

III Intentions

My contribution to the international research on institutionalized education is to adapt the perspective of Pedagogical Anthropology which is coined only to general education to preschool and school contexts. Here, I follow up especially body-phenomenological (Meyer->Drawe, Lippitz, Rittelmeyer, Brinkmann et al.) and practice-oriented/-theoretical approaches (Reckwitz, Schatzki et al.) and add them to the pragmatic, sociocultural (Vygotskij, Säljö et al.) and critical (Horkheimer & Adorno, et al.) pedagogical approaches.

The approach of Pedagogical Anthropology (PA) aims at identifying how people themselves understand and organize their life conditions and situations in their very cultural context. Upbringing, culture, Bildung, education, learning, teaching etc. are seen as aspects of relationships and interactions of individuals and groups with each other under specific material, pictorial, performative conditions. They are associated to a certain image of being human. In practices, the images are foremost practical projections. - How is the PA proceeding when making such images to her central subject?

In theoretical regards, the Human Science tradition of Educational Sciences focusing on humanism and philosophical approaches is prolonged and supplemented by the Cultural Studies, as well as by art-theoretical, historical, sociological and psychological upshots. Globally anthropologies whose focus was on white Western male human beings have lost their claim to universality. Other cultures have the same right to make statements about humans from their perspective. Historical relative, cross-cultural and polycentric approaches replace the anthropologies departing merely from European images of Humanity and Western thought. In taking this movement on PA strives at avoiding extreme relativism and arbitrariness.

So far, PA has mainly been an approach of General Pedagogy with a strong transdisciplinary perspective. If applied to formal education, one can expect that schooling etc. will then be more directed to Bildung, cultural assets, social events and the very practices related to this.

In empirical regards, PA does not strictly defy from any scientific approach and methodology. However, it subjects all approaches to a critical analysis of their respective image of being a human. This also counts for own presuppositions. An approach can be blamed for applying an image that is unsuitable for its set objectives (such as performance evaluation, inclusion, etc.).

The approach of PA is spread over the whole globe. Its collective expertise covers individual and collective knowledge in their relation to cultural features, the diverse forms of knowledge and knowledge creation (such as e.g. esthetical knowledge and/or multimodal signification, transcultural knowledge), environmental and development issues, ideas of politics and leadership, the relation of formal and informal learning, specifics of age, generation and family, among others. Accordingly, the empirical research of PA has a strong international profile. I cooperate with colleagues in Scandinavia, Europe, Asia and North and South America, as well as with colleagues at Swedish higher education institutions. The focus lies on higher education and professionalization on the one hand, and on esthetic knowledge and multimodal learning on the other hand. Besides that, also social dividing lines (in particular on the basis of ethnicity, gender, cultural background and social class) and educational technologies are investigated commonly.

My special contribution to the research field of Pedagogical Anthropology is the systematics of tacit knowing and knowledge, by this creating a backdrop for empirical investigation of human practices and understandings, impacts of materiality, performativity, imaginaries etc. Tacit knowledge is an umbrella concept e.g. for corporeality, aesthetic learning and inclusive school. The systematic work on tacit knowledge counts thus as allowing for modelling supportive learning environments and learning

scenarios, also including digital methods, and participants' perspectives in and on a world of diversity and constant change. I am the founder of the international scientific network *Tacit Dimensions of Pedagogy*. The manual published in 2017 and the book series on *European Studies on Educational Practices* at Waxmann (since 2012) unfold key concepts on tacit knowledge and adequate empirical research approaches: important areas of interest are e.g. the question of whether ordinary people have tacit social knowledge of the social world they inhabit; What is involved in the competence a person demonstrates when s/he successfully navigates a contentious argument?; Can the knowledge of a competent social participant about expected behavior be represented as a sum of propositional beliefs?; How does the informal knowledge of the participants benefit formal education?; How is multimodal signification applied in esthetic and in learning practices?; How do the generations interact?; What do we suffer, when we ache?; How does transcultural knowledge merge into everyday's educational practices?. A special focus of mine is on practice-oriented competence, inclusive school development and aesthetic learning environments, also with a comparative perspective.

Together with my colleagues I would like to build up a research environment within the SU, which is competitive internationally and which attract the interest of Swedish as well as international researchers for the research community at the Stockholm University, enabling us to draw more internationally well-merited researchers. I consider my own contribution to be in the strengthening of the perspective of Educational Sciences, Pedagogy and Didactics, as well as their relation to the Cultural Sciences and Esthetics mainly in four regards:

1. Today, there is a strong demand for a development of the quality of the courses in the current study programs of Pedagogy, as well in the Lic and Doctoral Studies Program on Education to ensure an acceptable scientific level, especially in terms of the theses that come out of the programs. Already the foundation courses should be tied closely to scientific research, amongst others in making it possible for the students to gain their qualifications in the frame of the ongoing research projects. With the support of my colleagues, I would like to adapt the modules of my concept for a dialogical quality development of educational institutions to the general mission of the Stockholm University.
2. I would like to strengthen transdisciplinary cooperation of my department. Recently, I got the proposal to work on a transdisciplinary master program on Media and Arts at the SU and I would enlarge it to the trans-university program. Together with my cooperation partners in the US and Lithuania, I actually write applications for common, trans-university Master study programs on Global Education and Didactics, Transcultural Knowledge and Learning, Educational Technologies and Philosophy of Education. I think that our department will profit from such programs, not at least leading to a scientific enhancement of our academic teaching.
3. I am constantly developing our international contacts and ensuring more international publications than are currently the case, therefore facilitating more external financing (governmental or otherwise) for joint research programs. Means are international conferences, text publications, guest teaching etc. In Maj 2016, I organized an international conference, an anthology is in preparation. I invite the colleagues to contribute to symposia that I (co-)organize in the framework of international conferences (NERA, EERA and the own network). I also would like to invite guest teachers from other countries.
4. In my future empirical research, I will continue focusing on the overlap of Children's Studies and Didactics, by applying art-based (digital) approaches and I will strengthen my work on Comparative Educational Sciences. Right now I work on two big applications. The 1st application is on 'The Auricle Project: Understanding Children's Experiences in Swedish and US-American Classrooms' (working title) together with Norm Friesen (Boise/US). This

cooperation forms the base for a cooperative work on a 2nd application for trans-university programs (Sweden, US, Lithuania, Germany): Me, Norm Friesen, Tatiana Shchyttsova (Vilnius) and Anne Sliwka (Heidelberg/Germany) right now work out common Master-programs and independent seminars on 'Independent Research Project in the Preschool Teacher Program'; 'Educational Technology'; 'International Perspective on Pedagogy and Transcultural Knowledge in Pedagogical Practice' and 'Philosophy of Education'. In theoretical regards, these courses and the empirical research will be supported by the actual book project (manual) on 'The Learning Body – Approaching School by Pedagogical Anthropology' (working title) at Barbara Budrich. I edit this manual together with Christoph Wulf (Berlin). In 2018 Norm Friesen and I organize symposia on Comparative Educational Sciences within three international conferences. Furthermore, there is cooperation interest of leaders of research groups in Milano/Italy, Santiago de Chile and several universities in Germany.