



EduDidactics 2015

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**Connecting didactics, competences and attitudes
towards educational practice through the Arts**

Invitation

The education faculties of **the American College of Greece, the laboratory “Research in Practical and Applied Philosophy” (L.R.P.A.Ph.) of the University of the Aegean, the music faculties of Aristotle University of Thessaloniki and the Greek Association of Primary Music Education Teachers (G.A.P.M.E.T)** will host a conference on strategies and didactic methodologies for improving teaching practices in school subjects integrating arts in November 2015, at the Pierce College Conference Center, Athens, Greece.

The purpose of the conference is to bring together education and arts education professionals worldwide to share the latest research and practice. We invite primary and secondary school educators, higher education professionals and education researchers, national, state and local education officials from across the world to join us in Athens.

The Focus of the Conference

Didactics, competences and attitudes of learning and development from infancy to early adulthood is vitally important to educators and researchers. Furthermore, the education profession worldwide is facing increased expectations for accountability towards learning in music and other arts. The key questions of the conference focus on three areas:

Strand 1: Didactics

The effective and efficient practice of arts teaching and development continues to be a vital need across the world. We are seeking submissions that present best practices that allow for the valid, reliable methodology of student learning and development in arts, the collection and organization of this data, its use in assessing development, and its use in the improvement of teaching and learning at the elementary, secondary, and tertiary levels. The submissions for the practice strand should address these and other elements of teaching practice. The guiding questions for the Didactics strands are:

1. What models, designs, and practices are most successful in teaching development, arts development, student achievement and skills in diverse educational systems?
2. In what ways are educators using practice data effectively to improve teaching and learning?

Strand 2: Competencies

This area explores teaching and teacher development not only as matters of personal disposition or commitment, as psychological qualities that emerge among individuals, but also as social and political phenomena that are shaped by how the work of teaching is organized, structured and led.

The submissions will be structured on a conceptual framework of interrelated elements that are formed by sociological and social-psychological literature, to cast light in teachers' work and professional competencies. The

area also includes implications and recommendations for leaders and policymakers to embrace and engage competencies as part of their own and other educators' work. Teachers' competencies affect their values, behaviors, communication, aims and practices in school and also they support professional development and curricular studies. Thus, the discussion on teachers' competencies to improve the teaching-learning process in school is of great importance. The submissions for the competence strand should address these and other important measurement issues especially for arts education.

The general framework regarding teacher competencies will be focus on field competencies such as:

- research competencies,
- curriculum competencies,
- lifelong learning competencies,
- social-cultural competencies,
- emotional competencies,
- communication competencies,
- information and communication technologies competencies (ICT)
- Environmental competencies.

Strand 3: Attitudes

Strategies to improve teaching have been influenced by the prevailing theories of learning and research on instruction. Research on these strategies suggests that workshops and students' ratings of instruction, coupled with consultation and intensive fellowships, are effective strategies for changing teachers' attitudes. Furthermore, student arts learning has always been a vital component of the development process. The collection, analysis, review and interpretation of student data for use in the improvement of teaching and learning are expectations for a growing number of educators across the world at all levels. Recent changes in policy and law in some nations have brought arts effectiveness to a new level of examination and scrutiny.

The submissions for the attitudes strand should address the following guiding questions:

1. In what ways are educators evaluating arts for the improvement of teaching, learning, and programs?
2. What unforeseen and unplanned outcomes of teaching models have been observed (hidden curriculum)?
3. To what extent teaching practice used in education philosophy?
4. In what ways moral leadership creates a new leadership practice - based on purpose, values, and beliefs - and can transform a school from an organization to a community?
5. What about development? Based on:
 - Professional development (faculty members should be oriented to their various faculty roles);
 - Instructional development (access to teaching-improvement workshops, peer coaching, mentoring, and/or consultations);
 - Leadership development (effective leaders and well-designed curricula);
 - Organizational development (empowering faculty members to excel in their roles as educators requires organizational policies and procedures that encourage and reward teaching and continual learning).

Location: PIERCE College - Gravias 6, 15342, Agia Paraskevi, Athens

Dates: **November 20-21, 2015**

Submission Deadline for full papers: Proposals for Research and Poster Papers, Workshops, Tutorials, Invited Sessions, Mini-Symposia and Special Sessions: **October 29th, 2015**

Contact Info

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