



Call for Papers: Practices & Difference in Educational Science. International Conference at Europa-Universität Flensburg.

In recent years, practice theoretical approaches to educational realities have proven useful. The analytical and empirical outlook on social practices is particularly promising where educational research focusses on constructions of difference. The conference “Practices & Difference in Educational Science” will take place on January 28th and 29th 2016 at Europa-Universität Flensburg aiming to better understand the connectivity between practices and difference theoretically, empirically, and analytically and thus contribute to the academic discourse on methodological issues.

Four noted international experts will be presenting keynotes: Theodore R. Schatzki (University of Kentucky US), Michael-Sebastian Honig (Université du Luxembourg LUX), Tanja Sturm (Pädagogische Hochschule Nordwestschweiz CH) and Robert Schmidt (Universität Eichstätt-Ingolstadt GER). In the intermediate sessions interested researches will have opportunity to present their own projects. The call for papers ends July 31st 2015. Conference languages are German and English.

Practices & Differences in Educational Science

Practice theory does not understand social processes as chiefly based on rational decisions or in the context of subjective meanings. Rather, it suggests that the logic of practice, as it is understood e.g. by Bourdieu (1987), develops its own interpretation of social reality. In this sense, Reckwitz, too, states that practices are the site of the social (Reckwitz 2003). Theories of social practices revolve around microprocesses and routinized bodily performances in their relationship to social orders.

The *analysis* of this processed practical knowledge is of special interest. On the other hand, with practice theory the *formation processes* of this “know how” come into focus. Schatzki’s understanding of practices as “nexus of doings and sayings” (Schatzki 2002) indicates that practices are both bodily

Jürgen Budde

Professorship for Theories of Education,
Teaching and Learning

Address

Auf dem Campus 1a
Building EB | Room 103
24943 Flensburg

Phone: +49 461 805 2260

praxeologie@uni-flensburg.de

www.uni-flensburg.de/tagung-praxeologie



performances and speech acts. Furthermore, recent discussions have focused on the connectivities between practices and material objects – artefacts, natural things, non-human organisms. The latter could prove a particularly interesting field for educational science, e.g. when pedagogically or didactically inspired materials are studied (worksheets, portfolios, settings, seating arrangements, etc.).

Constructions of difference have been a central concern in culture theoretically informed educational sciences. Practice theory's premise that these constructions have to be performed bodily and as speech acts explicates its aptitude in their analysis. Several studies on "doing differences" in different educational institutions and on different categories of difference document the advantages of practice theoretically informed approaches (Budde 2013). The analysis of constructions along traditional categories of difference can be distinguished from lines of difference connected to specifically educational practices. For example, practice theoretical research on tuition points to lines of difference along the category of achievement.

However, a hiatus remains. The equation of practices that construct differences with mechanisms of social inequality is problematic because different levels are in effect. Diehm et al. (2013) thus demand empirical contextualizations that go beyond the scope of practice theoretical approaches. Furthermore, the variety of perspectives opened up by practice theory with regard to differences (bodily doings and sayings, practices, artefacts, objects etc.) is thus far understudied. Practice theoretical approaches to understand educational realities also seem to need sharpening with regard to the connectivity of intentional educational action and the practice routines in educational institutions.

Against this theoretical background and in the context of the following questions we invite researchers to participate in the discussion on practices and difference in educational contexts:

- What is the potential, what are the limits of practice theoretical approaches to educational realities?
- What orders of social difference do practice theoretical analyses show in educational institutions?
- Which practices point to a connectivity between educational categories and categories of social inequality? In what way do these practices reveal connectivity? What are the methodological perspectives, which methods and procedures are suitable to analyse this connectivity?
- How does practice theory understand constructions of difference, what does it leave out? Are there methodological approaches that can close these gaps?

Formats

Papers can be handed in in the following formats:

Working Group: In a two hour presentation a single topic is examined by different researchers from different perspectives. Researchers please hand in an overall abstract with 2.500 characters max. as well as short, individual abstracts with 750 characters max.

Research Paper: in a half hour presentation of a single paper individuals or teams discuss research results in the field of practices and difference. Researchers please hand in abstracts with 2000 characters max. Two papers will be presented per session.

Please send the abstracts to praxeologie@uni-flensburg.de by July 31st 2015.

Preliminary Schedule

28th January 2016		29th January 2016	
13.00 – 13.15 pm Welcome		8.45 – 9.00 am Welcome	
13.15 – 14.15 pm Prof. Dr. Robert Schmidt Katholische Universität Eichstätt-Ingolstadt (GER)		9.00 – 10.00 am Prof. Dr. Tanja Sturm Pädagogische Hochschule Nordwestschweiz (CH)	
Coffee Break		Coffee Break	
14.45 – 16.45 pm Working Groups	14.45 – 15.45 pm Paper Sessions	10.15 – 11.30 am Paper Sessions	10.15 – 11.30 am Paper Sessions
	15.45 – 16.45 pm Paper Sessions	11.30 am – 12.30 pm Prof. Dr. Michael-Sebastian Honig Université du Luxembourg (LU)	
Coffee Break			
17.15 – 18.45 pm Prof. Dr. Theodore R. Schatzki University of Kentucky (US)			

Bibliography

Bourdieu, Pierre (1987): Sozialer Sinn. Kritik der theoretischen Vernunft. Frankfurt am Main: Suhrkamp - Budde, Jürgen (Hg.) (2013): Unscharfe Einsätze: (Re-)Produktion von Heterogenität im schulischen Feld. Wiesbaden: VS Verl. für Sozialwiss. -Diehm, Isabell; Machold, Claudia; Kuhn, Melanie (2013): Ethnomethodologie und Ungleichheit? In: Jürgen Budde (Hg.): Unscharfe Einsätze. Wiesbaden: VS Verl. für Sozialwiss., S. 29–52. - Reckwitz, Andreas (2003): Grundelemente einer Theorie sozialer Praktiken. Eine sozialtheoretische Perspektive. In: Zeitschrift für Soziologie 32 (4), S. 282–301.- Schatzki, Theodore R. (2002): The site of the social. University Park: Pennsylvania State University Press.