

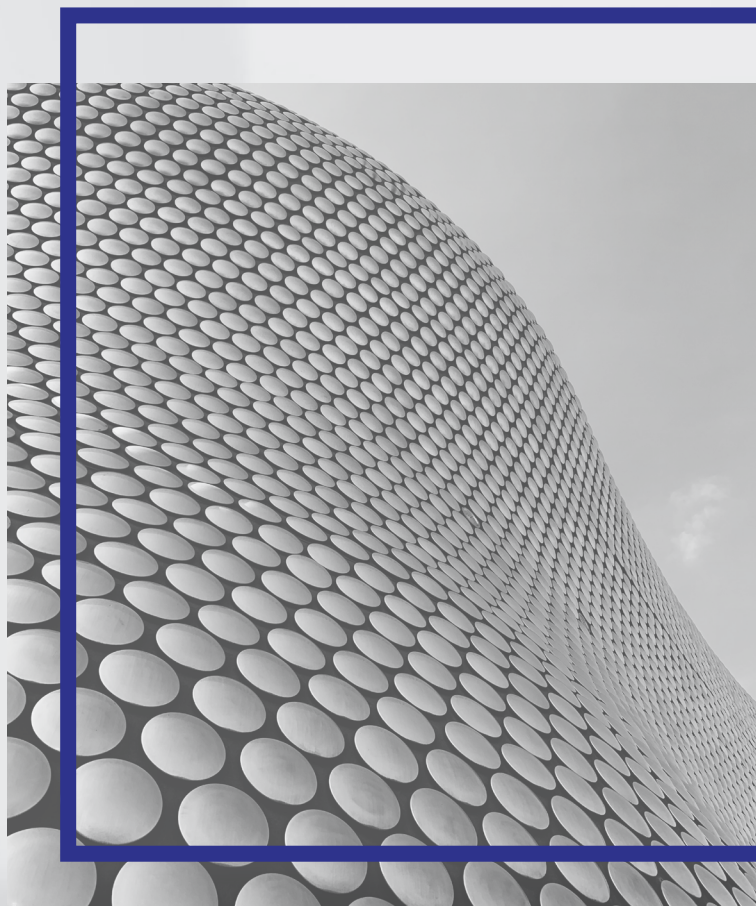
# KOSOVO INTERNATIONAL CONFERENCE ON EDUCATIONAL RESEARCH KICER 2022

## Theme:

*Fostering an evidence-based  
approach to education in a  
changing context*

## Venue:

*Faculty of Education, University  
of Prishtina "Hasan Prishtina",  
Kosovo*



Conference dates:

# 10-11 June 2022



# CALL FOR ABSTRACTS

The Scientific and Organising Committees of the Faculty of Education, the University of Prishtina, in collaboration with the Institute for Research and Development in Education (IRDE) are calling researchers and practitioners for abstract submissions to the Kosovo International Conference on Educational Research – KICER 2022.

**Conference theme:** In the current discourse of education reforms, there is a constant demand to improve quality in education and enable a positive change. This year's KICER conference theme contributes to this discourse by promoting the improvement of quality in education through an evidence-based approach. The **theme of the KICER 2022 conference** encourages us to think about the importance of fostering an evidence-based approach to education in a changing context.

Although education research has increased over the past decade, at present, a tiny portion of educational research is undertaken by practising teachers: the vast majority of such research is conducted by university-based academics involved in teacher education who do not teach in schools. However, there is a growing awareness that this linear approach of conducting education research is not always effective in inducing education change.

Therefore, **the KICER 2022 conference** aims to promote a change in the trajectory of conducting research in education in line with an evidence-based approach that leads towards a practical contribution of research in the following education dimensions:

- Changing and adapting educational policies for pushing reforms through an evidence-based reality
- Addressing issues related to school autonomy, culture, and development
- Improving teaching practises, tackling identity, and continuous professional development
- Advancing students' motivation, competencies, and performance
- Strengthening early childhood and preschool education and intervention

The KICER 2022 conference is looking for empirical research to show how changes occur in education in an evidence-based context. We accept topics tackling the impact and role of an evidence-based approach to education addressed under the following themes, including (1) education policy and reform, (2) school autonomy, culture and development, (3) teacher

practise, identity and professional development, (4) student motivation, competencies, and performance, and (5) early childhood and preschool education and intervention. In detail, a number of questions will be explored through keynote speeches, parallel thematic sessions, panels and working sessions on five main themes, namely:

**Theme 1:**  
***Education policy and reform***

This thematic area aims to address issues that are related to educational policies and reforms in the context of evidence-based practises. Researchers and practitioners can orient their contribution by showcasing their countries experiences in utilising research for pushing changes in educational policies, as well as the implications of such actions towards real change at all levels. The need to advance curricular documents and implement curricular reform is a vital component of educational policies; therefore, researchers are encouraged to submit papers tackling evidence-based instruments influencing the implementation of curricular changes in educational practice. Papers can also present concrete interventions of tackling change through an evidence-based approach, including the use of evidence from multiple sources of data such as: school data, various curricular analyses, strategic reports and documents, and external evaluations (national and international) data towards quality decision-making.

**Theme 2:**  
***School autonomy, culture, and development***

The thematic area addresses specific issues of interest regarding school autonomy, school culture and school development. Autonomy is considered a powerful management practice that has seen positive results in various school development dimensions. We encourage papers tackling issues of school autonomy and government control from multiple perspectives by capturing a full range of school interventions using an evidence-based approach. Organisational culture is a key element of school success. We welcome papers that examine issues related to school culture by addressing the guiding beliefs, attitudes, expected behaviours and values that impact the way a school operates. In addition, researchers and practitioners are encouraged to discuss topics reflecting on different dimensions of school development. We expect papers investigating different research and evidence-based models in helping schools develop internal capacities to engage in continuous development.

**Theme 3:**  
***Teacher practice, identity, and professional development***

The role and functioning of schools are changing and so is what is expected of teachers. Teachers are asked to teach in increasingly multicultural classrooms; to place greater emphasis on integrating students with special learning needs in their classrooms; to make more effective use of information and communication technologies for teaching; to ensure interdisciplinarity by integrating different subjects and promoting STEAM; to engage more in planning within evaluative and accountability frameworks, and; to do more to involve parents in schools. In addressing teacher profession complexity, we welcome papers tackling changes in teacher practice and professional development either from a general perspective (i.e. effective and student-centred teaching practice, teacher identity and teacher professionalism) or a specific perspective (i.e. the impact of using technologies for improving quality of teaching and learning in Mathematics) by using an evidence-based approach. Innovative topics tackling new teaching practises and professional development approaches in the framework of “teachers as researchers”, “teachers as agents of change”, “teachers as adaptive experts”, and “teachers as leaders”, are encouraged. Researchers and practitioners are also welcomed to address topics related to the shaping of teacher identity, including subject-teacher identity, in efforts to understand their learning and change trajectory.

**Theme 4:**  
***Student motivation, competencies, and performance***

The thematic area addresses issues that are related to evidence-based approaches to student motivation, development of competencies and improvement of student performance. Researchers and practitioners are encouraged to address topics investigating the impact of specific interventions in improving student academic performance (either from a general perspective or focusing on specific subject areas, such as: Chemistry, Biology, and History, to name a few). Papers can also examine the understanding of student self-efficacy, learning and motivation. In addition, we encourage topics investigating effective strategies and modalities of student competence development and improving their performance (influencing factors and implications in practice).

**Theme 5:**  
***Early childhood and preschool education and intervention***

Quality pre-primary education is the foundation of a child's journey, every stage of education that follows relies on its success. We welcome papers addressing a range of topics, including: factors that predict children's readiness for school, the impact of play as a strategy for learning and skills development in early childhood, the impact of early childhood interventions on children's later achievements in school, the link between parenting styles and development of knowledge, skills and values of children, and the role of positive parenting in the development and academic achievement of children. All topics covered under this thematic area are encouraged to concentrate on evidence-based lenses.

# IMPORTANT DATES

- **First call:** February 21, 2022
- **Second call:** March 21, 2022
- **Deadline for submission of abstracts:** March 31, 2022
- **Abstract Acceptance Notice:** April 21 – 25
- **Full paper submission (optional):** July 1, 2022

## **Conference dates: June 10 – 11, 2022**

\*\*\*The organiser is preparing this event as a hybrid conference, with a presence at the premises of Faculty of Education, University of Prishtina “Hasan Prishtina” in Kosovo, as well as with an online option. However, if the possibility to meet physically is prevented by the development of the Covid-19 pandemic, the event will be held virtually as an online conference (like the KICER 2021 conference).

### **FORMAT**

#### ***Paper Presentation***

This is the standard presentation format. We accept short presentations (10 minutes) and long presentations (20–25 minutes). In an oral paper presentation, the presenter delivers their research to their audience verbally, accompanied by a PowerPoint slideshow. Paper presentations are organised by streaming into parallel sessions.

#### ***Poster presentation***

A presenter is to use a printed poster pinned to a poster board (B1 format, 900 high, 700 wide) to illustrate key aspects of their research. The presenter engages with interested participants on a one-to-one basis and discusses their research. Presenters are expected to bring the printed posters with them and provide the conference organisers with their posters at the Registration.

## **Workshop**

The Faculty of Education, University of Prishtina has established 9 Research Clusters through which it aims at undertaking school-based research projects in collaboration with 20 partner education institutions across Kosovo. In line with an evidence-based approach, the following research areas will be covered in efforts to induce a context-based change in education in Kosovo.

- Development, learning and well-being of children
- Lesson planning and implementation
- Application of technology in learning
- Being a teacher
- Education policies and school development
- Curricula and textbooks
- Inclusion and diversity
- Assessment in education
- Education, society and values in education

**KICER 2022** conference will organise workshops with parallel sessions tailored to promoting the work of research clusters with education institutions and evidence gathered within the scope of school-based research. A number of topics will be selected in collaboration with leaders of research clusters to present preliminary empirical evidence from the field. Representatives from educational institutions are also welcomed to participate.

# ABSTRACT

## GUIDELINES

An abstract is a summary of your (published or unpublished) research paper. The content of your abstract must comply with the following checklist of requirements:

- The abstract should include a brief introduction on the topic, purpose, method used, main findings or main expected implications and conclusions.
- The abstract should also include research limitations, practical implications and the main recommendations.
- The abstract should not exceed 350 words
- Three or four keywords related to the topic should be provided along with the abstract.
- Abstract topics should be related to one of the thematic areas

We welcome abstracts in the English language. If your abstract is accepted, a notification email will be sent to your email address. Submitting a full paper is not mandatory. However, if you wish to submit a full paper, the scientific board will send a paper model/template to researchers whose abstracts were accepted.

**Conference fee:** The conference is free of charge.

**Conference language:**  
English and Albanian

### NOTIFICATION OF REVIEW RESULTS

The abstracts will be subject to a double-blind

peer review. Authors will be informed of acceptance or rejection of the abstract during April 21 – 25. Accepted authors will receive an email informing them about the results. If you do not receive anything until mid-April, please contact us.

Accepted abstracts will be published in the Book of Abstract.

After the annual conference, the Scientific Board will select 10–15 papers to be published in the Faculty of Education's journal "Teacher magazine" (featured as the first issue in autumn 2022).

### EVALUATION CRITERIA

- The title reflects the content properly
- The purpose, design and nature of the study are well expressed in the abstract.
- Participants, data collection tools, data analysis and major findings are summarised in the abstract.
- The research design is clearly described and appropriate for the purpose of the study.
- The participants, their characteristics and their selection methods are described in detail and justified.
- Findings respond to the purpose of the study and are presented clearly.
- The paper has the potential to contribute to the body of knowledge with academic relevance on selected topics in the conference
- The format is appropriate with the academic writing genre and conference requirements

## **SUBMISSION**

Submission of abstracts: February 21 – March 31, 2022, through the following e-mail address: [konferenca.edukim@uni-pr.edu](mailto:konferenca.edukim@uni-pr.edu). When submitting your abstract, please indicate the theme (1 – 5; see above) under which you are preparing your paper or poster.

Authors must submit the full paper (optional) by July 1, 2022, to the following e-mail address: [konferenca.edukim@uni-pr.edu](mailto:konferenca.edukim@uni-pr.edu).

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# Faculty of Education University of Prishtina

Prishtinë, Kosovë  
June 2022