European conference on Sustainability Training for Teachers *and teaching teams*

13 and 14 June 2022 at INSPÉ, Nantes.

Hybrid format: in-person and on-line participation

An ERASMUS TEDS project multiplier event

Call for Papers

This international conference stems from the project ==ERASMUS+ TEDS== – Teacher Education for Sustainability. Its goal is to contribute to developing initial and life-long learning in sustainability training (ESD) for teachers and teacher educators. It will use research and innovative practices to examine the best conditions for developing ESD professional development training in educational settings from the early years onwards. The conference is also an opportunity to present and discuss the results obtained from a three-year project[1] that brought together researchers, teaching teams, and educators involved in ESD. The project was led by the following five European universities: University of Aveiro, Project Leader (Portugal), University of Malta (Malta), Vytautas Magnus University/Vytauto Didziojo Universitetas (Lithuania), University of Nantes (France) and University of Helsinki/Helsingin Yliopisto (Finland). The project's ambition is to inform European training policies through proposals for practices, tools for training educators, and the production of scientific knowledge.

The conference has a composite programme that will take place over two days: 13 and 14 June 2022 at INSPÉ, Nantes. It will enable the different actors from the educational community (teachers, educators, researchers, students, heads of institutions, education inspectors, local and national decision makers, etc.) to share their experiences and viewpoints. The call for papers is centred around three lines of discussion that will serve to organize the contributions and the debates.

Line 1 - Possible curriculums for ESD training
Training curriculums correspond to student pathways that depend on how the pedagogical and didactic aspects are organized in the particular training institution (University, INSPÉ (national higher education institutions for teaching and education), École pédagogique (teacher training

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[1] The different objects under study over the project's three year term can be found on the ERASMUS+ TEDS – Teacher Education for Sustainability website.

schools), Faculty, etc.) (Roegiers, 2012). Here, they are seen in their broader vision as complete packages that are planned, structured and coherent which allows the learning to be organized and managed (Demeuse, 2013). Proposals for Papers should therefore address (i) types of learning targeted (their progression, organization, level of transversability), and whether they can be integrated into disciplines that already exist, (ii) different types of didactic processes and tools applicable, and (iii) assessments (from examples showing the possibilities and difficulties involved when considering student assessment or training evaluation).

It also seems necessary to question the values and principles that underpin the implementation of an ESD training curriculum (Lange, 2014). Beyond technical aspects, a training curriculum operationalizes a training vision that has to be conceptualized and debated (Bovill and Woolmer, 2019). These elements could also be presented in the context of papers on possible curriculums for ESD training.

Line 2 - Difficulties (obstacles, constraints and resources) involved in ESD teacher training
Reflecting the complexity of knowledge involved in implementing education for sustainable development, there are numerous challenges that intersect different dimensions: epistemological, philosophical, didactical and pedagogical. The main issue is how to design training tools enabling teachers and educators to design and implement ESDs that will incorporate the specific didactic elements of these various cross-disciplinary teaching modules. So today, how can we contribute to fostering a critical mindset around these socially acute questions (SAQs)? How do we clarify ambiguities in different actors' positions, or in the robust stance of activism which is seen, in turn, either as an educational obstacle or an educational objective?

There are several forms of questioning that clarify and structure this line of discussion and give some indication about the possible contributions.

The first one refers to the objectives and challenges involved in training teachers, principal educational advisors, and ESD actors. In such training, what should be given top priority in the different national political and economic educational contexts? In other words, how do we reconcile societal, political and economic, and environmental challenges within an approach to training education actors that avoids potential manipulation. (Audigier, 2016; Barthes & Alpe, 2012; Chauvigné & Fabre 2017).

Between awareness raising, training, and education or socially acute questions (SAQs), the type of difficulties encountered in ESD teacher training will be another area of discussion. Papers will be expected to illustrate and highlight ESD difficulties to gain a better understanding of how they function and to identify benchmarks for training. How and why are the content and objectives of these training courses obstacles to learning outcomes? What are the different types of difficulties encountered? Are they related to professional attitudes? To education type? To the types of educational service users? Or to ethical dilemmas? Taking these questions into account, how can benchmarks be identified for teacher training and more broadly, for actors from the education community?

Finally, for this line of discussion, we examine what needs to be in place to overcome the difficulties involved in implementing ESD. Because however complex ESDs may be, they are still a great opportunity. What scenarios or exploratory studies can be envisaged for overcoming ESD-related difficulties? What support systems should be considered for training? What training skills/knowledge need to be developed among educators, teachers and principal educational advisors? How can we resolve or deal with these difficulties, and what can be done to make sure things run as smoothly as possible for educational actors when implementing an ESD?

Line 3 - Promising practices under the microscope

This line of discussion will analyse ESD practices. The practices will compare academic studies and research to clarify which didactic and organisational innovations are needed. They will validate the skills specific to this general education. This line of research sets out to approach ESD as it is currently applied in existing practices. United Nations policy directives recommend that States incorporate the 17 Sustainable Development Goals (SDGs) into their policies, (human and geographic) territories, and educational systems. How are they applied in programmes, disciplines, benchmarks, or actual practices? Beyond recommendations, what are the real results of the practices in our European countries? How can multiple cross-disciplinary teaching modules be incorporated into EDS?

The papers in this line of discussion are expected to adopt a comparative approach by proposing analyses of EDS implementation in classrooms, within disciplines, projects or pedagogical tools. Actual teacher ESD practices are quite diverse, a diversity that may give rise to innovations regarding inter- (trans-, pluri-) disciplinary classroom projects, partnership-based approaches with associations and the opening up of the classroom to current societal debates related to socially acute questions (SAQs). Sometimes, to arrive at a systematic view, it takes suitably structured economic and social institutional projects, with actions involving all of the actors from a campus or territory/region. Nevertheless, these practices are still marginal and far from being widespread. The specific didactics, pedagogical tools used and skills developed by the educators will be critically analysed to become inspiring contributions for dissemination or valorisation.

As such, papers are expected to be situated at the intersection of research and training to benefit educators of educators. ESD must be about paradigm shifts and real breakaways if we are serious about education and not just paying lip service. ESD practices involve incorporating the positions of teachers and learners (high/low levels of educational achievement), (sustainable development, transition, Anthropocene), (training, education), (expert, advisor), which goes well beyond the limits of transdisiplinarity. They also need to be in line with knowledge statuses (socially acute questions (SAQs) and socially hyper-acute questions) with respect to science (normal/transnormal), to pedagogical practices (flipped and digital teaching methods), the educator statuses, their position in relation to students and partners (associations, communities, practitioners in the field), research (academic, on the ground/classroom practice, etc.), and so on.

Format of proposals for papers

The proposals for papers that are selected will be published and discussed in the "poster or video forums", or in participatory oral workshops that will be spaces for sharing and comparing scientific papers, anecdotal problematized experiences, and presentations of video clips.

Authors will be asked to adhere to the following guidelines when writing their proposals.

I- **Oral presentations in the workshops**

The presentations will be taken from long texts (maximum of 30,000 characters); after the conference, we would like to compile the articles into one publication.

Types of presentation:

- Presentations related to research work likely to shed new light on the issues addressed at the conference through their contexts, approaches and results. These proposals report on the scientific research studies from different academic disciplines. They propose research questions in various settings, along with their related investigations and results.
- Presentations focused on working issues. Based on experience and with a transformative aim (attempts, innovations, engineering) their purpose is to explore possible training actions related to the conference's different lines of discussion. They comprehensively and critically inform training practices. Proposals are welcome from professionals, multi-category teams, associations, institutions, etc. Presentations must be no longer than 15 minutes long and can be based on the 3-minute video clips.

Format for presentations
For both types of presentation, each proposal will include two texts:
- Short abstract: 500 characters both in English **and** in French.
- Presentation: 10,000 characters either in English **or** in French.
For proposals accepted by the Scientific Committee, authors must submit the final and definitive text of their presentation (30,000 characters) by 29 April 2022.
During the workshops, presentations must not last more than 15 minutes, and can be given in English **or** French. Presentations must be available in the other language too.

Assessment criteria for proposals
Assessment criteria for scientific communications are: presentation of the research challenges and stakes, coherence between the research objectives, subject, methods, questioning and results; relevance of the presentation to one or several of the conference's line(s) of research.

Presentations taking into account pedagogical, educational or didactic innovations:
These should highlight their innovative nature and their contexts, and provide a problematized analysis.

II - Presentation of posters or video clips in the forums
Time will be allocated in the "forums" for in-person and online poster presentations (technical requirements to be specified). Poster sequences will also be based on the video clips.

There will be a prize for team poster presentations.

Using videos in presentations
The 2-3 minute video clips can be used to accompany the oral presentations or posters. For more dynamic presentations, Prezi or PowerPoint can be used. The videos must be viewable (online) with and without sound (on the HAL platform and online). Contributors will acquire the image rights. The organizing committee can help finalise the elements relating to the videos. It may be possible to host the videos via the University of Nantes' Ubicast (open to the public) or on a dedicated page (TEDS project site or the conference blog).

Timetable

Call for Papers	**Published on 19 November 2021**
Submission deadline for oral presentations and posters	Submission deadline for proposals for papers on the conference website: **30 January 2022**
Authors of accepted papers will be notified on:	**14 March 2022**
Submission deadline for long texts (30,000 characters maximum)	**29 April 2022**

Scientific Committee:

Barroca Marco - Barthes Angela - Chalak Hanaa - Chauvigné Céline (coprésidente du comité scientifique) - Costa Niza - Dauksiene Estela - Dessagne denis - Dupré Nathalie -- Gruslin Marina - Lange Jean-Marc- Laukomies Anni - Lavonen Jari - Marzin Patricia - Mulnet Didier - Perruchon Danielle - Robin Vincent - Vieira Rui - Schneeberger Patricia - SÁ Patrícia (coprésidente du comité scientifique) - Teresviciene Margarita - Voisin Carole

Platform for uploading papers/presentations:

https://tedsmultiplier.sciencesconf.org

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