Dear Colleague,

We are pleased to send you this call for proposals for our upcoming, unique conference: ‘Educating the educators – international approaches to scaling-up professional development in maths and science education’. The conference board welcomes contributions (in English) to this event and invites you to submit proposals for research or practice-oriented contributions (paper presentations, interactive sessions, posters) to be given during the conference.

The European project mascil (mathematics and science for life!, www.mascil-project.eu) and the DZLM (German Centre for Mathematics Teacher Education, www.dzlm.de) are pleased to host the conference. The DZLM is an initiative of and funded by the Deutsche Telekom Foundation (http://www.telekom-stiftung.de). The project mascil has received funding from the European Union’s 7th Framework Programme. Event supporters are the University of Education Freiburg, the University Duisburg-Essen and the EMS (European Mathematical Society).

Date: 15 - 16 December 2014
Location: University of Duisburg-Essen, Campus Essen, Germany

The deadline for submission of proposals (paper presentations, interactive sessions, posters) is Friday, 30 May 2014.
To submit your proposal, please send an email to: educating-the-educators@ph-freiburg.de

Please visit http://educating-the-educators.ph-freiburg.de for regularly updated information about the conference.

We are looking forward to receiving your contributions.

With kind regards,
the conference board:

Prof. Dr Bärbel Barzel
Prof. Dr Katja Maaß
Prof. Dr Günter Törner
Diana Wernisch

DZLM, University of Duisburg-Essen, Germany
mascil, University of Education Freiburg, Germany
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Conference theme: Aims and objectives

This is the first international conference specifically devoted to the topic of educating the educators (such as teachers, teacher educators, the educators of teacher educators as well as multipliers and institutions engaged in teacher professional development) in particular in relation to disseminating innovative teaching approaches, such as inquiry-based learning. It will serve as a lever and platform for international exchange about concepts and experiences concerning such questions as: What are the features of successful concepts and professional development (PD)? What are the needs and experiences of the different target groups? Which pitfalls have to be avoided?

This international conference will connect researchers and practitioners engaged in the field of maths and science education in order to discuss concepts of scaling-up teacher professional development. A special feature of this conference is that it will bring together researchers and practitioners (including the target group of teacher educators themselves) and will initiate an exchange between teacher education centres in the different countries. Key to scaling-up concepts - and core to the conference - will be the education, professional development and support of multipliers. The conference will approach the subject from the perspectives of: 1. Individual countries and their particularities; 2. Different target-groups and their needs (policy makers, educators of teacher educators) and 3. The end-users (teacher educators, teachers and their everyday classroom practice).

Innovative and interactive formats will be used during the conference to help bring out the specific benefit of gathering a circle of participants from both research and practice. Relevance for, and impact on, practice will be ensured by using oral presentations and discussion, demonstrations (e.g. simulation of professional development situations, demonstration of materials) with subsequent facilitated reflection and practice-oriented reports from teacher educators, training centres and policy makers. The conference will be rounded out with keynote lectures, a poster session and a closing plenary discussion based on the reports of track rapporteurs.

The conference will be organized in four different tracks, each addressing four different means of scaling-up professional development in maths and science education. Each track will cover the field of science as well as mathematics. The aim is to present and discuss different approaches which ensure a high quality of the education of educators:

1. Scaling-up with multipliers in face-to-face professional development courses
2. Blended learning concepts and e-learning support
3. Disseminating and scaling-up through materials
4. Professional learning communities

Target groups

Teacher educators and researchers, multipliers and relevant networks, educators of multipliers and teacher educators, policy makers, teacher professional development centres, maths and science education support centres, presidents and heads of professional development institutions/centres and relevant networks.
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Keynotes & track plenaries

The keynote and track plenary speakers provide high-quality contributions about different approaches to scaling-up professional development in maths and science education.

Keynotes: Prof. Justin Dillon (King’s College London), Prof. Dr Konrad Krainer (Alpen-Adria-University Klagenfurt)

Track plenaries: Dr Josette Farrugia (University of Malta), Prof. Celia Hoyles (University of London), Prof. Dr Manuela Welzel-Breuer (University of Education Heidelberg), Prof. Ulla Runesson (Jönköping University) (tbc)

The final plenary discussion will be moderated by Jane Imrie, Deputy Director of the National Centre for Excellence in the Teaching of Mathematics.

Scientific board

The scientific board will support the track chairing teams with scientific and conceptual advice to assure a high scientific quality of the conference and possible subsequent publication(s).

The scientific board is represented by:

Prof. Dr Katja Maß (University of Education Freiburg), Prof. Dr Günter Törner (University of Duisburg-Essen), Prof. Dr Bärbel Barzel (University of Duisburg-Essen), Prof. Michèle Artigue (University Paris Diderot), Dr Marta Romero Ariza (University of Jaén), Prof. Doris Jorde (Oslo University), Prof. Nicholas Mousoulides (Edex-Educational Excellence Corporation Limited), Prof. Celia Hoyles (University of London) (tbc)

Track chairing teams

The Tracks are represented by:

1. Scaling-up with multipliers in face-to-face professional development courses
   Chairing team: Dr Ragnhild Lyngved Staberg, Prof. Birgit Pepin, Dr Josette Farrugia, Prof. Dr Konrad Krainer

2. Blended learning concepts and e-learning support
   Chairing team: Dr Suzanne Kapelari, Prof. Javier Garcia, Prof. Dr Ulrich Kortenkamp, N.N. (tba)

3. Disseminating and scaling-up through materials
   Chairing team: Dr Michiel Doorman, Prof. Martin Bilek, Prof. Valentina Dagiene, Prof. Dr Philipp Schmiemann

4. Professional learning communities
   Chairing team: Prof. Dr Bettina Rösken-Winter, Associate Prof. Geoff Wake, Associate Prof. Despina Potari, Prof. Dr Elke Sumfleth

The person underlined takes the chairmanship.
# Programme

**Monday, 15 December 2014**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tr>
<td>10:00 – 12:00</td>
<td>Pre-conference of the presidents and heads of professional development centres and institutions</td>
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<td>12:00 – 13:00</td>
<td>Lunch &amp; registration</td>
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<td>13:00 – 13:45</td>
<td>Opening and introduction</td>
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<td>13:45 – 14:30</td>
<td>Keynote: Konrad Krainer</td>
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<td>14:30 – 15:00</td>
<td>Poster session</td>
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<td>15:00 – 15:45</td>
<td><strong>Track plenaries</strong></td>
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<td>(1) Scaling-up with multipliers in face-to-face professional development courses</td>
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<td>(4) Professional learning communities</td>
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<td>Plenary speech: Josette Farrugia</td>
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<td>Plenary speech: Manuela Welzel - Breuer</td>
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<td>Plenary speech: Ulla Runesson (tbc)</td>
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<td>15:55 – 16:25</td>
<td><strong>Session 1</strong></td>
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<td>(4) Professional learning communities</td>
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<td>16:40 – 17:10</td>
<td><strong>Session 2</strong></td>
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<td>(4) Professional learning communities</td>
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<td>17:25 – 18:25</td>
<td><strong>Session 3</strong></td>
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<td>(1 contribution planned within each track such as oral presentations, practical reports, demonstrations (e.g. a simulation of a professional development situation, demonstration of materials, demonstration of e-learning support platforms))</td>
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<td>(1) Scaling-up with multipliers in face-to-face professional development courses</td>
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<td>(4) Professional learning communities</td>
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<td>19:00</td>
<td>Reception &amp; dinner</td>
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<td>09:00 – 09:45</td>
<td><strong>Keynote:</strong> Justin Dillon</td>
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<td>09:45 – 11:15</td>
<td><strong>Session 1</strong>&lt;br&gt; (3 contributions planned within each track)</td>
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<td>(3) Disseminating and scaling-up through materials</td>
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<td>11:15 – 12:45</td>
<td><strong>Session 2</strong>&lt;br&gt; (3 contributions planned within each track)</td>
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<td>(1) Scaling-up with multipliers in face-to-face professional development courses</td>
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<td>12:45 – 14:15</td>
<td><strong>Lunch</strong></td>
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<td>14:15 – 15:00</td>
<td><strong>Discussion within the tracks:</strong> Linking theory and practice</td>
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<td>(1) Scaling-up with multipliers in face-to-face professional development courses</td>
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<td>(3) Disseminating and scaling-up through materials</td>
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<td>(5) Teacher Training Centres</td>
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<tr>
<td>15:15 – 16:15</td>
<td><strong>Final plenary</strong>&lt;br&gt; Panel discussion on conference theme and reports from tracks&lt;br&gt; moderated by Jane Imrie</td>
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<tr>
<td>16:15</td>
<td><strong>End of conference</strong></td>
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Proposal submission information

Please carefully read the submission guidelines to ensure meeting the requirements.

Scope of submissions (presentation formats)
The conference aim is to provide a platform for exchange among research and practice on successful IBL and further related innovative teaching concepts and experiences on and with ‘educating the educators’. Accordingly, we welcome a range of different formats and high-quality contributions addressing issues of international approaches to scaling-up professional development in maths and science education. You may propose giving an oral presentation of research-based papers, as well as practical reports or demonstrations (e.g. a simulation of a professional development situation, demonstration of materials, demonstration of e-learning support platforms).

Presentation slots will usually be 30 minutes (20 minutes presentation + 10 minutes discussion), but some longer slots (e.g. for facilitated discussion, simulations, etc.) are planned as well (see draft programme schedule above).

In addition, the Conference Board welcomes contributions for a poster exhibition during the conference and a poster session (see further information below).

Focus of submissions (track themes)
It is essential that your proposal clearly refers to one of the tracks (conference participants will also be asked to choose one track they will attend):

Track 1: Scaling-up with multipliers in face-to-face professional development courses
Track 2: Blended learning concepts and e-learning support
Track 3: Disseminating and scaling-up through materials
Track 4: Professional learning communities

Your proposal should outline: (1) How it relates to the overall conference theme; (2) From which perspective (e.g. country-specific, target group-specific) it will address the topic; (3) How it relates to one of the track topics (brief outline of the content and subject matter of your planned presentation/input); and (4) Which of the questions (exemplarily) raised in the track descriptions will be addressed. In addition, you are requested to (5) clearly provide a description of the format you intend to use.

Proposals should be precise, and include sufficient details and references for a critical review. Please keep in mind when planning/writing your proposal that it should also address the underlying purpose of promoting more meaningful and motivating science and mathematics learning.

Guidelines on length and formatting
The text of your proposal should be a maximum of two pages. One additional page may be used for such items as diagrams, figures and references etc.).

Proposals must be submitted using the mandatory template provided on the conference website at: http://educating-the-educators.ph-freiburg.de/
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Submission deadline, review, notification of authors/presenters:
The deadline for submissions is Friday, 30 May 2014.

Please submit your proposal by sending the paper via email to: educating-the-educators@ph-freiburg.de

Please regard the following:
- Name your proposal document as follows: ‘TrackX_lastname_firstname’
- Submit your paper as Word document. The file size must not exceed 8MB.
- State ‘Proposal Submission – Track X’ in the subject line of your email

All papers will be reviewed by the Track Chairing Teams in cooperation with the Scientific Board. Authors will be notified at the latest by 1 August 2014.

Conference Proceedings:
Conference proceedings will be published online. If your proposal is accepted for presentation, you have the opportunity to submit a paper to be published in the proceedings (maximum length: eight pages). The paper submission deadline will be shortly after the conference held in December.

Additional information on poster submissions
All guidelines above relate to poster submissions as well, with one addition: poster contributions for the exhibition and poster session during the conference may relate to one of the four conference tracks or present the work of professional development and support centres, networks, institutions or projects with relevance to the overall conference theme.

A poster proposal should thus outline: (1) How the poster relates to the overall conference theme; (2) The work to be presented on the poster (who, what, etc.); (3) From which perspective (e.g. country-specific, target group-specific, stakeholders, supporting institutions) it will address the topic; and if relevant (4) How the poster relates to one of the distinct track themes.

Relevant professional development and support centres are particularly invited to present their work using posters (the conference will ensure that a platform for exchange among such institutions is provided).

Preview: At the conference, the poster itself shall be prepared in portrait format and we suggest using at minimum the following dimensions: 23” x 33” (59cm x 84cm).
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Conference tracks

Track 1: Scaling-up with multipliers in face-to-face professional development courses

Track chair
Dr Ragnhild Lyngved Staberg, Sør-Trøndelag University College
Prof. Dr Birgit Pepin, Sør-Trøndelag University College
Dr Josette Farrugia, University of Malta
Prof. Dr Konrad Krainer, Alpen-Adria-University Klagenfurt (tbc)

Track description
Reaching a large number of teachers with an innovative content, such as inquiry-based learning (IBL) or connecting school to the world of work, in face-to-face professional development courses is accomplished by using a pyramid model: Engaged teachers or researchers are trained to become multipliers, who then go on to train other teachers. This pyramid model has proven efficient and effective within various contexts and projects (e.g. Sinus project in Germany, EU project PRIMAS, cf. also Rocard, et al., 2007). Nevertheless, educating multipliers poses considerable challenges inherent to the specific requirements of the multipliers’ dual role. Multipliers act as experts in some subject-related content, and at the same time, as professionals in adult education. Therefore, training multipliers has to cover both of these requirements.

This conference track offers an opportunity for presenters to exchange experiences from the practical field and/or to discuss relevant research results. Proposals in this track may include practice-oriented reports from teacher educators, training centres and policy makers, and poster or paper presentations from the perspective of research and/or practice.

The track focuses on key questions such as (examples):

- What are the features of successful concepts for educating multipliers?
- Which pitfalls have to be avoided?
- How can multipliers be adequately prepared to impart key approaches that promote more meaningful and motivating science and mathematics learning consisting of complex content and competences like IBL and/or a closer connection of school to the world of work?
- How can multipliers effectively be supported in the implementation of professional development?
- In what ways can cultural factors, such as national specifics in how teachers cooperate at school – or not, or common classroom culture, be addressed and handled?
- What are the needs and experiences of the different target groups: educators of teacher educators, teacher educators themselves and teachers in their everyday classroom practice?
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Track 2: Blended learning concepts and e-learning support

Track chair
Dr Suzanne Kapelari, University of Innsbruck  
Prof. Dr Fco. Javier Garcia, University of Jaen  
Prof. Dr Ulrich Kortenkamp, Martin-Luther-University Halle-Wittenberg  
N.N. (tba)

Track description
Information technologies have rapidly transformed the landscape within which both academic and applied learning now takes place (cf. Learning and Skills Network 2007). Innovative technologies enable new approaches and powerful possibilities for collaborative, learner-centred and research-oriented learning and provide unrivalled access and flexibility to individuals.

E-learning courses, for example, provide opportunities not found in face-to-face educational situations. With e-learning, teachers can work together despite being geographically wide-spread. Further, teachers can work according to their own schedule, thus not affecting school hours. Teachers can work as a virtual community, mediated through synchronous (chats and virtual meetings) and asynchronous communication (forums, uploading documents and resources, giving feedback to the work of others). Asynchronous communication through e-forums allows more time for reflection and the ability to revise and repost on the given forum. Blended learning combines the advantages of e-learning support with face-to-face meetings, and thus ensures sustained interaction and collaboration both within and across school communities and networks.

However, the issue of to what extent e-learning is suited for complex content that also affects teachers’ focal points and attitudes (i.e. IBL, more closely connecting school to the world of work) should also be examined.

Proposals of paper, poster or multi-media presentations in this track will address some of the following questions (examples):

- What are the features of successful, blended learning concepts?
- How can e-learning impart complex content that affects teachers’ focal points and attitudes (i.e. IBL, more closely connecting maths and science learning to the world of work.)?
- Which features do excellent e-learning materials have? How can existing PD materials be modified and adapted for use in an e-learning environment?
- How can e-learning support be tailored to the needs of the target groups? What do suitable tools for self-assessment, monitoring teachers’ success or evaluation of users’ experience with the e-learning environment look like?
- How can engagement and sustainability in virtual learning communities be ensured? Can a virtual learning community be as effective as one that meets in the same physical space?
- What are the needs and experiences of the different target groups: teacher educators, facilitators/instructors of e-learning forums and/or virtual meetings, and teachers using e-learning support?
Track 3: Disseminating and scaling-up through materials

Track chair
Dr Michiel Doorman, University of Utrecht
Prof. Martin Bilek, University of Hradec Kralove
Prof. Valentina Dagiene, University of Vilnius
Prof. Dr Philipp Schmiemann, University of Duisburg-Essen

Track description
Carefully designed classroom tasks can be a powerful tool for enhancing the quality of maths and science teaching, influencing the classroom culture and fostering students’ learning. Classroom tasks stimulating inquiry and/or based on real problems from the world of work give rise to more meaningful and motivating maths and science learning. Appropriate tasks support students in developing scientific reasoning, as well as transversal competences such as: critical thinking; problem solving; creativity; teamwork and communication skills. Simultaneously, good tasks secure basic knowledge, allow learning from mistakes and cumulative learning, and facilitate autonomous learning. Other possible benefits include promoting student co-operation, offering interdisciplinary approaches and contributing to the reduction of gender stereotypes. Obviously, tasks have to complement current school curricula.

In the process of developing a task culture and implementing good tasks in classrooms, a spiral model of professional development has proven efficient and effective within various projects (e.g. EU projects LEMA, COMPASS, PRIMAS). In the spiral model, teachers actively experience inquiry learning with new tasks themselves, subsequently implement the tasks in their classes and reflect on their experiences. Teachers thus work in continuing cycles of analysis – implementation – reflection. After gaining some experience, learning communities are able to develop their own tasks. This process ensures shared ownership of tasks, and thereby facilitates their use.

In addition to exemplary, high quality classroom tasks, spiral model professional development requires appropriate materials designed for a learning community’s teacher educator or facilitator to use and that support them in the work of supervising teachers.

Proposals of paper, poster or materials presentations in this track will address some of the following questions (examples):

- What are the quality criteria for the design of materials for classrooms and/or PD?
- How can suitable quality assurance of materials be ensured?
- How can the design of materials meet the affordances out of education systems and policy context? How can constraints for the flexible design of materials be overcome?
- What are the features of materials for classroom and/or PD that are suitable for promoting IBL and/or more closely connect science and mathematics learning to the world of work?
- Which factors promote or impede the implementation of innovative materials in practice?
- How can self-explanatory materials be designed that have large potential for scaling-up?
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Track 4: Professional learning communities

Track chair
Prof. Dr Bettina Rösken-Winter, University of Duisburg-Essen
Despina Potari, Associate Professor, University of Athens
Geoffrey Wake, Associate Professor, University of Nottingham
Prof. Dr Elke Sumfleth, University of Duisburg-Essen

Track description
Regardless of the intervention mode (face-to-face, e-learning, blended learning...), professional development (PD), is most successful and sustainable when it involves collaboration between teachers and encourages reflection and mutual support. This is especially true when the PD focuses on innovative content (i.e., IBL, school lessons more closely connected to the world of work). Maximum intervention impact is achieved when several teachers (either from a single school or neighbouring schools) take part in a PD course and form a learning community. Such learning communities of teachers are sustainable because the members have a common aim, are mutually engaged and supportive, and share the experience and passion of involvement in a joint enterprise.

Learning communities involving teachers from secondary and primary school, or from general education and vocational schools have proven to be particularly interesting and valuable. Experience (i.e., in the EU projects PRIMAS and mascil) has shown that in such diverse learning communities, teachers benefit mutually from their different areas of pedagogical and content-related expertise.

This conference track offers an opportunity for presenters to exchange experiences from the practical field and/or to discuss relevant research results. Proposals in this track may include: practice-oriented reports from facilitators of learning communities, teacher educators, training centres and policy makers; and poster or paper presentations from the perspective of research and/or practice.

The track focuses on key questions such as (examples):

- What are the pre-conditions for setting up self-sustaining learning communities? How can sustainability be ensured?
- What are the requirements for learning community facilitators? How can teachers be educated and prepared to take on the role of learning community facilitators in their schools?
- What are the experiences with supporting learning communities in e-learning or blended learning environments?
- Which methods of working within the group have proven efficient?
- How can learning community members be effectively supported in acquiring complex content and competences that are key approaches to promoting more meaningful and motivating science and mathematics learning? (i.e., IBL, more closely connecting school to the world of work).
- What does research say about the cultural dimension? In what ways can cultural factors, such as national specifics in how teachers cooperate at school – or not, or common classroom culture, be addressed and handled?
- What are the needs and experiences of the different target groups: facilitators of learning communities, educators of teacher educators, and teachers in their everyday classroom practice?
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**Conference hosts**

**mascil - mathematics and science for life!**

Project mascil ([www.mascil-project.eu](http://www.mascil-project.eu)) has received funding from the European Union’s Seventh Framework Programme. During the four-year mascil lifetime (2013 – 2016), 18 partners from 13 countries are working together to achieve project goals.

Our aim is to promote a widespread use of inquiry-based teaching and learning in primary and secondary school science and mathematics classrooms. In addition, a key mascil focus is connecting mathematics and science education to the world of work. Doing so makes mathematics and science more meaningful to students. When doing inquiry-based tasks, students work like scientists and in the process, acquire competencies they need for their future professional and personal lives as active citizens.

In order to implement inquiry-based teaching and connect mathematics and science education to the world of work, mascil follows a holistic approach by carrying out a variety of activities, including the development of materials and running professional development courses. Vocational educational teachers and industry representatives support the professional development courses for pre- and in-service teachers.

The participants will also develop tasks in vocational contexts, leading to a European repository of inquiry-based tasks. Our teacher communication platform makes it possible for teachers to profit from the international perspective of mascil.

Within the mascil concept, IBL-trained teachers become mascil multipliers who in turn offer courses to further teachers. Depending on the national context, we accomplish this aspect through use of e-learning. The National and European advisory panels are comprised of stakeholders charged with providing expert advice to the partners throughout project lifetime. Mascil uses workshops and policy papers to reach and inform policy makers.

mascil is represented by partner universities and institutes in thirteen countries:

- University of Education Freiburg, Germany
- Foundation for Research and Technology Hellas, Greece
- Utrecht University, Netherlands
- The University of Nottingham, Great Britain
- University of Jaén, Spain
- University of Nicosia (Educational Excellence Corporation Ltd.), Cyprus
- National and Kapodistrian University of Athens, Greece
- Sør-Trøndelag University College, Norway
- Leibniz Institute for Science and Mathematics Education at the University of Kiel, Germany
- Babes-Bolyai University, Romania
- University of Hradec Králové, Czech Republic
- Divulgación Dinámica SL, Spain
- Hacettepe University, Turkey
- Vilnius University, Lithuania
- University of Innsbruck, Austria
- Goethe University Frankfurt, Germany
- Institute of Mathematics and Informatics at the Bulgarian Academy of Science, Bulgaria
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**DZLM - German Centre for Mathematics Teacher Education**

The German Centre for Mathematics Teacher Education (DZLM, www.dzlm.de) supports engaged educators in fostering understanding of, and raising enthusiasm for, mathematics. In doing so, the DZLM places great emphasis on the professional development of multipliers. The trained multipliers are teachers themselves (from pre-, primary and secondary schools) who in turn, offer professional development courses, advice and support to other teachers. The work of the multipliers thus helps their peers hone, advance and expand their own teaching practice. The DZLM also provides professional development courses that target specific types of teachers. Included here are courses especially aimed at mathematics or pre-school teachers, and professional development for educators who teach lessons in a subject(s) outside their specialty areas.

The DZLM is an initiative of the Deutsche Telekom Foundation (www.telekom-stiftung.de).

**Venue and accommodation**

The conference will be held at the University of Duisburg-Essen, Campus Essen, Germany. If travelling to the conference by plane, nearby airports are in Düsseldorf (circa 20 minutes train transfer to Essen) and Cologne (1 hour train transfer to Essen). Essen is also situated on major motorway and rail routes.

The conference board is arranging for a contingent of reserved rooms at hotels in Essen for participants. We will provide a list of hotels with such contingents at the beginning of June 2014 on the conference website http://educating-the-educators.ph-freiburg.de/. Please note: participants are responsible for their making and paying for their own travel and accommodation arrangements.

**Registration & fees**

You must register to attend the conference. The registration form will be available in summer 2014 on the conference website http://educating-the-educators.ph-freiburg.de/

The amount of the registration fee we must charge is still being calculated and will be announced on the conference homepage in summer 2014. The fee will not exceed € 100.

**Important dates**

- **Paper submissions due:** Friday 30 May 2014
- **Poster submissions due:** Friday 30 May 2014
- **Author notification:** Friday 1 August, 2014
- **Conference registration begins:** Summer 2014
- **Paper submission for conference proceedings:** January 2015