Pedagogy or ‘Pädagogik’? On the differing trajectories of educational scholarship in the English-speaking and German-speaking world – and why they matter

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Ever since I moved from the Netherlands to the UK in 1999 I have been fascinated by the differences between the ways in which the field of educational scholarship (roughly encompassing empirical research and theoretical work) ‘operates’ in the English-speaking world compared to the traditions I grew up in academically, which were more strongly rooted in the German-speaking world. In my presentation I will look at the historical, social-institutional and intellectual dimensions of these differences. This not only helps to understand why the field of educational scholarship has developed so differently in different contexts and settings. I will also try to indicate I what way these differences matter. For this I will focus particularly on the notion of ‘pedagogy’ and its German equivalent ‘Pädagogik.’ On the one hand I will show how the notion of ‘Pädagogik’ has played a central and constitutive role in the way in which the field of educational scholarship has developed and has achieved (and to a certain extent has maintained) its identity in the German-speaking context. On the other hand I will ask how equivalent ‘pedagogy’ and ‘Pädagogik’ actually are and whether and to what extent a dialogue between the two might enrich both of them.

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* Refreshments will be served

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