



**DGfE** Deutsche Gesellschaft  
für Erziehungswissenschaft

 Europa-Universität  
Flensburg  
| Institut für Erziehungswissenschaften



## Call for Papers

Annual Conference of the School Research and Didactics Commission in the School Pedagogy  
Section of the German Society for Educational Science (DGfE)

## Transnational Perspectives on School and Education

from 09 to 11 September 2018 at  
European University Flensburg

Educational systems are affected by processes of globalization as the worldwide expansion of educational systems bears the entitlement of a more and more encompassing implementation of an “Education for All”. Currently, these developments are being widely discussed in relation to the political proclamation of education as a human right. This demand, however, is being opposed by the realization of education in national and local contexts. Transnational School and Education Research bears this area of tension in mind though.

Thus, international comparisons point out the transcendence of national boundaries in planning and implementing education, teaching and learning in school since systems and schools adapt and relate their concepts as well as curricula to one another. Within school research, the focus is set on gaining distinctive insights into transnational similarities within educational systems on the one hand. On the other hand, local or rather cultural divergences shall be investigated. Thereby, disputes about how global action demands can be put into practice (e.g. inclusion, migration or education for sustainable development), and how teaching subjects can be dealt with differently in class take place.

Over the last few years, a significant increase of studies about transnational topics and/or a comparative point of view can be reported. Particular attention is paid to large scale International Student Assessments. A growing number of qualitative ethnographic and reconstructive studies on school and teaching and learning, which refer back to processes of an increasing globalization and mobility through comparative perspectives, can be found. Also, questions about teaching and learning and school from a transnational and/or comparative viewpoint are discussed in Historical Education Sciences.

Following these developments, two questions/perspectives for school and education research shall be emphasized at the conference:

- (1) **Content-based orientations and revenues:** Which revenues do transnational research strategy perspectives ensure? Which subject areas are elaborated or rather investigated by means of transnational and/or comparative perspective research projects?
- (2) **Methodological issues:** How do transnational and/or comparative perspective research designs stay abreast of the challenges by globalization processes and the aspirations of an egalitarian access to education? How can a transnational realm – one that emerges in the passage between nations – be investigated? In which manner are strategies of comparative research put to use? Which challenges do research approaches of transnational and comparative educational research face?

The Commission Conference "School Research and Didactics" aims at gathering research contributions that are, inter alia, rooted in the following domains:

- a) Internationally comparative research: Outcomes of empirical school and teaching and learning research about culturally specific orders and practices of *doing school*, differentiating (and/or distinctive) practices as well as about orders of teaching and learning, also considering didactical questions regarding the handling of teaching subjects are of interest.
- b) Investigating local contextualizations of education and school under the conditions of transnationalization: Specific attention is paid to the interplay of cultural attachment and global action demands, such as the implementation of overall *policies* (i.e. inclusion, education for a sustainable development, digitalization).
- c) The reflection of methodological designs and of the challenges occurring in transnational and/or comparative research: The portrayal and discussion of comparative and transnational research approaches is of interest. These are to be interrogated as to what extent they implement transnational perspectives and which chances and challenges are affiliated with the practical realization of comparative projects/studies in light of transnationalization. In this regard, self-critical perspectives taking hegemonic relations within research perspectives into account can be pinpointed.

During the Conference research projects on school and education containing a comparative and/or transnational perspective shall be presented and their outcomes discussed. The research contributions may derive from contemporary and/or historical school and teaching and learning research. Likewise, concepts and overall-institutional educational and schooling regulations (e.g. curricula) as well as various developmental paths on how to put school and learning into practice can be addressed (historically and) comparatively. The contributions shall indicate whether they establish a methodological, theoretical, historical and/or empirical reference. In case of empirically-grounded contributions the methodological references shall be made clear.

We are looking forward to contribution proposals that cover their focus, their methods and objectives in the above-mentioned field to the extent of 2,000 characters. Contributions from academics in qualification phases are welcome in all formats. The following formats can be submitted:

- **Individual contributions**, which are designed for about 25 minutes. These are allocated to thematically matching contributions and presented in two-hour working groups;
- **Working groups**, which are designed for two hours (120 minutes) and in which no more than 2-3 contributions are presented and commented on by a discussant, so that there is sufficient time for discussion in the plenum.
- **Contribution drafts and open questions**: Within the framework of a pre-conference on 09 September 2018 it is possible to present in the form of contribution drafts emerging projects or qualification works and to discuss together subject-related or methodological questions concerning these projects with more time remaining.

The proposals can be uploaded by February 9 2018

<https://www.conftool.net/dgfe-kommission-schulforschung-2018/>

In case of further questions, please contact: zebuss@uni-flensburg.de

A notification of the decision of the organizers will be given in April 2018.

For the organization: Sabine Hornberg, Merle Hummrich, Helge Kminek, Anna Moldenhauer, Kerstin Rabenstein, Carla Schelle, Doris Wittek.