

EUROPEAN  
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**ESERA**  **2025**  
Copenhagen

# Conference proposal writing session

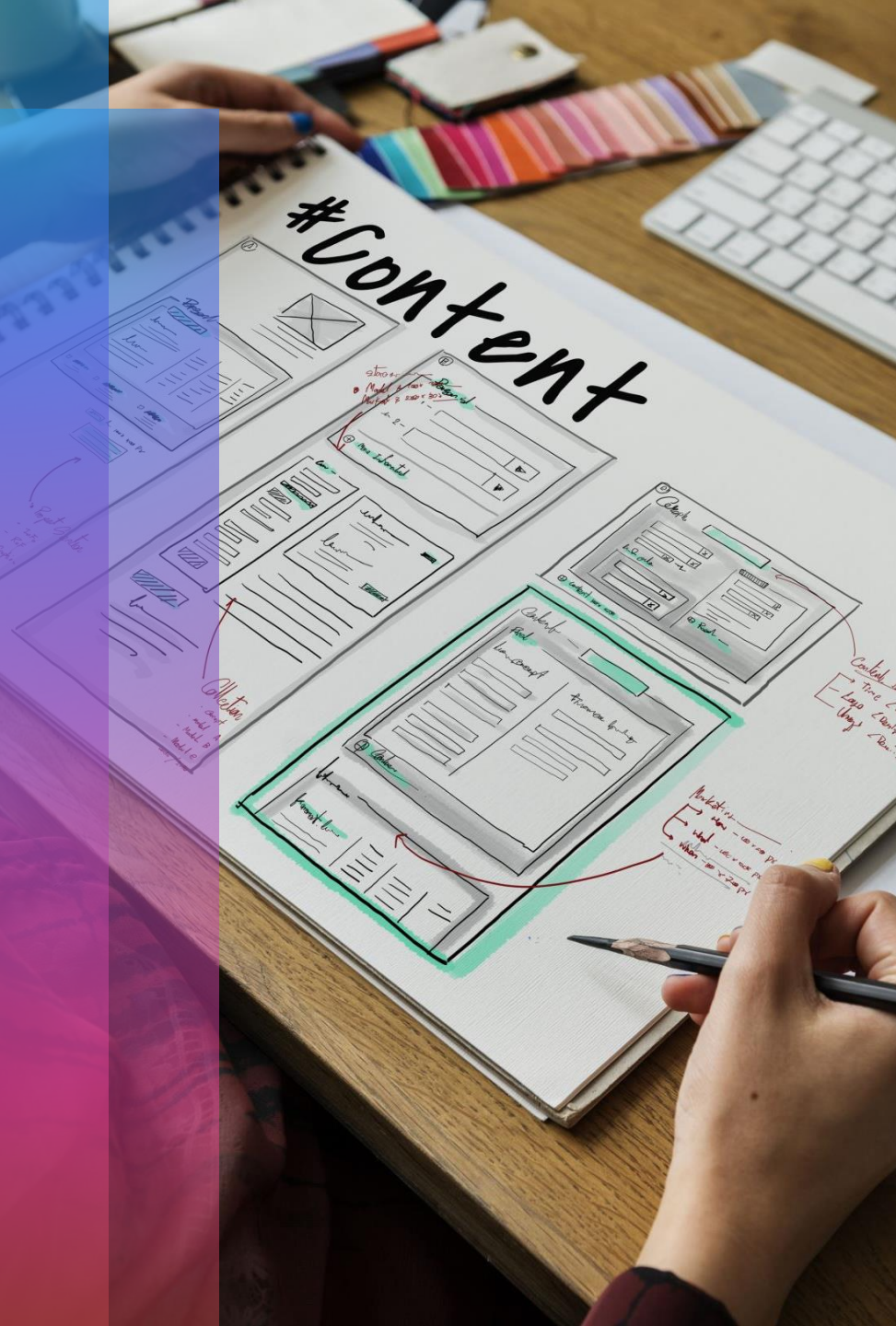
ESERA ECR Committee:

Antti Laherto & Gonzalo Guerrero

12/12/2024

# Agenda

- Presentation and aims of the session
- Information about ESERA 2025 conference
- Review criteria
- Advice about writing: CARS model (creating a research space)
- Tips and strategies from our experiences
- Examples of 'good' proposals
- Q & A
- ESERA ECR information: Travel grants and Summer school 2025
- Time: 1-hour (14:00-15:00 CET)



# Presentation ESERA ECR Committee



- Antti Laherto

Adjunct Professor (Science Education),  
Senior university lecturer, Faculty of  
Education, University of Helsinki, Finland

- Gonzalo Guerrero

Research Fellow, IOE-UCL, UK.  
Assistant Professor, Faculty of Education  
– Institute of Sustainability, Pontificia  
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# Aim of the session

Aim 1: Provide early-career researchers with updated and practical information, tips and strategies for crafting effective ESERA conference proposals.

Aim 2: Facilitate skill refinement and networking opportunities to support researchers in preparing successful proposals.

# Information about ESERA Conference

- Dates: August 25th to 29th in the vibrant city of Copenhagen, Denmark
- Venue: Øksnehallen, located in the heart of the city centre
- Theme of the conference: **Transitions in Science Education: Sustainability and digital advances**

Some questions: How do we design, implement, and evaluate our transformative efforts? How will societal changes affect education, teaching, and learning, and how may education, teaching, and learning, in turn, impact societal changes?



# Proposal formats

- Interactive Posters
- Oral Presentations
- Symposia
- Workshops
- Exploratory Seminars **(New)**
- More information: [Call for Proposals – ESERA 2025](#)

# Strands (descriptions: <https://esera2025.org/strand-descriptions/>)

- Strand 1: Learning Science: Conceptual Understanding
- Strand 2: Learning Science: Cognitive, Affective, Aesthetic, and Social Aspects
- Strand 3: Science Teaching Processes and Instructional Design
- Strand 4: Digital Resources for Science Teaching and Learning
- Strand 5: Nature of Science: History, Philosophy and Sociology of Science
- Strand 6: Interdisciplinarity and Education
- Strand 7: Discourse and Argumentation in Science Education
- Strand 8: Scientific Literacy and Socio-scientific Issues
- Strand 9: Science Education for Sustainability, Agency and Futures Literacy
- Strand 10: Environment, Health and Science Education
- Strand 11: Informal, Non-formal and Out-of-school Science Education
- Strand 12: Equity, Diversity and Identity in Science Education
- Strand 13: Science Curriculum and Educational Policy
- Strand 14: Evaluation and Assessment in Teaching and Learning
- Strand 15: Pre-service Science Teacher Education
- Strand 16: In-service Science Teacher Education and Professional Development
- Strand 17: Science Education in Primary and Pre-primary Learning Contexts
- Strand 18: Teaching and Learning Science at Middle and Secondary School
- Strand 19: Teaching and Learning Science at the University Level
- Strand 20: Methods and Methodological Aspects in Science Education Research

# Proposals

To be considered for the ESERA 2025 Conference, all proposals must meet the following technical criteria for the double-blind peer-review process:

- Anonymity: Ensure the extended summary does not reveal author identities, including anonymising self-citations and host institutions.
- Deadline: Final submissions must be received by **31 January 2025**.
- Submission Portal: Proposals will be submitted **exclusively via the online submission website**.
- Strands and Sub-themes: Choose one of the 20 **ESERA Strands** and, if applicable, a relevant sub-theme. Indicate additional suitable Strands and whether your proposal aligns with conference themes: sustainability or digital advances.



# Technical review criteria

Proposal Components: Submissions should include:

- Author names and affiliations.
- A brief abstract (250 words max).
- An extended summary (2000 words max) includes a title, three keywords from the ESERA 2025 list, relevant references, tables, and figures.
- For exploratory seminars and workshops: A timetable using the ESERA 2025 Template (250 words max).
- Symposia: Symposia proposals must include three oral presentation submissions and a summarising abstract.
- Presenter Roles: Each attendee can assume up to four presenter roles, limited to one instance of each role: Facilitator in an Exploratory Seminar, Presenting an Interactive Poster, Oral Presentation, Coordinator or Discussant of a Symposium, Workshop Facilitator
- Symposia Specifics: The symposium coordinator may not act as a discussant

# Interactive Posters will be reviewed using the following criteria:

1. Context and relevance to science education (importance of the study for research and/or practice)
2. Theoretical framework, conceptual rationale, or pragmatic grounding
3. Aim(s) and/or Research question(s) (do they make sense, can they be answered?)
4. Research method and design (Empirical proposals) / Use of relevant research literature (Theoretical proposals)
5. Findings and coherence of argument (is the aim met/are the RQs answered?)
6. Quality of questions for discussions to be had during the interactive poster session
7. Plan for converting the extended abstract into a poster that is viable for discussions

The reviewer's comments will explain the scoring and provide suggestions for the poster. Accepted posters must be uploaded by the 25th of August 2025 to be displayed in the virtual poster gallery.

# Oral Presentations will be reviewed using the following criteria:

1. Context and relevance to science education (importance of the study for research and/or practice)
2. Theoretical framework, conceptual rationale, or pragmatic grounding
3. Aim(s) and/or Research question(s) (do they make sense; can they be answered?)
4. Research method and design (Empirical proposals) / Use of relevant research literature (Theoretical proposals)
5. Findings and coherence of argument (is the aim met/are the RQs answered?)
6. Discussion of findings and implications
7. Clarity of analysis and expression

# Symposia will be reviewed using the following criteria:

1. Context and relevance to science education (importance of the study for research and/or practice)
2. Relevance of theoretical framework(s), conceptual rationale(s), or pragmatic grounding(s) for the symposium
3. Overall coherence and quality of the symposium
4. Clarity of contribution of each paper to the symposium
5. Quality of questions to be discussed during the symposium
6. Feasibility of the planned structure of the symposium
7. Clarity of analysis and expression
8. Diversity of contributions, ensuring submissions come from researchers based in at least two different countries

**IMPORTANT: The length of Symposia has been reduced from 120 minutes to 90 minutes**

# Workshops will be reviewed using the following criteria:

- Context and relevance to science education (importance of the study for research and/or practice)
- Theoretical framework, conceptual rationale, or pragmatic grounding
- Clarity and justification of the purpose and aim of the workshop
- **Degree of interactivity and inclusion of interactive activities which lead to meaningful exploration and reflection by participants**
- **Quality of questions for reflective discussions**
- Feasibility of structure presented in the timetable to fulfil the aims of the workshop
- Clarity of analysis and expression

# Exploratory Seminars will be reviewed using the following criteria:

- Context and relevance to science education (importance of the study for research and/or practice)
- Possible theoretical framework, conceptual rationale, or pragmatic grounding
- Clarity and justification of the purpose, exploratory aim of the seminar and expected outcomes
- Feasibility of planned seminar activities to lead to fruitful discussions and constructive results
- Clarity and relevance of the expected outcomes of the seminar
- Feasibility of structure and the timetable to lead to the expected outcomes
- Plans to follow up on the seminar

## **Title of Exploratory Seminar/Workshop: Exploring Innovative Approaches to Science Education Research**

**Session Chair: Marie Curiosity**

<b>Time</b>	<b>Activity Description</b>	<b>Lead(s)</b>	<b>Objective</b>
00:00 - 00:05	<b>Introduction and Overview</b>	Marie Curiosity	Participants understand the seminar purpose and objectives.
00:05- 00:10	<b>Presentation of Key Question/Dilemma</b>	Albert Brightstein	Highlight key question and dilemma to be discussed.
00:10 - 00:30	<b>Breakout Group Discussions</b>	Group representatives	In-depth discussion in smaller groups for focused dialogue.
00:30 - 00:40	<b>Group Reports and Open Discussion</b>	All participants (facilitated by Marie Curiosity)	Summarize discussions and identify actionable steps.
00:40 - 00:45	<b>Conclusion and Follow-Up Plans</b>	Marie Curiosity & Albert Brightstein	Outline next steps, future seminars/workshops, and potential collaborative projects.

# Some advice about writing the abstract

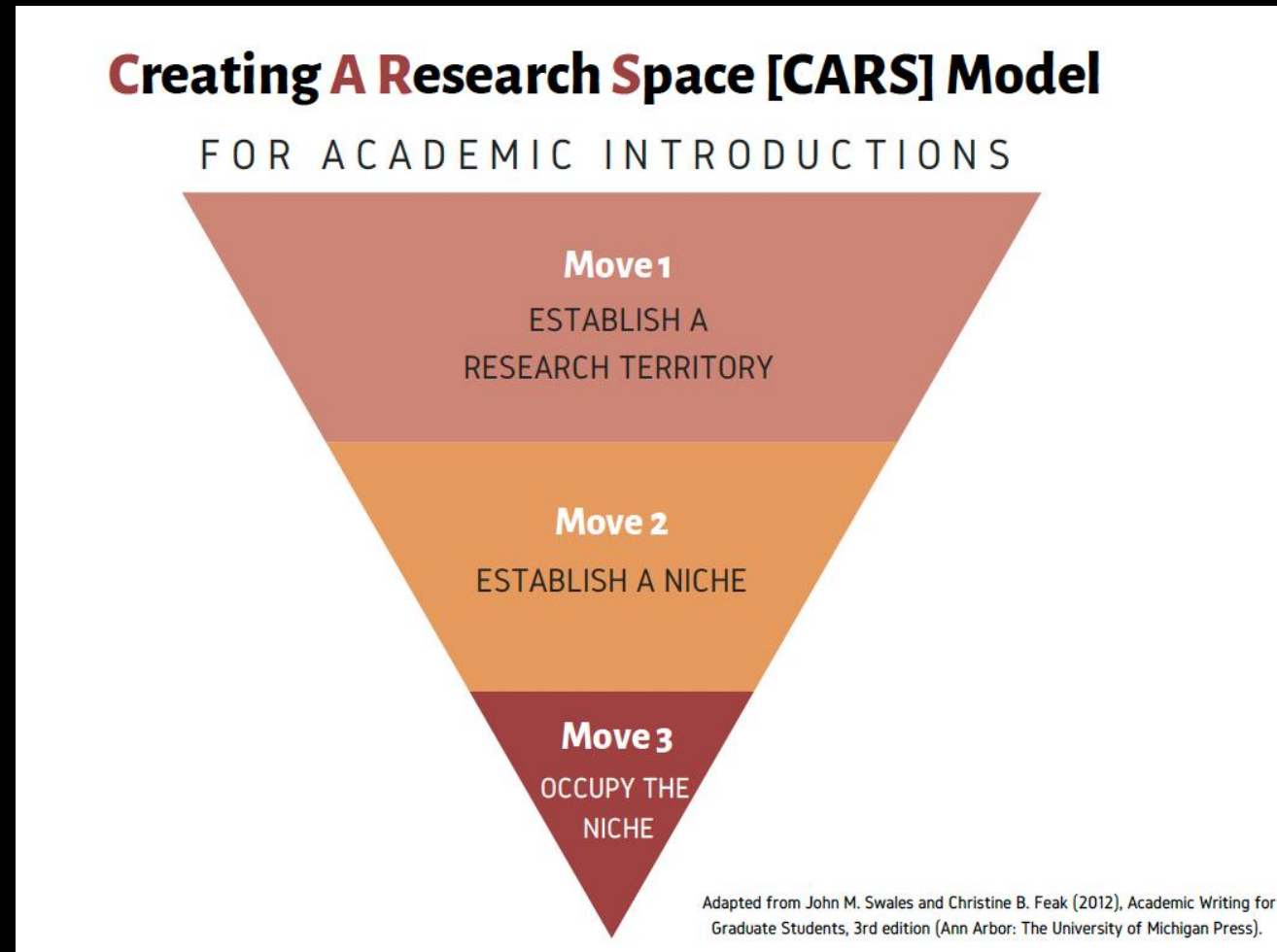
## Abstract Checklist

This abstract

- Is two hundred words or less
- Names my article's subject or topic
- Restricts background information to no more than one or two sentences
- Includes four or five relevant keywords
- Includes a statement of the hypothesis or argument
- Makes a claim that the subject or argument is significant and represents something new
- Makes sense without reading the article (i.e., it can stand alone)
- Reveals the article's most interesting finding/discovery
- Doesn't contain future-tense statements (e.g., not "we hope to show" or "we will show" but "we show")
- Doesn't have weak "attempt" language (e.g., not "this article tries to analyze" or "this study seeks to" or "this article explores" but "this article analyzes" or "this study shows")
- Uses the present tense to talk about the article (e.g., "the aim of this article is")
- Uses the past tense to talk about the study (e.g., "the aim of this experiment/reading was")
- Doesn't include quotations from sources (unless they are just one or two words or the entire subject of your article)
- Doesn't include abbreviations, symbols, or acronyms



# Some advice about writing the introduction



# Activity: The Rhetorical Moves

**What are my initial or potential ideas for my research ESERA proposal?**

**1. Establish the territory**

**2. Establish the niche**

**3. Occupy the niche**

# Move 1: Establish the territory



## 1. Establish the territory

### Some options (sub-moves)

<b>1A. Asserting centrality</b>	Reference is made to the interest or importance of the topic in the discipline. This can be done by highlighting its current, significant or well-established character among researchers in the disciplinary community.	"Research about xxx is essential to..." "As xxx science teachers, we should know..."
<b>1B. Making generalisations about the topic</b>	A generalisation of the topic is offered through statements about the current state or knowledge of the phenomenon or topic in question.	"Recently there has been a growing interest in..." "This last decade has brought us a significant intensification in the study of..." "Lack of motivation is a common finding among struggling students..."
<b>1C. Review aspects of previous research</b>	References are made to previous research within the same field of knowledge, and it refers to whether the topic has been relevant or is novel.	"The advances made on xxx in the last five years have made it clear that..." "Several studies have shown that...blabla"

# Move 2: Establish the Space or Niche

1. Establish the territory

2. Establish the niche



## Some options (moves)

<b>2A. Counter-Argue Previous Research</b>	Previous research is refuted or challenged, and a new proposal is made.	"While Laherto and Guerrero (2024) believe that method X is accurate, close examination shows that more research is needed..."
<b>2B. Point out the gaps in the investments. Previous</b>	It presents what existing studies on the subject have advanced and shows that there are issues or problems that have not been addressed.	"Although XXX has been investigated, there is still a need to delve into YYY" "Although existing studies have clearly established X, they have not dealt with Y in Global South..."
<b>2C. Expand on previous research</b>	Continue a line of research or reflection on the focused aspect that other authors have chosen or left open.	"Previous studies seemed to suggest X. To verify this finding, more evidence is needed..."

# Move 3: Occupy the niche

Some options	
<b>3A. Present the research and its objectives</b>	"The present proposal argues that..." "The purpose of this study/proposal is to determine..." "This proposal narrates an experience of..."
<b>3B. Present the most important findings</b>	"The results of this research show..." "In carrying out the proposed analysis, we found..." "When we examined X, we discovered..."
<b>3C. Indicate the organisation or structure of the proposal</b>	"This amazing ESERA proposal is structured as follows..."

1. Establish the territory

2. Establish the niche



3. Fill the niche

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## Some examples



## INTRODUCTION

In secondary and university educational contexts, it is common for teachers to require their students to write complex texts that require more than just abstracting or synthesizing information in an impersonal way (Castelló, Iñesta, Miras, Solé, Teberosky & Zannoto, 2007). Academic writing has gradually lost its traditional label of objective and impersonal discourse and has become a persuasive enterprise involving writer-reader interaction (Hyland, 2005). In this sense, it is increasingly valued that students adopt a position with respect to the topics they write about, that is, that they build their own voice and reflect it or transfer it to the text. However, the notion of voice, despite its popularity, is far from being a univocal concept and its meaning varies depending on the perspective from which its study is approached. The problems concern both its definition and, consequently, the explanation of how writers are able to construct their own voice in a text, as well as the relations of the notion of voice with other related concepts such as those that refer to the identity of the writer or the concept of authorship.

## INTRODUCCIÓN

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Move  
1.A.

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Move  
2.B.

Move  
2.B.

These difficulties in terms of theoretical delimitation also translate into methodological problems regarding the necessary and sufficient dimensions to approach its study, as well as the consideration of which are the relevant indicators (discursive, social or psychological) when observing, analysing and assessing their presence in a given text.

Move 3.A  
and C

The purpose of this proposal is threefold. Firstly, we intend to review the works that in recent years have dealt with the study of the voice in texts, delimiting from which disciplinary and theoretical orientations they have approached this study; Our review does not pretend to be exhaustive but representative of the most relevant works of each theoretical perspective. Second, we aspire to clarify our conceptual approach to the notion of voice based on the analysis and discussion of the previous contributions. Finally, we present a methodological proposal that contemplates three closely related but independent dimensions of analysis, each of them focused on the aspects that, according to the review carried out, we consider relevant in the study of the notion of voice.



Move 1

The concept of citizenship has become relevant in education and has begun to be implemented in various curricula and programs, both globally (McCowan, 2009) and locally (Olivo, 2017). This approach has also permeated the school curriculum of science education in Chile (Mineduc, 2019). For various authors, science education should be articulated and enhance the objectives of citizenship education (e.g., Vesterinen et al., 2016), while addressing, for example, socio-scientific issues with a focus on models of education for sustainability, in the context of the current climate crisis. **However, traditional interpretations of the concept of citizenship, in the case of science, are based on visions of scientific literacy, whose interpretations are in turn complex, polysemic and dependent on cultural and socio-political contexts. This leads to the need to analyze the relationship between citizenship and science, particularly from a curricular perspective.**

1. Establish the territory

2. Establish the niche

Move 2.A

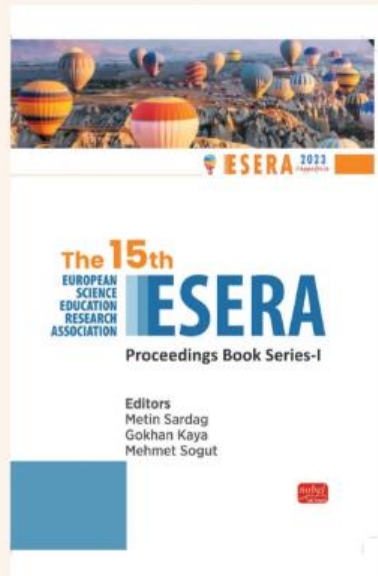
In Chile, the articulation between science education and education for citizenship is recent, through the incorporation of the subject "Science for citizenship" in the national curriculum of third and fourth grade in 2019, and its implementation since 2020, in the midst of the health crisis of the Covid-19 pandemic. This new subject promotes "an integrated understanding of complex phenomena and problems that occur in our daily work to form a scientifically literate citizen" (Mineduc, 2019, p. 42) and articulates the use of scientific knowledge and evidence to understand natural phenomena and their relationship with human beings, with the purpose of students making decisions at a personal level, local and social, encouraging critical thinking.

3. Fill the niche

Move 2.B

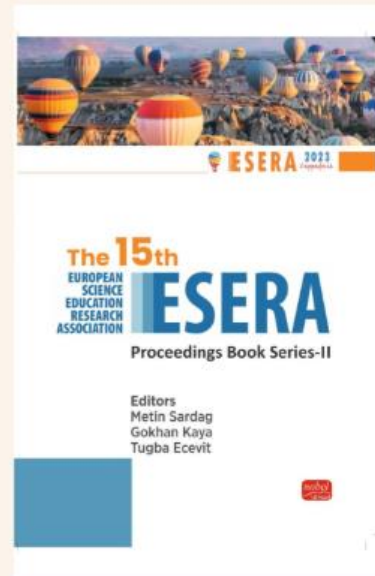
# Examples of good proposals

Proceedings Book Series-I



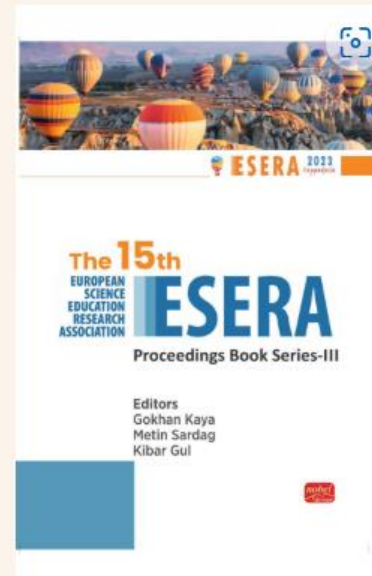
Strand 1, 2, 4, 14, 17, 18, 19

Proceedings Book Series-II



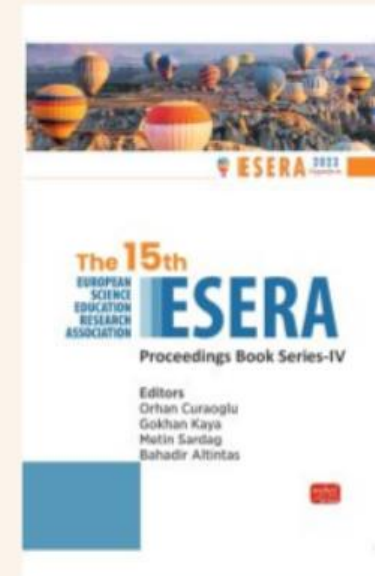
Strand 3, 12, 13, 20

Proceedings Book Series-III



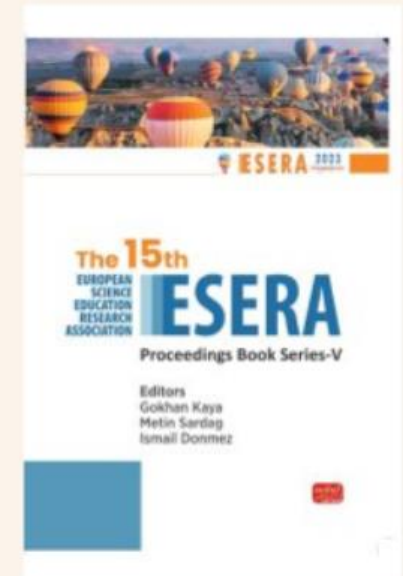
Strand 5, 6, 7, 8

Proceedings Book Series-IV



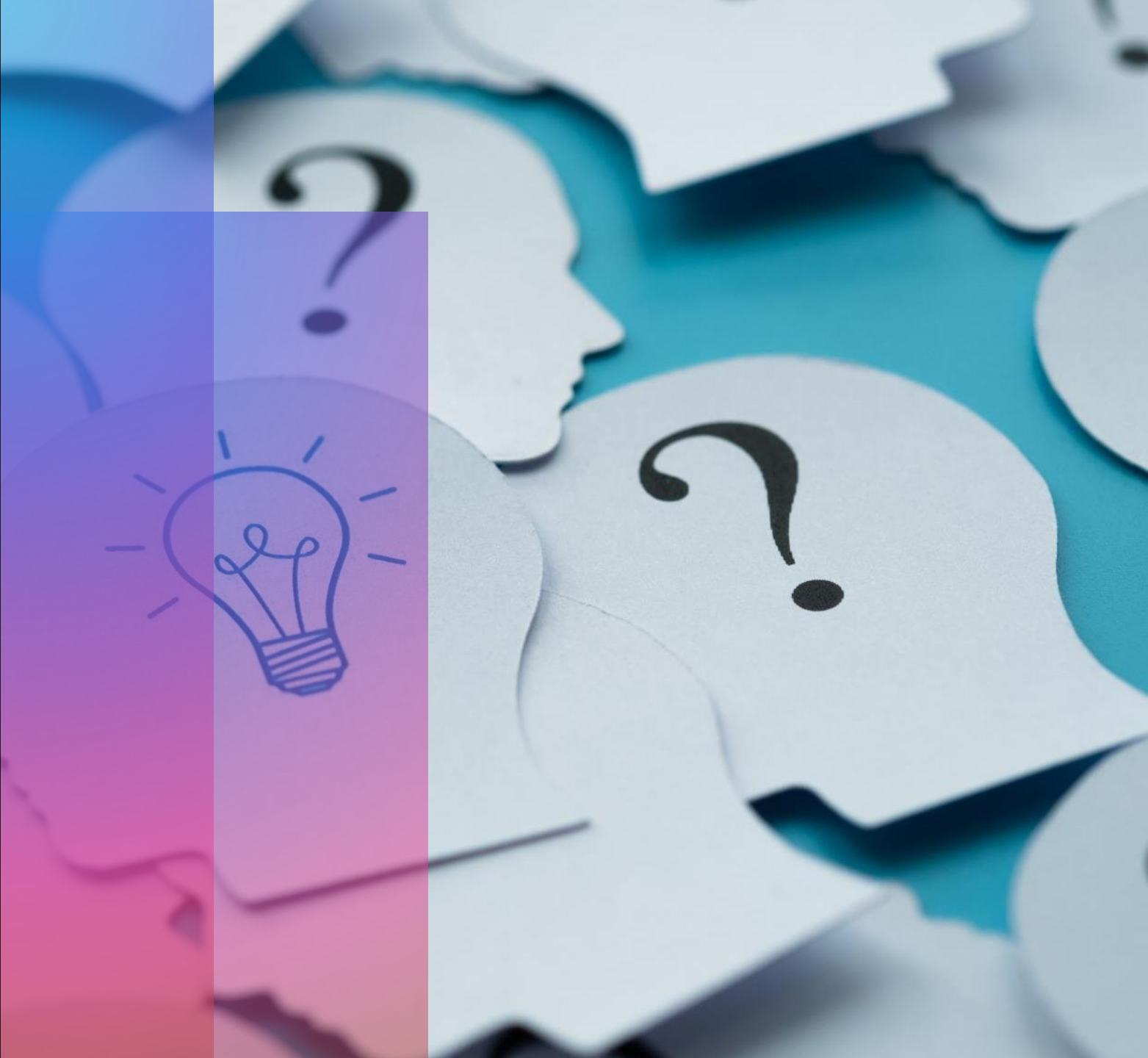
Strand 9, 10, 11

Proceedings Book Series-V



Strand 15, 16

**Tips and  
strategies  
from our  
experiences**



# Tips and strategies from our experiences

- Remember the international research audience
  - **Justify the general, scientific relevance of your study!**
  - You may need to explain the local context / educational system
  - Refer to international literature
  - Use concepts that are established in international literature (OR define them well)
- Make the proposal coherent!
  - Conclusions/discussion should come back to the issues/literature presented in introduction/theoretical framework!
  - Also when reporting work-in-progress, try to present some (preliminary) findings
- Follow the instructions and template
- Revise the language of the proposal



Q & A

A top-down view of a person's hands writing on a spiral-bound notebook. The left hand is positioned on the left side of the notebook, while the right hand holds a blue marker. The notebook page is white and features three large, hand-drawn characters in blue: a capital letter 'Q', an ampersand '&', and a capital letter 'A'. The characters are filled with a dense, scribbled texture. The notebook is placed on a bright yellow surface. In the upper right corner, a small green plant in a pot is visible. At the top center, a portion of a yellow container is seen.

# MORE ESERA ACTIVITIES FOR ECR'S

- ESERA TRAVEL GRANTS 2025; applications by Jan 12th  
<https://www.esera.org/esera-erc-travel-grants-2025/>
- ESERA SUMMER SCHOOL 2025; applications by Jan 15th  
<https://eserasummerschool2025.com/>

# Contact us!

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**THANK YOU!**