



International Conference on the Occasion
of the 60th Anniversary of the Signing of the Treaty of Rome

“(Re-)Thinking the World”

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Connecting Borders and Memories in European Teacher Education

6th & 7th of July 2017

University of Education Freiburg (Germany)

Rome (1957) – Schengen (1985) – Maastricht (1992) – Lisbon (2007). 60 years after the signing of the Treaty of Rome, those events seem to be distant memory when looking at the political developments of recent years. The European Union currently has to deal with increased large-scale (im)migration, the rise of ultra-nationalist and Eurosceptic parties in all member countries, and the fear of terrorist attacks. A general helplessness seems to somehow paralyze European decision makers, and the sanctions put in place by European governments seem to foster exclusion rather than inclusion, for instance, through the re-introduction of border control or newly built fences. Thus, the EU faces its biggest crisis and it seems that the vision of a Europe peacefully united in tolerance, democracy and humanism is vanishing.

What part does Education play in this development? How can teachers and teacher educators respond to this in order to enhance social cohesion, European ideals and democratic values?

Following the current insights of anthropogeography, borders are no physical entities but mental constructs and conventions built by permanent negotiation of everyday spatial experience, perception and memory. As borders exist in their mind, the manner students reflect about borders as well as their attitudes towards border-crossing and migration might form the subject of border education. Thus, an appropriate European Teacher Education seems to be key in developing a realistic, constructive and affirmative image of Europe and its (symbolic) borders in students' minds. As today's students will be the European Citizens of tomorrow, Teacher Education is a vital instrument in the provision of stable foundations of democratic and European values in civic society.

The central question is: How can adjustment in European Teacher Education lead to a more reflective habit of teachers referring to the creation of and reflection about borders in the minds of students?





The conference seeks to explore and to (re-)think the potential in Teacher Education for the enabling of future teachers to assume responsibility in our European heterogeneous democracies and diversified societies.

We are inviting proposals for panels and individual or co-authored papers that will be relevant, informed by theory and/or empirical research, and which encourage opportunities for intellectual commitment. Particularly encouraged are submissions from all areas of Border Education and European Civic Education related to the issues of European Teacher Education that engage with the conference theme and address the following topics:

- Teacher Education in European and non-European borderlands
- Didactic and linguistic approaches to border and memory in European Teacher Education
- Geographical, historical, political, and cultural approaches (including from Media/Film Studies) to border and memory in European Teacher Education

Please submit your paper or panel proposal to Allegra Hottner (allegra.hottner@stud.ph-freiburg.de). The deadline for the submission of paper and panel proposals is 15 January 2017. Paper proposals should include a title, abstract (300 words) and institutional affiliation; panel proposals should include a panel title and description as well as the abstracts and details of panel speakers.

Selected papers will be considered for a publication in English.

The vehicular conference languages are the official working languages of the European Union: English, French and German. Presentation languages can be English, Estonian, French, German, Slovene and Swedish. Translation will not be offered.

