

Call for Papers for the Annual Conference of the Section for Intercultural and International Comparative Education (SIIVE) of the German Society for Educational Science (DGfE)

09/10.03.2023, Freie Universität Berlin

Transformation(s) in the focus of SIIVE. Researching, reflecting and accompanying transformation processes

Organising Committee: Donja Amirpur, Sigrid Hartong, Verena Holz, Sabine Hornberg, Helge Kminek, Rita Nikolai, Julie A. Panagiotopoulou, Mandy Singer-Brodowski, Patricia Stosic

The term transformation has become an important buzzword within Intercultural and International Comparative Education and across the entire education science (e.g. Lang-Wojtasik 2022). The digital transformation of educational institutions - accelerated by the Corona pandemic (e.g. Cone et al. 2021) - the desired global transformation towards sustainability (UNESCO 2017), and the discussion about transformational education theory (Koller 2011) are some of many examples. However, this increasing adoption of "transformation" terminology evokes crucial challenges and questions:

- How can transformation, that is, shifts in education and educational relations, be theorised, and which theoretical frameworks are already adopted as conceptual points of reference?
- How can concrete conceptualisations of transformation be developed for different pedagogical, organisational or institutional contexts?
- Which normative reference points of transformation are applied?
- How can transformation be distinguished from similar concepts such as change, development or adaptation?
- To what extent transformation is described as a structural or a process category?

In transformation research outside education science (e.g. Wittmayer/Hölscher 2017, Loorbach et al. 2017), not only incremental changes or emergent formations of orders are discussed under the concept of transformation, but foremost changes (and their consequences) that are intended and actively initiated by actors. In education science, Schäffter (2009) has, for instance, argued for an understanding of transformation as fundamental structural change. Examples are transformational education processes (Koller 2011), transformative learning processes (e.g. Laros 2015, Thomsen 2019), but equally (inter-)organisational transformation processes or the transformation of academic discourses. Thus, a theoretical and empirical approach to transformation should embrace different levels (e.g. the levels of individuals, organisations, discourses) and their interconnection. At the same time, the three commissions of the SIIVE - the Commission for Comparative and International Education (VIE), the Commission for Intercultural Education (KIB) and the Commission on Education

for Sustainable Development (ESD) – each strengthen different perspectives on the concept of transformation.

For the VIE, transformation processes have been an essential research interest since its beginnings - and part of the tensions "between elaborate comparative methodology and practical relevance" (Adick 2015, own translation). Global transformations both force and hinder the development of migration societies (Foroutan 2016) and have increasingly come into view in the context of education research as triggering causes, conditions and consequences of individual transformation experiences, such as flight or international mobility. At the same time, education and learning are discussed to contribute to the overcoming challenges of transformation processes.

Within the discourses of education for sustainable development, the 2030 Agenda is also an essential orientation for describing learning goals and competencies (Rieckmann et al. 2017), which, however, can also be critically discussed. The Sustainable Development Goals of the United Nations Agenda 2030 nowadays represent a normative reference point for many ESD researchers. Likewise, a critical examination of the 2030 Agenda occurs in different ways and disciplines outside education science.

Taken together, a variety of questions become relevant for the SIIVE, which can be taken up in the context of the annual conference in 2023, including:

- How are transformation processes defined theoretically? How are they distinguished from other concepts such as social change or development?
- How are transformation processes viewed from the different SIIVE commissions? Where are points of contact and, if applicable, common research desiderata?
- Which methodological requirements - for example transdisciplinary or transformative research - result from the different perspectives?
- In which research fields of VIE, KIB, and ESD are transformations described and how?
- What general significance do claims of societal transformation have for education science as a discipline in general and its sub-disciplines in particular?
- Which claims of transformation in education science have (not) been taken up, institutionalised and adapted and how do the sub-disciplines of SIIVE critically engage with those?
- How have research practices within the SIIVE and the commissions been transformed, especially in the wake of the pandemic?
- How do specific theoretical implications affect empirical research on transformation processes?
- How is normativity dealt with in the demands for transformation?

The SIIVE Annual Conference 2023 will explore these and other questions and invites researchers of all qualification levels to submit abstracts by 30 September 2022. Proposals for single papers (oral presentation) as well as for thematic panels (with a maximum of three papers) can be submitted. We invite academics from different disciplinary backgrounds and fields of education science to submit proposals for 20-minute contributions (+ 10 min. discussion) in the form of a max. 500-word abstract or proposal for a panel with max. three presentations in the form of a 500-word panel abstract and a 500-word abstract for each presentation. Submissions should be sent to: transformation@erzwiss.fu-berlin.de

Reviewing: All papers will be reviewed by the organisers. Decisions will be announced to the submitters in October 2022.

Criteria for review: Alignment to the conference topic, the stringency of argumentation (problem outline, research question, theoretical perspective, methodology and expected results (if applicable)).

No conference proceedings are planned for the annual conference. However, there is the possibility of publishing individual papers in journals affiliated to the SIIVE ([Zeitschrift für erziehungswissenschaftliche Migrationsforschung](#), [Zeitschrift für internationale Bildungsforschung und Entwicklungspädagogik](#), [Tertium Comparationis](#)).

The conference is planned as a face-to-face event. However, if the development of the Corona pandemic makes it necessary, we will hold it as a digital event.

Sources:

Adick, Christel (2015): Das Potenzial der Vergleichenden Erziehungswissenschaft zwischen elaborierter Vergleichsmethodik und praktischer Bedeutsamkeit. In: *Tertium Comparationis* 21 (1), S. 105–129.

Cone, Lucas; Brøgger, Katja; Berghmans, Mieke; Decuypere, Mathias; Förschler, Annina; Grimaldi, Emiliano et al. (2021): Pandemic Acceleration: Covid-19 and the emergency digitalization of European education. In: *European Educational Research Journal*, 147490412110417. DOI: 10.1177/14749041211041793.

Foroutan, Naika (2016): Postmigrantische Gesellschaften. In: Heinz U. Brinkmann und Martina Sauer (Hg.): *Einwanderungsgesellschaft Deutschland*. Springer VS: Wiesbaden, S. 227–254.

Lang-Wojtasik, G. (Hg.) (2022): *Globales Lernen für nachhaltige Entwicklung*. Waxmann: Münster, New York.

Koller, Hans-Christoph (2011): *Bildung anders denken. Einführung in die Theorie transformatorischer Bildungsprozesse*. W. Kohlhammer: Stuttgart.

Laros, Anna (2015): *Transformative Lernprozesse von Unternehmerinnen mit Migrationsgeschichte*. Springer VS: Wiesbaden.

Loorbach, Derk; Frantzeskaki, Niki; Avelino, Flor (2017): Sustainability Transitions Research: Transforming Science and Practice for Societal Change. In: *Annual Review of Environment and Resources*. 42 (1), S. 599–626. DOI: 10.1146/annurev-environ-102014-021340.

Rieckmann, Marco; Mindt, Lisa; Gardiner, Senan (2017): *Education for Sustainable Development Goals. Learning Objectives*; UNESCO: London, UK.

Schäffter, Ortfried (2009): Stichwort Transformation. In: *DIE Magazin Forum* (IV), S. 20–21.

Thomsen, Sarah (2019): *Bildung in Protestbewegungen. Empirische Phasentypiken und normativitäts- und bildungstheoretische Reflexionen*. Springer VS: Wiesbaden.

Wittmayer, Julia; Hölscher, Katharina (2017): *Transformationsforschung. Definitionen, Ansätze, Methoden*. Hg. v. Umweltbundesamt. Dessau-Roßlau. Online verfügbar unter https://www.umweltbundesamt.de/sites/default/files/medien/1410/publikationen/2017-11-08_texte_103-2017_transformationsforschung.pdf, 21.06.2022.

UNESCO (2017): *UNESCO moving forward the 2030 Agenda for Sustainable Development. UNESCO Task Force on the 2030 Agenda for Sustainable Development*. Online verfügbar unter: <https://unesdoc.unesco.org/ark:/48223/pf0000247785.locale=en>, 21.06.2022.