



International Network for Academic Steiner Teacher Education

5th International INASTE Congress

Human Intelligence

May 22-24, 2025
Vienna

Call for Papers

The possible uses of artificial intelligence have become an increasingly dominant theme in social, political and economic discourse. This is also the case in education and educational research. At the same time, the achievements of artificial intelligence call upon us to reconsider the unique and varied possibilities of human intelligence - upon which artificial intelligence is ultimately based. What specific qualities do human and artificial intelligence share, wherein lie fundamental differences and their respective boundaries, how can they complement each other?

The INASTE Congress 2025 invites participants to address the changes brought on by current technological developments in relation to our own understanding of ourselves as intentional and responsible educators. We welcome conceptual and empirical contributions - including action research - which address questions with respect to the following themes:

Developing Emotional and Social Intelligence in Schools and Teacher Education

The pedagogical importance of developing emotional and social intelligences and their crucial role/s in adulthood have become widely accepted paradigms. In this section, research and theories focusing on different approaches to developing these forms of intelligence both in schools and in teacher education will be addressed. In this context, contributions based on research on the possible effects of social media and of artificial intelligence are also welcome.

The Intelligence of the Body: Performative Teaching and Learning

The so-called "corporeal turn" in educational contexts has led to a heightened focus on considering the decisive role of embodiment in teaching and learning, as well as to a broad range of performative approaches. In considering the growth of artificial intelligence, the importance of developing and nurturing the inherent possibilities of all forms of bodily intelligence has increasingly been viewed as crucial at all levels of education, from primary to tertiary.

The Relevance of the Concept of Multiple Intelligences in an Age of Artificial Intelligence

Howard Gardner's concept of multiple intelligences, first elucidated in the 1980's has, in the meantime, been further developed and put into practice in different ways by countless educators and schools. In a future in which artificial intelligence will play an increasingly dominant role, the topicality of various concepts based on the broad spectrum of intelligences which every human being, by virtue of being human, has access to, seems more relevant than ever.

Can Artificial Intelligence be Integrated into Humanistic Teaching and Learning?

The title of this section is not meant as a rhetorical question, but as an open one! We are at the beginnings of an era in which the importance of finding ways to integrate the use of AI into a humanistic understanding of education in which supporting pupils in developing their capabilities of thinking and judgement, their sensory-affective connections to others and to the natural world, and their self-efficacy and experience of meaning in their lives can be considered paramount educational goals. Can AI help pupils to realize these goals, and if so – how?

The Roles of Knowledge, Imagination and Creativity in Teacher Education and in Schools

Albert Einstein's oft-quoted statement, "Imagination is more important than knowledge. For knowledge is limited, whereas imagination embraces the entire world, stimulating progress, giving birth to evolution" referred specifically to his own cognitive processes while developing the theory of relativity. Living in an age in which so much information is literally at our fingertips, the whole question of what acquiring knowledge means must be seen in a new light.

There can be no doubt that meeting the challenges of today's world and the future will call for extraordinary degrees of imagination and creativity. How can kindergartens, schools and teacher education create a basis upon which these human capabilities can develop and flourish in childhood, adolescence and adulthood?

Information:

Short lectures (approx. 20 minutes) can be held in the context of working groups on the themes outlined above, followed by discussion.

Lectures can be carried out either in German or in English.

Submissions for lectures can be sent before August 31, 2024, to congress@inaste.net.

Abstracts should present content, goal, and methods of the planned lecture, taking account of the theoretical and/or empirical background of the research presented.

Maximum length is 400 words. The selection of contributions is the exclusive responsibility of the organizational committee.

Location:

The Congress will be held on the premises of the Diplomatic Academy of Vienna (Favoritenstrasse 15a, 1040 Vienna), and the Zentrum für Kultur und Pädagogik (Tilgnerstr. 3, 1040 Vienna).



International Network for Academic Steiner Teacher Education

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- Prof. Dr. Ruhi Tyson, Waldorflärarhögskolan, Stockholm, Sweden
- Prof. Marius Wahl Gran, Rudolf Steiner University College, Oslo, Norway

Organized by:

Zentrum für Kultur und Pädagogik, Affiliate of Alanus University for Arts and Social Sciences, on behalf of: **INASTE**, International Network of Academic Steiner Teacher Education

The following institutions are currently members of the INASTE network:

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Contact:

Zentrum für Kultur und Pädagogik
Tilgnerstraße 3, 1040 Wien
congress@inaste.net
www.inaste.net