

Education and Cultural Change: The European Conference on Educational Research 2010

Between 25th and 27th August 2010, an annual European Educational Research Association's ECER conference took place at the University of Helsinki, Finland, following a pre-conference carried out between 23rd and 24th August. This year, the main topic of the conference was *Education and Cultural Change* as both educational research and practice have to react to the ever changing cultural contexts of today's Europe.

The pre-conference was traditionally aimed at PhD students and young researchers, offering a platform to not only introduce their own work but also get acquainted with the work and philosophy of the EERA. The Czech Republic was represented by Masaryk University Jana Stejskalíková (*Europe in History Textbooks*), Kateřina Lojdová (*Finding Identity in Subculture*) and Zuzana Makovská (*Student's Use of Behavioural Alteration Techniques*). Apart from the presentations of young researchers in parallel sessions, three keynote speakers tackled the problems of using and interpreting visual data in research (Gunilla Holm, Yen Yen Woo: *Visual (Re) presentation of Data / (Re)presenting Research in Visual Forms*), ethical dimensions of research (Päivi Honkatukia: *Sensitive issues as ethical issues: studying ethnic minority young men in prison*) and the criteria for dissertation theses (Shosh Leshem, Vernon Trafford: *What Do Examiners Look for in Doctoral Theses/Dissertations?*) in the first day. The next day, parallel workshops took place focusing on various aspects of educational research such as longitudinal research (Martin Goy and Rolf Strietholt), research in the classroom (Birgit Pepin), or ethical issues of educational research (Vicky Coppock). For further information, all abstracts and data can be found at <http://www.eera-ecer.eu/ecer/ecer2010/ecer-2010-pre-conference/>.

The main conference was divided into twenty-seven parallel networks, each of them focusing on a particular aspect of education related to cultural change. Apart from topics typically associated with the notion of cultural contexts such as gender, ethnicity, age or ability, other sections aimed at less standard areas like local and global contexts of educational processes, extra-curricular activities, popular culture, and social, environmental and religious movements at the background of education. The last but not least section concentrated on didactics and the processes of teaching and learning in the present setting of cultural changes.

Apart from the parallel sessions, several meetings as well as keynote speakers' presentations took place during the conference. On Wednesday, two keynote speeches were presented: *Intersections and translocations: new paradigms for thinking about identities and inequalities* by Floya Anthias and *Dealing with cultural diversity in education: global narratives, local policies and experience* by Marie Verhoeven. In the evening, the New Associations' Meeting was held in order to provide information for delegates from countries without an EERA member association.

A symposium called *A Global Society; Implications for Education and Educational Research* took place on Thursday and presented invited speakers Ingrid Gogolin (*How can Educational Research contribute to Equal Educational Opportunities in a Global Society?*), Beatriz Álvarez González (*Transnational families. The role of schools to uphold educational processes*), and Martha Montero-Sieburth (*Understanding Culture and Youth within Educational Institutions: Beyond Cultural Definitions to Cultural Change Contexts*). The same day, a round table organised by European Educational Research Journal (EERJ) took place, focusing mainly on the new contexts of educational research and its interdisciplinary as well as trans-disciplinary dimensions.

On Friday, another invited speaker Lisbeth Lundahl presented her paper (*Paving the way into the future?*) using particular Scandinavian examples to demonstrate how educational policies attempt to face the sometimes conflicting demands stemming from different economic, cultural and political contexts. The same day, the last but not least keynote speaker Fazal Rizvi (*Re-thinking Issues of Diversity within the Context of an Emergent Transnationalism*) supported the need for a new outlook on diversity, not based on nationalism any longer, but rather being defined by transnational processes in the era of globalisation. He then discussed the possible implications of the change for educational research. In the evening, the EERA panel on the conference theme, *Education and Cultural Change*, was held by the four keynote speakers (Marie Verhoeven, Floya Anthias, Lisbeth Lundahl and Fazal Rizvi) who used their previous speeches as a springboard for discussion on the conference theme, leaving ample time for the delegates to ask questions and talk over the emerging issues related to the topic.

Further information on ECER 2010 can be obtained from the conference official web site <http://www.eera-ecer.eu/ecer/ecer2010/>.

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