Call for Papers
Look Both Ways: Narrative and Metaphor in Education
VU University, Amsterdam 30 March – 1 April 2017

Many people associate the art of storytelling and the use of metaphors with fiction and poetry. Over the last 30 years, however, philosophers, psychologists, anthropologists and linguists have offered insights into the fundamental role of both narrative and metaphor as instruments by which human beings think, perceive, imagine, and make sense of their experiences. Those in education studies have begun to utilize these insights to great effect in various educational research domains ranging from exploration of actual teaching practice to analyses of the way we talk and think about education.

The metaphor and narrative perspectives, however, have mostly been utilized separately. Moreover, opportunities for researchers and educators to meet and share their ideas are rare. This conference takes up the challenge of bringing educationists who have employed the narrative lens into conversation with those who have employed the metaphor lens. It highlights the work of those few researchers who have demonstrated ‘binocular vision’ (that is, employed the two perspectives in combination) in their study of education. Moreover, the implications of research for teaching and policy practice will be particularly emphasized. The result should be a fuller account than has previously been attempted of the intricate relations which operate at the nexus between narrative and metaphor in and of education.

Questions to be explored at the conference include:

- What specific forms do metaphor and narrative take in the educational context (ranging from learning and teaching to policy making)? How are metaphor and narrative related? Are there subject areas in which metaphor is a more effective tool for thinking and others where narrative is more useful? How may the two devices best be used in combination?
- How do educational practitioners use metaphor and narrative as strategies in teaching or learning? In what special ways may narrative and metaphor be employed in, e.g. teacher training, counselling, and the education of learners with special needs?
- There has been much research on how shifts in metaphor may change our thinking. How can learners and other educational practitioners become aware of the advantages and disadvantages of using metaphor? Do we need to be equally aware of the importance of shifts in narrative?
- How are questions of e.g. agency and power both highlighted and occluded by the narratives and metaphors most commonly used in contemporary educational discourse?
- What particular narrative and metaphor issues arise around educational theory and practice in different cultures, including developing countries?
- Has the introduction of digital technology influenced the way in which teachers and learners employ narrative and metaphor?
- There has been much concern about how metaphors of ‘accounting,’ and ‘the market’ have come to dominate contemporary policy discourse in education. How might fresh metaphor perspectives cause us to view the challenges in education differently, and how might fresh narrative perspectives assist us to envisage fresh solutions?
- How are narrative and metaphor employed as research tools within the educational context?
- Etc.
Presentations will take various forms:

We invite proposals for interactive paper sessions (20 minutes presentation, 10 minutes discussion), posters and 75-minute workshops (with an applied focus). There will be 5 keynote presentations, by scholars who have undertaken outstanding work on narrative and metaphor in educational theory or practice.

A selection of outstanding papers from the conference will be submitted to a major academic press for publication in book form.

Instructions for submission:

All abstracts should be submitted by 14 October 2016 (see www.named2017conference.com for more details).

Abstracts for 30-minute papers and for posters should be no longer than 400 words (excluding references). All paper presenters are asked to include some form of audience participation (an interactive element). Please consider briefly in your abstract how you will involve the audience and what you think your research insights mean for practice.

Abstracts for 75-minute workshops should be no longer than 500 words (excluding references). The workshop should have an applied focus (on educational practice or educational research methodology) and include the workshop’s learning goals (“What do I want my audience to know or be able to do by the end of this workshop?”), the target audience and a brief description of the work form.

If you would like to confer about insights for practice or your presentation/workshop format, the conference organizing committee (a team of educational/pedagogical experts and teacher trainers) will gladly offer assistance.

Please send your questions to named2017conference@gmail.com.

We invite proposals from scholars and practitioners employing narrative and/or metaphor in:

- Adult education
- Anthropology of education
- Civic education
- Cognitive theory
- Communication studies
- Counselling
- Creative education
- (Critical) Discourse analysis
- Critical pedagogy
- Cross-cultural education
- Curriculum studies
- Disability and education
- Early childhood education
- Education for immigrants
- Educational policy-making
- Educational psychology
- Educational theory
- Foundation studies
- Gender and education
- Health education
- History of education
- Informal education
- Journalism
- Learning theory
- Linguistics
- Literacy education
- Media studies
- Metaphor theory
- Multicultural education
- Narrative inquiry
- Narrative theory
- Philosophy of education
- Politics of education
- Psychotherapy
- Science education
- Second-language learning
- Social work
- Sociology of education
- Special-needs education
- Teacher education
- Tertiary education
- Visual education
- Worker education