

Conference Programme - Thursday 30 March

Time	Room 1 (Theatre)	Room 2 (Pegasus)	Room 3 (Argus)	Room 4 (Sfinx)	Room 5 (Centaur)
08.30 – 09.45	Registration				
09.45 – 11.15	1A - Opening and plenary 1 (theatre) (Mike Hanne & Kieran Egan)				
11.15 – 11.30	Quick coffee/tea				
11.30 – 12.45		1B - 2 presentations / panel	1C - 2 presentations / panel	1d - 2 presentations / panel	1E - Workshop
12.45 – 14.00	Lunch				
14.00 – 15.15		1F - 2 presentations / panel	1G - 2 presentations / panel	1H - 2 presentations / panel	1J - Workshop
15.15 – 15.45	Coffee/tea & cookies				
15.45 – 17.00		1K - 2 presentations / panel	1L - 2 presentations / panel	1M - 2 presentations / panel	1N - Workshop
17.00 – 17.30	Drinks				
18.30	Conference dinner at Frenzi Restaurant Amsterdam				

09.45 – 11.15

1A - Plenary	09.45 – 11.15	Room 1 - Theatre
Michael Hanne	Title: Look both ways – and all around!	
<p>Educationists are not the only professionals to have explored the part played by narrative and by metaphor in their fields. Specialists in medicine, politics, and the law have held international gatherings over recent years at which they have employed the narrative lens and the metaphor lens to scrutinize the theory and practice of their discipline. While there has been considerable overlap in their findings, each discipline has turned out to use narrative and metaphor rather differently. In this brief introductory talk, I outline the ways in which specialists in other fields have applied approaches based on narrative and metaphor to their discipline and highlight the points of overlap with education and the areas where educationists take a distinctive stance.</p>		
Kieran Egan	Title: Discovering the oral world and its disruption by literacy	
<p>This talk will describe one person's attempts to address some current educational problems and how he was driven to recognize that inadequately developed literacy by so many students today seemed tied in complicated ways to problems in the move from an oral world to a literate-and-oral world. The centrality of metaphor and narrative in constructing meaning in oral cultures persists in literate cultures, but they often accommodate with difficulty to the rational logic and argument that are prominent tools for meaning-making in literate forms of thinking. Sometimes metaphor and logic, narrative and argument, have been treated as alternative modes of sense-making, which children are taught to develop, but more commonly they are seen as competitors. How we might individually manage a better transition from oral to oral-and-literate, as we have managed it in general in cultural history, and how metaphor and narrative are keys to a richer vision of how a more effective education might achieve this transition, will be the subject of this talk.</p>		

11.30 – 12.45

1B - Presentation	11.30 – 12.45	Room 2 - Pegasus
Kathleen Ahrens & Winnie Hui-heng Zeng	Title: Is education a BUILDING or a PRODUCT? Metaphors of education in China and Hong Kong	
<p>This study aims to provide an account of metaphor usage in Chinese political rhetoric regarding education over the past thirty years and shed light into how lexical choices underline and reflect underlying conceptual patterns. In particular, our study shows that the concept of education in policy addresses in China often relies on the domain of BUILDING, with a focus on 'structure' and 'foundation' and a secondary focus on the concept of education as PRODUCT. In contrast, Hong Kong policy addresses conceptualize education as a PRODUCT and as a BUSINESS ENTERPRISE that can be 'invested' in.</p>		
Annamaria Contini & Alice Giuliani	Title: Metaphor as a model for education	
<p>Metaphor seems to be not only a good tool for learning but an effective model for education itself. It emerges from philosophical investigation that authentic metaphor consists of a cognitive and creative process expressing and making knowable a new meaning. Such a dynamic can be understood as a reconfiguration process organized in a narrative form. This conception would submit metaphor as an aesthetic model for education since it is considered as a reconfiguration of competences oriented to autonomy and expressive awareness.</p>		

1C - Presentation	11.30 – 12.45	Room 3 - Argus
Adrian McKerracher	Title: "What we talk about when we talk about love": Autobiography, metaphor literacy, and understanding meaningful relationships	
<p>Love, it seems, is not taught in school or in public. In times of cynicism and paranoia, love is too easily left out of conversations about curriculum and pedagogy. And yet who to love and how to love are among the most important questions of our lives. Becoming aware of the language we use when we talk about love is paramount to emotional literacy. This presentation considers metaphors from quotidian descriptions of love as glimpses into love's personal and social significance, examining how figurative speech both limits and liberates our engagement with feeling.</p>		

Karolien Vermeulen	Title: Teaching about terror: Making the most of metaphors in the classroom	
Fear and terror have struck Europe hard over the last year and a half. This has prompted teachers to address terrorism in the classroom, drawing on diverse sources covering the news on attacks. Yet not just the information overload forms an obstacle, also the hidden agendas of sources as well as emotive responses prevent teachers and their students from seeing terror-related news items for what they really are: samples of metaphorical language, used both unconsciously and consciously. Relying on the insights of metaphor theory, this presentation suggests that metaphors can be used as a valuable teaching and learning strategy in assessing media coverage of terrorism.		

1D - Presentation	11.30 – 12.45	Room 4 - Sfinx
Bregje de Vries	Title: What keeping horses can teach teachers - Digital storytelling to foster reflection in teacher education	
It is generally recognized that people are story-telling animals and narration supports meaning-making. Given this power, this paper explores the value of storytelling in teacher education. First year student teachers were invited to make short digital stories about informal learning moments taken from their personal lives and collaboratively discuss those stories. The results suggest that the stories created an atmosphere of joy and surprise, and fostered reflection on personal attitudes towards learning and the profession of teaching. In this presentation, some storylines from students are shared to illustrate how this worked.		
Satu Hakanurmi	Title: Why telling stories about work at work, works?	
As a forum for learning, narratives provide a diverse range of possibilities. It is not the narrative itself but the narration as a process that interested me when I started to analyze the digital storytelling project in a business organization. Narratives make our minds work both individually and socially, they mix our past, present and future. By telling stories we reformulate identities and remake the agency and influence the work. In innovative organizations, quality and performance is promoted with places where closed, open and anti-narratives meet.		

1E - Workshop	11.30 – 12.45	Room 5 - Centaur
Caspar Geraedts	Title: DNA-stamping, LEGO® -dissimilation and electron-marbles: enacted metaphors in biology education	
In biology education, many concepts and processes in the target domain are invisible to the naked eye (e.g. because they are too small/big/fast/slow). In order to help learners make sense of these processes, many teachers design and implement classroom activities in which students enact complex biological processes with tangible materials and/or gestures. These so-called <i>enacted simulations</i> seem to be specifically tailored to create embodied experiences which help understanding of the underlying abstract ideas. In this workshop, the audience will be invited to experience various examples of enacted simulations. Strengths and limitations of enactment strategies will be discussed from the perspective of embodied cognition and the use of metaphors.		

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14.00 – 15.15

1F - Presentation	14.00 – 15.15	Room 2 - Pegasus
Donita Shaw	Title: A growing tree, puzzle pieces, circus, or open door: School and literacy metaphors of pre-service student teachers	
School may be viewed as a family, team, or zoo, while literacy may be viewed as climbing a mountain or learning to ride a bike. Through such metaphorical descriptions, undergraduate students who are preparing to be teachers may explain and understand their beliefs. I will share the self-reported views future teachers have of their prior primary through secondary school experiences. Also, the pre-service teachers reported their views of reading and writing. In this presentation I showcase the metaphors of the pre-service teachers and also describe how the metaphors benefit teacher educators.		
Rodrigo Ramirez & Maria Da Graça Mizukami	Title: “Less is more”: Metaphor of an ELT café club	
A group of English Language Teachers(ELT) sitting together and talking about their lives, their work routines, plans and beliefs; all of it over coffee and cookies. A very conducive scenario for the emergence of metaphors. A particular conceptual metaphor is tackled, one that has recurrently emerged over many sips and nibbles: “Less is more” . Why did it come to the fore during the gatherings? How is it (mis)interpreted? What bells did it ring? In this presentation I will address the answer to these questions and to others that you may have.		

1G - Presentation	14.00 – 15.15	Room 3 - Argus
Grace Robinson	Title: Flesh on the bones: Narrative, ethics and education	
How do we learn to be good? This is an ancient question of pressing interest to parents, teachers, lawmakers and peacekeepers. The answer, I suggest, is to be found in stories: those we are told and those we tell ourselves. Engaging in narrative shapes our ability to both perceive and to communicate what matters. But not all stories are created equal and identifying educative texts is not simply a matter of sorting ‘parables’ from ‘penny dreadfuls’. We must consider the extent to which our stories engage the intellect, emotions and imagination and as a consequence, cultivate the virtues.		

John Whitmire	Title: Fantasy and poetics of virtue
<p>Tolkien extends Plato's argument that <i>mythos</i> can foster virtue by way of the insight that the "fairy-story," with its strange unlikeness to the real world, is "a higher form of Art... the most nearly pure... [and] potent": the Secondary World that writer and reader may enter for shared enrichment, refreshes life's dead metaphors and makes aspects of our world "more luminous by their [fantastic] setting." Employing Gadamer's argument that art elevates "reality into its truth," I contend that it is therefore more poetically-practically effective to utilize modern fairy-stories – into whose narrative structure and symbolism virtues such as justice, friendship, and hope may be absorbed – instead of "real-world examples," to reveal and inculcate virtue.</p>	

1H - Presentation	14.00 – 15.15	Room 4 - Sfinx
Linda Greve & Anna Bager-Elsborg	Title: Teaching is a tool, a building and metro train	
<p>Talking about teaching, educators tend to use a lot of metaphors. Some metaphors become stable metaphoricity patterns through the conversations, and some are only mentioned once or twice. We analyzed eight interviews about teaching conducted with eight different educators at Business Management. What we found were stable patterns of metaphoricity in most interviews related to "teaching is on tracks", "teaching has depth and width", "teaching is a tool" and "teaching is a building". In this presentation we will outline our findings and discuss their resonance in and implications for Higher Education teaching.</p>		
Robin Lane	Title: Old wine in new wineskins: Stretching our ideas about learning	
<p>There are several philosophies of education that have often been seen as competing, but each of them has important insights into how people learn. Behaviourism, Cognitivism, Constructivism and Humanism each has worthwhile understandings about learning, but none are complete by themselves. This paper takes ideas from each of these theories and mixes them together inside a different, flexible concept - that of Ecological Learning Theory. Established ideas are tested using findings from education science, and the best of the old insights are combined with new knowledge to produce a potentially vintage result.</p>		

1J - Workshop	14.00 – 15.15	Room 5 - Centaur
Iris Pauw	Title: The power of narrative and disciplinary knowledge in geographical futures education	
<p>'Geographical futures education' aims at scenario development in order to envision futures. While students are developing these scenarios, cognitive and affective learning processes cooperate. Students are often not aware of this. They have hopes and/or fears for the future, they have some geography knowledge, but how can these be combined to work towards more visionary thinking for the future? In this workshop you can experience a scenario development method that has been used and tested by the presenter (a teacher educator and secondary school teacher) in secondary schools. The method is aimed at combining the power of narrative and disciplinary knowledge to make school geography more futures oriented.</p>		

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15.45 – 17.00

1K – Presentation	15.45 – 17.00	Room 2 - Pegasus
Nora Ekström	Title: Myths and metaphors behind the teacher of writing	
<p>In many countries academic education for writers was established later than training for other fields of art. Common metaphors and myths about author and creativity have almost ruled out education. For example, in Finland, a story of self-taught genius has been very popular. How do these kinds of myths affect one's writing? How should they be handled in education? This presentation pictures how teachers can start with themselves and write a new narrative, one that better suits teaching writers.</p>		
Anke Piekut	Title: Rattling the Cage – on narrative and creative writing as a defiance of the curriculum	
<p>In this presentation I will introduce Michael, a student in the upper secondary programme in Denmark. The focus is on his experience of being a student at the programme and his implementation of narratives and creative language in his assignments, even though narrative writing or reasoning is not given priority in the curriculum. Michael's narrative about being a student is a dramatic story, initiated by resistance to the entrenched genres as he collides with the demands and expectations of the genres. Besides continuing writing narratives in his assignments, his resistance manifests itself as significant metaphors on the genres.</p>		

1L - Presentation	15.45 – 17.00	Room 3 - Argus
Raili Keränen-Pantsu	Title: Bible stories: Looking for relevance to the pupil's perspective	
<p>Stories appears in every known human culture. In Western society, Bible stories are seen as our cultural heritage and traditional learning content of Religious Education. The aim of this study is to investigate what kind of relevance pupils find in these stories in classroom learning situations and how using narrative pedagogy can promote meaningful education. This is based on narrative knowledge which, according to Jerome Bruner, helps us to make sense of the ambiguity and complexity of human lives and the world around us. The audience will participate in discussing different kinds of relevance found in data and how this relevance can support meaningful, identity-reflected education.</p>		
Martina Diehl	Title: The artist awakens: A dialectical approach to poetry in secondary schools	
<p>In a constantly changing society it is important to review the educational system, and how this education connects to the democratic society we live in. I choose to focus on poetry as it lends itself to dialogue, culture, the self, the arts and language interpretation. Language interpretation includes the understanding of narrative and metaphor, and this understanding can often be achieved</p>		

through dialogue. Poetry is then almost a tool to stimulate creative interpretation, and thus it opens up space for critical thought and deeper understanding. The artist awakens in the sense that dialogue opens up a new world when learners learn from each other to produce critical and creative signs and ideas.

1M - Presentation	15.45 – 17.00	Room 4 - Sfinx
Jill Hallett	How do we “move forward”? Metaphor in news stories about public education	
This research examines the metaphorical discourse of education stakeholders in the eight-day 2012 Chicago Teachers Union Strike to uncover possible conceptual disparities. It was expected that the mayor and union leader would be the main sources of metaphorical framing in news articles. However, reporters showed the most prolific use of metaphor, especially metaphors of conflict such as weaponry, victory, battles, and sides. Given the function of metaphor in shaping public understanding of abstract ideas, this research focuses on the role of the media in framing issues of education in Chicago as divisive and violent.		
Ivana Marinić & Ksenija Benčina	Title: Education reform in Croatia: Picking a bone of contention	
Education in Croatia has been subjected to various modifications in the last 25 years, but the greatest change was expected in 2016 when the most recent reform was proposed. With the change of government, the implementation of the reform was called into question, which prompted the citizens to organise peaceful demonstrations. The Croatian designers created posters in order to mobilise the public and support the demonstrations. However, as this research has shown, visual and linguistic content of the posters draws heavily on ideological and religious differences in Croatian society neglecting the core issues of the reform. During the presentation we will discuss which advertising techniques were used and with what purpose.		

1N - Workshop	15.45 – 17.00	Room 5 - Centaur
Tessa de Leur	Title: What you draw is what you see? Imagining concrete situations to visualize abstract narratives.	
In secondary history education, the history taught is often abstract in nature. Examples of these abstract narratives are: “the Dutch Revolt” or “the rise and fall of the Roman Empire”. In order to understand abstract narratives, it can be helpful when students construct concrete images. Most tasks in which students are to work with (historical) imagination ask for a written product. However, for some students writing is a difficult effort. It could be possible that a drawing task rather than a writing task helps them to visualize the abstract narratives of school history. In this workshop, we will explore the possibilities of drawing images of the past, following the results of a recent study on this topic.		

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09.30 – 10.45	2A - Opening day 2 & Plenary 2 (theatre)				
10.45 – 11.00	Quick coffee/tea				
11.00 – 12.15	2B - 2 presentations	2C - 2 presentations	2D - 2 presentations	2E - 2 presentations	2F - Workshop
12.15 – 13.30	Lunch				
13.30 – 14.30	2G - Plenary 3 (theatre)				
14.30 – 15.45	2H - Coffee & cookies + Poster session & publisher stands	2J - 2 presentations		2K - Workshop	2L - Workshop
15.45 – 16.00	Quick coffee/tea				
16.00 – 17.15		2M - presentations	2N - Presentations	2P - Presentations	2Q - Workshop
18.15	Social Programme (Van Gogh Museum)				

9.30 – 10.45

2A - Plenary 2	9.30 – 10.45	Room 1 - Theatre
Niklas Pramling	Title: Metaphors in learning and knowledge formation and the images and narratives produced	
<p>In my presentation I will talk about the role of metaphor in the learning and understanding of individuals, groups and collectives. The presentation will build upon research into learning and reasoning of children and adolescents as well as the generation and popularization of scientific knowledge. My examples will come from the natural sciences and from psychology: evolutionary theory, genetics, and memory research. I illustrate and discuss how metaphor is pivotal to such practices and the knowledge generated, but also to the ethical issue of what images of, and narratives about, children's and other people's capacities we produce in research.</p>		

11.00 – 12.15

2B - Presentation	11.00 – 12.15	Room 1 - Theatre
Ana Carolina de Laurentiis Brandao	Title: Making the invisible visible: Exploring narrative threads in visual metaphors of a profession	
<p>In this presentation, I explore how metaphors depicted in student teachers' drawings, composed for an on-going narrative inquiry, inform and shape their professional identities. The research participants are six pre-service EFL teachers in their first year of a Brazilian teacher initiation project, and myself, as a teacher educator. Borrowing a participant's metaphor of the "invisible English teacher", I will make visible the narrative threads in student teachers' visual metaphors. I invite the audience to share their interpretations as we make sense of the drawings, bearing in mind their context of production.</p>		
Irena Radisevic	Title: Metaphor opens doors to (multimodal) storytelling in a first year inquiry-based learning course	
<p>Inquiry-based courses provide a learning environment where university students can develop essential academic skills, such as critical thinking, research methodology and written and oral communication. Zooming in on oral communication, instructors found that students often lack engagement with the course material, are missing what is important in the content, and lack clarity in oral communication. This presentation discusses the role of metaphor in opening up the format for oral presentations and introducing multimodal forms of creative storytelling in order to meaningfully engage students with the course content.</p>		

2C - Presentation	11.00 – 12.15	Room 2 - Pegasus
Monica Gonzalez-Marquez, Wilde & Becker	Title: Discovering the narrative structure in scientific journal articles as a means to greater reading comprehension	
Text to follow soon		
Vicky van der Zee	Title: Multiword expressions: Lessons for language teachers and their learners	
<p>Vocabulary knowledge has often been argued to predict a student's reading comprehension. However, many vocabulary tests only use monolexical items (i.e., single words) and do not take into account the occurrence of multiword expressions. Multiword expressions are phrases of which the meanings go beyond the definitions of the individual words (e.g., "to have two left feet"). This presentation will outline to what extent (bilingual and regular-stream) students misinterpret these multiword expressions in written text. Furthermore, it will discuss the role of the language teacher while teaching a language class, and the advantages for the learner once he/she is made aware of the occurrence of multiword expressions.</p>		

2D - Presentation	11.00 – 12.15	Room 3 - Argus
Tamer Amin	Title: Substances, containers and free movement: Coordinating metaphors for energy in science, learning and instruction	
<p>Research on metaphor and analogy spans many fields. From the history of science we have learned how scientists use them to create new concepts; from cognitive and developmental psychology we have learned about the cognitive mechanisms of analogical thinking; from science education we have learned how metaphors and analogies can be effective teaching tools. Typically, research in these fields is done in isolation. In this presentation, the goal is to show that when trying to understand the roles of metaphors and analogies in effective science teaching it is useful to analyze the use of metaphors for a particular concept across the different</p>		

domains of science, learning and instruction. The concept of energy is used as a case study and conceptual metaphor is used as a theoretical framework.

Fey Parill | **Title: Gesturing standard deviation: Using gesture to explore undergraduate student concepts of SD**

Concepts of variability such as standard deviation (SD) are difficult for students to learn. We use gesture to explore the conceptual metaphors present in college students' understanding of SD. Thirteen undergraduates participated in an interview about the concept. Speech and gesture were analyzed. Good understanding was associated with gestures in which datapoints were conceptualized via the container schema (a general schema in which abstract ideas are conceptualized as concrete things that can be contained). Student's gestures support arguments made in statistics education that students think of SD as distance from the mean, but neglect to consider density of values.

2E - Presentation | **11.00 – 12.15** | **Room 4 - Sfinx**

Tina Krennmayr | **Title: Metaphors in office hours' consultations: Are lecturers and students 'on the same page'?**

When we engage in conversations, we share metaphors. Repeating them, expanding on them or handing them back and forth creates discourse coherence and shared understanding. In educational contexts, shared understanding between lecturers and students is essential for successful learning experiences. However, metaphorical language seems difficult for non-native speakers, leading to non- or misunderstandings. I present a new and relatively quick way of checking if speakers using English as a lingua franca are 'on the same page' as far as their use of metaphors of UNDERSTANDING IS SEEING is concerned. I apply a semantic annotation tool to a set of office hours' consultations between students and lecturers.

Reza Ghafar Samar & Maryam Saneie Moghadam | **Title: Metaphor in academic discourse: The challenge of second language writing**

With a growing number of students in higher education and international research, it seems that there is also a growth in the number of studies that are favoring the issue of non-native speakers' metaphor use in academic discourse; however, so far, there is no neat analysis with a comparative focus on different aspects of metaphor use in written academic discourse of native and non-native speakers of English. Using the excerpts from the published articles, this presentation tries to describe a comparative picture while arguing that metaphor use is a challenge of second language writing.

2F - Workshop | **11.00 – 12.15** | **Room 5 - Centaur**

Jackie Winsch | **Title: A stage for racial justice: Empowering youth through integrated drama education**

There are few spaces in which racially diverse students are empowered to thrive and succeed, but an integrated drama classroom is one of them. When directed by a teacher who embraces the pedagogy of care, integrated drama education engages students kinesthetically through multiple learning styles, breaks down the barriers of traditional academic success while continuing to challenge students, and allows all students, especially diverse students, to understand their inherent value. By observing a local integrated drama education classroom, speaking with participating students in focus groups, and researching the pedagogy of an exceptional drama teacher, I argue that integrated drama education has the ability to redefine social power, create inclusive and safe spaces, and ultimately, instill hope in the hearts of students.

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13.30 – 14.30

2G - Plenary 3 | **13.30 – 14.30** | **Room 1 - Theatre**

Martin Cortazzi & Lixian Jin | **Title: Journeys through metaphor and narrative landscapes: cross-cultural perspectives**

We present a qualitative framework for analysing narratives and metaphors, focusing on identities, cultures and seven meta-functions. We share cultural insights about teaching and learning from participants in China, Malaysia, Singapore, Lebanon, Iran and the UK, including younger learners and children with dyslexia. We compare narrative and metaphor analyses to discover some implications for methodology, particularly regarding three Es: Elicitation, Evaluation and Entailment. Specific narrative and metaphor networks can compose broader landscapes of learning and teaching, e.g. through the LEARNING IS A JOURNEY metaphor. Landscapes of learning and 'good teachers' come from diverse cultures to suggest an inspirational holistic picture of 'good' or 'ideal' teachers: this vision is framed by seven meta-functions: linguistic, cognitive, social, affective, visual, aesthetic and moral-spiritual. We propose that narrative and metaphor analyses are useful 'tools', 'keys' or 'bridges' to learn from, with and through different cultures of learning, especially in intercultural, multicultural, and international contexts.

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14.30 – 15.45

2H – POSTERS & Publishers | **14.30 – 15.45** | **Room 1 - Theatre**

Beth Dalbec | **A walk in their shoes: Stories of first generation college students**

Using digital storytelling to integrate narrative and statistics can deepen meaning and understanding, as well as expand your audience. This poster presentation will describe the methods and process used to create a digital story on the challenges and unique characteristics of first generation college students in the United States. By using individual stories from George Mason University to frame statistics, the intended outcome of this digital story is to illuminate the experiences of these students, raise awareness,

strengthen support services, and empower students to share their narratives. The 10-minute digital story will be available for viewing.	
Naya Grillia & Maria Daskolia	Mapping the Odyssey of a teacher: How digital narratives can empower teachers and lead to professional development
Greek primary school teachers who engage in environmental education/ education for sustainability find themselves hovering among disciplines, educational practices, ideologies and personal beliefs while struggling to be effective in every aspect of their everyday teaching reality. Various boundaries show up. Boundaries which might put obstacles in their way but they are also offering multiple opportunities to activate reflection and co-create new knowledge. In this presentation we suggest that digital narratives can work as benchmarks among teachers to look upon who they really are, what they teach and how and to draw inspiration from each others' stories as educational designers dealing with difficult topics.	
Marinka van Nielen, Onyema Onwuka and Bregje de Vries	'This makes Geography the best subject on earth'
In secondary school education, pupils' motivation to learn needs constant nurturing, especially since motivation is an important factor in learning. We, geography teachers, have a range of (evidence-based) educational subjects, activities and methods at our disposal. But what can our pupils teach us about motivating them? What makes their geographical heart beat? This poster presentation shows results of a small-scale study in two secondary schools where pupils shared stories about their most motivating geography lessons. Based on self-determination theory and instructional design theory we developed an analytical framework to determine and visualize motivational factors in our pupils' stories. At the same time we sought to do justice to some surprising notions that would not fit the framework.	
Graciela de la Nuez-Placeres	Let me listen to you and I will let you know how you teach!
Second-generation cognitive linguistics points out that language can guide us through the complex network of conceptual configurations we inhabit, which is to say the way we think and finally act. This presentation will display the conceptual metaphors found in several teachers' online speeches during interviews and classroom practice in an attempt to study their meaning construction of educative identity and their scaffolding of subject delivery. Most of the findings reveal that the 'conduit metaphor' still plays a central role in structuring the teacher's professional world which results in a reductionist approach to teaching and learning due to an atomistic and mechanical perspective of it.	
Tatiana Reyes	A preservice teacher's study in narrative inquiry: Preparing to enter a classroom through stories of practice
Drawing from a narrative inquiry theoretical framework, this poster discusses the multi-dimensional narratives of pre-service and novice in-service non-tenured educators whose institutional landscapes are composed of personal learning environments and the learning environments of their students. Participants' interview transcripts were analyzed thematically providing results that suggest how crucial it is for teachers to engage in discussions about educational practices with practitioners during their pre-service teacher education and to enter the profession with the understanding that they become participants in the narrative accounts of their students.	
Janine Talley	Empowering people for health and wellbeing
Empowering the users of healthcare services has become a holy grail of healthcare, related to improving health outcomes and saving money, within a context including inequalities in health and healthcare, ageing societies and increasing numbers of people with long term conditions. However, while strategies to achieve these aims include many important aspects, discourses and the underpinning narratives and metaphors may be contradictory to the aim of empowerment. This poster starts to explore how better education of professionals and the public in this area may thus contribute to healthcare improvement.	

2J - Presentation	14.30 – 15.45	Room 2 - Pegasus
Janet Dyson & Clare Smith	Title: Changing stories to live by - changing lives	
Through sharing reflective stories and poems written by trainee teachers we will show how both narrative and metaphor can work as tools for developing reflective/reflexive practice. Using examples we will explain our approaches to teaching and supporting students in creating narratives and poetry that generate deep, critical insights into their developing practice, often helping them to explore dilemmas and puzzles. The strongest reflective writing is often seen when writers face difficulties and doubts. Writing doesn't make it all better but generates understanding about self and others. We aim to show how thinking <i>with</i> rather than <i>about</i> stories allows narratives to work on us in ways that may be transformative.		
Briege Casey	Title: "A chance to actually say something, instead of just ticking boxes." Metaphor and narrative in educational evaluation	
As the multidimensional nature of learning is increasingly recognised in contemporary education, narrative and arts-based evaluation offer participants opportunities to make sense of learning experiences that are beyond words. This presentation focuses on educational evaluation practices that used metaphor and arts-based processes to evoke narratives of learning experiences among 14 mental health workers/service users who had completed a vocational, government-funded training course "Recovery in Mental Health." Edgars' (2004) Image-work framework and the incorporation of the metaphor of journey (Morgan 1996) enabled the women, through the creation of artwork, to configure and articulate narratives of mental health, recovery and learning. The		

presentation considers the capacities of working with metaphor as a means of exploring and dialoguing complex learning experiences and perceptions.

2K - Workshop	14.30 – 15.45	Room 4 - Sfinx
Alice Deignan	Title: Metaphors and metaphorical narratives in education about climate change	
<p>This workshop is aimed at education professionals with an interest in teaching about climate science. It will discuss the role that metaphor and metaphorical narrative play in learning about science. I will show how metaphors can support understanding of science but that they can also lead to incorrect or over-simplified understandings. Participants will examine metaphors used by experts in communication with peers and in teaching materials, and how these metaphors are 'translated' when school students try to explain climate science in focus group interviews.</p>		

2L - Workshop	14.30 – 15.45	Room 5 - Centaur
Margaret S. Barrett & Sandra L. Stauffer	Title: From the food of Love: Music and metaphor in literature, learning and life	
<p>Metaphors have been employed by musicians, musicologists, philosophers, writers, and teachers to explain music as a phenomenon, to explain other phenomena through music, and to communicate about music. We begin with an exploration of music metaphors abundant in the Western literature canon, then continue with contemporary metaphors, including examples contributed by participants. Whatever music or metaphor means, both music and metaphors, like stories, are culturally, socially, and temporally situated, and their meanings change with and are changed by the interplay of sound, story, and experience. We explore and critique the uses of music and metaphor in music teaching and learning.</p>		

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16.00 – 17.15

2M - Presentation	16.00 – 17.15	Room 2 - Pegasus
Simon Coffey	Title: Using visual metaphors of language(s) to conceptualise narratives of multilingualism as embodied, emotional investment	
<p>In this paper, I review the use of autobiography in applied linguistics (more specifically language learning) research and how this meshes with the recent turn to emotion and embodiment. I present some key findings from my own research on understanding how different productive modes afford different narratives of multilingual experience, from the written and spoken to a visual approach through drawing.</p>		
Verónica García-Bermejo, Ana M^a Piquer Píriz & Rafael Alejo	Title: Metaphorical language in the L2 classroom: An analysis of metaphor in CLIL textbooks for young learners	
<p>This paper focuses on the presence of figurative language in the written academic discourse to which L2 learners are exposed through textbooks. In particular, we explore the role of sight, body parts and temperature terms in the written, academic discourse to which young (10-, 11-year-old) learners of English that follow a CLIL (Content and Language Integrated Learning) programme are exposed to in two of their content subjects: Social Science and Natural Science.</p>		

2N - Presentation	16.00 – 17.15	Room 3 - Argus
Hans U. Fuchs, Annamaria Contini, Federico Corni, Elisabeth Dumont, Alessandra Landini	Title: From metaphors to narratives in macroscopic physical science: Stories of forces of nature for young children and their teachers	
<p>Macroscopic physical science exhibits imaginative structures known from conceptual metaphor theory. They are created by projecting small-scale image schemas (polarity, scale, substance, container, path...) upon the medium-scale perceptual gestalt of forces of nature (water, wind, fire, ice, food, light, motion...). On the other hand, the perception of a storm or a forest fire leads to large-scale imaginative structures that are commonly dealt with in narratives. This lets us embed our understanding of forces in stories allowing for a narrative approach to physical science that can be made formal if needed. Here, we show how stories of forces of nature can be created and used for primary education.</p>		
Tyler Kibbey & Phillip Wadley	Title: The metaphor of music: A metaphorical analysis of brass pedagogical materials	
<p>Music, like many arts, has developed a rich collection of metaphors to denote the abstract and sometimes hard to understand components of music production and presentation. Within music education however, this can often be difficult to communicate effectively, leaving instructors with the difficult challenge of communicating precisely both how to produce music well and with the right form. In this paper, we examine the metaphorical language in the brass-music educational community with contemporary theories of linguistic metaphor. Specifically, we describe tone quality, breathing techniques, and articulation as central systems of metaphor related to successful, brass music education and argue that an understanding of these systems is of central importance to improving educational settings in music.</p>		

2P - Presentation	16.00 – 17.15	Room 4 - Sfinx
Anna Rytivaara & Maiju Kinossalo	Title: School is for life – mapping the metaphors of schools	
<p>Based on our narrative research projects in Finland, we discovered a national metaphor where school is an isolated place within another metaphor, “life”. Nationwide, teachers repeat the idea that “[something is] not for school but for life”. We wonder if “school is for life” has a different meaning for teachers and students. Teachers emphasise studying and learning, career paths and future; students’ “life” is focussed on friends and other urgent matters that take place “in this moment” (see also Clandinin, Steeves & Caine, 2013). As part of our presentation, we will invite the participants to consider the local and global metaphors that support and hinder successful and meaningful education for all, and to discuss the use and meaning of metaphors in teaching and in research.</p>		
Chansheng Jiang	Title: Understanding the (de-)motivational forces of Chinese university students’ English learning experience through elicited method analysis and narrative analysis	
<p>The present study aims at understanding the English learning (EL) experience of Chinese university students (Year 1, aged between 17 and 19, n=141) and its impact on these students’ EL motivation. A combination of research methods, elicited metaphor analysis (EMA) and narrative analysis (NA), was employed. The findings from both sources have confirmed that EL experience and EL motivation should be regarded as notions featuring contextuality, dynamicity and complexity, and they also confirmed that EMA and NA could work jointly to offer more valuable insight into the L2 motivation than when either is used alone.</p>		
2Q - Workshop	16.00 – 17.15	Room 5 - Centaur
Priya Lalvani & Jessica Bacon	Title: Inspirational heroes and tragic victims: Challenging master narratives about disability through critical pedagogy in schools	
<p>Dominant cultural narratives center on notions about disability as something to be “fixed” or overcome. These narratives are reinforced in cultural products (TV, literature, films, pop culture) in which disability is represented as a “tragedy,” and people with disabilities are portrayed as villains or as heroes. In schools, there are minimal efforts to teach children to question these problematic narratives; instead there is a silence around the topic of disability in schools. In this workshop we invite participants to examine master narratives about disability. We will share pedagogical strategies for engaging children in becoming critical consumers of cultural products and in challenging the ableist portrayals of disability they encounter.</p>		

Conference Programme - Saturday 1 April

Time	Room 1 (Theatre)	Room 2 (Pegasus)	Room 3 (Argus)	Room 4 (Sfinx)	Room 5 (Centaur)
9.15 – 10.30	3A - Opening day 3 & Plenary 4 (theatre)				
10.30 – 10.45	Quick coffee/tea				
10.45 – 12.00	3B - 2 presentations	3C - 2 presentations	3D - 2 presentations	3E - 2 presentations	3F – Workshop
12.00 – 13.00	Lunch				
13.00 – 14.15	3G - 2 presentations	3H - 2 presentations	3J - 2 presentations	3K - 2 presentations	3L – Workshop
14.15 – 14.30	Coffee/tea & cookies				
14.30 – 15.30	3M - 2 presentations		3N - 2 presentations	3Q - Workshop	3R – Workshop
15.30 – 16.30	3S - Plenary 5 (theatre)				
16.30 – 17.30	Closing + drinks				

9.30 – 10.30

3A - Plenary 4	9.30 – 10.30	Room 1 - Theatre
Martijn Meeter	Title: Reading a metaphor	
<p>How do we understand a metaphor? While there are many theories about what goes on in our mind while we understand metaphors, there is precious little psycholinguistic evidence to support those theories. Part of the problem is that “understanding” is not a process we can observe from the outside. Except, that is, when we are reading. The eye movements we make while we read do tell us something about how we understand a text. For example, readers tend to slow down when they read something that they find difficult, and this slowing can be observed with an eye tracker. However, if we want to study metaphor processing with an eye tracker, we have to understand the whole process of reading up to the semantic level. A reader must integrate letters to words, words to phrases, phrases to a model of what the text wants to say. Here, I will present a theoretical model of how reading proceeds. I will then discuss how this model informs us about what goes on in our mind when we, while reading a text, bump into a metaphor.</p>		

10.45 – 12.00

3B - Presentation	10.45 – 12.00	Room 1 - Theatre
Brandon Lambert	Title: It takes two: Sharing responsibility for reflection	
<p>Although many language education practitioners encourage reflection, this reflection is often elicited ad hoc, limited to experiences with a particular course or course task. Similarly, analysis of student conferences has been limited to the “writing conference,” in which an individual piece of student writing is discussed. This presentation suggests that an opportunity for better understanding student experiences more broadly and more successfully guiding them toward meaningful reflection is being missed. Through an analysis of reflection-oriented student conferences, I will explore how much can be gained by expanding both the notion of what student conferences can be and the role of the teacher in such conferences.</p>		
Ken Mizusawa & Yanping Fang	Title: From storytelling and metaphors to parables of education: Building a narrative inquiry practice in graduate studies in teacher education	
<p>Connelly and Clandinin (1994) impress upon us the centrality of metaphors in all human thought and action. It is a means by which we as human beings constantly and instinctively make sense of our world and our lived experiences. Yet, metaphors as a concept seem inadequate in explaining how teacher stories become the very substance of individual and collective identity. This paper examines the narrative inquiry cum narrative consolidation process undertaken by nine Singapore educators in a postgraduate module to distil their metaphors into what we would describe as parables of education to realise a community and culture of practice.</p>		

3C - Presentation	10.45 – 12.00	Room 2 - Pegasus
Alicia Broderick	Title: The Autism Industrial Complex: The deployment of metaphor in service of industry	
<p>Dominant metaphors in global autism discourse have centered on the constitution of autism as enemy, abductor, epidemic, alien, or otherwise dangerous “other.” These metaphors have been deployed in the service of a cultural narrative fueling “intervention” as the only sensible response to autistic people, exploiting ableist hopes and fears in the production of the Autism Industrial Complex (AIC). The AIC manufactures and sells not just “interventions” (that seek amelioration, prevention, and eventual eradication of autism), but also hopes, fears, and identities. This presentation explores the dominant metaphors and narratives of the AIC, as well as exploring the liberatory potential of insurgent metaphors and narratives from within autistic communities.</p>		
Sandy Farquhar & Peter Fitzsimons	Title: Uneducation: Narrative and metaphor in subjugated knowledge	
<p>Drawing on George Orwell’s term ‘unperson’ to describe creatures denied personhood because they don’t abide by state doctrine, Noam Chomski plays with the idea of ‘unhistory’ as the ability to disappear what happened, and ‘unproblems’ as a category of denial to draw attention away from embarrassing or shameful events. Our paper engages with Chomsky’s portrayal of unhistory, and examines the use of narrative and metaphor as technologies to counteract the disappearance of certain realities in education, arguing that the official discourse masks a culture of denial, offering a particular framing that suppresses the existence of alternative stories.</p>		

3D - Presentation	10.45 – 12.00	Room 3 - Argus
Gwyneth James	Title: Cul-de-sacs: A less than straightforward journey of narrative data analysis	
<p>Storytelling as a way of doing research is a wonderfully rich and vibrant way of giving meanings to our experiences and yet it remains on the sidelines of methodological approaches to research done in UK universities. Perhaps because its complexity and fluidity cause a sense of trepidation in a research world intent on clear cut, linear processes? Perhaps because it's a slow, relational research methodology? Perhaps because there exists a rather meagre research literature on the process of moving from 'data collection' to narrative construction? In attempting to flesh out this process, this presentation focuses on my methodological journey as a novice narrative inquirer, with its concomitant meanderings and delights, frustrations and dead ends, and the somewhat slippery process of narrative data analysis.</p>		
Sarah Flanagan	Title: Using narrative in higher education	
<p>This paper reflects primarily on a study that explored the contribution that storytelling within higher education made to the learning experience of early years students. The study found that storytelling provided numerous contributions to the students' learning experience including the chance to relax. Storytelling was found to have an important social impact. Certain activities encouraged storytelling and storytelling could influence the direction of learning. The most interesting stories resonated for listeners. Using storytelling to capture student responses to a particular phenomenon will also be briefly introduced as the theme of my current research and an illustration of my continued attempts to use narrative within higher education.</p>		

3E - Presentation	10.45 – 12.00	Room 4 - Sfinx
Rafael Alejo & Ana Piquer-Piriz	Title: Talk to them: engaging in metaphor use in office hours	
<p>When European students spend a year abroad on an Erasmus exchange, they usually think about the difficulty they may find in understanding lectures, textbooks or research articles, but they often forget about the situation where they have to interact with their lecturers face to face in office hours consultations.</p> <p>Both students and tutors need to be aware of the metaphors used in these academic exchanges, as they can have great influence in the way the conversation flows. An analysis of the different instances of variation in metaphor use can help students to participate more actively in the conversation and tutors to monitor their own use of the English language.</p>		
Wan Wan	Title: Cultivating critical thinking in academic writing via elicited metaphor and narrative	
<p>One method that has been repeatedly claimed to be effective in cultivating learners' critical thinking involves using elicited metaphor in the narratives of their academic experiences. The hope is that this metaphor-oriented intervention can elicit a sense of engagement on the part of the participants and increase their critical awareness, help them identify problems with a particular conceptualisation, and ultimately persuade them to make changes to their thought patterns and associated behaviours. The study investigates why and in what ways engaging learners in a set of elicited metaphor-oriented activities may help cultivate their critical thinking skills and improve their writing.</p>		

3F - Workshop	10.45 – 12.00	Room 5 - Centaur
Anna Kaal & Sebastiaan Dönszelmann	Title: Metaphors for language: Raising language awareness of L2 teachers and students	
<p>Language is one of the intriguing phenomena connecting human beings. Learning foreign languages provides an opportunity to see how other people "cut up the world differently" (Nussbaum 2012: 90) and to better understand one's own speech community. Unfortunately, Dutch foreign language teaching is often primarily focused on skills acquisition through the drilling of grammar and vocabulary, with little attention to knowledge about language (e.g. identity, power, creativity). We will present our attempt at encouraging FL-teachers-in-training to discuss language in secondary-school classes by eliciting metaphors (Wan & Low 2015) for language from students. You will participate in our experiment and will be asked to provide feedback from 3 points of view: teacher, student and researcher.</p>		

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13.00 – 14.15

3G - Presentation	13.00 – 14.15	Room 1 - Theatre
Dorothy Morrissey	Title: Metaphor and narrative as teaching, learning and research strategies in teacher education	
<p>To metaphorically cast teaching in terms of performance is to understand it as being composed of behaviours. Since behaviours can be combined variously and performed in a variety of contexts no performance of teaching is the same as any other. Performances of teaching, nonetheless precede and exceed the person performing teaching and certain 'teacher' behaviours become embedded through repetition (and regulation) and are assumed as 'natural' and taken-for-granted. In this paper, I examine how – using performance as metaphor – I provoked final year student teachers to question the notion of a fixed teacher identity through telling and retelling personal narratives of experience orally, in writing and as embodied theatrical performances.</p>		

letje Pauw & Wenckje Jongstra	Title: We shall overcome! The struggle of student teachers in their classroom stories	
<p>Student teachers develop their professional identity gradually. Stories about their own teaching practice can help to provide insights into the image that the student teacher creates of himself or herself, by linking the plot of a student's story to one of the basic literary plots. We argue that relating student teachers' plots to the archetypes of Booker helps to discover general patterns in one's identity at a certain point in the teacher's development. This mythic dimension approach fits in with the concept of the teacher with a strong narrative identity.</p>		

3H - Presentation	13.00 – 14.15	Room 2 - Pegasus
Sarah Penwarden	Title: Islands of discovery: How metaphor play can assist in the transformation of people into counsellors	
<p>People become counsellors not only through skill development but through a migration of identity. Playing with metaphors in a classroom setting can be one way to assist with this transformation. In this presentation, I show how a class of adult students and I played with an overarching metaphor of counselling as a rite of passage, that of a person sailing in a boat between two islands. I explain how metaphor play can create a climate of discovery, which has the potential to assist with students' identity transformation through three factors: collaboration, imagination and play.</p>		
Raya Jones	Title: Metaphors as narratives: Implications for teaching psychology	
<p>Metaphors in psychology are not only convenient tropes, but also the basis for narratives that enable scientists to conceptualise intangibles such as mind, personality and the self in ways that make their empirical inquiries possible. The different core metaphors that guide research programmes sometimes represent incommensurable worldviews. Consequently, critically minded teachers of psychology face a peculiar dilemma: either risk belittling the discipline by implying that its cumulative knowledge is a kind of fiction, or risk reproducing an ideologically committed narrative. This paper identifies and discusses some of the ensuing pedagogic and ethical issues.</p>		

3J - Presentation	13.00 – 14.15	Room 3 - Argus
Volha Arkhipenka & Svetlana Lupasco	Title: Paradigmatic-type and narrative-type narrative inquiry into teachers' professional development: Two examples and many questions	
<p>There is a wide variety of ways in which narrative inquiry can be done. Polkinghorne (1995) grouped them into two broad categories: paradigmatic-type and narrative-type narrative inquiry. The former is a type of research within which stories are collected to be later crunched to produce taxonomies and categories. The latter in its turn is the one within which diverse data are collected to be later assembled into a story. In this presentation, we will discuss two research projects of ours, in which we investigated professional development of English language teachers and which broadly exemplify the two types of narrative inquiry. We will also raise questions about Polkinghorne's (1995) categorization.</p>		
G.Dewart, H. Kubota, C. Berendonk, V. Caine & J. Clandinin	Title: Thinking <i>with</i> Lugones' conceptual metaphor of 'world-traveling' in Narrative Inquiry	
<p>Lugones' (1987) conceptual metaphor of 'world traveling' has been considered a way to understand another individual, culture or community. In this paper we explore the ways in which narrative inquirers have taken up Lugones' conceptual metaphor. Particularly important to narrative inquiry is Lugones' notion of playfulness. We make visible the relationship between relational ethics, 'world traveling', and playfulness. We draw forth a study to show how this conceptual metaphor has shaped narrative inquirers in the field, in relation to others, such as participants, as well as how this is reflected in interim and final research texts.</p>		

3K - Presentation	13.00 – 14.15	Room 4 - Sfinx
Floor van Renssen & Sjoerd-Jeroen Moenandar	Title: Towards a narrative learning environment: Narrative fiction as a model for learning processes	
<p>Narrative environments are spaces that foster storytelling activities. In this presentation, we will discuss turning learning environments into such spaces, where stories serve to instigate, facilitate and evaluate the learning process. We will look to narrative fiction as a vast storehouse of stories and metaphors that may be useful in such a narrative learning environment and we will discuss how literature, as an autonomous space for experiments with estimations and evaluations, with judgments of approval and condemnation, may serve as a powerful metaphor for education.</p>		
Alex Golding & David Baboulene	Title: Mind the gap: The biological and educational potential of knowledge gaps in narrative	
<p>Our research demonstrates the link between knowledge gaps in mental process and narrative, and how that can be used to improve the educational experience. 'Story' can be understood as a function of 'knowledge gaps' in narration, an idea already applied in teaching English as a Foreign Language (EFL). Human beings are biologically programmed to form mental narratives, and the power of a story to intrigue is a function of knowledge gaps in narration. The instinctive human response to knowledge gaps can be used to turn the classroom experience from a passive, forgettable one into an interactive and highly effective process.</p>		

3L - Workshop	13.00 – 14.15	Room 5 - Centaur
Luci Gorell Barnes	Title: Mapping our childhood places	
<p>We will start by looking at images from my work with children and socially vulnerable groups which uses informal, narrative mapping processes to enable participants to access and represent their sense of ownership and belonging in their neighbourhoods. We will consider how such processes might further understandings of relationships between people, place, ownership and voice, thinking about ideas from participatory action research, socially engaged arts practices and human geography. People will then create their own maps, drawing on narratives from childhood to explore their relationship with specific locations and what sense of responsibility and/or agency they felt for these places.</p>		

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14.30 – 15.30

3M – Presentation	14.30 – 15.30	Room 1 - Theatre
Avril Aitken	Title: Eliciting teacher candidates' metaphors of reconciliation in augmented realities	
<p>This presentation looks at teacher candidates' metaphors of reconciliation, which emerged through short film production for augmented reality use. The project is our response to the recommendation of Canada's Truth and Reconciliation Commission (TRC) that all levels of education participate in reconciliation between First Nations, Inuit and Metis people and Canadian settlers. Through a rhetorical analysis of scripts, blogs, multimodal elements, and interview transcripts, we trace the emerging metaphors. In this presentation, participants will view selected films and will be invited to think with us about how to use reconciliation metaphors more productively and explicitly with the pre-service teachers for reconciliation.</p>		
Chen-Chi Chang	Title: Narrative, ethnic identity and eudaimonic well-being: A study of Hakka genealogy	
<p>Ethnic identity exists within multiple cultural societies and countries. Previous studies argued that ethnic identity might serve as a buffer against psychological distress by providing a shield against negative or stressful circumstances. In response to the general loss of ethnic identity among the minority, it is important to determine if narrative genealogy and life story writing would improve their ethnic identity. This study uses quantitative surveys to explore narrative identity. Minorities could improve their family and ethnic identity through narrative identity more effectively. This presentation suggests that the Hakka minority can construct their ethnic identity through narrative genealogy writing.</p>		

3N – Presentation	14.30 – 15.30	Room 3 - Argus
Mara Kaiser, Helen Kohlen, & Vera Caine	Title: A narrative inquiry into the experiences of disgust of nurses working in palliative care	
<p>We will explore the challenges of inquiring into experiences that are often silenced; despite the attempt to use both verbal and visual metaphors, language has failed to make visible the challenges of silence embedded in the experiences of disgust. This silence defines a space where we are allowed to feel, express and talk about how these experiences shape our interactions with patients, where care practices cannot be separated from notions of disgust. Embedded in these experiences, when looking both ways (to metaphor and narrative) we see that there are borderlands of care that challenge who we are and are becoming.</p>		
3P - Workshop	14.30 – 15.30	Room 4 - Sfinx
Marcy Epstein	Title: Dialogic debriefing: Trauma narratives, emotional disability, and literacy that heals	
<p>In this workshop, we combine reflection and interactive exercise with the primary goal of engaging educators with "sensitive pedagogy": trauma narrative, trauma-informed learning, and dialogic report. The proposed workshop explores recent scholarship on narratives of trauma and healing in education (Caruth, Berlin, and others). We address several major questions, including how practitioners use trauma metaphor and narrative as strategies in teaching or learning, trauma-informed education, and educator sustainability in traumatic contexts. Comfortable clothes are suggested.</p>		

3Q - Workshop	14.30 – 15.30	Room 5 - Centaur
Marc Kropman	Title: Rhetoric in the narratives of the Dutch past in school history textbooks	
<p>This workshop is about how the Dutch national past is narrated in school history textbooks. We take a close view of a history text about The Dutch Revolt. We go into detail about how by means of the difference between text time and historical time, hyperbolic rhetoric and rhetoric by contrast and omission the narrative of the Dutch revolt is shaped, and we will discuss the issue of how teachers and authors of school history textbooks could benefit from these insights to write history textbooks that pay attention to different perspectives or a critical stance towards the national past.</p>		

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15.30 – 16.30

3R - Plenary 5	15.30 – 16.30	Room 1 - Theatre
D. Jean Clandinin & Sean Lessard & Vera Caine	Title: Ways of departure: Contemplating relational ethics in narrative inquiry	
<p>Drawing on a study with Aboriginal youth and families, we contemplate the living of relational ethics in narrative inquiry. In particular we revisit the multiple ways, and moments of, departure and the complex ethical challenges that departures call forth. Through unpacking a moment of departure from a formal research space, an arts club situated within a school, we look backwards and forward across our relationships with youth. While we left a formal research space, we sustained ways of continuing to be in touch with participants. Our departure was marked by a farewell that echoed the words 'so long' with its temporal sense of 'until we meet again'. In this presentation we focus on responsibilities and obligations of narrative inquirers to find ways to negotiate departures that make visible our commitments to relational ethics. We see the intricate link, the entanglement of considerations of vulnerability and responsibility, as we attend to who we are in the relationships with participants and in the moments of departure.</p>		