

# CONFERENCE IN TEACHER EDUCATION „TEACHING THE FUTURE: RE-SHAPING THE PRESENT”

## CALL FOR PARTICIPATION

Following the title “Teaching the future: re-shaping the present”, the TESTEd Consortium invites you to participate in our conference on 3 April 2025.

Teachers in Europe are working in learning settings transformed by digital technologies and artificial intelligence, teaching diverse classrooms against a backdrop of anti-democratic tendencies spreading across the EU and climate change endangering our future. In the face of these major transformations, school education and teacher training must adapt to prepare (future) teachers and pupils for the increasing demands.

In 2020, the European Commission published its “Communication on achieving the European Education Area by 2025” with the aim to (a) set out a vision for European education in the upcoming years and (b) present concrete steps and strategies to deliver this vision (European Commission 2020, p. 4). In this paper, the European Commission highlights important cross-cutting issues that are seen as priorities in teacher education, namely inclusion and gender equality as well as the green and digital transition (ibid.). The integration of these cross-cutting issues in teacher education and teaching practices, therefore, increases in importance.

This dynamic can also be seen in initial teacher education as well as continuous professional development opportunities for in-service teachers where cross-cutting issues like sustainability, digitalisation, multilingualism, or democratic education are being integrated more and more strongly. However, education is often still organised on a national or even federal level with teacher education displaying a “weak international dimension” (European Council conclusions on European teachers and trainers for the future 2020, p. 15). As countries across the EU are facing these challenges in their education systems and are working on integrating cross-cutting issues in their initial and continuous teacher education, **we want to develop an evidence-based, European perspective on the integration of cross-cutting issues.**

Our hybrid conference, thus, aims to provide a platform to discuss research and innovation projects as well as good practice teaching examples in cross-curricular teaching and learning practices in teacher education. The conference will focus on research, policy, and practice examples in both initial teacher training as well as continuous professional development (CPD) inviting researchers, CPD providers, teacher students, policymakers, and training schools to present scientific work, projects, initiatives, or teaching activities that focus on the integration and teaching of cross-cutting issues.

The conference will be organised by the TESTEd Consortium and locally hosted by the Professional School of Education of the Ruhr University Bochum. A virtual participation is possible. To structure submissions and conference content, we will focus on the following cross-cutting topics at the conference:

### 1. Education for sustainability

Education for sustainability emphasizes environmental, societal, and economic wellbeing, fostering a sense of responsibility toward the planet and future generations. We, therefore, encourage contributions engaging with the empowerment of students to embody sustainable

values, embrace complex systems, and bridge the knowledge-action gap. While we welcome paper and poster proposals on application-oriented research into evidence-based good practices in teacher education or the promotion of sustainability in formal and non-formal learning environments, we are also interested in project presentations or good practice examples from schools, higher education and other education providers that directly foster active engagement and practical commitment for a sustainable world.

## **2. Democratic education and active citizenship**

Democratic education promotes active participation in democratic society and advocates embracing diverse value and perspectives. Thus, it is related to human rights education and peace education. In this topic, we are looking for paper and poster proposals addressing either evidence-based means how to face threats to democracy in classrooms (e.g. through promoting critical media and information literacy) or promote citizenship education in CPD, initial teacher training and schools. We also encourage more descriptive, theoretical proposals providing background studies on the status of citizenship education in Europe and teacher training. Lastly, we are also happy to receive practice examples of schools, NGOs, or community education programmes etc. that promote active citizenship, e.g. through Service-Learning projects.

## **3. Gender diversity and equality**

In this topic, we are looking at the creation of inclusive and equal learning spaces for students including all gender identities and expressions, sexes, and sexual orientations. We are, thus, looking for research and practice proposals that focus on gender-sensitive education in teacher training and schools, promoting knowledge, skills and values that foster a sense of belonging and equal opportunities for everyone regardless of their gender identity or their sexual orientation. Proposals can include but are not limited to topics of gender-sensitive education and wellbeing, promotion of beneficial teacher beliefs and attitudes towards diverse gender identities and sexual orientations, dealing with stereotypes or the promotion of equality among genders.

## **4. Multilingual classrooms**

Linguistic diversity is a core value and lived reality across the EU. At the same time, schools often struggle with the integration of multilingual learners, understood here as students that speak a heritage language at home that is different than the majority language(s) at school. Speaking several languages is understood as an asset, yet multilingual learners often experience inequities in their education biographies. We, therefore, encourage proposals that focus on preparing (future) teachers across all subjects to teach linguistically responsive subject content, the provision of heritage language support at schools, intercultural competence development as well as trauma-informed teaching. Again, we welcome research proposals on these topics as well as project presentations, policy initiatives or good practice examples from schools, CPD providers, higher education teacher training or other stakeholders in education.

## **5. Digitalization of learning environments**

Digitalization has transformed every aspect of our lives. While the digital transformation is rapidly being advancing, the “new digital divide” remains an issue in the digital education landscape. Furthermore, the development of evidence-based pedagogies that support learning and teaching processes in digital learning environments is still lagging. In this cross-cutting issue, we, therefore, encourage proposals that focus on rethinking teacher education with AI, the co-orchestration of learning and teaching processes with (adaptive) digital tools as learning

partners, the promotion of data literacy and data agency as well as functional digital media use and digital wellbeing.

Focussing on these cross-cutting issues, the conference aims to facilitate an inclusive dialogue among researchers, educators, teacher students and policymakers; paving the way for novel approaches to positively shape teacher education in our future.

We are looking forward to your contributions and to welcome you at Ruhr University Bochum!

## SUBMISSION — GENERAL INFORMATION

As conference submissions, we welcome empirical and theoretical scientific proposals as well as good practice examples on the integration of cross-cutting issues in teacher education and schools, innovative project presentation, or presentations on policy initiatives. Presentations can be submitted as **single paper proposals, workshops, or poster presentations**. Please make sure to select the appropriate format for your presentation. Each of the formats outlined below are equally valuable but serve different purposes. **Please do not submit entries for multiple presentation formats.**

As diversity and multilingualism is highly important to our TESTEd project, we will also offer virtual single paper sessions in European spoken languages. These sessions will take place if enough submissions in this language are accepted for presentations (with a minimum of three presentations per single paper session).

Please hand in your submission via the online submission tool. During the abstract submission process, apart from your contact information you will also be asked to complete the following mandatory fields:

- Assignment to one of the cross-cutting issues that you focus on in your presentation
- Presentation format and planned attendance (online, in-person)
- Spoken languages and preferred presentation language
- Target audience of the presentation
- Five keywords to describe your presentation

Submissions can be sent in until **31 October 2024 at midnight CET**.

As this will be a hybrid conference, a Demo Session will be held, facilitating uploads, demonstration of approaches and tools on the conference platform. The Demo Session will be scheduled during March 2025 and recorded for easy access.

### Important dates:

- **15 July 2024** — Opening of submissions
- **31 October 2024** — Deadline for submissions
- **25 November 2024** — Notification of acceptance: 25 November 2024
- **31 January 2025** — Presenter registration deadline: 31 January 2025
- Demo Session for conference platform t.b.a.
- **30 March 2025** — Upload of final contributions to the hybrid conference platform
- **3 April 2025** — Conference sessions: 3 April 2025

## **PARTICIPATION FORMATS**

### **SINGLE PAPER**

Paper sessions consist of thematically clustered paper presentations followed by a discussion with the audience. Application-oriented empirical and theoretical scientific papers that provide background research and/or evidence-based recommendations on specific cross-cutting issues in schools and teacher education are welcomed, as well as project presentations, which provide insights, well documented lessons learnt and/or challenges on the integration of cross-cutting issues.

Paper sessions are scheduled for 90 minutes. A maximum of four presenters are given 15 minutes presentation time followed by 5 minutes for questions. At the end of all presentations there is a 10-minute open discussion. Paper sessions will be held in both in-person and online format according to the attendance of presenters.

As mentioned above, we will offer the opportunity to present papers in sessions with different lingua franca, if we have at least three accepted submissions in the language. Please be aware, that if your paper is accepted but we do not have enough submissions in your language, you will be asked to present in English in your notification of acceptance.

### **POSTER PRESENTATION**

Interactive poster sessions involve a number of posters, visually presenting research studies. The poster session will offer presenters the chance to showcase their work and will provide opportunities for interaction and discussion. At the conference's poster session, presenters attending the conference at Ruhr University Bochum will have the opportunity to get in contact with different researchers, discuss ideas and share their insights.

In this poster session, we welcome scientific work-in-progress, good practice contributions demonstrating the integration of cross-cutting issues in educational contexts in schools and communities, presentations on policy initiatives as well as new projects on cross-cutting issues in teacher education. We especially encourage early career researchers to present their work in an international forum.

All the posters will have to be in English and uploaded to the conference platform before the conference to allow online interactions and comments with the posters. Furthermore, poster presenters will have the option to schedule an online networking session for interested participants. As the conference platform will stay active after the conference, this networking session can take place until 16 April 2025.

After the authors' brief presentations at the poster, an in-depth discussion between them and the audience follows, in an exhibition format. Participants are encouraged to view uploaded posters on the conference platform beforehand to decide which poster presentation they want to visit.

Poster sessions are scheduled for 60 minutes, following the format above. Materials for fixing posters in A1- or A0-Din format on the walls or poster boards will be provided. Posters will not be printed by Ruhr University.

## WORKSHOPS

In workshops, you can work with a specific target audience on the integration of one or more cross-cutting issues in teacher education. Here, we welcome submissions from researchers, project coordinators, CPD providers or other stakeholders wanting to present evidence-based practical solutions to integrate cross-cutting issues in teacher education or classrooms. The workshop sessions should be interactive and focus on the transfer of ideas into other institutions or teaching contexts. Workshops are scheduled for 120 minutes and will be held in-person or online format according to the attendance of presenters and the activities in the workshop.

## GUIDELINES FOR SUBMISSIONS

Proposals must be submitted via our conference platform. You will be asked to provide us with a presentation title, the preferred presentation format and language as well as five keywords describing your work. You will also have to select one of five the cross-cutting issues, your presentation will focus on.

Abstracts should not exceed 400 words (excl. references) and should address the following points:

- the thematic focus of your work in relation to the cross-cutting issues
- the relevance and aim of your work, especially focussing on the integration of your selected cross-cutting issue in teacher education or educational contexts
- a description of your work (e.g. for scientific contributions a description of the study design)
- the (prospective) impact and results of your work: What can others learn from your work for their future teaching practices or policies (not just in the sense of good practice but also lessons learned)?

All submissions will be reviewed by a panel consisting of researchers, experts, CPD providers as well as representatives from training schools to include different voices in the selection process. The review process will particularly focus on:

- the relevance of the proposal for European teacher education and the integration of cross-cutting issues
- comprehensibility of the proposal and clear presentation of work
- the conclusions or prospective conclusions drawn that might influence teacher education and teaching practices in Europe
- the ability to connect the work to practices in other institutions and organisations to achieve an impact

Contributors will receive a notification of acceptance by 25 November 2024.