BACK TO REALITY:

MAPPING THE CROSSROAD BETWEEN THEORY AND PRACTICE IN INTERNATIONAL TEACHER EDUCATION RESEARCH

BACKGROUND

The Conference book *Back to reality: Mapping the Crossroad between Theory and Practice in International Teacher Education Research*[*] is a second conference volume of the European Doctorate in Teacher Education (EDiTE). The book is prepared in collaboration with the Norwegian National Research School in Teacher Education (NAFOL) and it aims at bringing together academic input from early-career researchers working on a wide array of issues related with educational research and practice.

EDiTE is a Marie Skłodowska Curie Innovative Training Network supported by European Union's flagship initiative Horizon 2020 and it involves five partner universities, namely Eötvös Loránd University (ELTE) Budapest, University of Lower Silesia, University of Lisbon, University of Innsbruck and Masaryk University. This consortium forms a thematic umbrella *Transformative Teacher Learning for Better Student Learning in an Emerging European Context* which connects 15 early stage researchers across Europe. Together with national and international students, partner organisations and academic supervisors, EDiTE constitutes a wide network that strives at becoming the leading community for teacher education. One of the main focus areas of EDiTE is embedded in the attempt to shed light on interconnectedness of educational research and practice, through gathering diverse evidence on teacher transformative learning, as well as its relation to student learning and to the ever-changing European context (Rasiński, Tóth and Wagner, 2017).

The Norwegian National Research School in Teacher Education (NAFOL) is a national research school offering specialised education and training in the thematic fields of pre-school, school and teacher education, and was established to strengthen a research-based perspective in the fields mentioned. Thematically, NAFOL has developed around two main areas: academic and vocational education and the teacher's mandate in society, understanding of the teacher profession and professional development. These two overarching areas are central to teacher education programmes and practices. NAFOL's main goal is to enhance quality in all types of teacher education through a targeted, robust and long-term commitment to organized research in a national network of cooperative seven Norwegian universities and 12 university colleges, as well as different international research schools.

This book is matched and married with the EDiTE-NAFOL 2018 Conference in Budapest and as such is specifically devoted to the works of researchers at their early stage of careers. Both the conference and the book focus on showcasing the research potential of the next generation of researchers and the valuable insights they can bring to the table in their respected educational fields. It is at the highest principle of EDiTE and NAFOL to support the applicative powers of research hence this book offers space for topics that embrace development and testing of new practices, research with practitioners, policy and practice research that hold valuable insights to future of policy-making, as well as evidence-based research implications for practice.

THEORETIC SCOPE

Our aim with this volume is twofold. First, it is to identify the gaps and abysses, cleavages and cracks between research and practice in education. Secondly, through this publication we would like to unfold the exemplary mergers and bridges in order to foster a debate on how to bring research and practice to a crossroad.

It is also important to question how is it even possible to have the divide between educational research and practice? Does "research" only refer to the scientific practice of scholars and does "practice" only address the actions of specific agents in education? It is taken for granted that the word "research", particularly when paired with "outcomes" or "results", inevitably means creation of knowledge which ought to be used in practice in its "technical" way (Biesta, 2007). On one hand research aims at producing "technical" or "instrumental" knowledge with indications of what works in practice, while on the other hand it has a cultural role of educational research through which it "can inform and improve practice [...] through the provision of different interpretations and understandings of educational practice" (Biesta, 2007: 2). In this way, researchers provide support to practitioners to gain different understandings of their own practice and, for instance, see the classroom from a certain set of critical lenses.

With regards to the pursuit of encouraging the collaboration of researchers and practitioners (cf. especially Erickson, 2006), there has been a movement for the democratization of research, based on the acknowledgement, that the right to research should not be the privilege of a narrow academic circle. (Appadurai, 2006). The aim of this movement - besides fulfilling scientific interests by synthesizing new, adaptive knowledge - is to avoid the production of such knowledge which bears little or no significance to everyday practices, activities of the communities that are part of the research. (Miskovic, 2006). Educational research is also increasingly advocating the importance of indigenous knowledge, contextuality and forms of cooperation, where research is considered as a long-term, egalitarian and empowering praxis of co-researchers, co-investigators (e.g. Carlson, 2003; Cavalcante, 2000; Franco, 2005; Ojha, 2013).

As for educational practice, expanding beyond simple application of theoretical knowledge and practical skills, Smith (2007) reminds us that in teaching practice there are elements such as autonomy and professional-decision making. We can increase the scope even further, looking at values and identities, as well as complexities that escape simple conceptualisations of educational practice. As such, Opfer and Pedder (2011) note that most of the research fails to provide a complex understanding of teacher learning, narrowing it down to specific activities and processes. Thus, there is a need to aggregate the "multiple, fragmented strands of literature from teacher professional development, teaching and learning, organisational learning, and teacher change" in order to primarily understand the phenomenon at stake, and secondly to propose an applicable solution (Opfer and Pedder, 2011: 377). Moreover, "practice" not only refers to the practice of teachers, teacher educators, students, etc., but we also consider policy, policy-making and informing educational policies as (discursive) practices. Educational research is almost always interested in its practical outcome and how it informs and influences social structures and education systems. As Charles Clark argues, "what educational decision-makers do and what educational researchers do are two sides of one and the same activity. Educational research is policy (in proposal form). […] If this is not acknowledged it will remain a hidden agenda" (Clark, 2011: 52). Thus, we would encourage the future authors of this volume to draw on this extended understanding of practice and identify how their researches are already policies "in a proposal form".

In sum, we welcome contributions which have the potentiality to interpret the (dis)connection and map the crossroads between educational research and practice as a dialectic relation, as the two sides of the same coin.

THEMATIC SCOPE

Topics of interest include, but are not limited to:

- Doing research with practitioners

- Evidence-based research implications for policy and / or practice

- Policy research that informs practice

- Practice research that informs policy

- Institutional and international cooperation / internationalisation of research and the implication to local / national context

- Development and testing of new practices

MINIMUM REQUIREMENTS

- Thematic coverage: drawing on your research / paper what would be your policy and / or practice recommendations in an emerging European context

- Full papers length: 4000-6000 words

- Timely submission: abstracts and manuscripts sent after the deadline will not be taken into consideration

SUPPORT FOR AUTHORS

During the EDiTE-NAFOL Conference and Summer School we are going to create a space for academic dialogue between the authors of the book and they will have a chance to receive guidance and expert support for writing their articles.

For those authors who will not be able to attend the EDiTE-NAFOL Conference and Summer School the editors will make sure to create a virtual platform through which they will be able to participate.

TIMELINE AND DEADLINES

18 March 2018: Potential authors submit abstracts (up to 500 words) to submission@edite.eu

28 March 2018: Outcome of abstract reviews (by editors / guest editors) communicated to the authors

31 July 2018: Authors of successful abstracts submit full papers to submission@edite.eu

31 August 2018: Reviewers provide their comments

30 September 2018: Authors to send their revised papers to submission@edite.eu

November 2018: Publication to be expected

EDITORS

Natallia Bahdanovich Hanssen

Natallia Bahdanovich Hanssen is based at Nord University in Bodø, Norway. She has aesthetic education with a major in music, singing, art history, adapt training and special needs education. Natallia's research interests include special needs education, inclusive education, comparative studies, language difficulties, music, and special educational needs practice. She has published and co-authored a number of papers on these areas in International and Norwegian peer-reviewed journals.

Helena Kovacs

Helena is a Marie Skłodowska Curie Early Stage Researcher at ELTE University in Budapest. Her researcher project covers teacher learning in innovative learning environments as she attempts to understand how education can serve school change and develop. Prior to joining the EDiTE family, Helena was an educational consultant, working in dynamic evidence-based research, mainly within large European Commission evaluations. Before that, she had the chance to see the other side of the coin, as a trainee at the Commission's DG Education and Culture. In addition, she has years of experience in facilitating non-formal education trainings in the field of youth across the Balkans. Helena obtained her master degree through Erasmus Mundus Lifelong Learning: Policy and Management programme, in Copenhagen (Denmark) and Bilbao (Spain), and she holds a Bachelor in Community Youth Work.

Tamás Tóth

Tamás is a Marie Skłodowska Curie Early Stage Researcher at the University of Lower Silesia. Tamás holds an MA in Educational Studies and draws from a wide record of experiences as an educator in voluntary, pedagogical work with Roma communities as well as an activist in social and political movements in Hungary. His research topic concentrates on the critique of ideology with a particular focus on education in two post-socialist, semi-peripheral countries embedded in the context of global neoliberal capitalism – Poland and Hungary.

EXPERT SENIOR EDITORS

Dr. habil. János Györi

Working as an associate professor of education, Dr. habil. János Györi is one of the leading professionals for a wide range of educational issues in Hungary. He is an expert in action research methods (mainly, lesson study method), and teachers' professional knowledge construction and development, both in formal and non-formal education. Next to this, Janos is a recognised expert in cultural aspects of education, multicultural education in schools and in teacher training programmes, and also in the social and cultural aspects of gifted students' development.

Prof. Dr. Sven-Erik Hansén

Professor Sven-Erik Hansén is a professor of education, emeritus at the Faculty of Education and Welfare Studies, Åbo Akademi University, Finland. He has also been Professor II at the University of Oslo, Norway and his research expertise includes among other curriculums studies, mother tongue education for language minorities, teacher education, and teacher professional development. Sven-Erik participated and chaired several evaluations of teacher education and higher education institutions, as well as research project applications in and outside the Nordic countries.

Prof. Dr. Pavel Zgaga

Pavel Zgaga is a Professor of Philosophy of Education at the Faculty of Education, University of Ljubljana, Slovenia. His research expertise primarily focuses on higher education studies. Pavel has held several research grants and directed or contributed to a number of national and international research projects mainly focused on contemporary higher education issues, education policy and reforms in the contemporary European context and to teacher education as a specific field within higher education. He is a member of the editorial boards for several international research journals, and in his field of expertise, Pavel has been also co-operating with international organisations, such as the Council of Europe, the European Commission, UNESCO, OECD, etc.

Please direct any enquiries the Editors at submission@edite.eu

SUBMISSION INSTRUCTIONS FOR ABSTRACTS

Abstracts need to be between 300 and 500 words and have to provide a good understanding of how the paper will address and answer the requirements of the call for publications. Namely, it has to be visible in the abstract what is the overall issue that the paper will tackle, including the context and evidence, as well as vague contours of implications that can be derived from the research.

Text of the abstract needs to be formatted using Times 12pt and a double line spacing.

References are not included in the word count for the abstract.

The abstract needs to clearly include a provisional title that will be written in uppercase, bold and Times 12pt.

Under the title, authors need to clearly indicate their first name and last name (in this order), following with their affiliation and mail address.

Deadline for abstracts is 25 February 2018.

SUBMISSION INSTRUCTIONS FOR FULL PAPERS

Full instructions with examples will be provided to the abstract authors upon approval of their abstracts. In general, full papers needs to be between 4000 and 6000 words (10 to 15 pages). References are included in the word count for the full paper. Text of the full papers will need to be formatted using Times 12pt and a double line spacing.

Upon abstract approval, the deadline for the full papers is 15 July 2018.

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