

Values Equality Learning

Vienna, Austria
September 25-27, 2008



5th International Conference
on Intercultural Dialogue and Education for All

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KARLSTADS KOMMUN

Welcome to the 5th International Conference

Dear Colleagues,

The Learning Teacher Network™ is an international educational association, which unites professionals in the ambition of creating and sharing front-line strategies for and approaches to teaching and learning. As such, the network acts as an international platform for professional debate in the vanguard of educational progress.

The title of the fifth annual conference is 'Values, Equality and Learning'. The conference title illustrates the ambition of the conference to discuss Education for All in a learning world. Recognising the European Year of Intercultural Dialogue 2008 both the true multinational composition of conference presenters and the expression of conference sessions demonstrate eagerness to address these issues, both from European and global perspectives. We respect and appreciate diversity but we take action for human values and equality, in which education plays a major role.

The conference addresses some of the professional, societal and global challenges that we all face and must respond to in order build education for all. Values, equality and learning are key words in this process and also vital goals in themselves.

The conference will be a venue for professionals all over Europe and beyond to meet with colleagues, to share experiences, theory and good practice, and to take part in the educational dialogue from international perspectives. We are proud to make this possible. By participating we are convinced that you will not only learn and share but also find many opportunities to make interesting professional contacts. Alike the previous four conferences, we believe that the 5th network conference will be highly valuable both for personal knowledge building and for reflection on educational development.

With gratitude I would like to thank our colleagues and conference hosts in Austria for making local preparations and arrangements for the conference. With special recognition I would like to express our appreciation of the Federal Ministry for Education, the Arts and Culture in Austria and the City of Vienna for the generous support given to this conference. Furthermore, I gratefully acknowledge the contribution to the conference given by Musik Gymnasium Wien, Musikhauptschule Wendstadtgasse Wien, and the support from the Nationalagentur Österreich Lebenslanges Lernen.

We wish you very welcome to the Vienna Conference 2008.

Magnus Persson
Network Coordinator

THE CONFERENCE VENUE

The 5th international conference is located to one of the most charming capitals in Europe: Vienna, Austria. By holding the conference in Vienna we hope that the delegates also will have the opportunity to explore the pulse and life of the city.



The newly renovated Airo Tower Hotel has modern conference facilities and accommodation in an appropriate combination. Wireless Internet free of charge. The venue is located in an attractive environment and close to the airport and the city centre.

You find comprehensive information about the conference venue on their website <http://www.airo-hotels.at>



Thursday Sep 25th

- 16h30 Registration of delegates followed by a Welcome Drink at 17h30
- 18h00 Cultural Ceremonies
- Opening Session with Words of Welcome from representatives of
- The Federal Ministry for Education, the Arts and Culture in Austria
 - The European Commission Representation in Austria
 - The National EU Agency for Lifelong Learning
 - The Arbeiterkammer Wien
 - The National Initiative "Entwicklung von Professionalität im Internationalen Kontext" (EPIK) Team
 - The Network Coordinator of the Learning Teacher Network
- 19h00 Plenary: Prof. Charles Hopkins, Canada; UNESCO Chair Reorienting Teacher Education to Address Sustainability, and United Nations University Chair for Education for Sustainable Development
'ESD - Moving from Awareness to Concerted Action'
- 20h00 Welcome Dinner

Friday Sep 26th

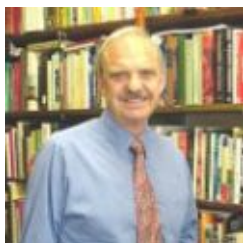
- 09h00 Parallel Sessions 1
- 10h00 Coffee break
- 10h30 Parallel Sessions 2
- 11h45 Parallel Sessions 3
- 13h00 Lunch
- 14h00 Parallel Sessions 4
- 15h00 Coffee break
- 15h30 Parallel Sessions 5
- 19h00 Cocktailempfang at the Vienna City Hall (the Rathauskeller)
Hosted by the Mayor of Vienna

Saturday Sep 27th

- 09h00 Plenary: Dr. Michael Schratz, University of Innsbruck, Austria
'Teachers as Architects of the Future'
- 10h00 Coffee break
- 10h30 Parallel Sessions 6
- 11h45 Parallel Sessions 7
- 13h00 Lunch
- 14h00 Parallel Sessions 8
- 15h00 Coffee break
- 15h30 Parallel sessions 9
- 16h30 Closing Ceremonies and Farewell Reception

At the cultural sessions, framing the conference, we will be honoured by two of the most prominent music schools in Austria. The opening session: A choir performance by Class 3a from Musikhauptschule, Wendstattgasse, Vienna. Directed by Doris Laaber. The closing session: A short concert of classical and viennese music, performed by a String group from Musik Gymnasium Wien.

Keynote Addresses



PROF. CHARLES HOPKINS

UNESCO CHAIR REORIENTING TEACHER EDUCATION TO ADDRESS SUSTAINABILITY, AND UNITED NATIONS UNIVERSITY CHAIR FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT

ESD – MOVING FROM AWARENESS TO CONCERTED ACTION

Education, public awareness, and training (ESD) can be powerful tools for moving nations, communities and households toward a more sustainable future. ESD builds the capacity of nations to create, broaden, and implement, sustainability plans. It enhances the implementation of sustainability plans by creating an informed public that can support enlightened policy and legislation, and raises the quality of life for all members of society.

This address will describe the key issues of moving from awareness programs to concerted actions in engaging educators in a variety of innovative initiatives. These issues and challenges associated with education for sustainable development (ESD) include understanding what ESD is and how it can contribute by engaging other disciplines, institutions, sectors and individuals.



UNIV.-PROF. DR. MICHAEL SCHRATZ

CHAIRMAN OF THE DEPARTMENT OF TEACHER TRAINING AND SCHOOLS RESEARCH AT THE UNIVERSITY OF INNSBRUCK, AUSTRIA.

TEACHERS AS ARCHITECTS OF THE FUTURE

Schools of tomorrow need teachers (if they are still called that way) who live the vision of tomorrow's world of learning. They need the capability for sensing and seizing emerging learning opportunities, which work along a new understanding of theory and practice, of school learning and learning in society.

This view challenges conventional concepts of instruction and (classroom) management. Most models of learning build on reflecting and learning from the past. However, within the context of schooling we are confronted with new challenges which do not ask for improving the status quo but for innovative, creative and future thinking and acting. Re-creating professionalism asks for processes which open mind, heart and will. The speaker addresses the quest for a new meaning in leading and learning for change.

Overview of Sessions

Friday Sep 26 th						Saturday Sep 27 th					
09.00-10.00	A1	B1	C1	D1	E1	Keynote					
Coffee											
10.30 – 11.30	A2	B2	C2	D2	E2	A6	B6	C6	D6	E6	F1
11.45 – 12.45	A3	B3	C3	D3	E3	A7	B7	C7	D7	E7	F7
Lunch											
14.00 – 15.00	A4	B4	C4	D4	E4	A8	B8	C8	D8	E8	F2
Coffee											
15.30 – 16.30	A5	B5	C5	D5	E5	A9	B9		D9	E9	
16.30 – 17.00							Closing session				

Sessions

The conference addresses professional, societal and global challenges to education. The programme is organised as five parallel strands embracing these areas, within which sessions target topics of similar nature. The sessions are numbered with the syntax *Session/Time slot*, for example A1, which means thematic strand, session no. 1 at Friday at 09h00. All sessions are described on pages 6-14.

- A1 EDUCATION FOR SUSTAINABLE DEVELOPMENT – FROM THEORY TO CLASSROOM PRACTICE
- A2 LEARNING BY WALKING - IMMERSIONS IN RURAL BANGLADESH
- A3 ACTIVE LEARNING – A TOOL FOR GLOBAL UNDERSTANDING
- A4 MAKING A DIFFERENCE - STRATEGY FOR A SUSTAINABLE MUNICIPALITY
- A5 IF THE WORLD WERE A VILLAGE - GLOBAL EDUCATION IN PRIMARY SCHOOLS
- A6 BREAKING BARRIERS THROUGH EDUCATION: A MYTH OR REALITY?
- A7 GOING GLOBAL - EDUCATIONAL ADVANTAGES
- A8 LET'S MAKE THINGS BETTER, TOGETHER DESIGNING A MINOR ON GLOBAL SUSTAINABILITY
- A9 THE WORLD WE SHARE

- B1 CITIZENSHIP IN THE CLASSROOM IN FIVE COUNTRIES
- B2 THE MULTICULTURAL CLASSROOM: CHANCE AND/OR CHALLENGE?
- B3 TEACHERS' TRAINING: "POSSIBILITIES OF JOINT MASTER TEACHER EDUCATION IN EUROPE"
- B4 COMMUNITY ENGAGEMENT: A VEHICLE FOR THE DEVELOPMENT OF LIFE SKILLS, SOCIAL AND CULTURAL VALUES OF STUDENTS IN HIGHER EDUCATION INSTITUTIONS
- B5 INTERCULTURAL COMPETENCES OF TEACHERS - A CHALLENGE FOR VALUE RELATED PROBLEMS IN CLASSROOMS
- B6 LEADING FOR CHILDREN
- B7 COMMUNITY POWER
- B8 TWO LANGUAGES FOR PRIMARY PUPILS
- B9 NO MAN IS AN ISLAND

- C1 A LEGACY FOR INCLUSION - THE ITM
- C2 LEARNING ON THE JOB
- C3 HELPING THE COUNTRY CHILD SUCCEED IN SCHOOL
- C4 THE LEARNING FRIENDLY CLASSROOM
- C5 THE PROCESS OF DIAGNOSIS THE UNDERACHIEVEMENT SYNDROME IN THE GROUP OF GIFTED AND CREATIVE CHILDREN
- C6 BRAIN COMPATIBLE CLASSROOMS
- C7 TALENT FOR 2028
- C8 PARTNER SEARCH: THE TEACHER AS A RESEARCHER; A COMENIUS PROJECT

- D1 VIRTUAL WORLDS: RESHAPING LEARNING OR JUST ANOTHER FAD?
- D2 DEVELOPMENT OF LEARNING: "IMPROVEMENT OF LEARNING EFFICIENCY APPLYING A COMPUTER PROGRAM"
- D3 DEVELOPMENT OF LEARNING: "NEW POSSIBILITIES IN THE COMPUTER-AIDED LEARNING DIAGNOSTICS"
- D4 TEACHERS' TRAINING: "MAKING THE COMPETENCE BASED TEACHERS' TRAINING "
- D5 BRIDGING THE GAP BETWEEN THEORY AND PRACTICE IN TEACHER TRAINING PRIMARY EDUCATION
- D6 TEACHING: THE "IMPOSSIBLE" PROFESSION?
- D7 THE LIFE HISTORY METHOD
- D8 BACK TO THE ANCIENT TIMES?
- D9 CH-CH-CH-CHANGES ... (TIME TO MAKE A CHANGE)

- E1 A FOCUS ON EARLY LANGUAGE LEARNING
- E2 TEACHER PROFESSIONAL PORTFOLIO: WEAVING THE STORY OF PROFESSIONAL DEVELOPMENT
- E3 PROBLEM SOLVING METHODS TO ENHANCE TEACHERS' CREATIVITY
- E4 ME MYSELF & I - THE INDIVIDUAL LEARNING PROCESS NEVER COMES WITHOUT ITS TWIN, THE PEER PROCESS
- E5 THE ROLE OF INTUITION AND REASONING IN TEACHING
- E6 INTERNATIONAL SCHOOL PROJECTS - THE KEY TO INTERCULTURAL LEARNING!
- E7 WHEN THE LEARNERS EVALUATE THEMSELVES
- E8 "HOMEWORK FREE" EDUCATION
- E9 "EFFECTIVE SCHOOL"

- F1 GETTING YOUR WORK PUBLISHED
- F2 DIGITAL PORTFOLIOS AND THE CHALLENGE OF IMPLEMENTING NEW TOOLS AT SCHOOL
- F7 THE ECLIPSE BETWEEN RESULTS ON PARENT INVOLVEMENT: IN CLASS WITH CHILDREN AT RISK IN SOCIETY

A1 EDUCATION FOR SUSTAINABLE DEVELOPMENT – FROM THEORY TO CLASSROOM PRACTICE

Lecture. Presenters: *Peder Sandahl and Christer Torstensson (SE)*

Target audience: General

Fundamentally ESD is about values, respect for others, including those of present and future generations, for difference and diversity, for the environment, for the resources of the planet we inhabit. It comprises social, economic and environmental dimensions. ESD mirrors the concern for education of high quality, demonstrating characteristics such as: interdisciplinary and holistic, values-driven, critical thinking and problem solving, multi-method, participatory decision-making and locally relevant. The workshop highlights the road from understanding the theory behind to classroom practice through discussions and examples.

C1 A LEGACY FOR INCLUSION - THE ITM

Lecture. Presenters: *Dr. Marija Kavkler (SI), Dr. Ann Morrison Clement (USA) and Milena Kosak Babuder (SI)*

Target audience: General

The systematic training of school staff for the inclusion of students with special needs continues to be a professional challenge. The Inclusion Team Model (ITM) has been developed in Slovenia to meet this need in a unique manner. The training focuses on the team process, consultation skills and specific technical expertise. The multi-professional team players in this model include the "Trainers", the "Inclusion Team members" and the "School Team members". The significance of this model is to provide training that will enable school staff to implement inclusion practices that are effective in meeting the needs of all students.

E1 A FOCUS ON EARLY LANGUAGE LEARNING

Lecture. Presenters: *Peter Öhlander, Britt Marie Melin and Mona Sennmark (SE)*

Target audience: Pre-school and Primary

Pre-school and primary school teachers in our school district is carrying out a joint project on early language learning. The purpose of the project is to enhance teachers' knowledge of how children comprehend, develop and learn language in the early ages. Teachers from our three pre-schools and five primary schools form mixed working groups and discuss in order to share experience and to learn. Based on literature such as "Children's language development" by professor Anders Armqvist we meet in cross-professional learning groups for learning dialogues during four weeks a year. The session will share this innovative way of communication between pre-school and primary school teachers, and illustrate knowledge gained by the project.

B1 CITIZENSHIP IN THE CLASSROOM IN FIVE COUNTRIES

Lecture. Presenters: *Margaretha Sandström Kjellin (SE), Luisa Abreu (PT), Gerard de Kruijff (NL), Trevor Davies (UK), Bernarda Smigielska (PL), Lena Våglund (SE) and Jonas Stier (SE)*

Target audience: General

A report from a Comenius 2.1 project will be presented and discussed. The project aims at developing teachers' interpersonal, intercultural, social and civic competence. The study presented in the report was a multiple case study and the methods for collecting data were focus group dialogues (with 34 teacher students), one video recording in each country and a document analysis of a European overview of citizenship education in Europe. Five countries participated (The Netherlands, Portugal, Poland, The United Kingdom and Sweden). The study focused on 12-year old pupils. One conclusion was that teacher education needs to focus more on a horizontal classroom dialogue if goals for citizenship education are to be reached.

D1 VIRTUAL WORLDS - RESHAPING LEARNING OR JUST ANOTHER FAD?

Lecture. Presenter: *Simon Walker (UK)*

Target audience: General

Generation X regards the internet as a vital medium to gain knowledge. For Generation Y and Z, the web is the oxygen of learning. Web 2.0 allows learners to do more than just retrieve information; it is an 'architecture of participation' which allows users to publish to websites using rich media. Technology continues to evolve - educators continue to experiment. Web 3.0 is emerging and, like its predecessors, promises much; a feature are 3D semi-immersive worlds that may provide activities for experiential learning, opportunities for collaboration and co-creation, authentic contexts, simulation and role-play, etc. This paper will present the findings of a Second Life student-build project undertaken at the University of Greenwich that explores whether this environment and the approach adopted can meet expectations of learners and their teachers.



A2 LEARNING BY WALKING - IMMERSIONS IN RURAL BANGLADESH

Lecture. Presenters: Bosse Kramsjö and Malin Tengdahl (SE)

Target audience: General

How can we learn about real life among the target groups of development aid? How can we ever get close to the living circumstances of the ordinary people in an Indian subcontinent village? How can we reach some reasonable level of understanding of their "inside"?

The Global Journey is organized by The Global School, Sweden. The aim is to provide educationalists with deepened and widened perspectives through seminars in every-day settings in a handful of development countries. This lecture gives the example of Bangladesh, where living with rural families is an efficient way of learning and an option for change of mind sets.

C2 LEARNING ON THE JOB

Lecture. Presenters: Leen van der Sloot, Maurice Pauptit, Peter Hoogenboom, Gerard de Kruif (NL)

Target audience: Primary; Higher education

Teacher students like to be in school practice as they have the feeling that it is there where they intended to be trained for. However, while being in the school in The Netherlands it is the training college which usually is and was responsible for the training of the student. The Hague University (Teacher Training) developed a school practice model for her students, which is also of interest for the receiving schools. Schools have taken over part of the responsibility to train the students. Teachers of the schools are firstly trained to become a coach for the students by the training college. But it is not only the school and the training college who are responsible for training of the student. In this model it is also the student himself who is, responsible for the success of the training during the four years, by reporting his reflections on his professional growth. In this presentation The Hague University (teacher training) will present this model as a means for a strong link between theory and practice.

E2 TEACHER PROFESSIONAL PORTFOLIO: WEAVING THE STORY OF PROFESSIONAL DEVELOPMENT

Workshop. Presenters: Prof. Karel Rýdl, Michaela Pířšová and Klara Kostkova (CZ)

Target audience: General

Teacher portfolio might be considered a vehicle of a new type of teacher professionalism as it encompasses its core concepts: mission, identity, passion / call for teaching, beliefs. It addresses the professional value system, and stands both as a tool for its development and a platform for presenting / "showcasing" and sharing professional values within professional learning communities. The aim of the workshop is to discuss the "portfolio experience" gained within a specific model of pre-service teacher education at the University of Pardubice, Czech Republic.

B2 THE MULTICULTURAL CLASSROOM: CHANCE AND/OR CHALLENGE?

Workshop. Presenter: Ferdinand Patscheider (IT)

Target audience: General

Immigration, emigration, transmigration – a common phenomenon all over Europe and the world. Despite the fact that this reality has been around for quite some time now, examples of good practice how to deal with the issue effectively and efficiently in schools are rare. In this workshop the implementation of strategies of integrating children and young people from all over the world in schools and into society in general, adopted in South Tyrol, Italy, will be presented. Priority is put on the learning of the two languages used in this region. The experiences with workshop participants will be shared, compared, discussed and analysed.

D2 DEVELOPMENT OF LEARNING: "IMPROVEMENT OF LEARNING EFFICIENCY APPLYING A COMPUTER PROGRAM"

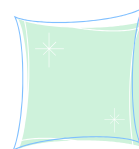
Workshop. Presenters: Tünde Taskó and Dolli Budaházy-Mester (HU)

Target audience: Secondary/Upper secondary and higher education

Keywords: learning skills, learning efficiency, computer program, learning diagnostic and development

A computer program was developed by an expert team from Eszterházy Károly College, Eger based on the results of our previous research in connection with improving learning efficiency. The computer program can be used individually but gives possibility to discuss the results of the questionnaire with a counsellor. The learning development part of the computer program includes lots of exercises and tasks in order to develop different learning skills and to practice for the effective learning. The computer program offers lots of exercises for the improvement of learning effectiveness through developing basic learning abilities as attention, memory, thinking and verbal functions. In addition students can get knowledge of external conditions of learning, how to plan the learning process, useful learning techniques and strategies. The different type of exercises can help students to develop interest, motivation and self-image as well as self-esteem.

At the conference we would like to introduce our developed computer program in an interactive way to give possibilities the participants to try the program online on a workshop.



A3 ACTIVE LEARNING – A TOOL FOR GLOBAL UNDERSTANDING

Workshop. Presenters: Bo Hellström and Janina Lundell (SE)

Target audience: General; Secondary/Upper secondary schools

Simulation is a learning process, which involves participants in role abstractions, simplifications, or presentations representing real-life social, physical, or biological situations, processes or environments. A simulation permits a person to become a working member of a system, setting goals and objectives, processing and analyzing information, and developing policies for further activity. During this hour you'll get the opportunity to take active part in a simulation on the theme sustainable development and you'll also get some of the theories behind active learning and especially simulations.

C3 HELPING THE COUNTRY CHILD SUCCEED IN SCHOOL

Lecture. Presenter: Jadwiga Lorenc (PL)

Target audience: Pre-school and primary

Over 25% of the children from class 0 to 3 in Poland have a speech, language or communication impairment. It results from insufficient logopedical intervention and the lack of parents' and carers' proper awareness of this problem. Do not let your child be destined to fail at the start of its school career. The school should be a wonderful adventure, not an unpleasant duty. The Alternative Educational Centre in the country setting is to stimulate speech and language development of children aged between 3 and 5. Equal opportunities for children starting their school career are achieved by early specialist diagnosis, intervention and cooperation with parents and teachers. With the right support in proper time and all society commitment the country child will succeed in school.

E3 PROBLEM SOLVING METHODS TO ENHANCE TEACHERS' CREATIVITY

Lecture. Presenter: Michel Vidal (FR)

Target audience: General

The Comenius 2.1 project "prosolva" aims at giving an overview of problem solving methods helpful for teachers with difficulties. Its aim is also to introduce problem-solving methods in schools, as a main approach to allow teachers and students to develop their personal and professional awareness, autonomy and adaptation ability influencing on their professional practice, and eventually to develop lifelong learning skills. Different methods can be distinguished: individual reflexive methods, group methods that aim to analyse a difficult situation, or/and to suggest new types of solutions. Introduced in an educational team, these have interesting impact: increasing the motivation and the self esteem of teachers, creating an active educational team, developing new skills, and re-interpreting responsibilities.

B3 TEACHERS' TRAINING: "POSSIBILITIES OF JOINT MASTER TEACHER EDUCATION IN EUROPE"

Lecture. Presenters: Maria David and Magdolna Varga Estefan (HU) **Target audience: Secondary/Upper secondary and higher education**

Europe is not only rich in culture, but also in pedagogical approaches. Educational systems, teaching methods and pedagogical thinking differs between countries and cultures. Teachers should learn from these differences, adopt what they think would improve their teaching, sustain and strengthen what they think they do well already. In our presentation, we would like to introduce an international cooperation between 9 European universities (University of Groningen, University of Edinburgh, Charles University Prague, University of Tartu, Universitat Autònoma de Barcelona, Universities of Helsinki and Joensuu (Finland), Eszterházy Károly College Eger, University of Regensburg). The partners in this project want to establish a Joint Master in Teacher Education (JoMiTE) for secondary education in September 2010. Therefore it is necessary to develop a common curriculum, where students can follow comparable courses at different universities. The aim of these projects are: to develop the curriculum of theoretical and practical courses. These theoretical courses in teacher education and the teaching practice together will be 60 ECTS. Besides courses focused on teacher education, students will also follow 60 ECTS in the subject itself. Students who participate in the Joint Master will follow courses at at least three different universities throughout Europe and will visit schools and work in-service at schools in at least three different countries. Our intention is not to create a uniform European Teacher. On the contrary, we want to advocate the diversity in culture and pedagogy within Europe. We would like to present the first results of this common work.

D3 DEVELOPMENT OF LEARNING: "NEW POSSIBILITIES IN THE COMPUTER-AIDED LEARNING DIAGNOSTICS"

Workshop. Presenters: Andrea Hatvani and Tünde Taskó (HU). Authors: Andrea Hatvani and Katalin Héjja-Nagy (HU)

Target audience: Secondary to higher education

In our presentation, we would like to introduce a learning diagnostic questionnaire, that was developed in Eszterházy Károly College, Eger, Hungary, like a part of a computer program. The main aim of this computer program is to support students' individual learning and help them to find their weaknesses and strengths of their learning. There are two main parts of the computer program: a self-definition questionnaire (supports learning diagnostic work) and different types of exercises focusing on improving learning skills as a part of learning development. The computer program also give information about the theoretical background of learning and its development. The questionnaire aims to explore learning habits of adolescents and young adults. It is to be completed by means of a computer programme, as this age group show great interest towards computers and the internet. In our paper, we will present the process of developing and standardizing the questionnaire, as well as the structure and evaluation possibilities of the final version. Participants of this workshop can try out the learning diagnostic questionnaire in live.

A4 MAKING A DIFFERENCE - STRATEGY FOR A SUSTAINABLE MUNICIPALITY

Lecture. Presenters: Mathias Demetriades and Christina Edman (SE)

Target audience: General; Pre-school, primary and secondary/upper secondary school

Facing new challenges due to globalization, we all need to adapt to the new situation. It is evident that the global agenda does indeed affect the local municipality. Education for Sustainable Development (ESD) becomes thus a key issue in order to make sense in a complex world. This lecture presents a strategy in the middle sized Swedish town of Nyköping, where ESD has become an essential pedagogic component, from Pre-School to Upper Secondary School. Concrete examples of this will be shown. Moreover, the political process and ambition as well as the structure of the project will be displayed and discussed. The Global School's role in the work will also be brought to light.

C4 THE LEARNING FRIENDLY CLASSROOM

Workshop. Presenters: Carole Price and Lesley Burnett (UK)

Target audience: Primary and secondary/upper secondary

One of the greatest challenges for teachers is providing a learning environment that ensures successful learning for all pupils, including those who find learning difficult. The 'learning friendly' classroom requires a 'learning friendly' teacher, who is able to use resources and teaching approaches that support pupils, while at the same time promoting independence and confidence. This workshop considers what a 'learning friendly' classroom might look like and explores the key elements that ensure inclusion for all pupils, using examples from work carried out in schools in East Sussex.

E4 ME MYSELF & I - THE INDIVIDUAL LEARNING PROCESS NEVER COMES WITHOUT ITS TWIN, THE PEER PROCESS

Workshop. Presenter: Renate Potzmann (AT)

Target audience: Secondary/Upper secondary

The workshop offers a concept to support sustainability in individual learning. There will be examples of how teachers can support and encourage individual learning. In this context, individual learning encompasses student goals like the development of gifts and talents, knowing about their strengths and weaknesses, the ability to reflect their learning processes and the ability to actively participate in a change of learning habits if necessary. To guarantee their success, it may be necessary for students to reflect and thus improve their knowledge about their individual learning processes. Individual learning never stands alone but is embedded in peer group learning.

B4 COMMUNITY ENGAGEMENT: A VEHICLE FOR THE DEVELOPMENT OF LIFE SKILLS, SOCIAL AND CULTURAL VALUES OF STUDENTS IN HIGHER EDUCATION INSTITUTIONS

Paper. Presenter: Dr. Martina Jordaan (South Africa)

Target audience: Higher education

The Faculty of Engineering, Built Environment and Information Technology at the University of Pretoria, South Africa, implemented as from 2005, a compulsory undergraduate module, Community-Based Project. This module gives students the opportunity to execute a service to a community; thereby have an impact on a section of society. The aim of the module is to develop an awareness of personal, social and cultural values as well as multidisciplinary and life skills. The paper will discuss the reasoning behind the creation of this module, the successes and lesson learnt.

D4 TEACHERS' TRAINING: "MAKING THE COMPETENCE BASED TEACHERS' TRAINING"

Lecture. Presenters: Zsuzsanna Hanák and Magdolna Varga Estefan (HU)

Target audience: General. Primary, secondary/upper secondary and higher education

Key words: teachers' training, competence based education, program adaptation

Last years international measurements and researches sign that Hungarian students are behind in more acquired skills (text understanding-, creation, mathematics, career building) as it is required. For building the ability of life long learning and the successful career it is necessary to make, strength and supplement the traditionally "good student" image with other characters like independent, inner control, self adjustment, studying ability, open minded, flexibility, creativity, tolerance, collaboration, critical thinking and problem solving. Under competence based trainings we understand the education where the abilities, the skills development, the useable knowledge establish the life long learning and make the person to reach his or her personal aims in own life and adjustment to the changing circumstances. We finished 6 programs adaptation in our teacher training program:

- 1 career building*
- 2 social, life-style and environment competences*
- 3 IT competence*
- 4 Cooperative learning*
- 5 Multi cultural content, intercultural education*
- 6 Project pedagogical field*

In our presentation we show these programs, detailed the results of the adaptation.

The method of impact study is questionnaire The result is new competence based training in Eszteházy Karoly College Our conclusions we would like to present in the conference.

A5 IF THE WORLD WERE A VILLAGE - GLOBAL EDUCATION IN PRIMARY SCHOOLS

Workshop. 90 min. Presenter: Karin Thaler (AT)
Target audience: Primary school

Global Education for young learners

- Are you curious to know more about Nalani from Hawaii and her favourite game?
- Would you fancy a fantasy trip to the cocoa beans in Bolivia?
- Are you interested in your, my, our rights - children's rights?

This workshop offers a great variety of current social topics and shows possibilities of how to integrate global learning into teaching in a creative way. Global Learning aims to react in a pedagogically appropriate way to the challenges of our time and the growing complexity in our world. It opens our eyes towards the world and shows the interaction between local life and global situations.

C5 THE PROCESS OF DIAGNOSIS THE UNDERACHIEVEMENT SYNDROME IN THE GROUP OF GIFTED AND CREATIVE CHILDREN

Workshop. Presenter: Dr. Beata Dyrda (PL)
Target audience: General

The main problem raised in the workshop concentrates on abilities, creative aptitudes and opportunities of using them. The most important aims of presented research results are:

- *the relation between the level of convergent, divergent thinking and school achievement;*
- *the knowledge and consciousness of teachers connected with problem of Underachievement Syndrome;*
- *Underachievement Syndrome - its range and causes based on individual cases research;*
- *therapy of children with the signs of Underachievement Syndrome*

The research was undertaken in Polish primary school (V and VI classes) in group of 282 pupils. There were three phases of research:

- *diagnostic-verification phase which was carried out in all 282 group of pupils,*
- *diagnostic phase based on individual cases,*
- *therapy of Underachievement Syndrome - action research.*

E5 THE ROLE OF INTUITION AND REASONING IN TEACHING

Open session. Introducer: Therese An Beaudry (USA)
Target audience: General

Two types of knowledge are used to influence reasoning in the reciprocity of teaching and learning. Unconscious knowledge is the intuitive knowledge one is not aware of having even when actively using it to reason. One's intuitive reasoning is a construct of knowledge that allows instant and accurate judgments. Logical knowledge formulates reasoning to process an outcome. The presenter in no way attempts to refute logical or conscious reasoning in judgment; rather, affirms intuition and logic coexists in reasoning that significantly influences the teaching experience.

B5 INTERCULTURAL COMPETENCES OF TEACHERS - A CHALLENGE FOR VALUE RELATED PROBLEMS IN CLASSROOMS

Workshop. 90min. Presenter: Dr. Bernd Hainmüller (DE)
Target audience: General; Secondary/ Upper secondary schools

The workshop aims to present and discuss with the participants methodological and didactical tools for four purposes: a) Identify areas and contexts, in which cultural diversity is of manifest relevance for the teaching and learning processes in schools and classrooms. Participants should collect data and formulate a panorama of cultural diversity issues in their home country; b) Raise the awareness of cultural diversity of professionals, who do or did not have to deal with that question yet; c) Make the professional community aware, that cultural diversity is not threatening, but supporting pathways to european citizenship as one of the main future issues in a wider European horizon; d) Build in cultural diversity competences and attitudes into the general profile of the teaching profession; f) support the professional community in integrating the function of educating towards cultural diversity as a generic part of the teaching profession; e) To actively discuss newly developed teaching methodologies from a running Lifelong Learning Programme Comenius 2. 1. project TICKLE (Teachers Intercultural Competences as Keystones for Learning in Europe) and identify tools for learning situations, which are characterized by a severe cultural diversity issue. Are these tools transferrable and can help to expand the range of methodology in this area of teaching and learning by using synergies.

D5 BRIDGING THE GAP BETWEEN THEORY AND PRACTICE IN TEACHER TRAINING PRIMARY EDUCATION

Workshop. 90 min. Presenters: Anna Gerritsma and Klaske Jellema- van der Meulen (NL)
Target audience: Primary schools and higher education

In our workshop we like to introduce the model of our curriculum Teacher Training College. The model gives an idea about how we try to solve the problems (gap in training theorie and practice) there are between the training of the students in the Teacher Training College and in the practice of the primary schools. We see communication with children as one of the characteristic or even "critical situations" for teachers they have to control. In an example and an exercise for the members of the workshop, we give an idea how students develop their skills in communication with an individual child and a group of children. In the exercise we observe the communication between the teacher and the children and we value the quality of the interaction (video-interaction guidance). Key words are: to follow; to receive; to give approval; giving and taking turns; giving guidance.

There will be included an exercise with interaction between members of the workshop. We will show an example of a student (on video) who has to do an assessment in a semi-authentic situation; she will be assessed by the members of the workshop, with the help of an assessment form. One of the problems we focus on in this workshop is how difficult it is to train, to value and to assess skills and attitudes of teachers.

A6 BREAKING BARRIERS THROUGH EDUCATION: A MYTH OR REALITY?

Lecture. Presenters: Deogratias Ssekyole and Olive Ayebale (Uganda)

Target audience: General

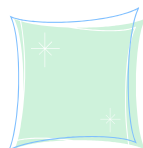
The quality and pace of any country's socio-economic development, and indeed its place in a global setting, is largely a reflection of the education system of that particular country. Uganda is undergoing a major education reform geared towards achieving sustainable development which is relevant to her citizens and acceptable in the global context. The reforms are in line with the "Millennium Development Goals" and the "Education For All" (EFA), recommendations. The reform; among other things, has seen the introduction of Universal Primary Education (UPE) in 1997 and the revision of the Primary School Curriculum in 1999. The presentation will assess the extent to which reforms at Primary School level have broken the barriers and offered citizens opportunities to effectively contribute to sustainable development in a global context.

C6 BRAIN COMPATIBLE CLASSROOMS

Workshop. Presenter: Herman Hoedemaker (NL)

Target audience: Pre-school, primary and secondary/upper secondary

We accept the truth that every person is unique and that every brain is unique as well. Every brain has its own natural learning process. In this workshop we will find out how we can create a brain compatible classroom. Participants will learn the 12 brain principles and will find out how to use them. "Teach less and learn more!"



E6 INTERNATIONAL SCHOOL PROJECTS - THE KEY TO INTERCULTURAL LEARNING!

Workshop. Presenters: Barbara Helm and Gertraud Steininger (AT)

Target audience: General

International school projects offer many possibilities for the learning process, both for students and teachers on various levels. Interkulturelles Zentrum (IZ), Vienna, is an Austrian association, active in the field of intercultural and global learning. IZ trains multipliers and teachers and develops and organises international educational projects. In the workshop we will present good practice of two global school networks and offer opportunities to cooperate with Austrian schools. We will discuss the question how international school projects can contribute to global education and intercultural dialogue. Participants of the workshop will be invited to share their experiences.

B6 LEADING FOR CHILDREN

Lecture. Presenter: Graham Handscomb (UK)

Target audience: General

How do we put children at the centre and make sure that we do everything we can to help them thrive, achieve, contribute positively as citizens? In England there has been a great effort to make sure that colleagues in education work more closely with those in health and social care, so that they are more joined-up in providing services to support children. This poses a considerable professional challenge. How can professionals from different backgrounds can work and develop together? What does leadership look like in this new world of integrated services? This session will explore innovative work taking place in Essex, one of England's largest Local Authorities looking at new forms of collaborative leadership.

D6 TEACHING: THE "IMPOSSIBLE" PROFESSION?

Workshop. Presenters: Ilse Schritteser and Angelika Paseka (AT)

Target audience: Secondary/upper secondary and higher education

In the context of international developments in teacher education and school practice we first intend to give a brief overview of international trends in school systems (accountability, governance, teaching as a "clinical profession") which will then be followed by an action model of teacher professionalism based on the Theory of Structure and Agency by Anthony Giddens. As a next step a suggestion on basic competences for future teachers and the structuration of schools will be articulated. In connection with these competences first results of an empirical study we are about to carry through will be described.

F1 GETTING YOUR WORK PUBLISHED

Workshop. 2,5h. Presenters: Bill Goddard and Francina Kinchington (UK)

Target audience: General

Two 75 minute sessions are planned for this writing workshop which is geared towards preparing papers for The Learning Teacher Journal. Participants are invited to bring ideas/drafts of papers and ideas for research with a view to writing papers that can be submitted to the journal. Members of the editorial board will be running a workshop which will provide expert guidance to successful publication of research. Participants will be expected to present a summary of their research to the group, to explore ethical issues in carrying out their research, and to share drafts of their work with other members of the group.

A7 GOING GLOBAL - EDUCATIONAL ADVANTAGES

Lecture. Presenters: Nicholas Falk and Anne Jakins (UK)

Target audience: General

As Learning Together Ambassadors for the British Council and the Foreign and Commonwealth Office, Nick Falk and Anne Jakins have considerable experience in managing successful international projects both across Europe and in Africa.

Our presentation will share how as part of the Connecting Classrooms programme in Uganda we have linked our school with a cluster of primary and secondary schools in the rural area of Mbale.

Included will be:

- Use ICT to develop effective communication
 - Provide economic sustainability through enterprise involving students in both schools
 - Explore cultural and environmental differences
- The second strand will focus on our European experience and will encompass:
- Partnership stories
 - Creative use of ICT with a purpose
 - The positive impact of international partnerships on teaching and learning
 - Preparing work for a specific audience

C7 TALENT FOR 2028

Workshop. Presenter: Anton de Vries (NL)

Target audience: Primary and secondary/upper secondary schools

Who can predict what we need as a society in 5, 10 or 20 years? How can we use our talents in order to be ready for 2028? How can education and teachers play an important role and empower the talents that children naturally embody? The children we teach today will be around 30 - 40 years off age in 2028 and facing problems of all kinds. Have they been taught the skills and gained the knowledge they need? In this workshop you will find out how you can identify the natural talents of the children from today and how you can work systematically with their talents. To do so, you will be invited to look at your own talents. Please bring with you your own old school-report and mark lists and your early memories as a child.

E7 WHEN THE LEARNERS EVALUATE THEMSELVES

Workshop. Presenters: Anne Buhl Jørgensen and Kenneth Højland (DK)

Target audience: Primary and secondary/upper secondary

All evaluation of learners should cause a reflection on the teaching. In this workshop we want to present a method that makes it possible for the learners to evaluate themselves. The method will make the learner aware of strength and development fields and will impart important knowledge to the teacher about the learners outcome of the teaching. The method can be adjusted to learners of all ages and subjects of all sorts.

B7 COMMUNITY POWER

Workshop. Presenter: Marc Thiry (NL)

Target audience: Pre-school, primary, secondary/upper secondary

The school community can be divided in four parties: students, teachers, parents and the school environment. These parties can either contribute to or threaten the quality of the school. This workshop will elaborate on how to use the power of these four parties, the community power effectively. Furthermore, the experiences of the attendees with the community power will be shared.

D7 THE LIFE HISTORY METHOD

Lecture. Presenters: Eva Rhöse Martinsson and Elisabeth Björklund (SE)

Target audience: Higher education

This lecture is a presentation and demonstration of a method used in writing exams and papers at the teacher education at Karlstad University. The model has also been used in PhD theses in a successful way. In short this method is a way of building a scientific report based on one person's (here: a teacher's) life story. In order to accomplish this, long and deep interviews are required. Along with the story the students also include previous research and literature references. The life history method has shown to be a way of creating good texts of high quality and the results are highly readable essays. We will show the participants at the session how we present the method to our students as well as how we educate and tutor them in the process of writing good texts.

F7 THE ECLIPSE BETWEEN RESULTS ON PARENT INVOLVEMENT: IN CLASS WITH CHILDREN AT RISK IN SOCIETY

Lecture. Presenter: Idalina de Moraes Guimarães (ES/PT)

Target audience: General

The Eclipse has been a highly rewarding experiment on a project of parent involvement in a state primary school, predominantly working with families at home visits. The Eclipse can be seen as the box of secrets enabling teachers to make changes for improvement by involving and helping the parents. It will be argued that the programme "PRADA - Feeling loved" is a development of a genuine exercise in democratic participation; parents must be conceived as "subjects", not "adjuncts". Not only values have been recorded but also initiatives to promote parent involvement and evidence based results for students, parents and class teachers. Pro-active strategies such as "Guide Consumer Child Care" and "The Land of Candy" will be described.

By using a case methodology, the meetings between parents are said to be the key in focusing on class tutors with children at risk in school. I spotlight the eclipse on the implications of using the perspectives, behaviour and good relationship with the parents.

**A8 LET'S MAKE THINGS BETTER, TOGETHER
DESIGNING A MINOR ON GLOBAL
SUSTAINABILITY**

Workshop. Presenter: Margriet Kat (NL)
Target audience: Higher education

During the autumn term of 2007 a group of students worked together with teachers and companies and organisations to create a minor (30 European Credits) on the subject of Global Sustainability: sustainable development. Goal of the process is to create a learning community of professionals, students and employers and organisations on this subject. In spring term 2008 new students from all different departments NHL University (University of applied sciences) will work and study together on this subject. In the workshop we will present the format of the developing process, and try to adapt this format to other universities and schools. Also we will present the experiences and results from the first working period.

**C8 PARTNER SEARCH: THE TEACHER AS A
RESEARCHER; A COMENIUS PROJECT**

Workshop. 90 min. Presenters: Gerard de Kruiif, Leen van der Sloot, Peter Hoogenboom and Maurice Pauptit (NL)

Target audience: Primary, secondary/upper secondary and higher education

The Hague University would like to meet partners (training colleges AND schools), who like to join a Comenius project on "Research in the classroom". As a teacher training college we focus on an international perspective to a local project: Learning on the job (meet us during the presentation of this issue). We have ideas about teacher students doing research in the classrooms of school partners. We have in mind to start with an introduction conference, after that exchange students from teacher training colleges with schools doing in the schools, exchange their experiences during a student conference, giving feed back to the schools in Europe where they have carried out their research. Finally we think of a European conference for all participants and ending up with the publication of the research results. The workshop will concentrate on the presentation of our ideas for a Comenius project and the discussion with possible partners from Higher Education and schools about the plans. Many is still open.

E8 "HOMEWORK FREE" EDUCATION

Workshop. Presenters: Annemarie Kingma-Douma and Theun Hoogsteen (NL)

Target audience: Secondary/Upper secondary

Since a couple of years the Lauwers College in Surhuisterveen (a comprehensive school) has introduced an activating kind of education during the first two years of secondary school. During the lessons teachers use almost the same structures with short instructions and plenty of time for children to practise their skills. Children are e.g. taught to work independently, to wait for attention and to take responsibility for their tasks, tests, essays and other work for school. Because all the work is done at school, children don't have serious problems with heavy satchels or schoolbags!

B8 TWO LANGUAGES FOR PRIMARY PUPILS

Workshop. Presenters: Dr. Tony Hayes, Anouska Paul and Rebecca Sheppard (UK)

Target audience: Primary

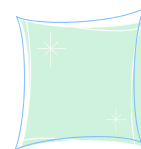
Our primary school has 650 children aged from 4 to 11 years old. This year we began a new project teaching French and Spanish, in alternate years, to all our children. The programme was devised and is delivered by two young teachers who are only in their second year of teaching. The workshop will give participants an insight into the methods we use and the opportunity to learn a little French and/or Spanish. The programme also shows that the school has a culture that encourages staff to be innovative.

D8 BACK TO THE ANCIENT TIMES?

Open session. Introducer: Gyöngyi Fábián (HU)

Target audience: General

In our world one needs to cope with a number of challenges, which expect responses of various manner. What are the supporting and hindering factors determining the process of adaptation to the novel situation? Are we prepared to do so? The session addresses the questions through exploring the genetical, cultural and historical roots of the development of man. Launching from this platform, we will also intend to investigate the common areas of challenges from the perspective of the teacher in order to reveal some of the intercultural aspects of the changes in the teacher's role.



**F2 DIGITAL PORTFOLIOS AND THE
CHALLENGE OF IMPLEMENTING NEW TOOLS
AT SCHOOL**

Workshop. Presenters: Ben Servaas (BE) and Dominik Fellner (CZ)

Target audience: General

Digital Portfolios are a great tool in promoting the professional development of teachers, pupils and students. In this interactive workshop you will get

- 1) a brief look at the possibilities of digital portfolios;*
- 2) an idea of strategies that support the implementation of new tools like these; and*
- 3) documentation and practical materials that you can use at home.*

These are some of the outcomes of the Comenius project "DigiFolio".

A9 THE WORLD WE SHARE

Lecture. Presenter: Eva Erixon (SE)

Target group: Primary and secondary schools

The UN Convention of the Rights of a Child, Agenda 21, the Kyoto Protocol and now the Bali climate negotiations show the gravity and necessity to work for sustainable development. Education must sincerely embrace issues on environment, health, democracy from a global perspective. During many years I have been working from this perspective as a teacher, developing strategies to make work for sustainability intelligible and understandable to both pupils and parents. Our school has made a priority of transforming the overall global, environmental aims into daily, concrete action. Examples of our current work include an environmental board of staff and students, the sorting out of household waste and recycling, cultivating fields, a poultry-house, and work with the 'Environmental Ladder' and the 'Contribution to Environment'. We have many foreign visitors, who the pupils host and show around. We also participate in the annual, global voting for the World's Children's Prize for the Rights of the Child, which gives the pupils a better understanding of global problems.

E9 "EFFECTIVE SCHOOL"

Lecture. Presenters: Joana Sarmiento Moreira and dr. Inácio Casinhas (PT)

Target audience: General

This lecture will focus on the change of the school paradigm applied to a Portuguese private school. What is an effective school? How can we measure it? What are its characteristics? These are some of the questions that we tried to answer with a field study in our institution, which started with five starting-point variables (1 - attention to the specific needs of the students; 2 - parents and teachers' cooperation; 3 - promotion of the students' personal and social development; 4 - parents and teachers' support; 5 - evaluation function) that ultimately lead to an increase of the students' performance, among other results.

B9 NO MAN IS AN ISLAND

Workshop. Presenter: Jacinta McCarthy (IE)

Target audience: Primary

In our schools today, teachers are required to ensure that education provides a venue for socialisation and learning in interaction with others. However, traditionally, teachers have worked in isolation, away from the eyes of colleagues. As a result, it can be difficult for teachers to create these productive learning conditions for their students if these conditions do not exist for the teachers themselves. How can teachers learn to become effective collaborative partners in practice? This workshop looks at the changes in teachers' practice that the 'new ways of working' demand of teachers and aims to address the challenges that teachers face in developing collaborative work practices. It seeks to examine teacher identity, through a variety of reflective, interactive exercises.

D9 CH-CH-CHANGES ... (TIME TO MAKE A CHANGE)

Workshop. Presenters: Vibecke Nordbø, Anne Breivik and Hege Hopen (NO)

Target audience: Secondary/Upper secondary

As a result of a new curriculum, and an increasing, media-driven focus on the actual role and function of the teacher in our society, we find ourselves in the middle of a huge transition between different modes of teaching. This transition is also visible at a physical level, with the merging of several small units into a single, big one, to create large university-like building structures. Our aim with this presentation is to examine the professional challenges involved in this process, and how both we as professionals and our pupils try to cope with the current changes.

POSTER PRESENTATION (FRIDAY/SATURDAY): INTERNATIONAL SCHOOL PARTNERSHIPS

Interkulturelles Zentrum (AT)

Interkulturelles Zentrum is a non profit association based in Vienna, Austria. We promote the development of relations between people of different cultural origin and train people to carry out practical intercultural work. Since more than 20 years we support cross-border co-operation between schools, international youth work, as well as intercultural education and diversity management.

During the entire conference we will be in charge of a stand (with posters, folders, DVDs etc.) where we will offer information material about our work, especially international school partnerships and advice teachers on how to implement international school projects in daily school life.



We gratefully acknowledge the contributions of Musik Gymnasium Wien, Musikhauptschule Wendstedtgasse Wien, and the Nationalagentur Österreich Lebenslanges Lernen



Österreichischer Austauschdienst



Registration submitted to:
The Learning Teacher Network
Tegnersg 1 D
SE-65218 Karlstad, Sweden

On-line:
www.vienna08.eu

By e-mail:
conference@vienna08.eu
learningteacher@karlstad.se

By fax:
+46 54 295790

CONFERENCE REGISTRATION Values, Equality and Learning

PERSONAL DETAILS

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Institution:

Post code:

Address:

City:

E-mail address:

HEREBY I REGISTER FOR THE VIENNA CONFERENCE AS FOLLOWS

- ◆ Conference package, incl. single room pp 3 nights 600 € 575 € Members
- ◆ Conference package, incl. shared double room pp 3 nights 540 € 515 € Members
- ◆ Conference fee, no accommodation 360 € 335 € Members
- ◆ Day Rate, per day 120 €

Day rate: If evening dinner is requested, please contact the conference bureau.

*The conference package includes **accommodation BB for THREE nights** (Thu Sep 25th to Sun 28th 2008) at the conference hotel, **full board** (welcome dinner on Thursday; conference dinner on Friday; lunches on Friday and Saturday; all coffees; welcome and farewell reception), all **materials** and **certificate**.*

CHOICE OF SESSIONS - PLEASE INDICATE

ONE CHOICE PER PARALLEL SESSION BY TICKING X FOR THE SESSION CHOSEN

Parallel Sessions Friday 09h00	A1 <input type="checkbox"/>	B1 <input type="checkbox"/>	C1 <input type="checkbox"/>	D1 <input type="checkbox"/>	E1 <input type="checkbox"/>	
Parallel Sessions Friday 10h30	A2 <input type="checkbox"/>	B2 <input type="checkbox"/>	C2 <input type="checkbox"/>	D2 <input type="checkbox"/>	E2 <input type="checkbox"/>	
Parallel Sessions Friday 11h45	A3 <input type="checkbox"/>	B3 <input type="checkbox"/>	C3 <input type="checkbox"/>	D3 <input type="checkbox"/>	E3 <input type="checkbox"/>	
Parallel Sessions Friday 14h00	A4 <input type="checkbox"/>	B4 <input type="checkbox"/>	C4 <input type="checkbox"/>	D4 <input type="checkbox"/>	E4 <input type="checkbox"/>	
Parallel Sessions Friday 15h30	A5 <input type="checkbox"/>	B5 <input type="checkbox"/>	C5 <input type="checkbox"/>	D5 <input type="checkbox"/>	E5 <input type="checkbox"/>	
Parallel Sessions Saturday 10h30	A6 <input type="checkbox"/>	B6 <input type="checkbox"/>	C6 <input type="checkbox"/>	D6 <input type="checkbox"/>	E6 <input type="checkbox"/>	F1 <input type="checkbox"/>
Parallel Sessions Saturday 11h45	A7 <input type="checkbox"/>	B7 <input type="checkbox"/>	C7 <input type="checkbox"/>	D7 <input type="checkbox"/>	E7 <input type="checkbox"/>	F7 <input type="checkbox"/>
Parallel Sessions Saturday 14h00	A8 <input type="checkbox"/>	B8 <input type="checkbox"/>	C8 <input type="checkbox"/>	D8 <input type="checkbox"/>	E8 <input type="checkbox"/>	F2 <input type="checkbox"/>
Parallel Sessions Saturday 15h30	A9 <input type="checkbox"/>	B9 <input type="checkbox"/>		D9 <input type="checkbox"/>	E9 <input type="checkbox"/>	

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with reference 'Vienna08' plus the name of the participant/s. Payment will be acknowledged.

Date:

Signature:

Working language

The working language of the conference will be English.

Conference website and contact address

Full conference information is available on the conference website www.vienna08.eu. Information regarding the conference is also posted on the network website www.learningteacher.org. The Vienna Conference Bureau may be contacted on e-mail address conference@vienna08.eu. For inquiries on local matters: e-mail address local@vienna08.eu. Information about the conference venue is posted on www.airo-hotels.at.

Registration procedures

Registration is made electronically (on-line) on the conference website www.vienna08.eu or by submitting the Conference Registration Form by fax, e-mail or regular post. The addresses are found on the registration form.

Schools that register five participants from the same school will only pay the conference fee for four (in other words, one for free). Please note that this does not apply for networks, associations, higher education, and public authorities, etceteras.

Registration is confirmed at full payment. Payment will be acknowledged. Due to the conference venue there will be a limitation of maximum 200 participants. Therefore we recommend early registration and payment in connection with the registration to ensure participation. Please notice that from July 1st, 2008 a higher conference fee will be applied.

Choice of sessions

The choices of sessions, in which to participate, are made directly on the registration form and submitted in connection to your conference registration. If nothing else will be declared, the number of participants at each session is limited to 40.

Accommodation

At registration accommodation will be booked for you at the conference venue Airo Tower Hotel. On the registration form you choose single or double room, or no accommodation.

Logistics and tourist matters

Information on logistics is provided on the conference website www.vienna08.eu and on the hotel website. In addition, there you will find useful links and information how to proceed when having questions connected to tourist matters. The official Vienna tourist website is <http://www.info.wien.at>

A Comenius European Educational Network

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conference@vienna08.eu

Network website
www.learningteacher.org

Conference website
www.vienna08.eu

During 2003-2006 the project was funded with support from the European Commission. From 2006 the network is an independent international and non-profit association. This conference reflects the views only of the network, and the Commission cannot be held responsible for any use which may be made of the information contained therein.