



DGfE-Kongress 2022
13.-16. März

Ent|grenz|ungen | 28th DGfE-Congress 2022 Bremen

Call for Papers

The theme of the 2022 DGfE-Congress is “*Ent|grenz|ungen*”¹, and will focus on trends that impose or remove boundaries in the context of education, upbringing and socialization. The definition, development and transcending of boundaries – both literal and figurative – can be understood as a core task of education and upbringing. Here one could think of spatial, temporal, disciplinary, paradigmatic, political, social, cultural and other boundaries. In the face of profound social changes, boundaries and the overcoming thereof become increasingly central challenges of the Anthropocene epoch. Within the boundaries of what is practically feasible and what is ethically justifiable, educational research is faced with multifaceted tasks, not least in its responsibility for the shaping of *Lifeworlds*. Using the metaphor *Ent|grenz|ungen* at the DGfE-Congress 2022 at the University of Bremen, we hope to create space for a discussion of boundaries, limitations, border demarcation, border violations, border crossings and removal of boundaries in the context of educational research. In particular, the question arises as to what contribution educational research can make as a discipline by building on previous research findings, and what responsibility educational practitioners should assume within their field to respond to, and moderate, the phenomenon of *Ent|grenz|ungen*.

Globalization, digitization, climate change and migration are four social phenomena that have a direct impact on almost all fields of educational practice and research. The phenomena call into question both seemingly self-evident facts and responsibility of educational research in shaping (or helping to shape) these processes.

Thus, **globalization** challenges us to determine, in both a current and historical sense, the relationship between global and local factors influencing the framework and processes of education and socialization, both nationally and transnationally. Knowledge, goods and people all cross borders, both physically and digitally. They thus contribute to a 'shrinking' of the world, an increase in the exchange of ideas, knowledge and goods, and the enablement of relationships and interactions across borders. At the same time, however, this is accompanied by uncertainties. These can arouse fears and trigger new demarcations, and a retreat into a manageable locality, or may stabilize trust in the promises of security made by authoritarian, anti-democratic and anti-pluralist movements. What explanatory and action-based approaches are provided by social analyses and preventative activities?

Digitization opens up new and accelerating possibilities for networking, overcomes limitations of place

1 The term *Ent|grenz|ungen* can loosely be translated as the phenomenon in which, either through deliberate action or societal change, borders or boundaries (whether conceptual or physical) can be said to be abolished or dissolved.

and time as well as access to knowledge, and thus also opens up new opportunities for self-directed learning formats. It also allows scientific cooperation worldwide in real-time and thus promotes international networking. However, it also calls into question the future significance of local knowledge hubs and the extent to which such *Ent|grenz|ungen* can enable local characteristics to endure. This raises questions about inequality arising from digitization, about newly created boundaries, but also about opportunities and new possibilities for overcoming boundaries.

Global climate change, the life-threatening consequences of which affect the global South disproportionately more than the North and thus highlight inequality in a particular way, raises questions as to the capacity and limitations of educational researchers debate. This brings into focus both the limited resources of our world and the solutions that will be required to deal with drastic changes of both *Lifeworld* and physical environment.

The increase in **global migration movements** indicates that people are willing or forced – sometimes at the risk of their lives – to cross national borders in order to secure their own and their relatives' future. This is supported by transnational networks, which challenge the classical understanding of nation-state boundaries and distinctions, and offer the chance to overcome hegemonic epistemologies. How does educational research approach the dichotomy between, on the one hand, education and upbringing mediated by the nation-state and on the other, parallel transformations that challenge them in societies shaped by migration? What role do informal and non-formal institutions often present in civil society play in developing new opportunities for education and upbringing?

The concept of *Ent|grenz|ungen* has further relevance beyond the quartet of issues described above. For example, it is hard to imagine defining the pedagogical responsibility without reference to the demarcation of boundaries between generations. At the same time, a growing *Ent|grenz|ung* in pedagogy can be observed in the form of the contemporary human expectation and capacity for continuous, indeed lifelong, learning. Accordingly, the considerations of educational research now encompass all phases and areas of people's lives. In this context, various questions arise: What contribution do educational and training institutions, with their specific structures and routines, make in consciously or unconsciously defining the limits of their intended outcomes in training, education and upbringing? What do these questions mean for the demands on professional activity and the variety of tasks that go along with it on the different levels of educational and training institutions and extracurricular educational and/or training provision?

By engaging with the global influencing factors outlined above, we can identify characteristics of and interactions with the concept of *Ent|grenz|ungen* that are highly relevant for educational research. These will be examined discursively as well as constructively within the framework of the Congress. The Congress in Bremen hopes to address these and similar questions about the consequences that arise from tendencies of *Ent|grenz|ungen* for educational science and its reference institutions from a historical as well as a contemporary perspective. We invite you to adopt, examine and develop the metaphor of *Ent|grenz|ungen* from the different perspectives of educational science.

Status of the planning of the Congress in Bremen [updated in April 2021]:

With this call we would also like to inform you about the status of the planning of the Congress in Bremen:

Due to the unabated planning uncertainty for major events, the local organising committee for the DGfE-Congress 2022 in Bremen has decided, in consultation with the DGfE-Board, to hold the **DGfE-Congress 2022 digitally**.

The reason for this decision are currently pending decisions, especially regarding rooms and technical equipment, which could not be made without risks of failure. Under the given circumstances, the changeover to a digital congress format is the only way to prepare for the congress independently of the further pandemic situation.

According to current planning, the cost of the Congress will be covered entirely from participation fees, as has been the case on previous occasions. The fee for the purely digital programme will be adjusted accordingly.

Formats at the Bremen Congress

The digital version of the 28th Congress of the DGfE will still offer numerous traditional formats for exchange of information and debate on the Congress theme and other relevant contemporary topics in educational science. In addition to concurrent lectures, symposia, working groups, research forums and a poster session will be on offer.

The main characteristic of the symposia will be a focused thematic relation to the Congress theme. Working groups, research forums and poster sessions, on the other hand, can be arranged more freely in their choice of topics. The establishment of thematic forums and ad hoc groups was deliberately avoided in the planning phase to reduce complexity.

The parallel lectures in plenary are intended to frame the context of the DGfE-Congress, and these speakers are personally invited by the DGfE-Board and the local organisation team.

Symposia (150 min.) are directly related to the Congress theme and should comprise a maximum of four research presentations, wherein at least one presentation is to be given by a researcher in the qualification phase. Internationality and interdisciplinarity are also desirable when selecting speakers for the symposia.

Working groups (120 min.) are thematically free by design, but should relate in some way to the Congress theme. There are no rules for the selection of speakers for the working groups, but the participation of scientists in qualification phases is just as welcome, as is the participation of international colleagues or international working groups. Applications for English-speaking working groups are also expressly welcome.

Research forums (120 min.) are free in terms of content and form. They offer national and international research projects or networks as well as groups of young researchers or doctoral students an opportunity for professional exchange.

The posters serve to present educational research work, projects and plans in a visually accessible and, at the same time, interactive form. Particularly of interest is work that has not yet been published. The separate call for posters can be found at: www.dgfe2022.de. We would like to explicitly invite researchers in qualification phases to submit posters. Posters will be presented digitally in a 90-minute session. During the session, at least one member of the group responsible for each poster should be

available for discussion. The poster to be presented must be submitted by the authors in advance in PDF format.

Submission deadline and selection process

The Program Commission appointed by the DGfE-Board will select the papers to be presented at the 28th DGfE-Congress in Bremen from all submissions on the basis of anonymous review by the reviewers of the sections and commissions. Contributions must be submitted online via ConfTool no later than April 23, 2021. Exceptions are the poster abstracts, which can be submitted via ConfTool until August 31, 2021. Further details on the process (such as the review criteria) will be available soon on the Bremen Congress website: www.dgfe2022.de. Notifications of acceptance or rejection of papers for the different formats (except for posters) will be sent at the end of July 2021.

In order to enable active participation in the 28th DGfE-Congress of as many colleagues as possible, multiple appearances as a speaker in symposia and working groups are prohibited during the Congress. Only one presentation may be given per person across both event formats. However, if the program structure allows it, it is possible to participate in the organization and implementation of other Congress events as a discussant or moderator in addition to the presentation in one of these formats.

Preconference

Traditionally, additional events will take place on the Sunday before the main conference, especially for early career researchers. The 28th DGfE-Congress in Bremen offers here for the first time the format of a Preconference for all interested, in the spirit of the guiding metaphor of *Ent/grenz/ungen*. Conceptually, the Preconference is intended to provide a space for exchange on research issues and contexts that concern all scholars: e.g., the collection and preservation of research data, accessibility in research, or international research collaboration. But it is also intended to facilitate convening and exchange among individually significant perspectives in and for science: e.g., as persons of color, women, or mothers/fathers/parents in science. The event will include a prenote speech and thematically relevant fishbowl discussions, and this will take place entirely digitally. There will be a separate opportunity to register via ConfTool.

Submitting papers

The **ConfTool** platform for submitting papers is available [here](#).

For the submission of symposia, research forums and working groups, a maximum character count of 4,000 (including spaces) is set for the *Mantelabstract* (abstract describing the common focus of the group), and a maximum of 1,500 characters (including spaces) for the abstracts for each contributing paper.

Bremen in February 2021

The Local Organizing Committee of the 28th DGfE-Congress 2022 at the University of Bremen and the Executive Board of the German Educational Research Association (DGfE)