

# TEPE 2022 Conference

## 11th-13th April 2022

### CALL FOR PAPERS

The Scientific and Organising Committees of the Teacher Education Policy in Europe (TEPE) Conference 2022 are calling for abstract submissions.



The theme of the 16th TEPE conference is

## Enhancing the value of teacher education research: Implications for policy and practice

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**tomorrow**

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# TEPE 2022 Conference

## CALL FOR PAPERS

The Scientific and Organising Committees of the Teacher Education Policy in Europe (TEPE) Conference 2022 are calling for abstract submissions.

**The theme of the 2022 TEPE** conference provokes us to think about the value of research in and on teacher education by exploring the various dilemmas facing teacher education research and the implications that emerge for policy and practice. Although research in and on teacher education has increased over the past decade, the value of teacher education research continues to be questioned by other academic disciplines, policymakers and even teachers themselves. This is partly because teacher education has not yet found its footing in the landscape of higher education (Zgaga, 2013), while the understanding of what research-based teacher education means often differs between policymakers and teacher educators (Smith, 2015).

To enhance the value of teacher education research, it is crucial to examine the dilemmas inherent to this field. It is for example one thing to speak of research as a segment of the study of future teachers, and another to speak of research as a necessary task for teacher educators. In the first case, we are talking about the value of research in

teacher education, while in the second case about the need to produce research that focuses on the practice of teacher education. When it comes to research on teacher education, another tension that emerges is utilising the variety of research methods available, while also paying attention to interdisciplinarity. Teacher education researchers have often been urged to conduct large-scale and longitudinal studies, or ensure that the small-scale studies are linked in order to systematically develop a knowledge base for the field (Mayer & Oancea, 2021). Without such a knowledge base, the potential of teacher education research to inform policy proves to be minimal (Darling-Hammond, 2016). At the same time, teacher education research should avoid the risk of becoming obsolete for the practice, finding instead meaningful ways to connect with the reality of teacher education institutions.

### **To help us bridge those dilemmas, the conference aims to address a number of deeper questions such as:**

- What is the purpose of research in teacher education? What is the value of research-based teacher education, and what do we mean preparing teachers as researchers?
- Which are effective ways to produce a knowledge base for teacher education? What is the value of small-scale practitioner-based research and why is it important for teacher education? What kind of indicators we need for standardised monitoring studies in teacher education and who should be defining them? Which are future research topics relevant for the field?
- How can teacher education research inform policy? How is policy utilising teacher education research? How is the governance of teacher education influencing research in the specific field?
- What is meaningful research for teacher education practice? How can we design research and curricula that have an optimal impact on the practice of teachers, teacher educators and student teachers? How can we avoid the risk of teacher education research becoming obsolete for the practice?

We would like to take up and discuss these and similar questions at **the 16th Annual Conference of the TEPE Network, which will be organised from 11th to 13th April 2022 by the Institute of Education Research and Teacher Education at the University of Graz, Austria.** The event is organised in partnership with the Center for Teacher Education at the University of Graz and is supported by the teacher education section of the Austrian Society for Research and Development in Education. In detail, these questions will be explored through keynote speeches, parallel thematic sessions, panels and working sessions on four main topics, namely:

**Theme 1:** The value of research in teacher education: Research-based teacher education and the role of teachers and teacher educators as researchers.

**Theme 2:** The value of research on teacher education: Innovative approaches in conducting teacher education research at pre-service and in-service levels.

**Theme 3:** Teacher education research and policy: The potential of research to inform and evaluate the impact of policy.

**Theme 4:** Teacher education research and practice: Designing research and curricula that are meaningful for the practice.

We are thus inviting early career and senior researchers in the field of teacher education and related fields to apply for this conference. The organiser is preparing this event as **a physical conference** in Graz. However, if the possibility to meet physically is prevented by the development of the Covid-19 pandemic, the event will be held virtually as an online conference (like the TEPE 2021 conference in Ljubljana).

## References

- Darling-Hammond, L. (2016). Research on teaching and teacher education and its influences on policy and practice. *Educational Researcher*, 45(2), 83–91. <https://doi.org/10.3102/0013189X16639597>
- Mayer, D. & Oancea, A. (2021). Teacher education research, policy and practice: finding future research directions. *Oxford Review of Education*, 47(1), 1-7. <https://doi.org/10.1080/03054985.2021.1853934>
- Smith, K. (2015). The role of research in teacher education. *Research in Teacher Education*, 5 (2), 43-46. <https://www.uel.ac.uk/sites/default/files/6844.pdf>
- Zgaga, P. (2013). The future of European teacher education in the heavy seas of higher education. *Teacher Development*, 17(3), 347–361. DOI: [10.1080/13664530.2013.813750](https://doi.org/10.1080/13664530.2013.813750)

## Important Dates

- **Submission of Abstracts:** 14th January 2022 (Midnight CET)
- **Abstract Acceptance Notice:** 11th February 2022
- **Registration Deadline:** 11th March 2022 (Midnight CET)

## Presentation format

### Paper Presentation (20-25 minutes)

This is the standard presentation format. In an oral paper presentation, the presenter delivers their research to their audience verbally, accompanied by a PowerPoint slideshow. Paper presentations are organised by stream into parallel sessions comprising three or four presentations.

### A poster presentation

A presenter is to use a printed poster pinned to a poster board (B1 format, 900 high, 700 wide) to illustrate key aspects of their research. The presenter engages with interested participants on a one-to-one basis and discusses their research. Presenters are expected to bring the printed posters with them and provide the conference organisers with their posters at the Registration.

## Abstract guidelines

The abstract is a short but concise statement that describes a larger work. The content of the abstract for a paper, a poster or a symposium presentation must comply with the following guidelines:

- The abstract should include a brief introduction on the topic, purpose, method used, main findings or main expected implications and conclusions.
- Where appropriate, the abstract should also include research limitations, practical implications and the main recommendations.
- The abstract should not exceed 2500 characters including spaces and must be based on original research work.
- Three or four keywords related to the topic should be provided along with abstract.
- For symposia, an introductory abstract that does not exceed 2500 characters including spaces is expected, along with 3 or 4 paper abstracts that do not exceed 2500 characters including spaces each.

## Review process and notification of review results

- Authors will usually be informed of acceptance or rejection within four weeks after submission of the abstract.
- Accepted authors will receive an e-mail informing them about the results.

### Symposium presentations (90 minutes)

Symposium presentations are conceived and organised by individuals who recruit speakers to present papers or participate in panel discussions on a specific topic. Symposium presentations are directed by a chair, involving either three or four presenters and one discussant. The role of the discussant will be to facilitate participation and discussion. Symposium presentations last for 90 minutes and are typically organised as follows:

- **Introduction**
- **3 or 4 paper presentations based on submitted abstracts**
- **Discussion**

Abstracts for paper or poster presentations should be inserted directly in the online submission form, while abstracts for symposia should be collected in one document and uploaded in the relevant section of the online submission form.

The abstracts will be subject to a double-blind peer review. Accepted abstracts will be published in electronic format in the conference proceedings of TEPE 2022 once registration is complete. If your abstract is accepted for presentation at the conference, a notification email will be sent to your registered email address.

If you do not receive this e-mail, please contact us at: [tepe2022@uni-graz.at](mailto:tepe2022@uni-graz.at)

- After the conference, the Organising Committee will provide the possibility of publishing selected papers in a publication (monograph or journal).

## Evaluation Criteria

The following criteria will be applied in the evaluation of submissions:

**Originality:** Is the study original in nature? How does it contribute to the existing knowledge base on teacher education and teacher education policy?

**Impact:** Does the abstract address an important question about teacher education policy and the main TEPE 2022 conference theme? How does the study promote scientific findings in the field of teacher education and teacher education policy?

**Quality of Research Design and Data Analysis:** Is the study design clearly described, including research approach, sample, context and analysis? If the abstract contains an overview of previous research, are the review criteria and the method of analysis clearly described?

**Conclusions:** Are the conclusions clear and realistic? Are the conclusions supported by the data? Are the conclusions relevant for teacher education and teacher education policy?

**Quality of the presentation:** Is the abstract clearly written? Are the study objectives, methods and results easy to understand?

## Submission

Submission of abstracts:

**November 18, 2021 – January 14, 2022** through the conference website:

<https://tepe2022.uni-graz.at/en/ab/>

When submitting your abstract, please **indicate the theme (1 – 4; see above)** under which you are preparing your paper, poster or symposium.

## Scientific Committee

**Dr. Vasileios Symeonidis** | University of Graz, Austria

**Prof. Heike Wendt** | University of Graz, Austria

**Prof. Eve Eisenschmidt** | Tallinn University, Estonia  
(TEPE Chair, 2020 – Today)

**Prof. Marco Snoek** | Hogeschool van Amsterdam,  
Netherlands (TEPE Chair, 2020 – Today)

**Assoc. Prof. Björn Åstrand** | Umeå University,  
Sweden (TEPE Chair, 2007-2010)

**Prof. Brian Hudson** | Karlstad University, Sweden, and  
University of Sussex, England (TEPE Chair, 2010-2014)

**Prof. Joanna Madalińska-Michalak** | University of  
Warsaw, Poland (TEPE Chair, 2016 – 2020)

**Prof. Erika Löfström** | University of Helsinki, Finland

**Assoc. Prof. Helle Plauborg** | School of Education,  
Aarhus University, Denmark

**Prof. Pavel Zgaga** | University of Ljubljana, Slovenia

**Prof. Maria Assunção Flores** | University of Minho,  
Portugal

**Assoc. Prof. Nina Kilbrink** | Karlstad University,  
Sweden

**Assoc. Prof. Anna Lindqvist** | Umeå University,  
Sweden

## Organising Committee

**Dr. Vasileios Symeonidis** | University of Graz,  
Austria (Chair)

**Prof. Heike Wendt** | University of Graz, Austria

**Prof. Barbara Gasteiger-Klicpera** | University of  
Graz, Austria

**Dr. Selina Weigl** | University of Graz, Austria

**Prof. Johannes Reitingner** | University of Vienna,  
Austria

**Dr. Gabriele Schauer** | University of Innsbruck,  
Austria