

29th GERA Congress 2024

Crises and Transformations

Call for Papers

Crises are not new to education. Today, climate change, the banking crisis, refugee crises, the COVID pandemic, the energy crisis, and wars in Ukraine and elsewhere challenge us both personally and professionally. The threats and disruptions that these and other crises bring have changed the future of the individual, of society, and of the planet. These futures no longer appear entirely open and promising, but limited, finite, and even threatening. At the same time, analyses of and proposals for dealing with these and other crises call for far-reaching transformation. The climate crisis, for example, demands transformations in education and human development to nurture more responsive and sustainable ways of thinking and acting.

A “crisis” designates a turning point within a larger development, a moment which requires rapid but far-reaching decisions, and which demands or incites changed or transformed action. This transformative power of crises is ambivalent, however: On the one hand it suggests the recovery of stability after a state of emergency; on the other, it can enable the development of something new. As a result, crises can be understood as drivers of dynamic societies. Both as interruption and as turning point, crises have the potential to put into question what is otherwise routine and unreflected—and thus to challenge collective ways of perceiving, thinking, and acting. Crises can also provide a starting point for proliferating developments that are difficult to contain, and that bring with them the possibility of radical failure.

Insofar as education itself focuses on changeability and development, crises are considered in its various theories and subdisciplines as potentially productive educative moments in both formal and informal contexts—moments that can be framed and supported pedagogically. In the development and realization of educational policy, appeals to narratives of crisis end up shaping pedagogical engagement with the future of the individual, of society, and of the planet. That crises in this sense can lead to something better is a claim increasingly undermined by contemporary and collectively shared experience. In the face of the climate crisis, for example, continuing with

'business as usual' is seen as woefully inadequate. And on a planet that is increasingly shaped by human activity, finding new ways of caring and living together for both current and future generations is urgent.

In thus identifying crises and transformations as the theme of the GERA Congress 2024 at Martin-Luther-University Halle-Wittenberg, we are not seeking simply to intensify contemporary concerns. Reflection on and problematization of crises is common in the social and cultural sciences generally, as well as in educational sub-disciplines and discourses in particular. The GERA Congress 2024 offers an opportunity to engage in these debates, to bring them together, and to extend their reach. Within the context of the congress, ways of perceiving and dealing with crises and transformation in social and societal, institutional and organizational, as well as interactive and individual manifestations will be considered as topics for contributions of a number of different kinds. At the same time, crises and transformations of the discipline of education itself can be taken into consideration. Terms such as post-modern, post-colonial, post-socialist, post-digital, post-fossil(-fuel) or the Anthropocene offer possibilities not only for comprehension, but also for the reduction of the various meanings they imply. What is of particular importance is how the label "crisis" and the various agendas for dealing with crises are mobilized and reconstructed both in everyday and specialized knowledge. Also important are the narratives and interpretations that these labels and agendas imply, and the kinds of discontinuities, disruptions, and transitions—and methodological challenges—that accompany them.

In the context of transformations that are local and global, present, and past, the region of Halle, the venue of the conference, represents a conspicuous point of confluence, combining as it does the transformation from socialism to capitalism together with an ongoing metamorphosis to a post-industrial site for innovation.

In this light, the congress theme can be addressed in a variety of ways through contributions in the form of symposia, working groups, research and thematic forums, posters, and ad hoc groups. Theoretical, methodological, and empirical approaches to the conference theme are all welcome, and can take up questions such as:

1. How are current social crises interpreted and reflected in educational research and scholarship, and what are the associated effects? Who are the institutional and individual actors in contexts of crisis and transformation? What social, generational, regional, and transnational inequalities are associated with crises?
2. To what extent are practices of education, training, learning, and socialization conceptualized as being crisis-prone? What institutional and organizational conditions and consequences are associated with such conceptions? How can individuals in crisis be pedagogically supported and how does pedagogy contribute to overcoming collective crises?
3. To what kind of knowledge do crises give rise, and how can such knowledge be utilized to both understand and offer solutions to crises? How is this knowledge inscribed intergenerationally and to what extent is knowledge of crises itself crisis-prone? Are either historical or contemporary transformations of knowledge in education to be seen as occurring through or taking the form of crises?

4. Which crises and transformation processes characterize educational research and scholarship both now and in the past? Which transformative impulses and possibilities have crises produced for the discipline? What transformative potential might crises have for the future? Do social crises turn into educational ones, and if so, how? What role do forms and practices of critique play in crises and transformations?
5. What discourses are used today and have been used in the past to articulate knowledge of crises? What is made visible or invisible in these discourses, and what might be the consequences for education and scholarship? To what extent does pedagogical knowledge take the form of “crisis-knowledge;” to what degree is this knowledge produced and legitimized by knowledge arising from crises? What analytical potential do crisis and transformation have as heuristics for educational research and scholarship?

Formats at the Halle Congress

Within the framework of the 29th Congress of the GERA, various formats for exchange, debate and dissemination will be provided to facilitate communication and collaboration related to the congress theme and to other topics of current interest.

Symposia offer focused consideration of topics related to the congress theme. Working groups, research, and thematic forums and poster contributions, on the other hand, are given greater thematic latitude. Ad-hoc groups provide an opportunity for the discussion of current disciplinary and scholarly questions and issues of policy.

Symposia (120 min.) directly related to the conference topic comprise a maximum of four scholarly presentations, with at least one presentation being given by an emerging researcher. International and interdisciplinary panels are encouraged.

GERA would like to fund a **symposium of WERA members** from countries with a low gross domestic product (<https://eera-ecer.de/ecer-annual-conference/registration-and-fees/low-gdp-countries/>). Please register in the ConfTool if you would like to submit a symposium whose contributors are WERA members and come from countries with a low gross domestic product and send a financing plan (for travel costs) to dgfe2024@uni-halle.de. If there are several symposia that meet the criteria for funding and are positively reviewed by the Program Committee, the GERA Board will decide on funding. Please contact the congress office if you have any questions.

Working groups (120 min.) may focus on any question or topic; however, some reference to the congress theme is recommended. International as well as emerging researcher contributions are also encouraged for working groups.

Research and thematic forums (120 min.) will vary in their content and form. They offer national and international research projects or alliances as well as groups of emerging researchers an opportunity for professional exchange. Emerging researchers also have the option of submitting individual contributions for thematic forums that are explicitly related to the congress theme.

The **poster & discussion** session is a forum for the presentation of research papers, projects, and plans in a graphically accessible and interactive form. Works that have not yet been published are of particular interest. Starting June 2023, a separate call for poster submissions will be published at: <https://dgfe2024.de>. We are expressly inviting emerging researchers, e.g. PhD candidates and post-doctoral level-researchers to submit posters, as well as making submissions to other forums. The application for participation in the poster & discourse session is supported by a workshop.

Submission of ad hoc group (90 min.) proposals will be possible starting in June 2023. Current scholarly and disciplinary policy and politics should form the themes of ad hoc groups. Note that proposals not accepted for other conference forms cannot be submitted as ad hoc group proposals. A separate call for ad hoc groups will be published by the end of May 2023 at <https://dgfe2024.de>. Submissions can be made from mid-October until the end of November 2023.

Submission deadline and selection process

All submissions for the 29th GERA Congress in Halle will be refereed by the program committee appointed by the GERA board. Each submission will receive three anonymized reviews.

Contributions must be submitted online using ConfTool <https://conftool.pro/dgfe2024/> **by April 23rd, 2023**. Poster abstracts and ad hoc groups proposals are the only exceptions and can be submitted later in 2023. These last two kinds of proposals will be selected by the Local Organizing Committee of the Martin Luther University Halle-Wittenberg. Further details on selection procedures (such as the review criteria) can be found on the website of the Halle Congress around March 2023 <https://dgfe2024.de>. Notifications of acceptance or rejection (except for posters and ad hoc groups) are expected to be sent out by the end of July 2023.

In order to be able to accommodate as many national and international participants as possible, multiple appearances as speakers in symposia and working groups in the 29th GERA Congress are not permitted. You can only give one presentation in one of these two event formats. However, it is possible to participate in the organization and implementation of other congress events as a discussant or moderator in addition to presenting in one of these formats yourself.

For the submission of proposals, for symposia, research, and thematic forums and for working groups via ConfTool, a session synopsis of characters or less of 4,000 (including spaces) is requested, followed by abstracts of 1,500 characters each (including spaces) for the individual contributions in the session. The form or the panel as a whole can be downloaded from the congress homepage. It needs to be uploaded as a PDF file via ConfTool for review. Please ensure that the document and the information on individual contributions are anonymized in the ConfTool.

All speakers are asked to register for the congress as participants and to pay the registration fee.