



Universität Vechta
University of Vechta

Educational Research in International Contexts

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What is education research?

- Education research is the scientific field of study that examines education and learning processes and the human attributes, interactions, organizations, and institutions that shape educational outcomes. Scholarship in the field seeks to describe, understand, and explain how learning takes place throughout a person's life and how formal and informal contexts of education affect all forms of learning. Education research embraces the full spectrum of rigorous methods appropriate to the questions being asked and also drives the development of new tools and methods.

<http://www.aera.net/About-AERA/What-is-Education-Research>

European Educational Research Association (EERA)

- founded in 1994 as a result of discussions among many national educational research associations and several major research institutes throughout Europe
- more than 30 national and regional Educational Research Associations from all parts of Europe.
- Purposes:
 - encouraging collaboration amongst educational researchers in Europe
 - promoting communication between educational researchers and international governmental organisations such as the EU, Council of Europe, OECD and UNESCO
 - improving communication amongst educational research associations and institutes within Europe
 - disseminating the findings of educational research and highlighting their contribution to policy and practice

German Educational Research Association (GERA)

- GERA aims to promote study, research and education in the area of educational theory and science.
- founded in 1964
- currently about 3,000 members

- GERA Institutions: General Assembly, Board, Divisions and Subdivisions, Council of the divisions
- President (since 2014): Prof. Dr. Hans-Christoph Koller, University of Hamburg
- 13 divisions and 19 subdivisions
- GERA Office in Berlin
- congress which takes place every two years
- Summer School every year: early-career researchers



German Educational Research Association (GERA)

- Membership is open to researchers with a doctorate and a number of scientific publications in the field of educational sciences – or in some cases, extensive academic engagement in the field of educational research can also be accepted.
- In cooperation with the German Education Server (Deutscher Bildungsserver), GERA operates a data base ([Institutionendatenbank](#)) which includes detailed information on institutions of education in Germany.

Divisions and Subdivisions

- Division 1 - History of Education
- Division 2 - General Education
 - Philosophy of Education
 - Biographical Research in Education
 - Educational Anthropology
 - Methodology of Educational Research
- Division 3 – Intercultural and International Comparative Educational Research
 - International Comparative Education
 - Intercultural Education
 - Education for Sustainable Development
- Division 4 – Empirical Educational Research
 - Empirical Educational Research
 - Educational Organisation, Educational Planning and Educational Law



Divisions and Subdivisions

- Division 5 - School Pedagogy
 - School and Pedagogy
 - Teacher Education
 - Primary Education
- Division 6 - Special Education
- Division 7 - Vocational Education
- Division 8 - Social Pedagogy and Early Childhood Education
 - Social Pedagogy/ Education and Social Work
 - Early Childhood Education
- Division 9 - Adult Education
- Division 10 - Educational Leisure Research and Physical Education
 - Educational Leisure Research
 - Physical Education
- Division 11 - Gender Studies and Education



Divisions and Subdivisions

- Division 12 - Media Education
- Division 13 - Differential Education Research
 - Psychoanalysis and Education
 - Education and Humanistic Psychology

Journal "Erziehungswissenschaft" (Educational Research)

- The Journal "Educational Research" is the newsletter of GERA.
- Published twice a year.
- Also available online at the website of GERA:
<http://www.dgfe.de/en/zeitschrift-erziehungswissenschaft.html>
- Issue 54 | 2017: „On the role of educational research in the context of the debate on sexual violence in educational contexts”
- Issue 53 | 2016: „Hamster wheel (Educational) Research : precarious and accelerated?”
- Issue 52 | 2016: „Educational Research in neighboring countries“
- Issue 51 | 2015: „Inclusion - perspective, challenge and problematisation from the perspective of educational research”
- Issue 50 | 2015: „How political is educational research?”

GERA Congresses

- take place every two years
- Movements – GERA Congress 2018
The 26th Congress of GERA, 18 to 21 March 2018, University of Duisburg-Essen, <http://www.dgfe2018.de/kongress.html>
- Spaces for education. Spaces of education
2016, Kassel
- Traditions and futures
2014, Berlin
- Crossing Borders in Educational Research
2012, Osnabrück
- Education in democracy
2010, Mainz

The State of Educational Research in Germany

- Faculties, departments and institutes of Education at more than 80 universities
- German Institute for International Educational Research (DIPF) (more than 300 staff members)

- Main resources of funding:
 - Federal Ministry of Education and Research (BMBF)
 - e.g. Framework Programme “Empirical Educational Research”
 - German Research Foundation (DFG)
 - Priority Programme: Education as a Lifelong Process (since 2011)
 - Priority Programme: Competence Models for Assessing Individual Learning Outcomes and Evaluating Educational Processes (2007-2013)



The State of Educational Research in Germany

- EU programmes (Horizon 2020,...)
- Private foundations (e.g. Robert Bosch Foundation, Körber Foundation)

Association of Empirical Educational Research (GEBF)

- Founded 2012
- „Competing society“
- Place of interdisciplinary exchange between educational researchers from different disciplines (education, sociology, psychology, political science, economics)
- Supplementing the work of GERA
- Several educational researchers are members both of GERA and GEBF
- GERA strives for partnership and cooperation with GEBF (e.g. joint list of candidates for the election of the review board of the German Research Foundation).

International educational research on Higher Education for Sustainable Development (HESD)

- Analysis of all *peer reviewed* and *in English* available articles published with an explicit focus on higher education / tertiary sector AND education for sustainable development in the time period 1992-2012
- Data on research paradigms, methodologies, research topics, methods, key journals and authors in this emerging area of research
- Sample of 509 articles analysed against bibliometric characteristics by two research assistants

Barth / Rieckmann 2016

Research on HESD: Content Focus

Content Focus	n	%
Curriculum development	170	33,4
Teaching and learning approaches	100	19,6
Organisational change/learning	64	12,6
Student view / lecturer view	55	10,8
Development of SD in higher education in a particular nation / region	31	6,1
Assessing student learning outcomes	29	5,7
Philosophical	23	4,5
Research in HESD	9	1,8
Others	28	5,5

Barth / Rieckmann 2016



Research on HESD: Research focus

Research focus	n	%
Exploratory	115	22,6
Explanatory	51	10,0
<i>Descriptive</i>	230	45,2
Conceptual Paper	113	22,2

Barth / Rieckmann 2016

Research on HESD: Research methods

Research method	n	%
Conceptual paper	113	22,3
Naturalistic and ethnographic research	29	5,7
Historical and documentary research	18	3,6
Surveys, longitudinal, cross-sectional and trend studies	58	11,5
<i>Case studies</i>	263	52,0
Ex post facto research	2	,4
Experiments, quasi experiments, single case research and meta-analysis	4	,8
Action research	19	3,8

Barth / Rieckmann 2016



Examples of international educational research

- CASE project
- EnRRICH project
- Research on sustainability competencies in an international network



The CASE Project

- “Competencies for A sustainable Socio Economic development” (CASE)
- EU Erasmus+ Knowledge Alliance / 2015-2017
- To support the development of competencies for a sustainable socio-economic development
- To develop and test new methods for inter- and transdisciplinary teaching and learning via regional pilot projects
- To develop a curriculum, for a “Joint Master Programme of Sustainability Driven Entrepreneurship”
- <http://www.case-ka.eu/>

Competencies for Sustainability-Driven Entrepreneurship

- *Research question:* Which competencies are needed for sustainability-driven entrepreneurship?
- *Methodology:* 48 semi-structured interviews with entrepreneurs and managers from regional enterprises and non-profit organisations, which include sustainability in their activities, in five regions (Vienna, Gothenburg, Brno, Bolzano, and Vechta), content analysis using the sustainability competencies framework of Wiek et al. (2011)
- *Results:*
 - Leadership, work in multi-stakeholder networks (intrapersonal competence)
 - Management skills to implement sustainability transitions (strategic competence)
 - Understand the interconnectedness of various scales (systemic competence)

Bernhardt et al., 2015

The EnRRICH project

- Enhancing Responsible Research and Innovation (RRI) through Curricula in Higher Education (EnRRICH)
- Horizon 2020, 2015-2017
- To improve the capacity of students and staff in higher education to develop knowledge, skills and attitudes to support the embedding of Responsible Research and Innovation (RRI) in curricula by responding to the research needs of society as expressed by civil society organisations (CSOs)
- <http://www.livingknowledge.org/projects/enrich/>

EU-Projekt EnRRICH

„Enhancing Responsible Research and Innovation through Curricula in Higher Education (EnRRICH)“, ein Living Knowledge Projekt, Horizon 2020, 2015-2017.

www.enrrich.org



- **Vrije Universiteit Brussel**
- Queen's University Belfast
- University College Cork
- Dublin Institute of Technology
- Wageningen University
- Bonn Science Shop
- **University of Vechta, Science Shop Vechta/Cloppenburg**
- Corvinus University Budapest
- Vilnius College of Technologies and Design
- Università degli studi di Sassari
- Université de Lyon
- Research Centre, Institute for AIDS Research, Barcelona



EnRRICH – Aims of the project

- To get grip on RRI in the curriculum
- To define and build a shared understanding of RRI
- To stimulate dialogue in policy
- To test Science Shops and other community exchange mechanisms as a way to embed RRI in curricula
- To develop and pilot the use of RRI teaching practices
- To exchange, collaborate and learn from each other in a community of practice

Seeking Sustainability Competency and Capability in the ESD literature – An Hermeneutic Analysis

- *Research question:* How are particular conceptions of ESD/sustainability competencies described in identified research articles and how do they relate to explicit, or implicit, expressions of the pedagogy suggested for their teaching, and learning?
- *Methodology:* Hermeneutical literature study with Kerry Shephard (University of Otago, New Zealand) and Matthias Barth (Leuphana University of Lüneburg, Germany), hermeneutical analysis of five research articles using videoconferencing
- *Results:*
 - Terms, such as competence, are used in quite different and often not clear ways, the argumentation often is not consistent and clear.



Seeking Sustainability Competency and Capability in the ESD literature – An Hermeneutic Analysis

- The differentiation between competence (to be able to do) and performance (to do) is quite important, but often is not made explicit.
- Values are quite important in HESD, but there is no consensus at all how HESD can deal with values in a non-indoctrinating way.
- There are a lot of contradictions in many papers, for example, where on the one hand the importance of participatory learning, open-ended, real life and purposive enquiry and developing the ability and confidence of students to think for themselves is emphasised, while on the other hand the intended learning outcomes directly include achieving sustainable livelihoods and commitment to social justice.



Challenges of international educational research

- Get funding
- Intercultural communication
- Develop a common language
- Facilitate ongoing communication
- Different time zones
- Include also Southern / non-hegemonic perspectives
- ...



Thank you very much for your attention!

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