ECER 2015

Education & Transition
Contributions from Educational Research

7 – 11 September
Corvinus University Budapest, Hungary

EERA
ECER
WERA

CALL FOR PROPOSALS

European Conference on Educational Research & Emerging Researchers' Conference

Focal Meeting of the World Education Research Association

EERA, the University of Debrecen and Corvinus University Budapest invite Educational Researchers to submit proposals for the European Conference on Educational Research 2015. ECER, the annual conference held by the European Educational Research Association (EERA), welcomes 2,500 scholars each year, representing views and research traditions from all parts of Europe.

ECER is preceded by EERA's Emerging Researchers' Conference.

As a special feature for this year, the World Education Research Association will hold their annual focal meeting as part of ECER 2015, thereby enlarging the scope and focus of the conference with a world-wide perspective.

IMPORTANT DATES

Emerging Researchers' Conference:	7 - 8 Sept 2015
ECER - European Conference on Educational Research:	8 - 11 Sept 2015
Submission Time:	1 Dec 2014 - 1 Feb 2015
Information on Review Results:	1 April 2015

CONFERENCE THEME

„Education and Transition
Contributions from Educational Research"

Education is defined by transition. Traditionally, from a lifelong learning perspective, we think of education as contributing to and organising the transition of children, young people and adults from one psychosocial status to another. Education also contributes to the transition of communities from one situation into another. The concept of 'transition' itself has developed various meanings in areas including the ontological, social, economic, political and cultural in which we all live, act, educate and do research.

ECER 2015 in Budapest will address different aspects of transition and education across Europe. These include, for example, the changes in the university structure within the fields of humanities and social sciences and their unforeseen effects on educational research. On a larger scale, transitions in political systems are affecting both education and educational research in several regions. Furthermore the economic austerity has forced people across Europe to reorient their lives, not always for the better. Finally, transitions in educational research affect its theoretical and methodological developments.

Transition, educational change and development are three intertwined and interacting concepts shaping a uniquely differentiated landscape of advancement, improvement, innovation and reform. Transition within education is never an easy or smooth process; it raises questions and creates power struggles due to a diversity of values, interests, motives, positioning and statuses. Interests and motives may be legal in a European political context without being necessarily legitimised in the local, social and professional communities across Europe and even beyond. While the potential and on-going conflicts and power struggles that arise can be counterproductive for development, they can also be a ground for new possibilities.

This situation leaves us – educational researchers and associations of educational researchers – with numerous dilemmas and choices. We need to examine the very concept of transition and how over the past decades education and educational research appropriated, interpreted and constructed it. Also new types of transitions have emerged and research on their impact is needed. The crucial question for researchers could then be: How do we find the fundamental values and adequate means to make education as a form of transition best serve human beings and societies?

The conference theme provides a focus for keynote addresses and invited events.

KEYNOTE LECTURES

Michael W. Apple, John Bascom Professor of Curriculum and Instruction and Educational Policy Studies at the University of Wisconsin-Madison and Distinguished Professor of Educational Policy Studies at Northeast Normal University in China, will talk about **"Can Education Change Society?"**

Tamás Kozma, Professor Emeritus at the University of Debrecen, Hungary, and one of the founding members of EERA, will address **"The Role of Learning in Political Change: The Case of the Transition in Hungary and Eastern Europe"**

Iram Siraj, Professor of Education at the Institute of Education, University of London, will hold a keynote on **"Effective Transitions in the Learning Life Course of Vulnerable Children aged 3-16: Evidence from Research"**

Sharon Todd is Professor of Education at Maynooth University, Ireland. Her keynote will be on **"Facing Uncertainty in Education"**

CONFERENCE VENUE, TRAVEL AND ACCOMMODATION

With the Corvinus University, founded in 1846, the conference has found a stunning venue in the center of Budapest, directly located at the river Danube. Corvinus University has kindly provided its building and technical facilities for the venue, while University of Debrecen supports the conference in many administrative ways.

The student body of Corvinus University consists of more than 17,000 students studying at 6 faculties, 60 scientific programmes and 10 doctoral schools. Corvinus University won the "University of Excellence" award and the "Higher Education Quality Award" in 2010. In 2011 it was chosen as the best network university providing the best international and professional internships.

ABOUT BUDAPEST

The capital city of Budapest is the most visited tourist destination in Hungary providing a home to more than two million people. It is also a well-known cultural, artistic and sport centre with abundant tourist sites, spas, caves and green areas. The UNESCO World Heritage Committee listed the view of the Danube embankments and the Buda Castle District as a World Heritage site in 1987. Budapest was born in the 1st Century on the banks of the river Danube. The richness of its historic sites, its manifold architecture and the many spots dedicated to leisure and art are only some of the reasons why Budapest is called the „Queen of the Danube".

Information on accommodation as well as a booking platform will be provided early in 2015.

OFFICAL CARRIER

The Star Alliance member airlines are pleased to be appointed as the Official Airline Network for ECER 2015. Registered participants plus one accompanying person travelling to the event can qualify for a discount of up to 20%, depending on fare and class of travel booked.

For more information see
http://www.eera-ecer.de/ecer-2015-budapest/venue-travel-hotels/official-carrier/

SUBMISSION PROCEDURE

Proposals for contributions are welcome from all fields of Educational Research and should be directed to the appropriate EERA Network.

Submissions can be handed in as Paper, Poster, Round Table, Workshop or Symposium and need to be done via the online conference management system Conftool. Conftool will not allow more than two submissions per person. You can however be listed as co-author in submissions from others.

Please consult the network descriptors and the submission guidelines on the EERA website before handing in a proposal.

The closing date for submission will be **1 February 2015**. No late submissions will be accepted!

Browse through EERA Networks
http://www.eera-ecer.de/networks/

Information on Formats of Presentation and on How to Write an Abstract for ECER
http://www.eera-ecer.de/ecer-2015-budapest/submissions-registration/submission/

Conftool Submission System
http://www.conftool.com/ecer2015

EMERGING RESEARCHERS' CONFERENCE

PhD students and Emerging Researchers are especially invited to participate in the Emerging Researchers' Conference. For this, please submit to the Emerging Researchers' Group.

WERA CALL

We are proud to announce that the ECER 2015 programme will be enriched by the participation of WERA (World Education Research Association) who will hold their annual Focal Meeting at ECER.

The World Education Research Association (WERA) invites submissions for papers and symposia for the WERA Focal Meeting. WERA is an association of major national, regional, and specialty education research associations dedicated to sharing scholarship, developing networks, and mutually supporting capacity building. The Focal Meeting is an integral part of the European Conference on Educational Research (ECER), 2015. The Focal Meeting consists of a strand of paper and symposium sessions on topics of world-wide scope that are embedded in the program of a WERA member association.

WERA symposia and paper sessions are intended to complement and extend those presented at the main conference under the ECER Call for Papers. In general, the WERA Focal Meeting seeks to feature research that includes more than one country or is comparative, cross-cultural, international, or transnational in conceptualization, scope, or design. Paper submissions need to meet these criteria; symposia submissions can include papers from single sites or countries as long as the presentations combined are from different countries and the aims of the symposium are anchored in worldwide or global issues. In 2015, eligible papers or symposium may include European countries but should not be exclusively focused on European countries to be eligible for the WERA Call. Duplicate submission through the ECER and WERA online submission systems is not allowed.

Who Should Submit?

Scholars and advanced graduate students worldwide whose research extends beyond a single-country site and includes a country beyond Europe are encouraged to submit papers to the WERA Focal Meeting. Scholars wishing to organize symposia that feature research paper presentations from multiple countries or parts of the world are also encouraged to submit.

Scope of Focal Meeting

The scope of the Focal Meeting is wide in its reach to include studies across the life span from early learning to workforce and adult education and that take place in formal and informal contexts of education and learning. The emphasis of the Focal Meeting is on papers and symposia with a lens that is worldwide in perspective. Otherwise there is no restriction on the education research topics appropriate for consideration, although priority will be given to submissions that focus on research and findings addressed to significant trends, issues, and challenges worldwide.

Guidelines for Submission to WERA Focal Meeting

All submissions have to be done via the online conference management system Conftool. Submissions can be saved and work completed later, as long as it is finalized by the deadline. Submissions must be completed by 1 February 23:59 Central European Time.

Paper Submissions:

Paper summaries are a maximum of 1300 words on: a.)"Proposal information /Research /Questions and Theoretical Approach" (600); b.) "Methods; and c.) "Conclusion & Findings, Scientific Significance" (300 words) in addition to the paper title, information on the authors, and so forth. Up to ten references may be included in the summary, and must be set forth in the reference list (up to 400 words). The submitter of the paper is responsible for submission, even if that individual is not the paper presenter.

Symposium Submission:

A symposium provides opportunities, not afforded by a single paper, to examine a specific education research problem or topic through an international, comparative, or worldwide lens and to bring to bear diverse perspectives, intensive discussion, or a wide range of expertise.

Symposium abstracts are a maximum of 600 words. Submissions also include 400-word summaries for each presentation/paper in a symposium, and allow for up to ten references for each presentation (200 Words references per presentation). References cited in the summaries must be set forth in the reference list.

Symposium proposals are submitted by an organizer who may or may not be a chair, presenter, or discussant. A WERA symposium can include a maximum of four presentations in addition to the chair. Participants include all presenters and any discussants. If you would like to submit to the WERA Focal Meeting

- please see the WERA website at https://wera.site-ym.com/?-FocalBudapest
- please login at https://www.conftool.com/ecer2015
- Choose WERA Focal Meeting if you would like to contribute to the WERA meeting.
- Remember to click the „Complete Submission" button in step 2!

Once your submission is saved properly, you will receive an automatically generated confirmation email.

Peer Review of Submissions

All submissions are peer reviewed by the WERA Review Committee. Criteria include the worldwide significance of the research questions, the soundness of the methodology, the appropriateness of the methods to the research questions, the importance of the findings, and the overall logic and clarity of the conclusions and implications of the research.

Guidelines for Accepted Submissions

Presenting authors of accepted papers AND all participants in accepted symposia are expected to attend and register for the ECER 2015, site of the WERA Focal Meeting.

Combined ECER and WERA Conference registration will open at the beginning of April and will be available at https://www.conftool.com/ecer2015

Discounted early bird booking rates apply until 31 May 2015 after which full conference rates will apply.

Narrative papers for submissions must be submitted by online form by August 3, 2015. Also, a 250-word abstract suitable in publication must be included in this full-length submission. Submitted papers will be eligible for consideration for publication in the World Education Research Yearbook.

Important Dates

General dates see page 1.

Additional WERA Dates:

Submission of full papers to WERA	3 August 2015
Submission of revised final paper to WERA, to be eligible for inclusion in WERA Yearbook	5 October 2015

Co-Chairs:

Liesel Ebersöhn, WERA Secretary General
Ong Kim Lee, WERA Vice President
Felice J. Levine, WERA President-elect

SPECIAL CALLS FROM EERA NETWORKS

In addition to the general call, some networks would like to encourage discussion on specific thematic topics and have therefore issued a special call. However, they will remain open for all other submissions within their area.

How Can Global Social Challenges, such as Health and Well-Being, be Approached Educationally?
Network 8: Research on Health Education

We invite scholars interested in research on health education and school-based health promotion to submit abstracts to ECER 2015, Network 8 – Research on Health Education. Your submission should relate to the network descriptors. We welcome international scholars and graduate students. Network 8 aims at high quality sessions of different formats consisting of excellent research papers followed by critically friendly discussions which stimulate and challenge our thinking about health education, health promotion, schools and society.

There are at least three reasons why it is important to place a spotlight on educational research related to health and well-being at the conference with the general theme "Education and Transition – Contributions from Educational Research": First, health and well-being, as well as related school practices, are value-laden and shaped by a number of policies at global, national, regional and local levels; education is a crucial dimension in policy implementation so educational research has a lot to offer in this respect. Second, research points to a persistent gap between, on the one hand, political aims and targets concerning health promotion and education and, on the other hand, the treatment of these topics in school pedagogical practices. This is

true for the prescribed teaching and learning processes as well as for the everyday life or culture of the school. Third, health and well-being are concepts that can be considered to be "essentially contested" - that is socially constructed and open to diverse, often conflicting, interpretations, and particularly in educational contexts. These characteristics, naturally, pose certain challenges for schools when it comes to determining the key pedagogical questions such as the aims, content, teaching strategies and desired outcomes of education for health and well-being.

Within this framework, in Budapest, Network 8 specially invites papers, workshops, posters, round tables and symposia focusing on research which illuminates, explores empirically and theorises the educational challenges related to school based health education and health promotion in the postmodern transition societies. Examples of research issues include, but are not limited to, the following questions:

- How is health education curriculum shaped in different socio-cultural, political and educational contexts – in Europe and elsewhere?
- What are the competencies that future generations will need to deal with the uncertainties and complexities of health and well-being issues in the globalized world?
- Which professional competencies of teachers and other educational professionals can facilitate and guide learning and development of such competencies in schools?
- What are the relations between school ethos, or culture, school leadership and health/well-being promotion in schools?
- Which discourses of health and well-being are endorsed within school-based health education and health promotion, and how are these related to the core task of the school's education?
- What is the evidence on the links between educational and health/well-being outcomes?

The City as a Learning Experience: a Multidisciplinary Approach to Learning in and from Urban Spaces
Network 14: Communities, Families, and Schooling in Educational Research

Network 14 aims to provide a forum for the development and discussion of educational research explicitly pertaining to the relationships between communities, families and schools, revealing the influences in and between these different contexts. Among other subthemes of research, we are interested in research that focuses on place-based and place-conscious education and includes comparisons related to differentiation, learning environment, use of local/regional culture and/or co-operation between schools and the community. To that extent, and for ECER 2015, Network 14 especially welcomes contributions that concern the discussion of the city as a learning experience, using multi- or transdisciplinary approaches.

Framework:
Education and socialization always 'take place' somewhere: in- and outside buildings, in private and public spaces, in particular communities, neighborhoods, cities or regional contexts. This special call highlights this spatiality of education and socialization. Socio-ecological theories on education structure children and young people's life worlds into distinct ecological zones and sectors which all create particular educational challenges and experiences for the child. Bronfenbrenner's ecological framework for human development (1979) has been an important influence on this tradition of educational research. The representation of children's life worlds as a complex network of socially organized

systems and subsystems turns education into an open-ended process with many influences that can only be partially managed by formal educational institutions. As a consequence, it is reasonable to state that space matters in education.

By 2050 two thirds of all people, including over a billion children, will live and grow up in cities (UNICEF, 2012). However the city's educational dimension/aspect is often debated. In contrast to the city as a dangerous, unhealthy and unsafe image, the rural appears as an alternative. This powerful anti-urban and romantic image of the rural is presented as an ideal, tranquil, safe and peaceful context for children to grow up in (Valentine, 1997). Part of this rural idyll dates back to Rousseau's depiction of nature as an ideal context for the child to explore and develop its individuality (Rousseau, 1817). Instead of focusing on an educational analysis of the city, more and more cities choose to implement the rural image through green 'child friendly' housing. Yet, the present debate still lacks a clear socio-spatial analysis of the city as an educational context.

Considering the idea that space matters in education, one can say that the city is not only a promoter, organizer and regulator of education, but also a cause of education in its own right (Bernet, 1990). The Education Cities Movement builds well on this idea (Lúcio and Neves, 2010). In a report from the international network on educating cities, Bernet (1990) made a threefold distinction between learning in and from the city, and learning the city. Learning in the city points at the territoriality of education: the city is seen as a spatial background that promotes (or hinders) particular types of learning, and as a container of educational facilities and environments. In the other two cases (learning from the city, and learning the city), the city appears as a learning experience, as a text that invites different kinds of reading and (re)writing, perception and appropriation. A learning experience that is contributed to, and shared by, child care professionals, educators, governmental actors and children.

The metaphor of the city as a curriculum affects the very idea of urbanism. Moving from a functional towards a communicative role, urbanism does not only design the context for education, but becomes educationally relevant in itself (Leach, 1997; Hertzberger, 2008). Structuring the everyday learning opportunities of citizens through spatial design and planning, the urban planner acquires a pedagogical role. While producing learning opportunities, urbanism exceeds the expertise and field of the urban planner and meets the field of social sciences. Hence, a socio-spatial dialogue between multiple scientific disciplines is needed. In this sense the city as a learning experience does not only address children and their fellow citizens, but as much the different disciplines.

Building on the idea of the city as a curriculum, different questions arise:
- What can be learned in and from urban spaces?
- How do different stakeholders (children, educators, social workers, planners, policy makers, etc.) perceive the city as a space of education and/or learning?
- Which pedagogical theories (potentially) constitute the learning agenda of the urban context?
- How do existing concepts and intervention programmes (such as Child Friendly Cities, Educating Cities, Cities for People and The City of Children) relate to the concept of the city as a learning experience?
- How can different research disciplines contribute to these discussions?
- Etc.

Features of the special call:

With this special call, we invite speakers from different disciplines to contribute to the above or related points of discussions. Interdisciplinary approaches which combine social, educational and spatial perspectives are especially encouraged to submit an abstract. Presenters will later be invited to contribute to a shared publication.

References:

- Bernet, J. T. (Ed.). (1990). The educating city. I congrés internacional de ciutats educadores. Barcelona.
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- Rousseau, J. J. (1817). Emile ou de l'éducation. Paris: Didot.
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- Valentine, G. (1997). A safe place to grow up? Parenting, perceptions of children's safety and the rural idyll. Journal of Rural Studies, 13(2), 137-148.

Research of Transitions in Educational History - Transitions of Historical Research in Education
Network 17: Histories of Education

Although Network 17: Histories of Education traditionally accepts all proposals that meet with the outlined criteria for good scientific research, it particularly will welcome submissions that directly deal with the conference's overall theme. 'Transition' here can function as something that is examined as a historical subject in itself or what characterizes the theories and methods one uses in order to produce historical narratives.

Research of transitions in educational history

Historians of education have always been interested in transitional processes. Many studies in the history of education have dealt with the introduction of educational reforms or examined how transitions from, for example, childhood to adulthood have been conceived in the past. Researchers are encouraged to submit proposals that will enable participants of the conference to enhance their understanding and knowledge of historical changes with regard to educational methods, instruments and goals and this on both national as well as international level. Although these changes can be located within the walls of a school, one also can think about how in Western and non-Western cultures alike, one has come to think in terms of educational spaces. The school then is only one actor among many competent in matters of education. One of the educational spaces Network 17 would like to put forward in this call is the museum. How can we understand the evolution from museums as educational spaces where objects were collected to the museum as a space for the creation of citizens or production of entrepreneurial selves? Societal transitions of course also have played an important role in how education was and still is conceived. One for example can think in this context of how colonization and decolonization affected the content and style of learning within a particular geographical area, how military conflicts impacted and changed physical spaces of learning and education and how people resisted or went along with the goals of educational discourse.

Transitions of historical research in education

Transition, however, is not only something that deals with history itself. It not only can be considered as what happened in the past and what historians are interested in. It also applies to a meta-historical level: to the theories, the sources and the methods a historian of education uses and can use. Apart from proposals around the (audio)visual and material as entranceways for research into past educational processes, Network 17 also is eager to welcome proposals that deal with how sources change over time, how a historian of education can deal with new upcoming sources, what the consequences of digitalization are for histories of education, etc. But also: what theories have been used in the past to end up with a historical narrative and what kind of new output can a historian of education imagine to make the results of his research public. Is historical research inevitably bound to printed articles or books or can one imagine new ways of publishing.

Network 17 encourages researchers – not limited to historians of education – to submit proposals for full presentations, symposia, workshops or posters that deal with the above-mentioned themes. For more information about these different formats see the ECER-website.

Can We Live Together? - Problematizing Europeanization
Network 28: Sociologies of Education

The fabrication of a European space of education is a not yet finished reassemblage of discourses, technologies, and education policies (Delanty, 2014; Landri & Neumann, 2014; Lawn & Grek, 2012). Nowadays, economic and financial crises represent a 'test bed' for the current and the emerging sociologies of European education. Here, by considering sociologies of education as complex dispositifs and collective experimentations of 'life together' in the worlds of education, we invite papers which consider the theoretical and the practical possibility of the development of a common world of European education.

The common world of European education appears to be a space of mobility, flexibility and individualization, and, at the same time, a world of standardisation and control. The challenge of the fabrication raises, then, several questions that need to be investigated: What is the status of the Europeanization of education? What are the new emerging conditions of living in the European space of education? What are the new equipments (discourses, technologies, entities, etc.) in the changing landscape of education? What are the effects of the envisaged reassemblages in terms of equity? Is the emerging space a liveable world, or not? In other words, may we provide answers to the questions: Can we live together? Have we the 'right' equipment to live together?

To articulate some responses to these complex questions, this call for paper invites researchers from Europe and abroad to assume a sociological eye, and to present proposals of papers which put the emerging sociologies of European education to an intellectual test. The test bed will concern:

a) the status of Europeanization. To what extent is Europeanization designing a livable world of education? Is it a space of commensurability for European education systems? Is it a space of mobilities, that is of mobile forms of learning, people and professions of education, and/or is it made of segregated spaces where immobilities, inequalities and education are accumulating?

b) the equipments, or the building-blocks of Europeanization in education policy. Soft law, increasing investment in the logic of accountability, and in the development of forms of governance by data, standards, and performances; harmonization of policies and practices seems to be among the main tool for the fabrication of the European space of education. What are their effects? Where is the use of these equipments heading to? Are the current transformations leading to an increasing standardization, harmonization, or normalization of education policies and practices? How are the new ways of governing being experienced?

c) the interplay between Europeanization and lifelong learning. Living together in/through European education means also embracing a lifelong learning perspective. Europeanization via lifelong learning, here, may be considered as a complex installation made of classifications, certifications and forms of assessment, and an emergent infrastructure of software, digital technologies, and database that accompany the social constructions of the self and identities. How the emerging installation is constructing the lifelong learning self? How is it experienced by the selves/agents acting? How are selves/agents developing arrangements and compromises? How do arrangements, compromises, and forms of resistance contribute to shape the emerging installation?

d) the globalization and Europeanization of education. Globalization and Europeanization of education overlaps through the circulation of models/standards/ideas between different countries and blocks of countries, and reveal the complexities of travelling policies, policy borrowing, and knowledge transfer. Is Europeanization an instance of globalization? In what ways is it specific and different from other instances of globalization? How is the Europeanization of education contributing to the globalization of education, and the other way around i.e. how are the equipments of globalization of education affecting Europeanization? How are the circuits of globalization/Europeanization interwoven?

Potential contributors may propose theoretical and empirical papers that address some, or several, of the topics and of the listed questions. They are requested to identify the issue, the sociological references mobilised to develop the research questions, and the methodological resources elaborated to give a reply to the investigation. Submissions should preferably address the questions by escaping from 'methodological nationalism' and by investigating the issue from a transnational point of view.

To enhance the academic and scientific interchange and promote better conditions for developing the stress test, the network envisages for ECER 2015 scheduling: a) the introductory session (with a keynote); b) 10 sessions (3 papers per session) and c) a symposium.

Bibliography

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- Lawn, M., & Grek, S. (2012). Europeanizing Education: governing a new policy space. Oxford: Symposium Books.
- Lawn, M. & Normand, R. (2015), Shaping of European Education. Interdisciplinary Approaches. London: Routledge

What Does Research Tell us about Education's Role in Building a More Sustainable World?
Network 30: Environmental and Sustainability Education Research, ESER

We invite all interested in research in environmental and sustainability education to send in abstracts to ESER, Network 30. Your proposal should relate to the network descriptors. We welcome international researchers and graduate students and hope to offer you all a suitable form of presentation or session activity.

How can education, in all its possible manifestations, contribute to the development of the capacities of individuals and society as a whole, to live successfully and with well-being in times of accelerating change? How can schools and universities contribute to this without compromising their other obligations? What are the affects and effects of living in and through transition? At this ECER conference, which has the role of education in transitions as its central theme, the ESER network would like to share research on the learning processes, capacities, learning spaces and conditions that might support and facilitate living in and through transition while also exploring and critiquing the meaning and implications of terms such as, sustainability' and, change'.

Examples of possible titles for symposiums, thematic paper sessions or directed workshops:
- How can research support and have an impact on X (different urgent matters)
- Mapping the research base for ESE (about e.g. the field, the network, what we need to do)
- The achievements of ESE research: what can we build on?
- Research 'for' (about e.g. normativity)
- The role of education in transition (about e.g. ethical aspects)
- Challenges for society (about e.g. adaptation and mitigation on different societal levels)
- Challenges for learning (about e.g. classroom challenges and societal expectations)
- Etc.

Network 30 aims to be innovative, open-minded, and rigorous in the quality of what is discussed. In the reviewing process, we will focus on the ECER review criteria and will be specifically interested in whether the proposal presents a clear research question; whether it identifies theoretical / methodology frameworks; and whether it is well-grounded in existing research. To enhance the chances of getting your contribution through the reviewing process, please see the NW 30, Author guidelines (coming soon).

Research on Transition in, between and of Organizations
Network 32: Organizational Education

Although Network 32: Organizational Education accepts a wide range of proposals which deal with questions of organizational education and meet the criteria for good scientific research, it particularly will welcome submissions that directly deal with the conference's overall theme. As the central research focus of Organizational Education is organizational learning, understood as learning in, of and between organizations (educational organizations as schools, youth centers, institutions for adult education, as well as non-educational organizations such as firms, hospitals, public agencies), transition can be defined as transition in, of and

between organizations. Thereby it is possible both to see organizations as conditioning contexts for individual transition as well as to see organizations as corporate actors which themselves are in transition into a new structure, form, status or culture.

Research on transition in organizations

As organizations are structured hierarchically as well as functionally (or professionally), there are many and different kinds of transitions in organizations. First, there is the transition of the individual into an organization. To enter an organization and become a member of it is a transition which is examined by research on onboarding of new employees and in-house socialization. Then, there is the transition from the function as an expert into leadership, which is explored by research on leadership education. Thirdly, there is the transition from line to project and back, from working as an employee in a certain line of the organizational structure into working as a member of a cross-line project team and vice versa. These are only three of many possibilities of transitions in organizations. From the perspective of organizational education, these transitional processes are interesting not only as processes of individual professional or biographical learning, but also as learning challenges for the organizations themselves. So for example it can be researched how the aforementioned individual transitions in organizations are supported by the organizations themselves, or to reword it educationally: which learning culture is organized for inner-organizational transitions.

Research on transition between organizations

How the transition of individuals between (educational) organizations succeeds, is an old question in education. Since primary, secondary, vocational and higher education was institutionalized and special educational organizations were created for each of these fields, the question arises of how the transition between these organizations can be made possible. Since the 1970s, especially in post-industrial societies, this question acquired more urgency. Today we can find a lot of public efforts and accompanying research projects which look for the quality of transition from primary to secondary, from secondary to vocational, from secondary to higher and from vocational to higher education. Last but not least there is the transition of individuals from school to work, or, from an educational organization to a work organization, be it a business company, a public administration or a non-profit-organization. All these transitions can be researched as transitions of individuals from one organization into another.

From an organizational education perspective, the focus is on which organizational barriers and which organizational assistances hinder and further the individual transitions between organizations, which inter-organizational transitions support the or-

ganizations established and how well it works. For such research, school-firm-partnerships, university-firm-partnerships, other inter-organizational networks, learning cities and learning regions are interesting objects.

Research on transition of organizations

Organizations themselves can run through transition processes. While their structure or standard procedures change, while they merge with another organization, while they change their legal status, while there is a generational change in the board or in the staff, while an organization develops or changes its mission statement, while it changes its inner rules or its palette of aims, services and products, in all these cases, the organization runs through a transition process. From the perspective of Organizational Education, questions of how the organization handles this transition of itself, which instruments and practices of organizational learning support there are and which of them have positive effects for the success of the organization's transition can all be researched.

Network 32 "Organizational Education" encourages researchers from all over the field of educational science to submit proposals for full presentations, symposia, workshops or posters that deal with the above-mentioned themes.

IMPORTANT LINKS:

Browse through EERA Networks
http://www.eera-ecer.de/networks/

Information on Formats of Presentation and on How to Write an Abstract for ECER
http://www.eera-ecer.de/ecer-2015-budapest/submissions-registration/submission/

Conftool Submission System
http://www.conftool.com/ecer2015

Registration Information
http://www.eera-ecer.de/ecer-2015-budapest/submissions-registration/registration/

WERA Website
https://wera.site-ym.com/?FocalBudapest

Information on Conference Carrier
http://www.eera-ecer.de/ecer-2015-budapest/venue-travel-hotels/official-carrier/

Official Budapest Toursim Website
http://old.budapestinfo.hu/home_en.html

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