

# Teacher Education Policy in Europe (TEPE) Conference 2011

## University of Vienna, Austria

Friday 13<sup>th</sup> May- Sunday 15<sup>th</sup> May 2011

### Call for papers on the theme:

### ***Research-Based Teacher Education Reform: Making Teacher Education Work***

In times of “evidence-based policy making”, research plays a significant role in shaping and implementing educational reforms. This raises the question as to what role research on teacher education plays in current reform efforts in Europe, and how this involvement might be improved and deepened.

During the past decade numerous European countries have implemented large-scale teacher education reforms and others are on the brink of doing so. While teacher education reform in the 1990s was characterised principally by academization and extension, the current framework and context is more diffuse. Whereas some European countries are still in the process of investing in teacher education, others are engaged in downsizing or fragmenting it, favouring new types of institutionalisation (e.g. following the pattern of Teach for America) or using the Bologna process to introduce new kinds of differentiation and structures. The key questions are, of course, how many of these changes are informed by research and how many of these changes are simply in response to the dominant popular discourse? Furthermore, the question also arises as to whether or not teacher education research is sufficiently well developed to respond to the challenges set by teacher education policy.

Accordingly, it seems timely to ask some tough questions about the state of the art of our discipline, viz.:

1. What do we actually know from a comparative perspective about the quality and impact of different types of teacher education systems and teacher education policy in different contexts?
2. Does the current wave of teacher education reforms indicate a significant shift or is it reflective merely of the need to be ticking boxes at the national level in order to adhere to a wider European agenda?
3. How has research-based knowledge been used, or misused, in teacher education reform?
4. What kind of research should be prioritised to meet the needs of teacher education policymaking, as well as the needs of the teacher education community?

The central goals of the Teacher Education Policy in Europe (TEPE) Network are to:

- Advance research within and on teacher education
- Increase mobility and extend the European Dimension within teacher education
- Enhance quality through the renewal of evaluation cultures in teacher education

For further details, see the TEPE website at: <http://tepe.wordpress.com/>

#### **Important Dates**

15<sup>th</sup> March 2011

Submission of abstracts

15<sup>th</sup> April 2011

Decision on proposals

Details of Keynote speakers will be announced later.

**Submission of abstracts - guidelines**

Abstracts should consist of up to 300 words including keywords and title.

You can submit your abstract here:

<https://www.easychair.org/account/signin.cgi?conf=tepe2011>

If you are a new user, you will need to sign up for an EasyChair account by following the guidelines available on the web site.

**Criteria for the evaluation of papers**

Reviewers will evaluate papers according to the following criteria:

1. Does the paper clearly address at least one of the central goals of the TEPE Network?
2. Does the paper present innovative ideas and new knowledge on the subject under examination?
3. Does the paper present clear policy recommendations related to teacher education?
4. Does the paper fit with the technical requirements e.g. length (4000-6000 words), references and quality of language?

**Further information**

Further information including details of registration and accommodation will be available on the conference website shortly:

<http://tepe2011.univie.ac.at/>

**Contact person in Austria:**

Direct enquiries about the conference may be made through the following contact:

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