points of discussions adopting a critical reflective approach. Interdisciplinary, cross-cultural approaches which combine social, educational and spatial perspectives, highlighting the complexity in/of internationalisation of higher education, are especially encouraged to submit an abstract. The intention is that presenters will later be invited to contribute to a shared publication if possible.

Those interested in contributing with paper, symposium or roundtable proposals within this special call should contact the organizers of the special call.

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Looking In/Outside the Brussels Bubble - Multiple Enactments of Europeanization of Education
Network 28: Sociologies of Education

The construction of the European space of education is requiring the complex reassemblage of the multiple worlds of the European education systems. It is a high risk and ever complete reassemblage made of discourses, technologies, and education policies where multiple enactments of Europe through education are possible. It is an emergent and fragile composition that is acting through the fabrication of spaces of commensuration, and the mobilization of networks of expertise making visible, redefining and offering certainty on what appeared to be opaque and incommensurable (Lawn & Grek 2012; Lawn & Normand 2015).

Soft law, increasing investment in the logic of accountability, and in the development of forms of governance by data, standards, comparative data-based technologies and knowledge (Fenwick et al. 2014) are nowadays the main tools for the fabrication of the European space of education, and have been the main foci of investigation in that field . The relevance of these processes, however, has brought to the forefront the dynamics of institution and political space building, and the related logics of knowledge and power in the analysis of Europeanization of education with the unintended effect of presenting the construction of this transnational space as enclosed in the 'Brussels bubble' (Georgakakis, Rowell 2013), and/or ultimately embedded in a top-down political agenda emanating from the globalised neoliberal package in education. To reopen the investigation, here, we propose to pay attention inside and outside the 'Brussels bubble'(Saurugger & Mérand 2010; Favell & Guiraudon 2009) to analyse: a) the multiple ways of performing the Europeanization

of education b) how these plural enactments develops, overlaps, counteracts the emerging dominant architectures of EU education c) how these enactments are related to changes of the European landscape. This call for paper invites researchers from Europe and abroad to assume a sociological eye, and to present proposals of papers for describing how the multiple enactments of European education interact with the current transformations of European societies.

The main topics will be the following:

a) Mobilities in Europe and in education. Europeanization – and the diminished power of the nation-state to constrain and secure life chances - might be increasing risks and opportunities at the same time. To what extent is Europeanization designing a livable world ? Is it a space of mobilities, that is of mobile forms of learning, people and professions of education, and/or is it made of segregated spaces where immobilities, inequalities and education are accumulating (Landri & Neumann 2014) ? What are the positioning of the sciences of education, and in particular their traditions and theories, on the current enactments of Europeanization of education ?

b) Enactments of Europeanization of education. Soft law, increasing investment in the logic of accountability, and in the development of forms of governance by data, standards, and performances appear to be the building blocks of the dominant envelope of Europeanization of education. A Europeanization of education from below is happening that concerns the development of European networks of schools, teachers, headteachers, associations, etc. partly dependent, and partly independent from EU-circuits and fundings. What are the sociomaterial conditions of these multiple enactments of Europeanization? Are they reconfiguring European space of education in a post-nationalistic way (Braidotti 2005)? What processes enhance the disassembly of the European project? Most importantly, in what ways have the economic crisis and austerity policies challenged the Europeanisation process? Did the economic crisis trigger divergence, and if so, in what ways?

c) Globalization and Europeanization of education. Globalization and Europeanization of education reinforces through the circulation of models/standards/ideas between different countries and blocks of countries, and reveals the complexities of travelling policies, policy borrowing, and knowledge transfer. To what extent is Europeanization different from other transnational and global projects? To what extent is the Europeanization of education different from Europeanisation of other domains?

Potential contributors may propose theoretical and empirical papers that address some or several of the topics and of the listed questions. They are requested to identify the issue, and the sociological references mobilised to develop the research questions, and the methodological resources elaborated to give a reply to the investigation. Submissions should preferably address the questions, by escaping from 'methodological nationalism', and by investigating the issue from a transnational point of view (Dale & Robertson 2012). Drawing in a global eye and studies which enquire into more global trends (i.e. international educational assessment programmes) but which offer insights into European education processes, would also be valuable.

In the review process, the network 28 'Sociologies of Education' will give priority to the paper proposals that will meet the topics suggested in this special call. Moreover, to enhance the academic

and scientific interchange, the network envisages in ECER Dublin to assign to the call for paper 2016: a) the introductory session (with a keynote); b) 10 sessions (3 papers per session) and c) two symposia.

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Assessing environmental and sustainability education in times of accountability, measurement and evidence
NW 30, ESER, Environmental and Sustainability Education Research

We invite all interested in research in environmental and sustainability education to send in abstracts to ESER, Network 30. Your proposal should relate to the network descriptors (see NW 30, network page). We welcome international researchers and graduate students and hope to offer you all a suitable form of presentation or session activity.

In many countries there is a call for climbing the rankings and excelling in math, science and languages (cf. the Pisa rankings). This often leads to a focus on the testing of 'universal' knowledge. At the same time schools – in their own context – need to pay attention to sustainability, environment, health, citizenship, arts and humanities while preparing learners for a rapidly changing world and workplace. These claims seem to be competing with one another. How can environmental and sustainability education navigate this force field? Are there alternative ways of assessing learners that provide more space for meaningful learning around real/authentic issues?

In this open special call the focus is on measuring in ESE – including topics such as general reflections on assessment and measurement, assessment and measurement in school education, assessment and measurement in higher education.

This call aim to raise a series of critical accounts of assessment and measurement in ESE. Examples of possible titles for symposia, thematic paper sessions or directed workshops:
- What do we mean by ESE assessment and measurement?
- Who decides and who is asking for assessment and measurements?
- Who values the results/outcomes?
- What's our preferred approach/mix of methods?
- Valuing what we measure or measuring what we value?
- To what end – why?

Network 30 aims to be innovative and open-minded, and rigorous in the quality of what is discussed. In the review process we will focus on the ECER review criteria and will be specifically interested in whether the proposal presents a clear research question; whether it identifies theoretical / methodology frameworks; and whether it is well grounded in existing research. To enhance the chances to get your contribution through the review process, please see the NW 30, Author guidelines at
http://www.eera-ecer.de/networks/nw30/

All abstracts are submitted on-line on the official ECER website. Welcome to participate to make the ESER network even better – in research quality and international collaboration!
Programme committee of ESER

Leading Organizational Education - Educational Research in, on and for Organizations
Network 32 Organizational Education for ECER 2016 in Dublin

The next European Conference on Educational Research (ECER) will be held in Dublin from August 22nd until 26th 2016. The conference will be devoted to "Leading Education: the distinct contributions of educational research and researchers". Although Network 32 Organizational Education accepts the wide range of proposals that meet with questions of organizational education and with the criteria for good scientific research, it particularly will welcome submissions that directly deal with the conference's overall theme. Relating to the ECER 2016 theme, the EERA-network 32 will gather contributions which focus on the role of educational research in, on and for organizations, both for the organizations as well as for the discipline of education and for the wide fields of educational professions.

Educational Research in Organizations
Educational research takes place in organizations, be they educational organizations such as kindergarten, schools or adult education institutions or be they other organizations like companies, agencies or hospitals. Researching learning in organizations can also be across organizations, in networks of organizations for example around a societal issue (for example within healthcare and how to deal with the introduction of new medicine or within higher education and how to deal with students' transition to work), that involves the collaborations of private organizations and public institutions. In any case, the organizations where the educational research takes place are the context of the research. What does this do to the research? It can be asked what role the organizational context plays for the educational research. Therewith also the question of research stakeholders in the organization emerges. Who wants the research for which reasons? Another interesting aspect of the organization as the research's context is

the researcher's access into the organization. How does the researcher come inside the organizations where he/she does his/her research? What does the mode of entrance mean for the research? It also can be asked how the educational research fits to the organization's daily practices and how the organization's structures and patterns of practices influence the research process.

Educational Research on Organizations

If organizations are researched from an educational perspective, the research primarily focusses on their development respectively their learning processes, i.d. on organizational learning. Researching organizations from an educational perspective also means to look for communities-of-practice as communities-of-learning, for collective, cooperative, collaborative practices as resources and potential for organizational learning, for membership and leadership development. As educational science has a long tradition to inquire the role of the object of learning and the role of things in the learning process, educational research on organizations also looks at organizational artifacts, symbols and narratives and their meaning for organizational learning and leadership development. Another aspect of organizations is the relation of inside and outside and the role of organizational borders. Research on organizational borders, boundaries and transitions may allow us to understand organizational learning as the contextual development of the organization with its environment. Along therewith also methodological and ethical questions emerge. So it can be asked which method fits to which aspect, what the organization is learning for, and for whom this learning is useful.

Educational Research for Organizations

Educational research does not only happen in organizations or look at organizations, but also can succeed with a more or less direct effect for the organizations. Sometimes organizations themselves ask for an evaluation of their own development. Formative evaluation of organizational development can be understood as participative research for organizations. The term participative indicates that the research is not just for the organization as such but also for their members as individual and as collectives. The role of organizational members as reflective practitioners may be part of an educational research for an organization. Research feedback and cooperative self-inquiry as elements of learning oganizations can be seen as examples of educational research for organizations.

Network 32 "Organizational Education" encourages researchers from all over the field of educational science to submit proposals for full presentations, symposia, workshops or posters that deal with the above-mentioned themes. For more information about these different formats see the ECER-website.

Kind regards,
Michael Göhlich (link convenor)
Bente Elkjaer, Tara Fenwick, Petr Novotny, Line Revsbaek, Andreas Schröer, Susanne Weber, Byung Jun Yi (co-convenors)

Looking Forward to Welcoming You!
EERA and the Local Organizing Committee
of ECER 2016

Important Links

Browse through EERA Networks
http://www.eera-ecer.de/networks/

Information on Formats of Presentation and on How to Write an Abstract for ECER
http://www.eera-ecer.de/ecer-2016-dublin/submissions-registration/submission/

Conftool Submission System
http://www.conftool.com/ecer2016

Official Dublin Toursim Website
http://www.visitdublin.com/home/

Stay up to date with the latest news from the European Educational Research Journal: sign up to e-alerts here
http://eer.sagepub.com/cgi/alerts