

## Call for Proposals

Whereas teacher education is regarded as one of the foundations of any future reform of education there is a curious lack of discussing different concepts and efforts which have been developed in this field throughout Europe. Education and Teacher training already has become a European matter, despite the insistence on national priorities. Yet certain experiences and research results are not satisfactorily introduced in the general debates, and academic exchange between the variety of different pedagogical approaches still deserves improvement.

With this respect, the Center of Culture and Pedagogy, Vienna, announces an international conference on teacher education and general education to be held in

**Vienna, March 3 – 4, 2011.**

Educational researchers and practitioners are invited to submit proposals for paper presentations or poster presentations at the conference, within the range of the following topical issues:

- ***“Globalisation” in the classroom.*** The growing heterogeneity of students with respect to language, religion, cultural background etc. poses specific educational challenges in the classroom and in educational institutions; it also challenges the goals of educating towards mutual understanding, respect, tolerance, and human rights. Contributions in this field shall address the issues of intercultural education, mutual understanding etc. focussing on education in general as well as on teacher education in particular.
- ***The “whole person” as a learner.*** Though it is a commonplace to state that it must be the whole person who learns, the recent educational debate offers a more concise view on the interplay between cognitive, social and emotional aspects of the learning as well as the ‘lived body’. Eventually, it may result not only in integrated concepts of learning but also in concepts of teaching which address the whole person, underpinning the development of responsibility within and outside the learning process. Contributions to this topical field may include elaborations on learning theory as well as on didactics in teacher training and education in general.
- ***The role of arts in teaching and learning.*** Arts influence learning in very different ways and respects, ranging from acquiring certain abilities to developing inner qualities. Since the days of Comenius, teaching itself has been considered an art. Contributions to this topical field may relate to teaching as an art as well as to research findings of the use and the impact that art education bears on the learner.
- ***Time in (teacher) education.*** While it is obvious that learning, e.g., an instrument in music, requires not only motivation but as well time and patience, practicing and exercising. The same question applies to education in all fields. It seems that such challenges are not entirely dealt within in the context of teacher education. Contributions to this topical field may deal with concepts and experiences relating to the role of time in general, and practice, endurance and exercise, in particular.
- ***Research in teacher training.*** Research in teacher education evoked a variety of questions and answers, ranging from an emphasis on quantitative research over the qualitative paradigm to special approaches, such as the concept of “Geisteswissenschaft”. In any case, research does not only play a role in

providing and adding to professional knowledge but should be something that the teacher him/herself is expected to do and experience. Contributions to this topical field shall address the role of research, in any possible dimension, within concepts of teacher education.

- ***Establishing and managing (independent) schools.*** While there is a variety of philosophical and educational backgrounds to schools they all have to deal with quite similar administrative, organisational and management challenges, such as complying with national curricula, responsibility of parents and, last but not least, the demand for dedicated people to accept the task of setting up an independent school. Contributions to this topical field may cover research as well as reflected practice and experience with setting up and managing independent schools.

All submissions undergo a **blind peer review** process by members of the scientific committee. Applicants will be provided feedback on their submissions by September 2010. Accepted proposals can be presented within the conference. Furthermore a selection of the best papers will be published in a conference volume.

A proposal for a presentation should not exceed 800 words (including references) and should provide an understanding of the author's contribution to the topical field as well as the theoretical and/or empirical background of the paper. A proposal for a poster presentation should not exceed 400 words.

Please send your proposals in English language **June 15th 2010**. If you plan to contribute in German, please, contact the conference office.

For further details visit the conference website [www.2020teachereducation.org](http://www.2020teachereducation.org). Information will be updated continuously. There will be reduced fees available for students and teachers.