



'Reconnecting EERA' 23 - 28 August Online

Keynotes, Panels and Network Activities

EUROPEAN EDUCATIONAL
RESEARCH ASSOCIATION

Network 10

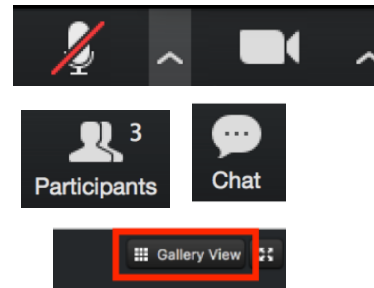
Teacher Education Research

Writing your abstract for ECER 2021

Zoom check in -recommended settings

- Recommended settings:

- Your **camera ON**
- Your **microphone: OFF**
- List of participants: visible
- Chat: visible
- “Gallery view” (top right corner)



- If your internet connection is robust, please turn on you camera/video. It does help to build a sense of community.
- Please check now, if your microphone is working.
- Please mute your audio during plenary sessions, unless you want to speak. There would be much background noise otherwise.
- Indicate your wish to speak by “Raise Hand”.

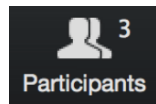


Raise Hand



How to change your Name

Click on the
Participants
button



Hover your mouse cursor
over your name and click
on More



Rename ...

Network 10: Convenors



ML



Susann



Itxaso

<https://eera-ecer.de/networks/10-teacher-education-research/convenors-and-reviewers/>

NW10: Teacher Education Research

Keywords professional development Initial teacher education Teacher induction Teacher qualification Pedagogical approaches
Teacher education identity Research capacity building

- Challenges of the European dimension in teacher education research
- Research on pedagogical approaches in teacher education
- Research on professional knowledge, identity, beliefs & understanding of teaching & learning in teacher education
- Building a research-based agenda for teacher education
- Research on teacher induction
- Research on the theoretical base for teacher education

<https://eera-ecer.de/networks/10-teacher-education-research/>



Introduction

- Network 10 ✓
- What is the goal of this session?
- What is the structure of the session?
- What is your task?



What is the goal of this session?

- Engage in dialogue and foster research communication
- Support emerging researchers as well as members of NW10 in writing their abstract for ECER21
- Share experiences and help with guidance - the dos and don'ts of writing an abstract



.... we do not read your drafts



Structure of the session

1. Breakout Rooms I: discussion of challenges, concerns & issues
2. Plenum: identify and cover problems
3. Insights into conftool & the *General Reviewing Criteria*
4. Breakout Rooms II: you are a reviewer! Or: how to improve (rejected) papers
5. Plenum: outlook, questions & comments



Breakout Room I

What are your concerns, issues and questions regarding writing an abstract?



Plenum

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Conftool & the Criteria

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ECER 2020, Glasgow

The European Conference on Educational Research

24 - 25 August 2020 - Emerging Researchers' Conference

25 - 28 August 2020 - European Conference on Educational Research



Overview

2:07:11pm BST

Susann Hofbauer ▾

Logout

Welcome, Susann Hofbauer

You are logged in as user **shofbauer**.

You can select from the following options:

Your Submissions

Here you can submit new contributions and manage your submitted contributions.

You have submitted 1 contributions.

Browse Conference Agenda - Currently only visible to administrators and chairs

Overview and details of the event programme.

Acceptance Letter for Authors

You may now download and print out a letter that confirms your acceptance as presenting author for ECER 2020 (PDF file).

Show User Account Details

Here you can access the personal data of your user account.

Edit User Account Details

Here you can update your personal user data.

Logout

Please sign out when you are finished to prevent unauthorised access to your account.

Logout and Return to the Main Website

Sign out and return to the website "ECER 2020, Glasgow The European Conference on Educational Research".

How to start a submission in conftool?

1. choose the (sub)network and the alternative network (in case of redirecting)
2. Write the title and the keynotes
3. Structure of the paper:
 - *Proposal Information (600 words)*
 - *Methodology, Methods, Research Instruments or Sources Used (400 words)*
 - *Conclusions, Expected Outcomes or Findings (300 words)*
 - *References (400 words)*



General Reviewing Criteria

The proposal should...

- be directly related to a **topic of interest** for educational research
- fit well into the **selected network**;
- be **coherent in argumentation and methodology**
- put forward a **clear research question or focus of enquiry**.
- involve systematic enquiry of an empirical or analytic nature and needs to set out the **applied methods clearly**.
- make reference to a **theoretical framework**



The proposal should...

- **awareness of previous work** and own contributions;
- be set out clearly in a manner which is **accessible** to an international audience
- take account of the **European and/or international context**
- **help to develop a European dialogue** by reference, for instance, to current European policies or intellectual and educational traditions;

Symposium submissions and roundtables

- need to include at least 3 different countries or national perspectives.



Breakout Room II

Where is the problem? What could be improved?



Teacher Program - revisited

Introduction

Last year our paper was accepted and we presented first findings from our study about a master program in teacher education. The results will be published this year; the book will come out soon. At this year's ECER want to present further research results.



Evaluation of an educational intervention program

'Garden Town' is an intervention project based on a cooperation between a teacher education college and an under-privileged town. The aim of the cooperation is to improve the quality of education in the town as well as to provide a meaningful practical experience to student teachers. Included in the goals of the cooperation are: raising student achievement, bridging formal and informal educational frameworks, improving schools' climate and introducing innovation and entrepreneurship to teachers and students. 120 students along with their pedagogical supervisors work with pupils, teachers and families within the formal and informal education system from early childhood through high school. Participating schools include 5 primary schools, one junior high school, and one high school.

Parallel to the entry of students into the different educational settings in the town, teachers and principals received professional development in areas they chose based on their individual needs and preferences.

The aim of the present study is to examine the impact the project had on the town's educational system and the college participants during its first year.

The theoretical framework for the study is based on '*education for meaning*', a comprehensive educational concept which is focused on three essential educational purposes and dimensions of school activity – pedagogy, curriculum, and the organization of knowledge. "Positive Psychology" encompasses the term "positive" in two contexts: individual and social well-being (Seligman & Csikszentmihalyi, 2000).

In the first year of the project the following categories were examined: The contribution of the program to the schools; the use of innovative teaching methods, the use of alternative assessment, ways of addressing diversity in the classroom, the use of technology in teaching, and the change in the social – educational atmosphere through the perceptions of the teachers, students, principals and pupils.

Data collection tools included questionnaires which were distributed to students, principals, and instructors. Interviews were conducted with students, principals, and instructors. Additionally, field notes were collected from protocols of staff meetings, summaries of meetings of students and pedagogical instructors at the beginning and end of the year.

Data were analyzed using a mixed method of quantitative and qualitative design.

Preliminary results indicate greater use of creative, innovative teaching methods for the heterogeneous class, use of alternative assessment methods and increase of positive climate in the classrooms.

The contribution of this research is its impact on the education system of the town as a whole, applying principles of '*education for meaning*' in school's educational visions and in learning performances and the realization of the importance and necessity for cooperation between academia and town for the advancement of education in a town.

Literature review:

Essuman, A., Akyeampomg, K. (2011). Decentralisation policy and practice Ghana: the promise and reality of community participation in education in rural in communities. *Journal of Education Policy*, 26(4), 513–527.

Newman, I. Ridenour, C., Newman, C., & DeMarco, G.M.P., Jr. (2003). A typology of research purposes and its relationship to mixed methods research. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in social & behavioral research* (pp. 167-188). Thousand Oaks, CA: Sage

Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55(1), 5–14.

Weis, W. (2009). *Local government education policy: Developments concepts and perspectives*. Retrieved November 18, 2017 from <https://difu.de/node/6861>

Results

On the one hand the models of teacher knowledge are changing and become more complex over the time – especially in the German context. This means, that not only the forms of knowledge are described. Rather other themes like motivation, beliefs or subjective theories are involved in comparison to knowledge (subject, strategic and curriculum knowledge).

On the other hand some relevant knowledge models (like Shulman 1986) are still the foundation and base for other knowledge concepts. Education researchers enlarge or modify them, but it seems that they are used in a selective way. For example the types of teacher knowledge by Shulman (principles, maxims, norms, prototypes etc.) are not included in other models during subject matter and pedagogical content knowledge and curricular knowledge is used (Blömeke 2011).



Outlook

Deadlines, question and comments

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What does the proposal need to do?

- The proposal should be directly related to a topic of interest for educational research and should fit well into the selected network;
- It should be coherent in argumentation and methodology and should put forward a clear research question or focus of enquiry.
- It should involve systematic enquiry of an empirical or analytic nature and needs to set out the applied methods clearly.
- It should make reference to a theoretical framework and show awareness of previous work and own contributions;
- The proposal should be set out clearly in a manner which is accessible to an international audience and it should take account of the European and/or international context
- It should help to develop a European dialogue by reference, for instance, to current European policies or intellectual and educational traditions; and
- Symposium submissions and roundtables need to include at least 3 different countries or national perspectives.



Important Dates ECER 2021

01.12.2020 Submission starts

31.01.2021 Submission ends

01.04.2021 Registration starts

01.04.2021 Review results
announced

15.05.2021 Early bird ends

25.06.2021 Presentation times
announced

01.07.2021 Registration
Deadline for
Presenters





Thank you for being here!

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