



EDUC8

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CALL FOR PAPERS

Third annual EDUC8 Group workshop

International Institute for Study of Culture and Education (IISCE)
University of Lower Silesia, Wroclaw, Poland
in collaboration with
Masaryk University in Brno, Czech Republic

With the support of the European Consortium for Sociological Research (ECSR)

What are schools for?

Visions and scenarios for the future of education and schooling

Wroclaw, Poland, 22 – 24 October 2009

(International workshop for PhD Students and Early Career Researchers)

Keynote speakers:

Professor David Halpin, Institute of Education, University of London

Dr. Susanne von Below, Federal Ministry of Education and Research, Germany

**In contemporary society, school faces
a crisis of *meaning*.**

There are contradictions in the demands made of schooling today: to prepare workers for the knowledge economy, to achieve social justice, instil civic values and to develop the individual whilst offering 'choice' to pupils and parents and demonstrating efficiency in the use of public funds. Schools are subject to increasing scrutiny in terms of examination performance, curriculum and in many other areas.



The aim of this workshop is to step back from the everyday issues and pressures of schooling and education policy to think again about what schools *are* for and what they *should be* for. What does a **utopian vision for schooling** look like? And can it help us to make schooling better?

We welcome papers based on empirical research, educational field experience or political experience in the field of education, which advance conceptual clarification and present utopian visions for or from school, defend schooling as it is or consider how changes might practically be brought about.

KEYNOTE SPEAKERS

Professor David Halpin, Emeritus Professor of Education of the Institute of Education, University of London

Professor David Halpin is currently an Emeritus Professor at the Institute of Education where he was previously appointed as a Professor of Education and Head of the School of Curriculum. He continues to research and publish in the field of philosophy of pedagogy, specializing in the Utopian and Romantic roots of progressive forms of teaching and learning and in the nature of hope and its significance for educational practice.

Dr. Susanne von Below, Federal Ministry of Education and Research, Germany

Dr. Susanne von Below is currently working for the Federal Ministry of Education and Research. She previously had post-doc fellowships at the European University Institute, Florence, and at the Center for European Studies, Harvard University, and was a faculty member in the Social Science Department at Johann Wolfgang Goethe-University Frankfurt. She has published on education and the educational system in relation with social inequality, the school and work situation of migrants, the institutionalization of education and the role of education and immigration policy in a comparative perspective.

THEMES AND TOPICS

In contemporary society, school faces a crisis of meaning. There are contradictions and tensions between different expectations and demands for the future of schools. Most Western education systems have grounded their visions of the future schooling in the dominant 'knowledge economy' discourse, focusing on individual performance and the notion of choice. This discourse has pervaded policy making and thinking around schooling/learning since the 1980s.

Neo-liberal policy initiatives and dominant rhetoric are transforming educational systems in complex and varied ways, promising equality, social advantage and autonomy. However, education systems compete to enhance the capacities for the social production of labour power seen in the commodification of education itself. Inequities in education and training continue to have significant hidden costs both for individuals, for societies and for the economy. As numerous researchers have convincingly demonstrated, educational inequalities have negative consequences for individuals' and social groups' future life chances.

In this complex and changing scenario, is it possible to imagine new visions and ultimate hopes (Halpin, 2003)¹ for the present and future of education and schooling? Or, is the transformative potential of education trapped within a pragmatic and managerial vision about the nature of society and its future? Do our economically and psychologically uncertain times present an opportunity to subvert, transgress and challenge our traditional ways of thinking about schooling? Is this a time where we could imagine educational institutions as cultural sites where their objectives and nature could be renegotiated and rearticulated in more critical and meaningful ways? What strategies can be implemented in order to identify areas for potential improvement? What kinds of strategies are being implemented that challenge the reductionist vision about education? If change may be described as the adoption of an innovation (Carlopio 1998: 2)², what is the place of innovation in contemporary school education, considering the existence of different cultures, structures, practices and policies?

To help investigate these questions further, the workshop seeks to promote dialogue amongst early career researchers, grass roots movements, policy makers, teachers and students around the idea of utopia.

¹ Halpin, David (2003) *Hope and Education: The Role of the Utopian Imagination*. London: Routledge/Falmer.

² Carlopio, J. R. (1998) *Implementation: Making Workplace Innovation and Technical Change Happen*. Roseville, NSW: McGraw-Hill.

Utopia means a way of thinking about the current social order, including education, in such a way that it is not taken as immutable (Levitas, 1990; Mannheim, 1991)³. It also means a strategy for managing expectations that could be considered dangerous or radical because it carries the idea that despite present difficulties it is always possible to achieve a better place in the future. Is there space for questioning the borders and thinking of new directions and new images of the future that challenge the existing education landscape? In other words, this workshop wants to promote critical discussion about new directions and new visions for the future of education and schooling.

PAPERS

We invite proposals which contribute to any of the following key themes of the workshop:

1. School change and innovation

- Educational reforms from “above”: What has innovation and change in education meant in terms of educational and social inequalities?
- Educational reforms from “below” and utopia:
 - New challenges and voices in education
 - Why should school and education change? Can schooling be something different?
- Are there any alternative schools? What are they for?
- Beyond schooling: Are there other educational contexts more relevant than school to promote critical visions of education?

2. Utopia, school and education

- Are there utopian schools, teachers and/students?
- Are there utopian educational projects at schools? What are their key features? What can we learn from them? What are the questions they pose to educational policies that reduce education to its economic role?
- What is the relationship between utopia, education and citizenship? How they could be fostered? Where should education be going?

3. Research, policy and educational change

- How can we research different levels of change in school (educational system, school culture, and classroom)?
- Can we identify barriers to change? How has research examined change of education systems? What kinds of perspectives have been used to address its manifold nature?
- What is the relationship between research, policy and practitioners? Are we “ships in the night”?

Other sub-themes:

- Evidence based research and its critiques
- Feminism, educational research and change: now and then.
- Sub-fields of knowledge and their relations: does inter-disciplinary research really matter?

³ Levitas, Ruth. (1990) *The Concept of Utopia*. London: Philip Allan.

Mannheim, Karl. (1991) *Ideology and Utopia: An Introduction to the Sociology of Knowledge*. London: Routledge & Kegan Paul.

PARTICIPANTS

The workshop is aimed doctoral students and early career researchers interested in the relationship between research and policy. The workshop structure will offer the opportunity for dialogue with leading researchers in a supportive environment and will give the opportunity for discussing current educational priorities.

The expected number of participants is 20.

GUIDELINES FOR SUBMISSIONS

Papers will:

- reflect various theoretical, and methodological approaches;
- contribute with empirical analysis and/or conceptual and theoretical discussion.

The criteria used for review will be as follows:

- Papers should be directly related to the major topic of the workshop;
- In order to promote international dialogue, they should be accessible to an international audience.

ABSTRACTS

Abstracts (200-500 words) should be submitted electronically by **July 15** using the template below (Word file). Abstracts should clearly state their objectives, theoretical and methodological perspectives, as well as the aspects the author will analyse. If the paper presents results of empirical research, information on the study should also be included.

EARLY SUBMISSION OF PAPERS

Complete papers for accepted abstracts (maximum of 4000 words, bibliography excluded) will be due by **October 1**.

To support the discussion at the workshop the abstracts of all papers will be distributed to all participants in advance. Reading this material beforehand will be crucial to promote in depth dialogue during the sessions.

Number of proposals

Each person can contribute with one paper. Others can be named as co-authors.

Fill the proposal submission form and email as an attachment to Sofia Marques da Silva (sofiamsilva@fpce.up.pt).

FURTHER DETAILS

Format of the workshop:

The workshop will comprise discussion based on participant presentations in a supportive atmosphere. The workshop will feature presentations by two distinguished European speakers: David Halpin (Institute of Education London, UK) and Susanne von Below (Federal Ministry of Education and Research, Germany).

The time for presenting is no longer than 10 minutes, plus 10 minutes for questions. There will be additional opportunities for small group discussions after sessions. The organizing committee will allocate a chairperson to each session.

Language

The main language of the conference is English. The abstracts and full paper should be submitted in English.

DATE AND LOCATION:

22 – 24 October 2009, International Institute for Study of Culture and Education, University of Lower Silesia, Wroclaw, Poland

ACCOMMODATION AND FEES

The workshop fee is 150 €. It includes fees, lunches, and dinners. These costs do not include accommodation and travel expenses to Wroclaw, which you should plan on your own.

Accommodation is additional and can be booked through us at the following prices:

- 2-people room 65 PLN (ca. 15 Euro) per person
- 3-people room 50 PLN(ca. 12 Euro) per person
- 4-people room 45 PLN (ca. 10 Euro) per person

The accommodation will be arranged in Boogie Hostel Wroclaw, which is located in Wroclaw centre close to the place where seminar is located (<http://www.boogiesthostel.com/>).

ORGANIZING COMMITTEE

- **Lucie Jarkovska**, Masaryk University, Brno, Czech Republic
- **Prudencia Gutiérrez Esteban**, University of Extremadura, Badajoz, Spain
- **Sofia Marques da Silva**, University of Porto, Portugal
- **Analia Meo**, University of Buenos Aires, Argentina
- **Piotr Mikiewicz**, International Institute for Study of Culture and Education, University of Lower Silesia, Wroclaw, Poland
- **Wiebke Paulus**, Institute for Employment Research, Nuremberg, Germany
- **Adél Pásztor**, Institute for Migration and Ethnic Studies, University of Amsterdam, Netherlands
- **Paul Wakeling**, University of York, UK.

More information at

www.iisce.org and www.educ8group.org

ABOUT WROCLAW



Wrocław, also known as Breslau, is a vibrant university city and the capital of Lower Silesia. This large academic city on the Odra River in Southwestern Poland welcomes today's travelers with its unique atmosphere of rich metropolitan culture. Building on its history as a Czech, Austrian, German and Polish metropolis, today's Wrocław celebrates its intercultural heritage in the process of becoming a European tourist capital. The historic buildings in the

central Market Place (Rynek) surround the centrally located City Hall and invite visitors and local people to their cosy restaurants and beer taverns. Alive day and night, Rynek is the beating heart of Wrocław. The many pubs and clubs stay open till the last guest leaves and the Rynek's beautiful flower market closes at dawn, marking Wrocław's reputation as the city which never sleeps.

Though it is the fourth-largest Polish city, Wrocław is a surprisingly green city: the historic town centre (where the program's accommodations are located) is ringed by a green belt of promenades built on the plan of city's old fortification walls. Located at the convergence of several rivers, Wrocław is known for its hundreds of bridges and picturesque islands, which have earned it the nickname of the Venice of the North. The nearby Sudety mountains are dotted by spa towns where visitors can take the cure for whatever ails them.

Wrocław's history is a diverse mosaic of nationalities and religions whose influence have left an indelible imprint on the city. Wrocław first entered the historical record in the 10th century, when it comprised only of Tumski Island (Ostrów Tumski). The complex of sacral architecture that graces the island dates from this earliest settlement.

Today, the social and commercial heart of the city centers around the Rynek (or the Market Place) which was built during the reconstruction of the city following the Mongol incursions of the mid-13th century. The original Polish Piast dynasty was displaced by Bohemian rulers in the following century. The Austrian Habsburgs followed in 1526 and lasted until Prussian victory in the War of the Austrian Succession in the mid-1700s. A German stronghold in World War II, Wrocław's industrial base and its housing suffered serious damage as Soviet troops advanced on the Reich.

Postwar Wrocław, like much of East Central Europe, suffered massive population upheavals. The political and national map of Europe was realigned by the victorious Allies at the Potsdam Conference of 1945, and Wrocław once again became part of Poland. The German inhabitants of the city fled or were forced to leave, to be replaced by Poles from contemporary Ukraine.

The city's turbulent history is reflected in its many museums and galleries. For those with an interest in history, a visit to the Panorama of the Battle of Racławice is a must. The Panorama depicts an 18th-century battle through the lens of 19th-century Polish nationalism, and is widely considered to be a masterpiece of its time. The National Museum also maintains a branch in Wrocław, and architecture aficionados can learn about the historic buildings the cityscape at the Museum of Architecture.

PROPOSAL SUBMISSION FORM*

Name:	
Institution affiliation:	
E-mail:	
Educational background:	
Degrees received:	
Research experience:	
Paper presentation: yes no	
Abstract (200-500 words):	

IMPORTANT DATES:	
Deadline for proposal form and abstract	July 15
Notification of accepted abstracts	August 15
Registration Form	September 15
Full Papers submission	October 1
Full payment	October 5
Workshop	22-24 October

* Please, email as an attachment to sofiamsilva@fpce.up.pt