



## **ETEN 2010 – Call for papers:**

**Call for papers deadline is 1 December 2009**

**Contact the TIG leader and present a 300 word abstract of your paper. The deadline of acceptance is 15 December 2009.**

### **Arts Education**

TIG Leader: Peter Gregory, [gp40@gre.ac.uk](mailto:gp40@gre.ac.uk)

The Arts Education TIG was birthed at the 2005 ETEN conference in Macedonia. We are interested in looking at the arts we teach to pupils in schools, to students in universities and also from within our national cultures. We recognise the arts cross subject boundaries and are very powerful in affecting people - whether through visual art, performance arts or a combination of all. In 2008 we hope to focus on the issues we identified last year. What are the School Arts in practice? Especially in post modern and multi-cultural societies: how can they further enrich and develop the lives and experiences of the pupils? Perhaps you have a view or experience to share? We look forward to meeting you. No one is allowed to simply read a paper to the TIG, so we look forward to interesting presentations, discussions and workshops. If you intend joining us, you must be prepared to sing, create images, acknowledge your emotions and possibly dance!

### **Democracy**

TIG Leader : Jan Pouwels, [jan.pouwels@han.nl](mailto:jan.pouwels@han.nl)

The vision of this TIG is the general promotion of the teaching of Democracy and Human Rights and Children's Rights in kindergartens, schools and Institutions of Higher Education, liberating the learning and teaching and underlining the importance of values in human/child development. The main intentions of the TIG are:

To share and analyse purposes, practices and experiences of democracy and rights in kindergartens, schools and Institutions of Higher Education and all sectors of the child's community.

- To improve the quality of education by introducing and integrating democracy and human rights in education.
- To motivate participants to engage in joint research and collaborative projects.
- To publish research findings and reports of activities within the TIG area.
- To use research findings in our professional work and to disseminate our work.

The TIG democracy welcomes presentations and papers, which focus on the contribution (research or evidence based practices and experiments) towards





democracy, diversity, child participation and human rights and children's rights education in primary and secondary (school) education.

## Early Learners and ICT/Multimedia

TIG Leader: An Vrouenraths, [a.j.m.vrouenraths-kreukels@pl.hanze.nl](mailto:a.j.m.vrouenraths-kreukels@pl.hanze.nl)

The Early Years TIG will provide a focus for the improvement of knowledge, understanding and practice in relation to early childhood education and care. Through cross-cultural perspectives and understanding of cultural diversity, members and their institutions will benefit from the opportunity to participate in trans-national projects in relation to research, staff development, students exchange and curricular initiatives. In turn these experiences will be disseminated to the whole ETEN network through conferences, published papers, the electronic highway and multi-media technology.

Goals of the TIG on Early Years Education are:

- to share practice and experiences around early years education and teaching across countries, age levels and domains
- to promote educators' knowledge and understanding about recent developments and methodologies
- to promote meaningful applications and projects
- to engage participants in critical discussions about issues as different concepts of theory and practice and its impact upon educational values, norms and practices in today's schools, teacher education centres and universities

Our group decided that in 2010 the item will be: Cultural differences in upbringing children in the age 3 -6

All members of the TIG group will:

1. Make a presentation (with lots of photos/film) of
  - daily routines
  - time table (day/week/year)
  - classrooms and their sizes
  - corners in the classroom
  - playground
  - special rooms (music, physical education, kitchen, toilets, and so on)
  - displays
  - give information about involvement of parents, how many pedagogs/teachers on how many children different teachers for different subjects? What subject is typical for the own country
2. Interview children

We will discuss the results in Helsinki.





## Educational Technology

TIG Leader: Kari Kumpulainen, [kari.kumpulainen@oulu.fi](mailto:kari.kumpulainen@oulu.fi)

This TIG aims at promoting a greater understanding of the role and application of educational technology in learning and instructing. The TIG distributes current research-based information about the potential and challenges of the use of ICT in schools, in higher education, and in learning communities. The TIG also encourages European and cross-Atlantic research collaboration around ICT in education. Wide spectrum of topics is and will be discussed, like information society and cultural change, net-based collaborative learning, multimedia, technology based pedagogical innovations, ubiquitous computing, educational games, computer addiction, digital storytelling, pod casting, animation, staff and student training...

## Ethics and Professionalism

TIG Leader: Joseph Beckford, [lighthouse-ed@msn.com](mailto:lighthouse-ed@msn.com)

Vision: The focus of this TIG is to provide a forum for the presentation of current research, programs, practices, and the discussion of case studies to address the broad topics of ethics and professionalism in education. Topically, for example, this can range from individual responsibilities in interpersonal relationships to institutional responsibilities in managing people and programs. The goal is to re-establish and reinforce ethics and professionalism within preparation programs for both teacher inductees as well as school supervisors.

Desired Outcomes:

- a. Enhancing ethics and professionalism in educational programming and teacher preparation;
- b. Revive Ethics as a critical discussion area during teacher preparation and / or licensure;
- c. Encouraging appropriate and responsible dialogue for ethics among students, supervisors and educational communities;
- d. Assisting fellow professionals confronted by forces that would potentially subjugate education to serve special interests over broader goals of human development;
- e. Provide a clearinghouse for programs and research related to ethics and professionalism as applied specifically to educational endeavors; and
- f. Assist in the development of programs and standards for participants to review as resources for possible implementation or adoption.

Presentations: The Ethics and Professionalism TIG invites papers and presentations which relate to, support, and expand upon, the stated outcomes. The TIG invites presentations that will foster interaction and active involvement on the part of participants and gain through dialogue, discussion, and an array of perspectives about Ethics and Professionalism.





## Internationalisation

TIG Leader : Ben Bartels, [ben.bartels@han.nl](mailto:ben.bartels@han.nl)

The TIG-internationalisation has a focus on sharing and exploring ideas, concepts, strategies and expertise within Internationalisation in education, both in schools and in Higher Education. The TIG also promotes the cooperation between the members of the ETEN-Network. There are three sub-interest groups within the TIG:

- Internationalisation in curricula and policies
- International courses and Study Abroad Administration
- Comparative education

All three subgroups are open for both practical and theoretical contributions.

The Internationalisation TIG is making a call for papers/workshops which specifically addresses to the conference theme ***“Building schools for the future”***.

As educators we truly believe that the concept of *internationalisation* can deliver a valuable contribution in future education. But how we can improve the quality of education by introducing the international dimension? This is the challenge we are facing to prepare the newly internationally qualified educator.

As always preference will be given to contributions that have a practical character stimulating the exchange of ideas, approaches and models in the different curricula.

We start with a general opening, where contributions can be presented which are linked with the Conference theme. After that subgroups have the opportunity to have their own or combined work sessions.

Because there is only limited time during the general session of the conference we have agreed to limit the number of workshops to three. A selection committee will assess the proposals and will make up the final list of accepted contributions for the conference. If your paper has not been selected there will be an opportunity for a poster presentation during the conference programme.

Please submit an abstract (max 300 words, including the personal details of presenter(s) of the proposed paper or workshop to TIG-leader [ben.bartels@han.nl](mailto:ben.bartels@han.nl)





## Mathematics Education

TIG Leader: Melvyn Brown, [melvyn.brown@unn.ac.uk](mailto:melvyn.brown@unn.ac.uk)

The Mathematics Thematic Interest Group would welcome your contribution to our presentations at the ETEN 2010 conference in Helsinki. Presentations can take several forms including:

- brief outlines of completed or ongoing, small or large scale research into any aspect of mathematics teacher education;
- developments in your own institution regarding the mathematics education of your students;
- a workshop designed to highlight and develop new ideas and initiatives;
- the presentation and discussion of newly developed materials.

We hope that everyone who attends the mathematics education TIG feels that they are able to contribute to the presentations in some way, but fully understand if you just wish to join the group to listen and share in the discussions.

For those wishing to present, please send me an abstract or details of your presentation by 1 December 2009 so that a conference programme can be completed as soon as possible. Confirmation of acceptance will be given by 15 December 2009.

## Movement Activities, Health and Outdoor Learning

TIG Leaders: Kaaren Mari Eid Kaarby, [KarenMarieEid.Kaarby@lui.hio.no](mailto:KarenMarieEid.Kaarby@lui.hio.no), and Anne Moerenhout, [ann.moerenhout@hubrussel.be](mailto:ann.moerenhout@hubrussel.be)

The vision of this TIG is the general promotion of teaching and learning of movement activities, health, and outdoor education in kindergartens, schools and Institutions of Higher Education, underlining the importance of movement on the whole person of the child or human development.

Topics for discussion are related to Physical Education, Human Development, outdoor activities, play, learning through movement, and lifestyle

The main intentions of the TIG :

1. To share and analyse purposes, practices and experiences related to of movement activities, health, and outdoor learning in kindergartens, schools, Institutions of Higher Education and other area's such as home, playgrounds...
2. To motivate participants to engage in joint research and collaborative projects.
3. To publish research findings and reports of activities within the TIG area
4. To use research findings in our professional work and to disseminate our work.

The TIG welcomes interested and committed participants.



## Myths and Fairytales

TIG Leader : Henning Kopart, [hk@ucc.dk](mailto:hk@ucc.dk)

“Tales and Narratives from the Sea”

Papers and other contributions in relation to this Theme are especially invited, but (OBS!) also any other contributions within the fields of: “The Use of Myths, Fairy Tales and Legends in Education” will be considered! As in previous conferences, this is expected to open up for both theoretical discussions and more practical reflections of different kinds of educational and didactical experience. All kinds of Papers, Power Points, Workshops, Videos, Slide Shows, Reports, Story-Telling, Exercises, etc. are warmly welcomed in the “Myths & Fairy Tales”-TIG!

## Reflective Practice

TIG Leader: Hilde Stroobants, [hilde.stroobants@khleuven.be](mailto:hilde.stroobants@khleuven.be)

At the two last Reflective Practice TIG meetings (Liverpool, 2008, and Izmir, 2009) it was agreed that the participants prefer workshops and presentations, which last approximately 45 minutes to an hour so there is sufficient time to go in depth with each presentation. This creates the need for selecting proposals.

Proposals for presentation are selected on the basis of the following criteria:

- relevance for the Reflective Practice TIG (is reflection a core issue in the presentation or workshop?)
- relevance for the participants (Does the presentation or workshop bring something new to members of the TIG, several of whom have been returning for a number of years?)
- new input: (Does the presentation or workshop bring new issues concerning reflection to the fore or does it dig deeper into areas already explored?)
- possibility for active involvement: (Can participants participate actively (through experiencing or discussion) in the workshop or presentation?)
- variation: in making the selection of presentations the TIG-leader tries to make sure there is some variation in topics, starting points and institutions/nationalities of presenters

In the meeting in Liverpool (2008) the group focussed on ‘alternative’ forms of reflective learning like the use of dance, drawing, mind maps, poetry and synectics in reflective learning. We also looked at the possibility of bringing reflective learners to a deeper level of learning by exploring single-, double- and triple-loop learning. At the meeting in Izmir (2009) we looked into what is needed in supporting others in a process of change or learning, and methods to help adult learners acquire a deeper level of reflection. We also looked at how research circles and overcoming unconscious competence can enhance an ongoing learning process in teachers and others.

New and exciting venues present themselves after these last meetings. Presentations and workshops for the next meeting(s) may focus on bringing reflection closer to the learner: with attention for:

- reflective practitioners’ and reflective learners’ concerns,



- new ways to accommodate different learning and expression styles in reflection,
- reflection and flexibility of mind
- deeper forms of reflection and linked to this:
  - safety and challenge in reflection,
  - ethics and the limitations of the facilitator in reflective practice,
  - the role of the mentor or critical friend in reflective practice

Other fields which deserve attention in this field

- evaluating reflective learning and reflective practice
- developing growing lines in reflective practice.

## Religion and Cultural Education

TIG Leaders: Jim Gibson, [jgibson@iup.edu](mailto:jgibson@iup.edu) and Astrid de Keizer, [Keizer.de.a@hsleiden.nl](mailto:Keizer.de.a@hsleiden.nl)

Religion has become an increasingly powerful and pervasive influence on global affairs and international relations as well as a foundation for cultural and civic life, ethics and human self understanding. Clearly, to be fully educated, students need to know about the basic beliefs, practices and perspectives of their own religion and other major faiths. This TIG will be a forum where educators can discuss, evaluate and present research on the various approaches, curricula, and methods for teaching about religion in the context of their own institutional and national policies. The potential outcome of this TIG will be the formation of a unique and innovative network allowing for the exchange of ideas and information that will enhance the quality of classroom instruction worldwide.

Our specific vision:

- a. To provide a forum for the exchange of knowledge and techniques for teaching about religion and culture on all levels
- b. To learn about and promote understanding, respect and tolerance for cultural and religious differences in teacher education and all educational curricula
- c. To encourage appropriate and responsible dialogue among teachers, students and administrators of all faiths and religious perspectives about the challenges of multicultural and multi-religious classroom instruction.

At our next meeting in Helsinki we will continue our marvellous Izmir discussion on the challenges of making the knowledge of a wide diversity of religions and cultures a primary aspect of our students' self exploration. In addition, we will focus and reflect on concrete pedagogical practices. What difficulties do we find in our classroom presentations? What are our best practices for overcoming these difficulties and involving our students in the search for understanding of religious perspectives and cultural norms not their own? How can we insure that our classroom teaching will provide stronger motivation for students to explore each others beliefs and perspectives? How can we deal with conflicts and misleading expectations of our students? What pedagogical methods and approaches best serve these goals? We welcome proposals for papers, workshops, forum discussions, and pedagogical presentations



NOTE - Emphasis for the religion and culture TIG. Some of you may still be considering an emphasis or focus for your presentation for the Religion and Culture TIG in Helsinki. During our Izmir meeting we all agreed on the topic of Narrative and Story. I neglected to include this in our original call for papers. My apologies. This would be a marvellous topic to consider and write about. Narrative is an essential aspect of religious ways of knowing, ritual re-enactment, preservation of culture and tradition, and religious education. How do we deal with narrative and story in our classes? What are the crucial differences between narrative, theory and dogma? What new forms of narrative (cinema, video games) are emerging and how do they compare with the ancient arts of ritual and griot based storytelling? We might want to exchange pedagogical techniques and approaches we use in the classroom, even trying them out experimentally in our meeting. Let us know if you want to offer a presentation or workshop on this topic.

### Science Education

TIG Leader : Bart Hempen, [bart.hempen@ehsal.be](mailto:bart.hempen@ehsal.be)

This TIG is set up to get teacher educators in touch with different ways of science teaching in order to:

1. Discover the differences and similarities in science teacher training.
2. Take advantage of each others unique know how in different fields of teaching about science.
3. Produce a result that we can publish.
4. Discover new researching areas in science education.
5. Create a network for teacher trainers/trainees in sciences (biology, chemistry,...)

Through this TIG teacher educators as well as their students will become more aware of each other's science curriculum and the usage of daily life situations in science subjects inside and outside the school. Participants will take the opportunity not only to compare each other's science curricula, but also our science teaching philosophies, our science teaching strategies and our reflections about how students and pupils understand science (knowledge, skills and attitude).

### Special Needs

TIG Leader: Danny Wyffels, [danny.wyffels@katho.be](mailto:danny.wyffels@katho.be)

The objectives of the Thematic Interest Group (TIG) Special Needs are:

1. to discuss and compare different practices and experiences of dealing with special educational needs (SEN), inclusion and diversity in different countries
2. to share and promote the teaching of SEN in Teacher Training
3. to publish research findings, articles and reports of activities
4. to share examples of good practice relative to students with special needs and their families



For the 2010 conference in Helsinki we will have one day for a special topic (Friday) and one day for free presentations (Saturday) on all SEN-topics. On Friday morning we will bring a short visit to a primary school with a good special needs policy.

The special topic in our TIG for the conference in Helsinki is the same as it was in Izmir: Good practices of inclusion and dealing with differences in primary school and in teacher training.

We request that all ETEN-ECO's ask colleagues working in the field of SEN to present a paper or give a short presentation (20 minutes + at least 10 min discussion) or an active workshop about one of their topics in the field of SEN or about the special topic (if it's possible: show short video segment of good practice + discussion)

### **Technology Teaching & Learning**

TIG Leader : Maria Svensson, [Maria.Svensson@ped.gu.se](mailto:Maria.Svensson@ped.gu.se)

Schools in Europe and in the US take different approaches to the (school) subject Technology. In some countries theoretical and practical design, making things in the classroom is the major core, in others the industrial production instead is more central. Despite these different approaches the common technology education objective seems to be technological literacy. Therefore, it should be of major importance that the knowledge students develop prepares them for understanding, managing and evaluating technology and its impact on society. Including using, developing, making things with own hands, and also perceiving, understanding and evaluating technology.

A technology crisis facing today's western society is the apparent lack of the young generation's engagement in technology and in science in general. To better stress the link between technology and individuals/the society, contextualised in students' everyday life, may be a way to stimulate engagement and commitment - essential also for technological literacy.

Through sharing and comparing our experiences we shall try to develop a European/American common view and make students more interested in technology.

We invite you to join the TIG "Technology Teaching and Learning", we welcome your contributions such as presentations, outcome from projects, development work, research, etc in which your department is represented.

### **Urban Education**

TIG Leader : Fran Huckaby, [F.Huckaby@tcu.edu](mailto:F.Huckaby@tcu.edu)

TIG Leader : Irene van der Leer-Veth, [I.N.E.van.der.Leer-Veth@hro.nl](mailto:I.N.E.van.der.Leer-Veth@hro.nl)





Urban Education refers to a wide range of issues related to the education of students living in inner cities and, in more recent years, geographic areas in proximity to cities. Important issues in Urban Education include the education of students who are ethnically and culturally diverse, who live in poverty, and who are not speakers of the dominant language in the society; as well as the education of teachers who have the dispositions, knowledge, and talents to respond pedagogically.

The Urban Education TIG values an open exchange of theoretical and practical ideas about pedagogy and teacher education. It is for this reason that the number of papers presented at the annual conference is limited. Proposals should consist of an abstract of the proposed paper (not more than 350 words), and include the names and contact information of all authors. Proposals must be submitted by e-mail no later than 2 November, 2009 to the TIG-leaders.

