Thinking Beyond Boundaries in Education

The Interplay of Research and Memory Institutions
in Historical Educational Science
An international results and networking workshop

At Friedrich Schiller University Jena

20-21.02.2025

Call for Participation

The rapid development of computer technology in recent decades has brought about fundamental changes in research practices as well as in the digital source corpora available for analysis. The necessary storage and digital processing of historical sources, often both hybrid in their original form as well as their digital representations, places complex demands on the development of (meta)data infrastructures. At the same time, traditional hermeneutic and/or qualitative-quantitative research methods are also being blended with methods and tools from the digital humanities in historical educational science, thus opening up new perspectives on the objects of investigation. Questions about the added value, potential and problematic aspects of such methods have accompanied this development from the outset and are also constantly being asked by researchers and their infrastructure partners in ongoing projects.

The DFG-funded cooperation project Thinking Education Across Borders[1] (duration: 04/2022-03/2025) of the Friedrich Schiller University Jena and the BBF | Research Library for the History of Education at DIPF in Berlin combines the focal points of archiving, processing and evaluating historical source material. In doing so, it fulfills the requirements of a memory institution for the preservation (curation-driven), indexing and permanent provision of the (physically available) international pedagogical correspondence of the educationalist and teacher educator Wilhelm Rein (1847-1929) with the research-driven needs[2] of a methodically multidimensional evaluation of the source texts in the sense of a *blended reading[3]*. The particular added value of the combination of research, archival and data infrastructure stems from the fact that the close cooperation enables mutual insights into terminologies, needs, potentials and limitations of these areas. This leads to exemplary learning effects and synergies that contribute to the development of target-oriented, reusable and, above all, integrable solutions. [4]

The project explores the significance and impact of various actors in the shaping, dissemination and reception of pedagogical theory and practice, both by using historical comparison and by *transcending* diverse boundaries (see below). In this context, *pedagogical reform* is examined as an inherently pedagogical, but ambiguously and diversely connoted motif, which, thanks to its relative vagueness, could have connected different actors or groups of actors. Due to the particular nature of the source material, diversity and (overcoming) boundaries are taken into account as fundamental aspects of research. The authors came from a wide variety of contexts. In order to examine boundaries and synergies between such diverse actors in terms of content and network analysis, a research approach that transcends such boundaries has been developed to complement comparative studies on various intertwined limitations (e.g. in terms of gender, institutional affiliation, social and geographical origin). Simultaneously, one of the aims of the project is not only to preserve this unique and educational, historically, and more broadly relevant source material, but also to make the source texts permanently available to interested researchers as an enriched open access text corpus for reuse independent of location and time, thus creating favorable starting conditions for international and interdisciplinary cooperation in further research.

At the end of the funding phase, the project team would like to enter into an exchange with researchers from educational and related disciplines and with colleagues from the fields of archives, research infrastructure and data management as part of an international workshop. The workshop is intended to provide insights into projects in the field of digital humanities, offer an opportunity for critical reflection on content and infrastructural (research) results and challenges and also promote networking between actors from the various fields. Over the course of two days, different panels on two different topics will offer lecture, workshop and poster formats. We look forward to receiving submissions on the following topics **by 30.11.2024**:

Range of topics 1: Focus of content

Key topics can be submitted within the broad thematic context of the research focus areas in the project Thinking *beyond borders in education*.
These include in particular
- Diverse actors in (educational) science and pedagogical practice
- International and diverse networks in pedagogy and science that transcend borders
- Reform as a pedagogical motif / connotations of pedagogical reform
- Jena pedagogy under Wilhelm Rein: theory and practice, influence and reception

Topic spectrum 2: Challenges and solutions in (cooperative) projects in the digital humanities

Within the framework of the second range of topics, (results of) projects from archives and (research) data management as well as (of) research projects on other research topics from historical pedagogy, educational science and related subjects that are located in the field of digital humanities can be presented. The following focal points are conceivable:
- Results and practice reports
- Research methods (e.g. blended reading, computer-assisted network research, computer-assisted text analysis)
- Analog and digital sources
- Information and data management
- Archive and data infrastructure
- Organization, communication and terminology
- Rights configuration and rights management

Presentations, posters and workshop formats can be submitted **in German and English**. In order to enable international colleagues to participate, the workshop will partly take place in hybrid format.

Please send **a short synopsis with a maximum of 4,000 characters** (including bibliography) **by November 30, 2024** to the following e-mail address **Katja.grundig.de.vazquez@uni-jena.de**

We will get back to you **by 31.12.2024** after reviewing the submissions.

We look forward to your suggestions.

For the project team:
Dr. phil. Katja Grundig de Vazquez (Friedrich Schiller University Jena) and
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