

### Module 1: Introduction to interdisciplinary educational media research

The aim of the module is to provide an introduction to the GEI's doctoral programme and to the central research designs, theories and methodologies of each of the departments. Short presentations by the heads of departments and the Institute's director (either in-person or by video) will provide the new PhD candidates with an insight into the interdisciplinary educational media research conducted at the Institute. A participative foundation workshop, designed by experienced researchers, project and team leaders, and department heads, called '*Interdisziplinäre Forschung zu Bildungsmedien*' (interdisciplinary research into educational media) will enable the PhD candidates to gain a basic understanding of the different theoretical perspectives of educational media, as represented in the GEI's diverse projects. The candidates will examine key texts that depict the different approaches and will try to apply them to data provided by the instructors from their own projects.

Across the two days of this introductory module the participants will develop, or establish, a common language of collaboration for working at the GEI. The module will advance the skills necessary for interdisciplinary research, which plays an increasingly important role in academia.

- › Format: Two days. Short presentations about the Institute, workshops.
- › Attendance: This is a compulsory module.

### Programme for the workshop on 4 and 5 November 2021

#### Thursday 4.11.2021

**09:00-09:30**

#### **Barbara Christophe: Introduction**

The module starts with a brief introduction to the GEPP (Georg Eckert PhD Programme) curriculum. This is followed by an introduction to the interdisciplinary aspects of educational media research. Two levels of two different approaches are simply outlined, explaining how, on one hand, studies can be designed in terms of how they construct their object of research and, on the other hand, they can also approach this object of research with different questions.

**09:30-11:00**

#### **Andreas Weich: A media studies approach to educational media research**

Current discourses within media studies assume that mediality is not necessarily inherent in certain objects (media) but that it emerges in complex, historically and locally situated constellations. Material conditions (e.g. instruments, spatial arrangements and also physicality) can be assessed as part of these constellations, as can knowledge and practice (e.g. operational knowledge, routinized practices, conventions as well as expectations), content (e.g. concrete texts, images, sounds, videos, gestures, statements) and subject positions (roles expected of the individual within the

constellation and demands placed upon them). These elements interact with one another and one may constitute another, at least in part.

But what does this kind of media understanding mean for educational media research? What research questions can be developed from it? Which theoretical approaches or methodological operationalisations are conceivable? How can results be interpreted and how do they relate to existing findings on current medial transformation?

In preparation for the 90-minute workshop, the PhD candidates must read a text that outlines the model of media constellation and an analytical process based upon it, in the context of educational media, During the workshop itself the participants will discuss the text before being given the opportunity to devise media studies research questions and processes, and to test them using existing data and research results.

*Compulsory preparatory reading:*

Weich, Andreas, 'Digitale Medien und Methoden: Andreas Weich über die Medienkonstellationsanalyse'. In: *Open-Media-Studies-Blog*, (16 June 2020):

<https://www.zfmedienwissenschaft.de/online/open-media-studies-blog/digitale-medien-und-methoden-weich>

### **11:00-11:30 break**

### **11:30-13:00**

#### **Marcus Otto: Perspectives of educational media based in the sociology of knowledge and the history of knowledge**

This workshop addresses perspectives of educational media based in the sociology and history of knowledge. The fundamental theoretical approaches will be introduced and discussed first, before using examples from the candidates own research experience to explore how textbooks and educational media can be examined as objects of study using sociology and history of knowledge research perspectives.

*Obligatory preparatory reading:*

Michel Foucault, *Archäologie des Wissens*, (Frankfurt am Main: 1981), p. 48-112.

*Optional, supplementary reading*

Felicitas Macgilchrist and Marcus Otto, 'Schulbücher für den Geschichtsunterricht',

Version: 1.0, in: *Docupedia-Zeitgeschichte*, (18 February 2014):

[http://docupedia.de/zg/macgilchrist\\_otto\\_schulbuecher\\_v1\\_de\\_2014](http://docupedia.de/zg/macgilchrist_otto_schulbuecher_v1_de_2014)

DOI: <http://dx.doi.org/10.14765/zfz.dok.2.574.v1>

### **13:00-14:00 break**

**14:00-15:30**

**Barbara Christophe: Educational media from the perspective of memory culture theory**

The workshop first provides a brief overview of research using memory culture theory. The participants will then discuss two theoretical texts. The first of these describes dynamics currently typical in memory culture. The second presents methodological considerations regarding how memory cultural discourse can be examined in history textbooks. In the final part of the workshop the participants apply some of the methodological instruments to which they have been introduced, to an analysis of selected extracts from textbooks addressing the 'Wende' (the period surrounding the fall of the Berlin wall) in 1989/90.

*Obligatory preparatory reading:*

Lorraine Ryan, 'Memory, Power and Resistance: The Anatomy of a Tripartite Relationship', in: *Memory Studies* 4:2, (2011) p. 154–89.

Eleftherios Klerides, 'Imagining the Textbook: Textbooks as Discourse and Genre', in: *Journal of Educational Media, Memory, and Society* 2, no. 1 (2010) p. 31–54.

**15:30-16:00 break**

**16:00-17:30**

**Eckhardt Fuchs: Education history perspectives of educational media**

This workshop addresses the role of educational media in teaching and learning processes from a historical perspective. It provides an overview of the origins and development of educational media in the context of educational reform processes that started in the nineteenth century, focusing on textbooks and television for schools. This development is closely associated with the question of social processes of negotiation with regard to the content and potential of new media. The aim of this workshop is to demonstrate that educational media have undergone a historical shift, that they are adapted in reaction to social challenges and can be placed in the context of educational reform, and that they still play a significant role in teaching and learning processes.

*Obligatory preparatory reading:*

Marcelo Caruso, *Geschichte der Bildung und Erziehung. Medienentwicklung und Medienwandel* (Paderborn: Verlag Ferdinand Schöningh 2019).

Peter Drewek, 'Geschichte der Schule', in: *Einführung in die Geschichte von Erziehungswissenschaft und Erziehungswirklichkeit* edited by Klaus Harney and Heinz-Hermann Krüger, (Opladen: Leske + Budrich 1997), p. 183–207

**Friday, 5.11.2021**

**12:00-13:30**

***Kerstin Schwedes: Legal basis, principles and responsibilities of the ombudsperson***

***Katharina Baier: Legal basis, principles and responsibilities of the equal opportunities officer***

***Sebastian Klaes: Legal basis, principles and responsibilities of the works council***

**13:30-14:30 lunch break**

**14:30-16:00**

***Riem Spielhaus: Educational media as a mirror for political discourse***

The knowledge reproduced in educational media can be understood as an indicator and also as a determinant of social changes; textbooks and other educational media are central instruments used by societies to transmit the knowledge they view as relevant to the next generation. This workshop addresses different research designs for textbook studies: their research sample, questions and structure. In particular it offers space to discuss the possibilities offered by comparative approaches, which synchronously or non-synchronously examine textbooks in the context of a society, a region or even globally.

**16:00-16:30 break**

**16:30-18:00**

***Ernesto De Luca: Theory of knowledge and information science perspectives of educational media***

The digital transformation has permanently changed the responsibilities and working processes of GLAM institutions (galleries, libraries, archives, museums). Such institutions have always used and developed expertise from the fields of knowledge organisation and information science, and they provide significant added value to research through their digitisation activities. This workshop introduces several theoretical approaches from the fields of knowledge organisation and information

science and describes digitisation processes that convert analogue sources to digitised media (digitisation) and those that produce digitally captured datasets that can be analysed (digitalisation). Participants will discuss the specific requirements of the textbook genre and implications for researchers in the use and processing of such data.

*Obligatory preparatory reading:*

Maret Nieländer and Ernesto William De Luca, 'Digital Humanities in der internationalen Schulbuchforschung. Forschungsinfrastrukturen und Projekte' in: *Eckert. Expertise*. - Band 009(2018).

Ernesto William De Luca and Riem Spielhaus. *Digital Transformation of Research Processes in the Humanities*. (2019) doi: 10.1007/978-3-030-36599-8\_30.

**18:00-18:30**

**Concluding meeting and feedback**