



University of Dundee

Teacher-initiated (DIY) Professional Development (PD)

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Published in:
Association of Teacher Educators in Europe

Publication date:
2018

[Link to publication in Discovery Research Portal](#)

Citation for published version (APA):
Holme, R. (2018). Teacher-initiated (DIY) Professional Development (PD): A democratic and sustainable approach to PD. In Association of Teacher Educators in Europe

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ATEE Annual Conference 2018

PROGRAMME



ATEE

Association for Teacher Education in Europe

A Future for All

Teaching for a Sustainable Society
20th – 22nd August 2018

University of Gävle
Gävle, Sweden







Welcome

It is with a great pleasure we welcome you to the 43rd Annual Conference of Association of Teacher Education in Europe ATEE. The theme of the conference A future for all – teaching for a sustainable society pay attention to critical questions concerning changes in society.

We have invited three distinctive scholars as keynote speakers to explore different aspects of the conference theme. We are certain they will be inspiring and that they will stimulate interesting and profound discussions. Equally important for the conference discourse are the approximately 150 papers to be presented in paper sessions, poster sessions and symposia.

The ATEE conference has been known for its informal and friendly atmosphere. We will do our best to make sure the 2018 Annual Conference follows the tradition.

We hope you will enjoy the ATEE Annual Conference 2018 and your stay in Gävle.

Best regards
The Organizing Committee

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The host of the ATEE Annual Conference 2018

The University of Gävle has approximately 17 000 students. The prime area of focus is on a sustainable human living environment. Our work for sustainability includes ecological, social as well as economic aspects, which are integrated throughout the University on all levels and promoted by research.

All students, faculty members and staff are important in our efforts to develop knowledge, understanding and competence for a sustainable living environment for all future generations. The university has always been a forerunner for sustainable development in higher education and was one of the first universities in Sweden to reach certification of the environmental management system. It offers more than 50 study programs, second-cycle programs, and 500 courses covering humanities, social and natural sciences as well as technology. Students can study full-time, part-time, evenings, on distance or via the Internet.

The Faculty of Education and Business Studies encourage an international environment and strives to integrate an international and sustainable perspective into education, research, and even administration. Students at the faculty shall through a quality assured internationalization process meet people, environments, thoughts and ideas from other parts of the world in order to evolve and acquire skills for living a sustainable life in a globalized world. The research areas are especially extensive with many national and international networks and publications. Examples of recent or ongoing research is about teacher commitment, how to prevent violence in schools, how scientific concepts are understood in pre-school and at university level, bullying, ethical and moral dilemmas in education, early childhood literacy, the use of digital technology and the importance of relations in educational settings.

Organizing Committee, University of Gävle

Chair	Annika Elm	Department of Educational Sciences
Coordinator	Catarina Carlsson	Office of Cooperation, Internationalisation and Innovation
Members	Monica Hallström	Department of Educational Sciences
	Kristina Mårtensson	Department of Educational Sciences
	Andreas Johansson	Department of Educational Sciences
	Johan Liljestränd	Department of Educational Sciences
	David Carlsson	Department of Humanities

Conference theme

The 43rd Annual ATEE conference theme A future for all – teaching for a sustainable society emphasizing teacher education and education as the solution to broad societal problems.

Education has a responsibility to foster skills, attitudes and behavior that will lead to sustainability and inclusive growth. The urgent need to understand the past for building tomorrow with new approaches in education puts important questions in focus regarding human wellbeing, social inclusion, environmental protection and globalization. These perspectives and approaches in research and practice in teaching and teacher education calls for a rethinking of what the educational sciences now consist of and how they are characterized.

Thus, we have identified the following subthemes for the annual conference 2018: Innovation and sustainable changes in education; Professional teachers: understanding today – building tomorrow and Sustainable perspectives on theory and practice in teacher education. By focusing on these themes we will explore what kind of innovation in education can be considered as sustainable in the long term perspective and how we as teachers, teacher educators and researchers can contribute with approaches in education to re-affirming democratic practices and claiming for a more equal, just and sustainable society.

Acknowledgements

The local organizing committee gratefully acknowledges:

- The Faculty of Education and Economics at the University of Gävle for hosting the ATEE 43rd Annual Conference
- The Student Union at The University of Gävle for support with Student Hosts
- The City of Gävle for contribution, funding the conference
- Taylor & Francis for contribution, funding the Conference badges.
- Gävle Pastillfactory for contribution, a gift to the Conference participants.

The Association of Teacher Education in Europe (ATEE)

The Association of Teacher Education in Europe strives to promote the development of both initial and continues teacher education at all levels. Moreover, it aims to strengthen and promote scientific research in the of education and the dissemination of related results.

ATEE, founded in 1978, has established itself as a meeting place for educational researchers, teachers and teacher educators in the European countries and other countries in the world. The core activities of the Association involve holding an annual, peer-reviewed conference, production of the journal *European Journal of Teacher Education in Europe* as well as the ongoing work of the constituent networks Research & Development Communities (RDC). The RDC:s are thematic working groups where teacher educators

from all over Europe and beyond meet, exchange ideas and co-operate. The main idea are shared research, EU-funded projects, publications and the organization of thematic seminars. The RDCs are the core of the Association.

ATEE is open for student teachers, teachers, teacher educators and for everyone that has an interest in teacher educational research in the European context. The Association is based on individual and institutional membership. The benefits for joining ATEE are free subscription to the European Journal of Teacher Education in Europe, on-line access to the articles, language support for authors who wants to submit an article and awards competition.

ATEE Board

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Dr. Åsa Morberg

University of Gävle, Sweden

Vice President

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University of Genova, Italy

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University of Glasgow, UK

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University of Osijek, Croatia

Prof. Olena Shyyan

Lviv State University of Physical Culture,
Ukraine

General information

Conference venue

The Conference is held at the University of Gävle (HiG). The opening of the Conference, two keynotes (1 & 2) will take place in the lecture hall, Valhall at HiG. The third key note will be held at Gävle Concert Hall, Gevalia lecture hall.

The parallel sessions will be held in three buildings: house 31, 33 and 51. The poster sessions will take place at the exhibition area in Rävhallen. University of Gävle visiting address: Kungsbäcksvägen 47, Gävle. Telephone number +46 26 64 85 00.

The closing ceremony will be in the lecture hall, Valhall (HiG).

Registration

The Conference registration will take place in Rävhallen (entrance floor) on Monday 20th of August from 8.30 to 17.30. Registration during Tuesday and Wednesday will be at the Conference Information desk.

Conference Information desk

The Conference and Congress bureau information desk (the bureau responsible for registration and social event bookings) is located to Rävhallen (entrance floor).

Conference badges

Your personal badge is your ticket to all sessions, refreshments and lunches. You are therefore required to wear the badge throughout the Conference.

Language

The official language of the Conference is English.

Staff assistance

Students from the University of Gävle will provide assistance with practical matters during the Conference. All the assistants will wear black t-shirts with a HiG logo.

Exhibitions

Publishers and exhibitions will be present during the Conference in Rävhallen (entrance floor).

Wi-Fi

If you have an Eduroam account, this is the most reliable way to connect. It is also possible to use the Conference Wi-Fi network.

Introduction to the Research & Development Communities (RDC) of the ATEE to Newcomers

On Monday 20th new members of ATEE are welcome to take part of an introduction to the Research & Development Communities (RDC) of the ATEE. The introduction includes a brief outline of ATEE's mission, work and research.

Refreshment breaks and lunch

Refreshment breaks and lunch are included in the registration fee. Refreshment breaks will be available in Fårhallen (entrance floor, house 22) next to Rävhallen. Lunch will be served at the Campus restaurant (house 91).

Welcome reception

ATEE participants (pre-registration are required) are invited to join the welcome reception on Monday 20th of August which take place in Gävle Concert Hall. The doors to Gävle Concert Hall will open at 18.30 and the reception starts at 19.00. Finger food and refreshments will be served. During the reception we will be entertained by the Coffee Bean Show chorus. This is a wonderful opportunity to catch up with colleagues and to meet new ones.

Conference Gala dinner

The Conference dinner will be held on 21st of August at Gasklockorna, a well known historic cultural place in Gävle. Participants will be served a three course dinner with excellent wines. We will be entertained by Hits for You. Pre-registration is required.

Preparing for your contribution

Chairs

As chair, you are asked to be present in your session at least 10 minutes before the session starts. It is important that the presentation stay on schedule and that every participant keeps their time allotment. If a presentation is cancelled, you may either use the time for a general discussion or extend the remaining presentations. To make sure participants can attend presentations of particular papers, the chair of the session is asked to follow the order of presentations as displayed in the programme. After the session, please fill in the valuation form you find in the room and leave it on the front desk.

Paper Presentations

If you have a paper presentation, please upload this in the computer located in the meeting room where you are presenting, at least 10 minutes before the session starts. In the parallel sessions 2, 3 and 4 papers will be presented. The time frame for each presentation in sessions with 2 and 3 papers will be 30 minutes including discussion. In sessions with 4 papers the time frame is 20 minutes including discussion.

Poster presentations

Preparation for the poster exhibition will take place in Rävhallen Monday 20th of August 17.30 – 18.00 and Tuesday 21st 8.30 – 8.50 am. The poster exhibition and your presentation take place in Rävhallen Tuesday 21st 12.00 – 13.00. Presenters are expected to be present at their poster during the poster presentation. Posters should preferably, be kept at the stand until the closing of the Conference.

Certificate of Attendance

After your presentation, you are welcome to collect your Certificate of Attendance at the Information desk in Rävhallen.

RDC Network Meetings

The Research Development Communities meetings will take place on Monday 20th, Tuesday 21st and Wednesday 23rd of August.

Day 1: Monday, 20th of August 2018 RDCs Meeting 16:30–17:30

RDC Group	Chair	Topic and Agenda	Room
Technical and Vocational Teacher Education	Birger Brevik	No meeting	
Primary and Pre-primary Education	Ray Gallon	<ol style="list-style-type: none"> 1. Greet newcomers 2. What is everyone working on now? 3. What should the role of the RDC be? 4. Do we want to take on a common project? 	31:216
Education for Social Justice, Equity and Diversity	Monique Leygraaf Hanneke Jones	1. 'Meet & Greet': welcome new members (or people who are interested in the RDC and consider becoming a member) and catch up: what's everybody doing right now?	31:217
Global Education	Mireia Montané Mercé Gisbert	<p>Goal: To analyse the key variables that define Teacher Education Models</p> <p>Contents</p> <ol style="list-style-type: none"> 1. Presentation of newcomers 2. Presentation of the RDC work strategy 3. Presentation of the content of the paper Linda Darling-Hammond (2017) Teacher education around the world: What can we learn from international practice?, European Journal of Teacher Education, 40:3, 291-309, DOI: 10.1080/02619768.2017.1315399 as a general framework for the discussion. 4. Analysis and discussion of teacher education models in each of the countries of the people attending the RDC meeting. 5. Definition of the general analysis indicators that the RDC will use to analyse the teacher education models. <p>Indications for the session: It is important to have read the article: Linda Darling-Hammond (2017) Teacher education around the world: What can we learn from international practice? European Journal of Teacher Education, 40:3, 291309, DOI: 10.1080/02619768.2017.1315399 before the first session of the RDC.</p>	51:217

RDC Group	Chair	Topic and Agenda	Room
Health, Environmental and Sustainability Education	Maria Teresa Vilaça Olena Shyyan	1. Welcome and Introduction 2. Mission statement and scope of the RDC 3. Revisiting the historical evolution of the RDC 4. Website page and online interaction	51:218
Inclusion and Special Needs	Joana Maria Mas	1. Analyze the challenges that teachers face in order to attend the diversity of their class. 2. Discuss and design the study: The perception of the students (future teachers) of their professional's competences to attend to diversity of their classroom. Discuss and design a study.	51:220
In-Service Learning and the Development of Practice	Christiane Kose Mhairi Beaton	Who we are and description of previous collaborative work by the RDC (ProLea) and what might be possible.	51:220
Professional Development of Teachers Educators	Leah Shagrir Quinta Kools	1. 'Meet and Greet': A 30 minute programme to get to know each other in the RDC 2. Exploration of a Range of Dilemmas Identified by School- and Institute-based Teacher Educators within the Context of School-Based Teacher Education	51:221
Methods and Theories Applicable in Teacher Education Research	Ellen Beate Hellne-Halvorsen Borge Skåland	- Continue our planned work and writing project/ article related to methodologies and theories on teacher education research. RDC will agree on schedule and final work. - Discuss and share experiences on the topic of our RDC.	51:223
Science and Mathematics Education	Elizabeth Oldham Laurinda Leite Elsa Price	1. Welcome and introductions 2. Scope of the RDC's work as indicated by a. Mission statement b. Website pages (http://rdcsciencemathematics.weebly.com/) c. Winter Conference 2019 3. Discussion of current and possible future projects a. Representations of ratio by science and mathematics teachers and prospective teachers b. Representations of functions by science and mathematics teachers and prospective teachers c. Frameworks for STEM education d. Initial suggestions for other projects 4. Scheduling of informal reports	51:317

RDC Group	Chair	Topic and Agenda	Room
Teacher Education and Digital Technology	Davide Parmigiani	<ol style="list-style-type: none"> 1. Welcome to newcomers 2. Role of ATEE and RDC 3. presentation of newcomers: <ol style="list-style-type: none"> a. institutions b. how you are involved into Teacher Education c. in what way, do you use ICTs in teacher education d. research activities 4. Presentation of longstanding members 5. Google doc about RDC activities: https://docs.google.com/document/d/1mPNRI3xOa2rdAGW-MaYjyhxfY7FkuC_nR3M1zbrJiA/edit 	33:303
Teacher Education Policy	Pat Black	<p>What are the policy issues impacting on practice in teacher education?</p> <ol style="list-style-type: none"> 1. Welcome and introduction to the session 2. Revisiting the evolution of the RDC Teacher Education Policy 3. Reviewing feedback from the questions on the RDC Teacher Education Policy section of ATEE website 	33:304
Curricula in Teacher Education	Kirsten E. Thorsen Ronny Smet	<ol style="list-style-type: none"> 1. Welcome and acquaintance 2. Sharing experiences and fields of interest regarding curricula in TE 3. Sharing ideas and proposals from the previous conferences with the new members 	33:302
Professional Development of Teachers	Kay Livingston Maria Assunção Flores	<ol style="list-style-type: none"> 1. Welcome and introductions 2. Scope of the RDC's work as indicated by <ol style="list-style-type: none"> a. Mission statement b. Website page 3. Discussion of current and future projects <ol style="list-style-type: none"> a. Innovative Teacher: A multi-perspective study b. Professional development of teachers in a complex and multicultural world 	31:322
Enabling Teachers for Entrepreneurship Education	Pilar Ibanez Cubillas	Introduction and current structure of the RDC	51:318

Day 2: Tuesday, 21st of August 2018 RDCs Meeting 16:30–17:30

RDC Group	Chairperson(s)	Topic and Agenda	Room
Technical and Vocational Teacher Education	Birger Brevik	<ol style="list-style-type: none"> 1. Discussions on further R & D cooperation (started in Dubrovnik) 2. Dialogue on possible change of Chair or Co-chair 3. AOB 	51:222
Primary and Pre-primary Education	Ray Gallon	<ol style="list-style-type: none"> 1. How the RDC should function for the next year 2. If people want a common project, this is the moment to define it 3. Plan some sort of webinar or online conference at least once during the year 4. Identify research subjects for further study 	31:216
Education for Social Justice, Equity and Diversity	Monique Leygraaf Hanneke Jones	<ol style="list-style-type: none"> 1. Project on power relations and education. 2. Discussion about theoretical framework of joint twin-papers for the EJTE. Coming to a decision about which theoretical lenses will be appropriate for the case studies. 	31:217
Global Education	Mireia Montané Mercé Gisbert	<p>Goal: Discuss and define the analysis' indicators that the RDC will use to present the model in each country / region to be included in the publication.</p> <p>Contents</p> <ol style="list-style-type: none"> 1. Presentation of the latest OECD and UNESCO documents related to teacher education 2. Distribution of the RDC members by groups to discuss the indicators 3. Agreement, in a large group, in regard to those indicators that will be used by all countries / regions to analyse the models of teacher training <p>Indications for the session: Use the attached diagram (See Annex 1) to systematize the information of the teacher education system of each country. This is the base document to be used for group work and shared in the plenary.</p>	51:217
Health, Environmental and Sustainability Education	Maria Teresa Vilaça Olena Shyyan	<ol style="list-style-type: none"> 1. Options for collaborative research that could be presented at the next ATEE conference 2. Suggestions for publications that could be prepared collaboratively 	51:218
Inclusion and Special Needs	Joana Maria Mas	<ol style="list-style-type: none"> 1. Analyze the challenges that teachers face in order to attend the diversity of their class. 2. Discuss and design the study: The perception of the students (future teachers) of their professional's competences to attend to diversity of their classroom. Discuss and Design a study 	51:219
In-Service Learning and the Development of Practice	Christiane Kose Mhairi Beaton	"Getting to Know You"- Extended professional interview activity to facilitate sharing within the group	51:220

RDC Group	Chairperson(s)	Topic and Agenda	Room
Professional Development of Teachers Educators	Leah Shagrir Quinta Kools	1. How to 'measure' professional growth 2. Exchange of ideas between participants	51:221
Methods and Theories Applicable in Teacher Education Research	Ellen Beate Hellne-Halvorsen Borge Skåland	- Continue our planned work and writing project/ article related to methodologies and theories on teacher education research. RDC will agree on schedule and final work. - Discuss and share experiences on the topic of our RDC.	51:223
Science and Mathematics Education	Elizabeth Oldham Laurinda Leite Elsa Price	1. Further welcome and introductions 2. Work on the project(s) 3. Informal reports	51:317
Teacher Education and digital technology	Davide Parmigiani	Core Questions: 1. What is the role of technology in teacher education? 2. What are the skills / competencies of teacher educators? (DIGICOM 2) (https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework) 3. What are the most important research questions for our RDC?	33:303
Teacher Education Policy	Pat Black	What are the key areas to include/address in an ATEE policy statement? 1. SWOT analyses of each key issue raised by members 2. Opportunities for research across ATEE membership countries	33:304
Curricula in Teacher Education	Kirsten E. Thorsen Ronny Smet	1. Practical information regarding the SLACK online platform 2. DISCUSSION: reading the following interesting in e-publication on curriculum design. Findings will be discussed and relevant contents to ideas will be depicted. 3. Active workshop stimulating further discussion: discussion and reflection in smaller groups regarding some major topics in this publication and their relevance for TE-curricula design 4. Plenum with results of the discussions 5. Sharing ideas for further exploration.	33:302
Professional Development of Teachers	Kay Livingston Maria Assunção Flores	Workshop: Characteristics of Innovative Teachers	31:322
Enabling Teachers for Entrepreneurship Education	Pilar Ibanez Cubillas	Current research line and invitation to the members of the ATEE to collaborate in the research.	51:318

Day 3: Wednesday, 22nd of August 2018 RDCs Meeting 14:00–15:30

RDC Group	Chairperson(s)	Topic and Agenda	Room
Technical and Vocational Teacher Education	Birger Brevik	<ol style="list-style-type: none"> 1. Discussions on further R & D cooperation (started in Dubrovnik) 2. Dialogue on possible change of Chair or Co-chair 3. AOB 	51:222
Primary and Pre-primary Education	Ray Gallon	<ol style="list-style-type: none"> 1. Identifying commonalities and differences in research needs related to selected subjects of interest. 2. Future of the RDC 3. Planning for new leadership to take over in 2019 	31:216
Education for Social Justice, Equity and Diversity	Monique Leygraaf Hanneke Jones	<ol style="list-style-type: none"> 1. Continuation of the project: how do we want to continue the work on our papers? We'd like to come to some sort of 'division of labour'. 2. Brainstorm about everybody's expectations of the RDC: what are everybody's hopes for and expectations of this RDC and what would we like to do together this coming year? And what action will we need to make that possible? 3. RDC-plans for the 2019 Annual Conference 	31:217
Global Education	Mercé Gisbert	<p>Goal: to take action about the next steps and to define a strategy for publication.</p> <p>Contents</p> <ol style="list-style-type: none"> 1. Activities to be scheduled for next year 2. Preparation of an article on Global Teacher Education to be presented for publication in different Journals 3. Other matters <p>Indications for the session: Depending on the people attending the RDC, the publication strategy will be defined. If the group is large, the publication of a monographic book on Teaching Education Models and a special issue of a journal will be organized. A concrete proposal will be discussed by the group.</p>	51:217
Health, Environmental and Sustainability Education	Maria Teresa Vilaça Olena Shyyan	<ol style="list-style-type: none"> 1. Summary of RDC Meeting I and II 2. Planning of the exchanging of ideas and the work until the next Annual ATEE conference 	51:218
Inclusion and Special Needs	Joana Maria Mas	No meeting	51:219
In-Service Learning and the Development of Practice	Christiane Kose Mhairi Beaton	Future Direction of the RDC: Sharing ideas for future working	51:220

RDC Group	Chairperson(s)	Topic and Agenda	Room
Professional Development of Teachers Educators	Leah Shagrir Quinta Kools	1. Toward a new project: Working with students as a tool for PD of teacher educators 2. The Group Concept Mapping	51:221
Methods and Theories Applicable in Teacher Education Research	Ellen Beate Hellne-Halvorsen Borge Skåland	- Continue our planned work and writing project/article related to methodologies and theories on teacher education research. RDC will agree on schedule and final work. - Discuss and share experiences on the topic of our RDC.	51:223
Science and Mathematics Education	Elizabeth Oldham Laurinda Leite Elsa Price	1. Informal reports 2. Summary of work done 3. Update of the RDC mission statement (if required) 4. Material for the website 5. Plans for the future	51:317
Teacher Education and Digital Technology	Davide Parmigiani	Future RDC Activities 1. Call REM - RESEARCH ON EDUCATION AND MEDIA: https://drive.google.com/file/d/1N3Jd-3suHLLy7c_OfFpKTPf3OlbMve5Rr/view 2. Call IMOLENTE (MiTE) [https://mite2019.uts.edu.au] for Australia conference 3. Hybrid books 4. Augmented reality 5. Erasmus+ 6. Joint studies	33:303
Teacher Education Policy	Pat Black	Developing a draft collective policy statement for ATEE 1. Ways forward for a full ATEE policy statement 2. Next steps - website and next conference	33:304
Curricula in Teacher Education	Ronny Smet	1. Time to work on the topics depicted in session 2 2. Focus on active participation and productive outcome by using creative and active work-forms 3. Agenda for future activities and practical arrangements. 4. Goodbye	33:302
Professional Development of Teachers	Kay Livingston Maria Assunção Flores	1. Informal reports (if available) 2. Summary of work done 3. Plans for the future	31:322
Enabling Teachers for Entrepreneurship Education	Pilar Ibanez Cubillas	Future research line that could be presented at the next ATEE Annual Conference	51:318

Key note speakers

Monday 20th of August 11.00 – 12.00 Lecture Hall, Valhall, house 41

Professor Vinayagum Chinapah (emeritus), Stockholm University, Sweden

Vinayagum Chinapah (Sweden and Mauritius) is Professor, Chair Holder and Head of the Institute of International Education (IIE), Department of Education, Stockholm University, Sweden. Professor Chinapah took leave from IIE in 1992 to be at UNESCO Headquarters in Paris as Director of the Joint UNESCO-UNICEF International Program on Monitoring the Quality of Education and Learning Achievement which covered some 80 countries world-wide during the period (1992-2006). He also served for one year as UNESCO Regional Educational Adviser for the Arab States, UNESCO Regional Office, Beirut, Lebanon (2007-2008) before returning back to lead IIE in January 2009. He has done research, training, and consultancies for several UN agencies (UNESCO, UNICEF, UNDP, FAO); International agencies (The World Bank, OECD); bilateral agencies (SIDA, Finnish CIMO, CIDA, Commonwealth Secretariat) and several national governments and institutions in some 140 countries world-wide over the past 35 years.

Abstract for key note:

Education for Sustainable Development – Needs and Challenges

It is an absolute necessity today to have “a new education discourse” in order to effectively address the world’s rallying cry where education plays a unique role in meeting the UN 17 sustainable development goals (SDGs) championed by the United Nations for the period 2015-2030. Our world is changing at a remarkable pace, where 40% of the world’s population and three-quarters of the world’s poor, mostly rural population, continue to be vulnerable to poverty, malnutrition and poor health, gender inequality, lack of education, ecological disasters, and food insecurity. Although there are some improvements, the figures that depict the status of the world’s poor continue to reveal an unacceptable reality. Globally, 1.2 billion people (22 percent) live on less than \$1.25 a day; 98 percent of those killed and affected by natural disasters are from developing countries, and by 2025, more than half the people in developing countries may be vulnerable to floods and storms. By the same time, water scarcity affects more than 1.8 billion people—hurting agricultural workers and poor farmers the most. There are 58 million children out of school; 781 million adults and 126 million youth worldwide lack basic reading and writing skills in 2012, and more than 60 per cent of them are women; and rural primary school-aged children are twice as likely to be out of school compared to their urban counterparts.

In the conclusion of the outcomes from the 2010 Education for Rural Transformation (ERT) Symposium

in Stockholm (in V.Chinapah, 2011:xiv), the authors argued that “(D)eveloping countries have been struggling to address the challenges in education that may be described as the triad of a) access with equity b) quality and relevance, and c) efficiency and accountability. Although progress is made in every country, the shortfall in achieving the 2015 education goals in many countries indicate that the national plans and programs have to be re-assessed and re-examined to ensure that the rural dimensions of the educational agenda are adequately and specifically reflected in these efforts. The dynamics of rural transformation in the “globalized” world of the 21st century have created new educational imperatives which go beyond the traditional concerns regarding rural communities and need special attention”.

Education is central to fostering sustainability and plays an important role in the development of societies, both locally and globally. Education for sustainable development is an educational model that seeks to empower people to assume responsibility for creating a sustainable future. By using a holistic approach to learning, the learners are encouraged to construct their own knowledge and understanding through active participation, allowing them to discover facts, ideas and meanings first-hand. In this way, educating the learners for sustainable development will provide the skills, perspectives, values and knowledge to live in a sustainable way.

Professor Milena Dragičević Šešić, University of Arts, Belgrade, Serbia

Milena Dragicevic-Sesic is Professor and a former president of the University of Arts, Belgrade, where she now holds the UNESCO Chair in Cultural Policy and Management. Her research interest covers wide scope of topics in cultural policies and management, urban policies, cultural and media studies, popular culture. She is a member of National Council of Science (2006-2010); Member of Advisory Boards of Interuniversity Centre, Dubrovnik; European Diploma in Cultural Project Management, Brussels, etc. She is also an Expert in cultural policy and management for the EU, European Cultural Foundation, Council of Europe, UNESCO. Dragicevic Sesic is a civil society activist offering her volunteer support to the development of critical thinking and activism in country and abroad. In 2002, she received the *Commandeur dans l'Ordre des Palmes Academiques* (the Ministry of National Education and Research of France).

Abstract for key note:

Educational challenges and ethical dilemmas in time of academic capitalism: is “expanded professionalism” a solution for a sustainable and inclusive society?

In today's world universities have different responsibilities and obligations. Not only that they have to be key platforms for research and knowledge production, together with its pedagogical, educational aim to educate future professionals, but they are more and more asked to participate in social and economic development while achieving its own sustainability (creating programmes that can be “sold” on the world educational market). These demands are often contradictory especially if university development and its strategies are fostering programmes “guaranteeing” employability, focusing on skills training. Curricula for employment or for present day needs neglect learning outcomes that are oriented toward critical thinking and educational needs of communities and individual students that are related to their own context and environment.

New words like benchmarks, social inclusivity, entrepreneurialism, sustainability create framework that imposes different values in both, academic and continuous professional development. Entrepreneurialism is often seen and demanded as “expanded professionalism” (Elia, September 2017) for all academic graduates as a key skill that they should bring in future professional life, the only skill that would help local development and its social sustainability. Responsibility for employment is transferred from public bodies and private companies to young professionals, artists and teachers, engineers and physicians that are now educated to be entrepreneurs in their domains. But, if the education is limited to foster skills

and behaviors that are desirable in this moment, other values, mostly linked to humanities and arts education, are neglected in spite of the fact that there is no way to understand future without understanding of the past, and not real entrepreneurial initiatives are possible if student is not trained to understand contextual changes not only of today but also of future. This paper starts with hypothesis that contemporary educational practices and research are under strong public policy influences, limiting university's autonomy and limiting diversities in approaches that are needed for different sociocultural contexts. In present globalized world, universities are looking more and more to compete with each other, not to develop itself according to their values and needs. A critically engaged university is the one that should be proactive in creating new debates and discovering new challenges within globalized but still diversified world. In this respect, teachers' training is the most difficult part of university education as it is crucial for the future life of the community offering values, concepts and tools to those professionals that are going to be in the “battleground” – mediating ideas of the past (community culture of memory), discussing present day challenges and ideas for the future – educational perspectives to young ones.

Teachers are key social and cultural agents in society that is changing so quickly in its demographics, attitudes, and policy orientations. Even the facts about the past have to be reinterpreted and recontextualized, often by using participative research meth-

ods, social discussions, public debates questioning societal norms, ethical controversies.

Thus, not only human rights but also social justice, has to be part of these discussions, as well as numerous questions that are coming with new migrations and other global challenges, while schools and universities have to find ways to refuse different pressures of the “cultures of management” (Protherough and Pick 2002:49) that would make their organization more marketable, profitable and efficient. Because of that, teachers’ training and their continu-

ous professional development had to provide opportunities to remix the knowledge (Lessig 2004) in the age of access (Rifkin 2000), knowledge that is created by multiple social agents in all sectors overcoming disciplinary boundaries and bringing ideas “in from the margins”. That would be the only way of educating new educational professionals that will be capable to link research and teaching practices, always challenging and questioning present paradigms and imposed frames – acting in a public interest and against “academic capitalism” (Dragičević Šešić 2017).

Wednesday 22nd of August 9.00 – 10.00 Gävle Concert Hall, Gevalia lecture hall

Professor Arjen Wals, Wageningen University, Wageningen, The Netherlands

Arjen Wals is Professor of Transformative Learning for Socio-Ecological Sustainability at Wageningen University in The Netherlands. Furthermore, he is the Carl Bennet Guest Professor in Education for Sustainable Development at IDPP, Gothenburg University and a senior advisor to the Gothenburg Centre for Environment and Sustainability. He is also a UNESCO Chair of Social Learning and Sustainable Development. His teaching and research focus on designing learning processes and learning spaces that enable people to contribute meaningfully sustainability.

Abstract for key note:

Teaching to sustain and to disrupt: education in times of systemic global dysfunction

How do we teach young people to live well, equitably and within planetary boundaries; when structures, values and assumptions upon which we are building our lifestyles make living in such a way nearly impossible; when we as educators don’t really know either and don’t live in that way either; when there is confusion, sometimes intentionally created, about how dysfunctional and urgent things are and what should be done? And how do we prevent that we all slide into a stage of permanent fear and despair since the challenges seem so overwhelming?

What is becoming increasingly clear is that sustainability is not something that can be taught, that it is not only about sustaining what we might deem

to be good, but also about disrupting what forces us to live in unhealthy ways. Creating environments that ‘breathe’ sustainability and a culture that invites critical thinking, transgression and action, is becoming a new challenge for our schools. In this talk I will outline a systemic response from education that involves the whole institution as a part of a wider community and require boundary-crossing and forms of learning that are transformative and transgressive learning. I will also discuss the kinds of capacities teachers and students alike, will need to deal with complexity, ambiguity, socio-scientific disputes and to facilitate boundary crossing within a critical whole school approach.

Programme overview

Sunday 19th of August

Room

10.30 am	AC Meeting	31:322
14.00 pm	AC + RDCs + Organizing Committee meeting	31:322
17.00	Editorial Board meeting	31:322

Monday 20th of August

Room

08.30–17.30	Registration, Rävhallen (entrance floor)	House 22
09.15–09.50	Introduction to the Research & Development Communities (RDC) of the ATEE to Newcomers. RDCs Coordinator Ronny Smet	31:217
10.00–11.00	Conference opening, Lecture Hall Valhall - Welcome, Dr. Annika Elm, Chair Organizing Committee, University of Gävle - Vice-Chancellor Prof. Ylva Fältström, University of Gävle - Faculty Manager Dr. Svante Brunåker - President ATEE Dr. Åsa Morberg - European Commission Head of Unit, Michael Teutch - Organization Committee - Bengt Söderhäll & Daniel Östersjö	House 41
11.00–12.00	Keynote Prof. Vinayagum Chinapah, Stockholm University, Sweden, Lecture Hall Valhall	House 41
12.00–12.45	Refreshment break, Fårhallen	House 22
12.30–13.30	Parallell Session	
13.30–14.45	Lunch, Restaurant Campus	House 91
14.45–16.00	Parallell Session	
16.00–16.30	Refreshment break, Fårhallen	House 22
16.30–17.30	Research and Development Communities (RDCs) meeting 1	
19.00	Welcome Reception Gävle Concert Hall. Doors open 18.30, the Welcome Reception start 19.00. Entertainment Coffe Bean Show corus.	

Tuesday 21st of August

Room

09.00–10.00	Keynote Prof. Milena Dragicevic Šešić, University of Arts, Belgrad, Serbia. Lecture Hall Valhall	House 41
10.00–10.30	Refreshment break, Fårhallen	House 22
10.30–12.00	How to get published Parallell sessions	
12.00–13.00	Poster Exhibition. Rävhallen	House 22
13.00–14.45	Lunch, Restaurant Campus	House 91
14.30–16.00	Parallell Session	
16.00–16.30	Refreshment break, Fårhallen	House 22
16.30–17.30	Research and Development Communities (RDCs) meeting 2	
19.30	Bus from City Center to Congress dinner	
19.45	Conference Gala dinner at Gasklockorna, Gävle. Entertainment Hits for You.	

Wednesday 22nd of August

Room

09.00–10.00	Keynote Prof. Arjen Wals, Wageningen University, The Netherlands. Gävle Concert Hall, Gevalia lecture hall	
10.00–10.45	Refreshment break, Fårhallen	House 22
10.45–13.00	Parallell Session	
13.00–14.00	Lunch, Restaurant Campus	House 91
14.00–15.30	Research and Development Communities (RDCs) meeting 3	
15.30–16.00	Refreshment break, Fårhallen	House 22
16.00–17.00	Closing Ceremony, Lecture Hall Valhall - Hazar Yildirim, Manager of Strategic Alliances, AFS Intercultural Programmes, New York - Anouncements - The ATEE Annual Conference 2019 - The Organizing Committee, University of Gävle	House 41
17.00	AC + RDCs + Organizing Committee meeting	31:322
18.00	AC meeting	31:322

Poster Exhibitions

The poster exhibition will take place on Tuesday 21st on the entrance floor, Rävhallen, house 22 from 12.00 to 13.00.

RDC Curricula in Teacher Education

A Study of Differences in Perception of Sexuality education between Students in Teacher training courses and Teachers

Ai Shiraishi & Minaco Isomura

RDC Education for Social Justice, Equity and Diversity

Reading speaking photographs in preschool pedagogical documentation

Catarina Wahlgren

Understanding Missing Children: how can educational institutions contribute?

Tijana Borovac

Knowledge and Attitudes toward Gender Equality among Students in Initial Teacher Training in Spain

Cristina Miralles, Maria C. Cardona-Moltó & Esther Chiner

RDC Global Education

The Impact of Physical Education in Content and Language Integrated Learning at a Secondary Japanese School

Minako Isomura & Ai Shiraishi

RDC Inclusion and Special Needs

Empowering Inclusive Teachers for Today and Tomorrow (EITTT): Learning from an Erasmus+ Project

Anne Ryan & Deirdre Murphy

RDC In-Service learning and the Development of Practice

Acquiring the skills to support children with special needs Throughout service learning in preservice teacher education

Aiko Hirose, Masafumi Ohnishi, Miku Sasahara & Shizuka Suzuki

Characteristics of teachers' collaborative learning – a case study in international perspective

Nora Rapos & Orsolya Kalman

RDC Methods and Theories Applicable in Teacher Education Research

Development of evaluation criteria of dance skills in Physical Education in Japan

Iseki Ayaka, Iwata Shotaro & Hamamoto Aiko

RDC Professional Development of Teachers

Effects of Teaching-practice Experience on Teamwork Competency of Student Teachers

Takashi Yonezawa, Yuka Nakai & Yuto Yokouchi

Effects of Teamwork Competency of Teachers on Their Educational Activities

Yuto Yokouchi, Takashi Yonezawa, Yuka Nakai & Takashi Hayashi

The Future Teachers' Attitudes on Intercultural Education

Marija Sablić & Alma Škugor

Participation and active citizenship as the key aspects of education for sustainable development

Ruzanna Muradyan

Student teachers' educational biography: Knowledge and conceptions about teaching and learning inside

Vaz-Rebelo, P., Lima, M., Bidarra, G. & Barreira, C.

RDC Professional Development of Teacher Educators

How do Physical Education Student Teachers Develop Knowledge during Teaching Practice in Japan?: Focus on reflection of PCK in case conference

Aiko Hamamoto, Shotaro Iwata & Ayaka Iseki Saad

Becoming a Beginning Teacher Educator in Japan: How does beginning teacher educators change identity through teacher assistants and lecture?

Shotaro Iwata, Anja Swennen & Aiko Hamamoto

Transforming formal decision to leading practice, values, and policy: Preparing teacher educators to equip future teachers to confront with contradictories in a complex society

Michal Golan

The Development of Future Professionals Wisdom-Based Capacities – the Strive for Educating Sustainable Society

Sandrita Škėrienė

RDC Science and Mathematics Education

“Science is not a boogeyman” and “Recycling” - STEM school projects in the elementary and secondary schools in Serbia and Germany

Milan D. Stojkovic, Vladana Mitic & Sladjana Djikic

RDC Secondary Teacher Education

Elementary and Secondary student teachers knowledge and conceptions of Inquiry Based Learning: description and impact of a teacher-training workshop

Vaz-Rebelo, P., Doran, R., Almeida, L., Nuclio., Gonçalves, J., Bidarra, G. & Rebelo, C.

RDC Teacher Education and Digital Technology

The impact of immediate feedback on developing presentation skills: an exploratory study in virtual reality

Stan van Ginkel, Ilham belboukhaddaoui, Rick Ikkersheim, Asko Mononen & A. Cendel Karaman,

Information and Communication Technology and Mathematics in Education for Sustainable Development: Pre-service Teachers' Viewpoint

Ivana Đurđević Babić & Diana Moslavac Bičvić

Consuming Classroom: Digital Innovation and collaborative tool for teacher education

Andrea Giraldi-Sevilla

RDC Teacher Education for Teaching English as a Foreign Language

How much grammar is enough? – learners' grammatical competence in first and foreign language at the end of primary education

Ivana Trtanj & Ksenija Bencina

Network sessions

RDC Curricula in Teacher Education

Monday 20th

Session 2

Time	Abstract	Room & Chair
14.45–16.00	The contribution of placement on the development of student teachers' subject-specific competence <i>Kirsten E. Thorsen</i>	51:219 Zelha Tunc Pekkan
	Internship experience through 'University within school' model <i>Zelha Tunc Pekkan</i>	

Tuesday 21st

Session 3

Time	Abstract	Room & Chair
10.30–12.00	Collaboration between ITE students during practice – Possibilities and barriers for productive learning <i>Sandra Jederud</i>	51:219 Inger Ulleberg
	Using Films in teacher training for developing instructional activities <i>Belgin Ozaydinli</i>	
	Case-based teaching (CBT) in interprofessional education – a literature survey <i>Inger Ulleberg</i>	

RDC Education for Social Justice, Equity and Diversity & Inclusion and Special Needs & Educational Leadership and Management

Monday 20th

Session 1

Time	Abstract	Room & Chair
12.30–13.30	Transmitting theory through collaborative ethnographic research in a second chance school <i>György Mészáros</i>	51:219 Guðrún Jónsdóttir
	"I think that all these sustainability goals; it is a matter of giving something to others" <i>Guðrún Jónsdóttir</i>	

Session 2

Time	Abstract	Room & Chair
14.45–16.00	Alternative Active Citizenship <i>D. R. Sträng</i>	51:217 Dubravka Knezic
	Dialogic teaching, creative thinking, power at micro and makro level. <i>Hanneke Jones</i>	
	Controversial issues in multicultural secondary classroom discussions <i>Dubravka Knezic</i>	

Tuesday 21st

Session 2

Time	Abstract	Room & Chair
10.30–12.00	Creative thinking and power in a community of enquiry <i>Hanneke Jones</i>	51:217 Gerd Wikan
	When vocational training leads to greater justice and social equity <i>Melaine Tocqueville</i>	
	Multicultural practicum groups and internationalization of teacher education (MUPIT) <i>Gerd Wikan</i>	

Session 4

Time	Abstract	Room & Chair
14.30–16.00	Student teachers, culture and interaction. <i>L. Bugge & M. Løvteit</i>	51:217 Ilse Bartosch
	Teacher education for all: an analysis of teacher training for inclusive practice for pupils with vision impairments <i>K Akbayrat</i>	
	Teacher Learning and Leadership: Successful Leadership Practices for Schools in Challenging Urban Contexts <i>J. Madalinska-Michalak</i>	
	Practices of distinction in science education as a result of subject-cultural practice and school regulations <i>Bartosch, Lembens, Husing, Mullner & Turner</i>	

Wednesday 22nd

Session 5

Time	Abstract	Room & Chair
11.45–13.00	Knowledge, power education for equity <i>Monique Leijgraaf</i>	51:217 Olzan Goldstein
	Teacher education in an age of we and they: What does self-study in teacher education practice (S-STEP) provide? <i>Masahiro Saito</i>	
	Developing intergroup empathy in a study group of Israeli Jewish and Arab in-service teachers <i>Olzan Goldstein</i>	

RDC Enabling Teachers for Entrepreneurship Education

Tuesday 21st

Session 3

Time	Abstract	Room & Chair
10.30–12.00	What Can Teacher Educators and Prospective Teachers Learn from an Analysis of Expressions of Emotions? <i>A. Cendel Karaman</i>	51:221 Magne Skibsted Jensen
	Theory and practice in synergy – a practice-oriented thesis in teacher education <i>Kristina Andersson & Christina Gustafsson</i>	
	Pedagogical entrepreneurship in teacher education <i>Magne Skibsted Jensen</i>	

RDC Health, Environmental and Sustainability Education

Monday 20th

Session 1

Time	Abstract	Room & Chair
12.30–13.30	Professional Teachers: Understanding Today-Building Tomorrow through Incorporating Sustainable Life Skills Training in the Curriculum <i>Elsa C. Price</i>	51:220 Frode Skarstein
	Turning Oil Engineers Into Teachers: Pre-Service Science Teachers' Attitudes Towards Climate Change <i>Frode Skarstein</i>	

Session 2

Time	Abstract	Room & Chair
14.30–15.45	Gender stereotypes and environmental concepts in Science textbooks <i>Teresa Vilaça</i>	51:220 Isabel Chagas
	Sharing spaces and common concerns in a health and sexuality education community <i>Isabel Chagas</i>	

Tuesday 21st

Session 3

Time	Abstract	Room & Chair
10.30–12.00	Enhancing Sustainability through Climate Change Education: Observations from a Climate Change Awareness Study <i>Ogunji, Chinwe Victoria & Ndufu-Alike, Ikwo</i>	51:220 Olana Shyyan
	Teachers' views on emotions in climate change education: Exploring meta-emotion philosophies, promoting critical emotional awareness <i>Maria Ojala</i>	
	Learning innovations in health and physical integration education in Ukraine <i>Olana Shyyan</i>	

Session 4

Time	Abstract	Room & Chair
14.30–16.00	Contributions of the geography for the promotion of blind and low vision students' wellbeing in preparatory schools <i>Leia Andrade & Teresa Vilaça</i>	51:220 Gholam Hossein Javanmard
	Representations of gender and environment in the 7th grade Science textbooks <i>Manuela Sousa</i>	
	Martial Arts exercise Effects on Primary School Students' Cognitive Abilities, Social Behaviors and Executive Function <i>Gholam Hossein Javanmard</i>	

In-Service Learning and the Development of Practice

Tuesday 21st

Session 3

Time	Abstract	Room & Chair
10.30–12.00	Professional learning through boundary crossing. <i>M. Beaton</i>	51:218 Roald Jensen
	Continuing education of English teachers - putting theory into practice. <i>I. Mellegård</i>	
	Teachers' professional knowledge. A critical analysis of expectations and experiences when newly qualified teachers have their first year in school <i>Jensen & Sørmo</i>	
Symposium	Issues in professional learning: experiences in the PROLEA-project and beyond. <i>van Lakerveld, Žarkovič – Adlešič, Huber, Schildwacht & Kos</i>	51:222 David Carlsson

RDC Primary and Pre-primary Education

Monday 20th

Session 1

Time	Abstract	Room & Chair
12.30–13.30	From Line to Loop <i>Máire Nic an Bhaird & Laoise Ní Chléirigh</i>	51:221 Ana Forte
	Primary school pupils' views of teaching and being a teacher <i>Ana Forte & Maria Assunção Flores</i>	

RDC Professional Development of Teachers

Monday 20th

Session 1

Time	Abstract	Room & Chair
12.30–13.30	Documentation between local professionalism and accountability – a case from the Swedish preschool <i>Annika Elm & Johan Liljestrånd</i>	33:303 Ton Zondervan
	Characteristics of and conditions to support innovative teachers revisited <i>Kay Livingston, Karl Attard, Maria Assunção Flores, Ton Zondervan & Gael Macfarlane</i>	

Session 2

Time	Abstract	Room & Chair
14.30–15.45	The influence of course curriculum on teachers' engagement in professional learning in sustainable inter-national culturally reflexive contexts <i>Kay Livingston & Gaelle Macfarlane</i>	33:303 Olzan Goldstein
	Teacher resilience and professionalism in adverse contexts: Findings from a study carried out in Portugal <i>Maria Assunção Flores</i>	
	Critical incidents shaping professional identity of master-degree students at two teacher education institutions in Finland and Israel <i>Olzan Goldstein & Eero Ropo</i>	
	Teacher-initiated Professional Development (PD) – a democratic and sustainable approach to PD <i>Richard Holme</i>	33:304 Simge Sübaşı
	Developing Student Teachers as Reflective Practitioners for Sustainable Society: Necessary Prerequisites <i>Loreta Zavadskienė & Remigijus Bubnys</i>	
	Understanding the Contribution of Student Evaluation of Teaching to Sustainable Teacher Professional Learning <i>Simge Sübaşı</i>	

Tuesday 21st

Session 3

Time	Abstract	Room & Chair
10.30–12.00	Sustainable Development and an Implementation of Mentorship in Turkish Ministry of National Education <i>Esra Kaya</i>	33:303 Eero Ropo
	Antecedents of University Teachers' Exhaustion, Engagement and Job Satisfaction: A Job Demands-Resources Model <i>Jiyin Han</i>	
	Becoming a teacher: Teacher students' perceptions of teaching and teacher career in Norway, Latvia, and Finland <i>Jan Viggo Iversen, Sari Yrjänäinen & Eero Ropo</i>	
	Mentor Support to Pre-Service teachers on Theory-Practice Dichotomy in Schools: An Online Practice <i>Deraya Yayli</i>	33:304 Dorota Werbinska

Time	Abstract	Room & Chair
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Transforming Lives: paraprofessionals as an unrealised potential for teacher recruitment

Hilary Smith & Viki Bennett-Kane

Professional Socialization of Turkish and Polish English Teachers in their Initial Years of Teaching

Müzeyyen Nazli Gungor, Sumru Akcan, Dorota Werbinska & Malgorzata Ekiert

Session 4

Time	Abstract	Room & Chair
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14.30–16.00

Educating for critical, sustainable learning in early years – policy expectations and practical deliberations among Swedish preschool teachers

Johan Liljestrand

33:302
Marco Snoek

Redesigning the teaching profession: a road map for teacher careers, teacher development and teacher policies

Marco Snoek

Teachers' professional knowledge. A critical analysis of expectations and experiences when newly qualified teachers have their first year in school.

Roald Jensen & Dag Sørmo

33:303
Maria Assunção Flores

An investigation into teachers views of professional standards

Maria Assunção Flores

An Exploration into EFL Teacher Beliefs about Teacher Autonomy: Turkish State University Context

Cemile Buğra & Neslihan Gündoğdu

33:304
Cagri Ozkose-Biyik

Pragmatic Matters: A Case Study of Teacher Professional Identity in a Suburban School in Mainland China

Chan Wang

Development of a Professional Development Scale for EFL Teachers

Cagri Ozkose-Biyik

Wednesday 22nd

Session 5

Time	Abstract	Room & Chair
10.45–11.45	Students teachers' views on the value of research for educational practice: a comparative study Marta Kowalczuk-Waledciak	33:303 Cresantus Biamba
	Implementing education for sustainable development and pedagogical challenges Cresantus Biamba	
	Continued Training and Lato Sensu Post-Graduation Courses for Professional Update Ana Valéria de Figueiredo & Ilda Maria Baldanza Nazareth Duarte & Agenor Pereira da Costa & Edith Maria Marques Magalhaes	33:304 Saeid Safaei Movahhed
	Situated cognition and teachers professional development: towards a continuous improvement model for teachers empowerment and competency development Saeid Safaei Movahhed	

Session 6

Time	Abstract	Room & Chair
11.45–13.00	Online reflection and feedback on Teacher Agency: A Practice with Pre-Service Language Teachers Deraya Yayli	33:303 Müzeyyen Nazli Gungor
	Analysing Pre-Service Teachers' Collaborative Development from Activity Theory perspective: The Emergence of 3R Model Müzeyyen Nazli Gungor & Mustafa Akin Gungor	
	Understanding the Z Generation Learner to Promote Effective Contemporary Teaching in Nigerian Universities Chinyere A. Nwajiuba	33:304 Julia Kazakova
	Sociocultural Adaption of International Students in Russian Higher Education Institutions: Educational Motives and Motivating Factors Julia Kazakova	
	Teacher Epistemological Beliefs and Sustainable Change in Professional Development John O'Dwyer	51:222 Ruzanna Muradyan
	Participation and active citizenship as the key aspects of education for sustainable development Ruzanna Muradyan	

Time	Abstract	Room & Chair
	The finish of the teaching career of the generation of the Polish transformation. Biographical research Wanda Drózka	51:223 Carol O'Sullivan
	Addressing challenges through innovative practices: One school's story Carol O'Sullivan	

RDC Professional Development of Teacher Educators

Monday 20th

Session 1

Time	Abstract	Room & Chair
12.30–13.30	Understanding the past – building tomorrow: teacher education in times of tyranny J. Exalto & A. Svennen	33:302 L. Niklasson
	Preparation for different school contexts – mentors' and student teacher's experience. L. Niklasson	

Tuesday 21st

Session 3

Time	Abstract	Room & Chair
10.30–12.00	Learning from professional dilemmas identified by school- and institute-based teacher educators within the context of school-based teacher education Elizabeth White	31:216 Birgitte Malm
	Practitioners research as "brave-research" David Powell & Anja Swennen	
	A Teacher Educator as a Coach: Use of the GROW Model in Coaching to Facilitate Student Teachers' Self-Acceptance Hironori Sasaki	
	"Do we create space for processes?" Teacher educators perceptions of their work task Birgitte Malm	
	Patterns of presence of educators in online discourse during academic online conferencing Smadar Bar-Tal	33:302 Alaster Douglas

Time	Abstract	Room & Chair
	A community of enquiry as a tool for improving teacher education; a participatory research G. Geerdink & B. Willemse	
	How do teacher educators view practical knowledge in relation to the theory and practice 'gap'? Alaster Douglas	

Session 4

Time	Abstract	Room & Chair
14.30–16.00	Impactful practice based research for staff developers in higher education Anja Swennen	31:216 David Powell
	Toy Libraries in multiple learning spaces: teaching, research, extension Ana V Figueiredo	
	Searching for the soul of teacher education within Europe David Powell	
	Academic leaders and professional development of teacher educators. Leah Shagrir	51:218 Elisabeth Amtmann
	Attitudes and values of teacher educators. Elisabeth Amtmann	

RDC Secondary Teacher Education

Monday 20th

Session 2

Time	Abstract	Room & Chair
14.30–15.45	Practice mentors for teacher students mentoring and the potential impact the mentoring have on teacher students perception of moving towards becoming a professional teacher Geir Luthen	51:222 Karin Sandberg
	The importance of feelings- historical empathy in the classroom Karin Sandberg	

RDC Science and Mathematics Education

Monday 20th

Session 1

Time	Abstract	Room & Chair
12.30–13.30	Innovation and Sustainable Changes in Education to Identify and Eliminate Math Anxiety. <i>Elsa C. Price.</i>	51:218 Laurinda Leite
	Science teacher education in Portugal: is a sustainable future still possible? <i>Laurinda Leite</i>	

Session 2

Time	Abstract	Room & Chair
14.45–16.00	Effects of explicit instruction on learning science skills in primary education <i>Patricia Kruit</i>	51:218 Elizabeth Oldham
	The influence of an undergraduate module including classroom experience on perceptions of teaching and intention to take up teaching as a career: A study of prospective teachers of mathematics <i>Elizabeth Oldham</i>	

Tuesday 21st

Session 3

Time	Abstract	Room & Chair
10.30–12.00	Initial Mathematics teacher education in Portugal: shortcomings and challenges <i>Maria Helena Martinho</i>	51:218 Charlotte Aksland
	Entrepreneurship Education: development of a new chemistry teacher profile <i>Aparecida de Fátima Andrade da Silva</i>	
	Teaching Science concepts by using multiple representations in primary science education <i>Charlotte Aksland</i>	

RDC Teacher Education and Digital Technology

Tuesday 21st

Session 3

Time	Abstract	Room & Chair
10.30–12.00	Preparing teachers to teach in digitized school and education systems: understanding today to prepare for tomorrow <i>Anne Yates & Louise Starkey</i>	31:322 Paul Hopkins
	Developing preservice teacher reflective thinking through mobile devices: an Italian experience <i>D. Parmigiani</i>	
	Computing in Irish schools: Developing a Community of Practice for teachers across all levels of the Irish school system <i>Elizabeth Oldham, Richard Millwood, Mags Amond, John Hegarty & Adrienne Webb</i>	
	Developing textbooks of the future <i>Paul Hopkins</i>	

Session 4

Time	Abstract	Room & Chair
14.30–16.00	The influence of an undergraduate module including classroom experience on perceptions of teaching and intention to take up teaching as a career: A study of prospective teachers of mathematics <i>Elizabeth Oldham</i>	31:322 M.C. Kelly
	A program development study to Hone teachers's TCK <i>Wakio Oyanagi</i>	
	Preparing to teach in the digital age: What do student teachers need to learn to be prepared for a digital future. <i>Yates & Starkey</i>	
	Using design cycle and a participatory approach to explore students' use of screen based technology during breaks at the international school of Amsterdam <i>M.C. Kelly</i>	

