

Publication List, Anja Kraus

1. Manuals

Ed. together with Wulf, Christoph (in English): The Palgrave Handbook on Embodiment and Learning. Basingstoke: Palgrave Macmillan (status quo: in work)

Ed. together with Budde, Jürgen; Hietzge, Maud; Wulf, Christoph (in German): Manual on Tacit Knowledge. Imparting and Appropriation. Learning and Education, Bildung and Socialisation. 2nd edition, Weinheim, Basel: Beltz/Juventa, 2021, 895 p.

Ed. together with Budde, Jürgen; Hietzge, Maud; Wulf, Christoph (in German): Manual on Tacit Knowledge. Imparting and Appropriation. Learning and Education, Bildung and Socialisation. Weinheim, Basel: Beltz/Juventa, 2017, 878 p.

2. Monographies

(in German) Absence as a Principle of Art and Arts Education (Working title)

(in German) Attentive Practices in School: The Correlation between Corporeality, Sense-Making and Narrations. (Working title)

(in English) Quality Assurance, Competences and Pedagogy. (Working title)

(in Swedish) Anja Kraus: Pedagogisk antropologi, bildning och bildpedagogik (Status quo: in Arbeit)

2.1 (In English) Perspectives on Performativity: Pedagogical Knowledge in Teacher Education. In the book series: European Research on Educational Practices, ed. by Anna Herbert, Anja Kraus, Nanna Lüth, Tatiana Shchytsova, Fatma Saçli & Carol Taylor. Münster, New York, München, Berlin: Waxmann, 2016, 164 p. (translation of 2.2)

2.2 (in German) Pedagogical Forms of Knowledge in Teacher Education. A Performativity-Theoretical Approach. In the book series: European Research on Educational Practices. Münster, New York, München, Berlin: Waxmann, 2016, 196 p.

2.3 (in English) Scholarly Principles in Teacher Education. What Kind of Science Serves a Practice-Oriented Teacher Education? In the book series: European Research on Educational Practices. Münster, New York, München, Berlin: Waxmann, 2015, 140 p. (translation of 2.5)

2.4 (in German) Affordances for the Sciences with Regard to Teacher Education. Scientific-Theoretical Considerations Concerning Practice-Oriented Teacher Education. In the book series: European Research on Educational Practices. Münster, New York, München, Berlin: Waxmann, 2015, 160 p.

2.5 (in German) The Auricle-Installation – a Way of Gathering Data in Children and School Children Research. Hamburg: Dr. Kovac. 2007, 166 p.

2.6 (in German) Nihilism, Language and Perception. The Anthropologies of Lacan and Merleau-Ponty. 2002, 259 p., Berlin: Freie Universität, Dissertation 2000. DOI: <https://doi.org/10.17169/refubium-10915>, 253 S.

3. Editing of Journals with Peer-Review

Culture, Biography & Lifelong Learning CBLL: Body Knowledge. Hongyan Chen, Anja Kraus & Christoph Wulf

Educational Philosophy and Theory, 2022: Forward to the (Common) Roots of Education – Pedagogical Terminologies in Different Languages. Anja Kraus & Rose Ylimaki, Todd Price & Dan Castner (Status quo: in work)

4. Peer-Reviewed Articles in Journals

- 4.1 (in English) Anja Kraus together with Daniel Castner: Rethinking Conversation against the Backdrop of Metaphysical Neoliberal Policy Discourse (Status quo: in work).
- 4.2 (in English) Anja Kraus together with Fatma Saçlı: Pedagogical Relationship and Professionality in Terms of Care (Status quo: in work).
- 4.3 (in English) together with Rose Ylimaki: A Historical Introduction to Continental Pedagogics from a Northern American Perspective. In: Educational Philosophy and Theory (Status quo: handed in)
- 4.4 (in English) Anja Kraus together with Kristina Holmberg: 'The Satisfied Student' – A Tacit Dogma of University Teaching. In: The Journal of International Social Science Education (Status quo: handed in)
- 4.5 (in English) Anja Kraus together with Maria Pemsel: The 'Educational Journey', bildningsresa (Swedish), Bildungsreise (German) and Personal Development. In: Journal of Aesthetic Education (Status quo: accepted)
- 4.6 (in English) Anja Kraus, Agnes Pfrang & Rose Ylimaki: Wonder, Sincerity and Operationalism in Education - Heidegger as Reference in Going 'Back to Pedagogy Itself'. Vierteljahresschrift für wissenschaftliche Pädagogik, 3/2022 (Status quo: accepted)
- 4.7 (in English) Pedagogy, Hyper-reality, and Agency – To Sound Out Education Effects Ascribed to a Video Game. In: Journal of Aesthetic Education (Status quo: accepted)
- 4.8 (in English) Giving the Body a Voice – Introduction to the Cameraethnographic Approach. In: Journal of Aesthetic Education, vol.56, nr.1, Spring 2022, 44-55 <https://muse.jhu.edu/article/848303/pdf> [Last approach: 13.05.2022].
- 4.9 (in English) 'Gender' Performs Tacitly. The 'Tacit Turn' in Pedagogy. In: Journal of Aesthetic Education 55/4, 70-81. <https://muse.jhu.edu/article/836509> [Last approach: 13.12.2021].
- 4.10 (in English) Corporeal Linkages between Ethics and Aesthetics as a Task of General Education (Didactics). In: Culture, Biography & Lifelong Learning CBLL, vol.3, nr.3, <http://www.cbll.org/index.php/cbll/article/view/82> [Last approach: 5.2.2018]
- 4.11 (in English) Gender as a Form of Tacit Knowing in the Fields of Pedagogy. In Culture, Biography & Lifelong Learning CBLL, vol.3, nr.1, Apr.2017, <http://www.cbll.org/index.php/cbll/article/view/63> [Last approach: 5.5.2017]
- 4.12 (in English) What Do the Things Show us? Learning as Displacement. In Culture, Biography & Lifelong Learning CBLL, vol.2, Dec.2016. Available at: <http://www.cbll.org/index.php/cbll/article/view/56> [Last approach: 2017-01-12]
- 4.13 (In German) Quality of Classroom Education – Lines of Discussion and Positionings in Sweden and Germany. In: Schulpädagogik-heute, 13/2016, 7. Available at: www.schulpaedagogik-heute.de/SH_Heft13/04_Forum/04_16.pdf [Last approach: 2016-03-04]
- 4.14 (in German) What Do the Things Show Us? Learning as Displacement. In: Nohl, Arnd-Michael; Wulf, Christoph (2013): Zeitschrift für Erziehungswissenschaft. Human Beings and Things – The Materiality of Pedagogical Processes. Leverkusen: Leske & Budrich, 153 - 170
- 4.15 (in German) Performative Playing as a Didactical Pathway to the Things Themselves. In: Satalka. Filosofija. 2010, t.18, nr.3, 40 - 52. See: <http://www.coactivity.vgtu.lt/1/NR/27479>
- 4.16 (in German) Performative Playing as a Didactical Pathway to the Corporeality of Children. In: Vierteljahresschrift für Wissenschaftliche Pädagogik. Paderborn: Ferdinand Schöningh. 84 (2) 2008, 167 - 178

4.17 (in English) (Doing) Art as an Interdisciplinary Didactical Principle. In: International Journal for Education through Art. (4.3) 2008, 275 - 284

4.18 (in German) Sketch of a Research Setting in Social Sciences on the Ground of Phenomenological Methodology. In: Vierteljahresschrift für Wissenschaftliche Pädagogik. Paderborn: Verlag Ferdinand Schöningh. 82 (4) 2006, 511 - 529

4.19 (in German) A Study of Media Influences on the Learning Strategies of Students in the First Years of Secondary School by Means of Subtexts. Forum: Qualitative Social Research, 8 (3), Art.11, 2006, <http://www.qualitative-research.net/index.php/fqs/article/view/286/628>

4.20 (in English) A Study of Media Influences on the Learning Strategies of Students in the First Years of Secondary School by Means of Subtexts. Forum: Qualitative Social Research, 8 (3), Art.11, 2006, <http://www.qualitative-research.net/index.php/fqs/article/view/286/629>

5. Peer-Reviewed Articles in Anthologies

5.1 (in German) Vulnerability as a Topic of Body-Related Pedagogy. In: Carnin, J.; Hoffarth, B.; Wehren, S. (Hgg.): Science Fiction of the Body: Potentials, Options and Demands education scientific Theory and Research on Bodily Learning. (Status quo: handed in)

5.2 (in German) Heterogeneity, Alterity and Pedagogy in Artistic Education at Kindergarden. In: Stutz, U. (Hg.): Publikation in the Frame of the Research Project Children-Art-Spaces. Munich: Kopäd (Status quo: handed in).

5.3 (In English) Anja Kraus & Christoph Wulf: Introduction. In: Kraus, A.; Wulf, Ch. (eds.): The Palgrave Handbook of Embodiment and Learning. Basingstoke: Palgrave Macmillan (Status quo: accepted, in print).

5.4 (In English) Anja Kraus & Christoph Wulf: Introduction: Philosophical and Historical Underpinnings. In: Kraus, A.; Wulf, Ch. (eds.): The Palgrave Handbook of Embodiment and Learning. Basingstoke: Palgrave Macmillan (Status quo: accepted, in print).

5.5 (In English) Anja Kraus & Christoph Wulf: Introduction: Educational Relationships and Professionalism. In: Kraus, A.; Wulf, Ch. (eds.): The Palgrave Handbook of Embodiment and Learning. Basingstoke: Palgrave Macmillan (Status quo: accepted, in print).

5.6 (In English) Anja Kraus & Christoph Wulf: Introduction: Body, Sociality and Learning. In: Kraus, A.; Wulf, Ch. (eds.): The Palgrave Handbook of Embodiment and Learning. Basingstoke: Palgrave Macmillan (Status quo: accepted, in print).

5.7 (In English) Anja Kraus & Christoph Wulf: Introduction: Body, Space and Learning. In: Kraus, A.; Wulf, Ch. (eds.): The Palgrave Handbook of Embodiment and Learning. Basingstoke: Palgrave Macmillan (Status quo: accepted, in print).

5.8 (In English) Anja Kraus & Christoph Wulf: Introduction: Virtual Reality and Mindfulness. In: Kraus, A.; Wulf, Ch. (eds.): The Palgrave Handbook of Embodiment and Learning. Basingstoke: Palgrave Macmillan (Status quo: accepted, in print).

5.9 (In English) Anja Kraus & Christoph Wulf: Introduction: Classroom Practices. In: Kraus, A.; Wulf, Ch. (eds.): The Palgrave Handbook of Embodiment and Learning. Basingstoke: Palgrave Macmillan (Status quo: accepted, in print).

5.10 (In English) Anja Kraus & Christoph Wulf: Introduction: Body in Times of Globalisation. In: Kraus, A.; Wulf, Ch. (eds.): The Palgrave Handbook of Embodiment and Learning. Basingstoke: Palgrave Macmillan (Status quo: accepted, in print).

- 5.11 (In English) Anja Kraus: Alterity and Emotions - Heterogeneous Learning Conditions and Embodiment. In: Kraus, A.; Wulf, Ch. (eds.): The Palgrave Handbook of Embodiment and Learning. Basingstoke: Palgrave Macmillan (Status quo: accepted, in print).
- 5.12 (In English) Anja Kraus & Thomas Senkbeil: Pedagogical Tact. Reconstruction of a Bodily Moment of the Pedagogical Relationship In: Kraus, A.; Wulf, Ch. (eds.): The Palgrave Handbook of Embodiment and Learning. Basingstoke: Palgrave Macmillan (Status quo: accepted, in print).
- 5.13 (In English) Didactics of Showing and Phenomenality – Consequences for Arts Education. In: Dobmeier, F.; Emmerich, M. (eds.): Operativität – Erziehung – Differenz. Systemtheoretische, praxistheoretische und phänomenologische Anschlüsse an Operative Pädagogik. Wiesbaden: Springer VS. (Status quo: accepted, in print).
- 5.14 (In German) Fake als eine analytische Kategorie der Universitäts-, Schul- und Unterrichtsforschung. In: Mersch, Dieter; Wulf, Christoph; Senkbeil, Thomas (eds.): Der Mensch als Faktizität – pädagogisch-anthropologische Zugänge. Bielefeld: Transkript, 2022, 119-136.
- 5.15 (In German) ‘Sensitive Threshold’ – An Example for Multimodal Situational Learning in Teacher Education. In: Koditek, T.; Luther, C. (eds.): Praxis Manual Situationsansatz – A Concept of Bildung for Pedagogy, Economy and Society. Springer, 2021, 95-105.
- 5.16 (In Swedish) Anja Kraus: Bildämnets didaktik. In: Kroksmark, Th. (ed.): Tio forskare om ämnesdidaktik. Studentlitteratur, 2021, 49-68.
- 5.17 (In English) The Vision of Leisure Education: Can Pedagogical Practice in School Learn from Art-Based Leisure Education? In: von Carlsburg, B.; Stross, A. (eds.): (Non-)Educational Visions for the 21st Century. Reihe: Baltic Studies. Kiel: Peter Lang, 2021, 205 - 218.
- 5.18 (In English) A Vision of Education: Grasping Continental European Impulses. In: von Carlsburg, B.; Stross, A. (eds.): (Non-)Educational Visions for the 21st Century. Reihe: Baltic Studies. Kiel: Peter Lang, 2021, 219 - 232.
- 5.19 (in German) Together with Juergen Budde, Maud Hietzge & Christoph Wulf: Tacit Knowledge in Learning, Education, Bildung and Socialisation. In: Kraus, Anja; Budde, Jürgen; Hietzge, Maud; Wulf, Christoph (eds.): Tacit Knowledge in Teaching and Appropriation, Learning and Education, Bildung and Socialisation. A Manual. 2nd edition, Weinheim, Basel: Juventa/Beltz, 2021, 11-15.
- 5.20 (in German) Introduction: Tacit Knowledge. In: Kraus, Anja; Budde, Jürgen; Hietzge, Maud; Wulf, Christoph (eds.): Tacit Knowledge in Teaching and Appropriation, Learning and Education, Bildung and Socialisation. A Manual, 2nd edition, Weinheim, Basel: Juventa/Beltz, 2021, 18-28.
- 5.21 (in German) Children and young people in scientific research – an introduction. In: Kraus, Anja; Budde, Jürgen; Hietzge, Maud; Wulf, Christoph (eds.): Tacit Knowledge in Teaching and Appropriation, Learning and Education, Bildung and Socialisation. A Manual, 2nd ed., Weinheim, Basel: Juventa/Beltz, 2021, 368-376.
- 5.22 (in German) Learning. In: Kraus, Anja; Budde, Jürgen; Hietzge, Maud; Wulf, Christoph (eds.): Tacit Knowledge in Teaching and Appropriation, Learning and Education, Bildung and Socialisation. A Manual, 2nd edition, Weinheim, Basel: Juventa/Beltz, 2021, 690-698.
- 5.23 (in German) Learning to know how to do. In: Kraus, Anja; Budde, Jürgen; Hietzge, Maud; Wulf, Christoph (eds.): Tacit Knowledge in Teaching and Appropriation, Learning and Education, Bildung and Socialisation, 2nd edition, Weinheim, Basel: Juventa/Beltz, 2021, 773-785.
- 5.24 (In German) Quality Assurance in University Teaching. In: Bilstein, Johannes; Winzen, Matthias, Zirfas, Jörg (eds.): Pedagogical Anthropology of the Technics. Practices, Issues and Forms of Life. Wiesbaden: Springer VS, 273-283.

- 5.25 (In German) Quality Assessment of Teaching at University. In: Johannes Bilstein, Matthias Winzen, Jörg Zirfas (Hgg.): Pedagogical Anthropology of Technology. Practices, Things and Forms of Living. Wiesbaden: Springer VS, 2020, 273-308.
- 5.26 (in English) Transcultural Learning: Emphasizing and De-emphasizing Difference as a Pedagogical Task. In: von Carlsburg, B. (ed.): Comparative Educational Sciences – Transcultural Studies – Intercultural Education. Book Series: Baltic Studies. Frankfurt/M., Bern, Bruxelles, New York, Oxford, Warszawa, Wien: Peter Lang, 2019, 137-145.
- 5.27 (in English) A Pedagogy of Cultural Awareness - A Phenomenological Approach to Knowledge and Learning. In: von Carlsburg, B. (ed.): Comparative Educational Sciences – Transcultural Studies – Intercultural Education. Book Series: Baltic Studies. Frankfurt/M., Bern, Bruxelles, New York, Oxford, Warszawa, Wien: Peter Lang, 2019, 127-135.
- 5.28 (in German) Educational Objectives and the Teacher Education in Sweden. In: von Carlsburg, B. (ed.): Comparative Educational Sciences – Transcultural Studies – Intercultural Education. Reihe: Baltic Studies. Kiel: Peter Lang, 2019, 265-277.
- 5.29 Gender, the Postmodern Paradigm Shift and Pedagogical Anthropology. In: Taylor, C.; Amade-Escot, Ch.; Abbas, A. (eds.): Gender in Learning and Teaching Feminist Dialogues Across International Boundaries. London, New York: Routledge, 2019, 54-67.
- 5.30 (in German) What Do Practices Show us and how Do they Show us Something – an Empirical Study on the Performativity and the Phenomenology of Social and Socially Distanced Actions. In: Hietzge, Maud (ed.): Interdisciplinary Video Analysis. Reconstructions of a Video Sequence Seen from Different Perspectives. Opladen, Farmington Hills: Barbara Budrich, 2018, 231-254.
- 5.31 (in German) Requirements for a Scientific Teacher Education. In: Lüth, N. (ed.): Presupposed. Art/Pedagogy and their Conditions. revolver publishing, Berlin, 2018, 22-33.
- 5.32 (in German) The Relationship between the Educational Sciences and Statistics Research on Education. In: von Carlsburg, B. (ed.): Scientific Dialogue on the Development of Intellectual Culture. Kiel: Baltic Studies, 2017, 333-339.
- 5.33 (in German) Techniques of Human Development: About Quality Assurance in Educational Institutions. In: Carlsburg, B. (ed.): Scientific Dialogue on the Development of Intellectual Culture. Kiel: Baltic Studies, 2017, 447-457.
- 5.34 (in English) *Sensitive Threshold* – Awakening Aspects of the Corporeal-Auditive Reflexivity of Teenagers in the Classroom. In: Rodriguez Sieweke, L. (ed.): Learning Scenarios for Social and Cultural Knowledge. «Bildung» through Academic Teaching. In the book series: Erziehungskonzeptionen und Praxis (ed. by Bodo von Carlsburg). Book Series: Baltic Studies. Frankfurt/M., Bern, Bruxelles, New York, Oxford, Warszawa, Wien: Peter Lang, 203 – 216.
- 5.35 (in English) Introduction. In: Rodriguez Sieweke, L. (ed.): Learning Scenarios for Social and Cultural Knowledge. «Bildung» through Academic Teaching. In the book series: Erziehungskonzeptionen und Praxis (ed. by Bodo von Carlsburg). Book Series: Baltic Studies. Frankfurt/M., Bern, Bruxelles, New York, Oxford, Warszawa, Wien: Peter Lang, 2017, 7-11.
- 5.36 (in English) Qualities of School Education – A Comparison of Discussions and Positioning in Sweden and Germany. In: Kraus, Anja (ed.): Scenarios of Knowledge at Universities in Change. Perspectives of the Humanities, the Educational and the Cultural Sciences. Münster, New York, München, Berlin: Waxmann. 2017, 69-86.
- 5.37 (in English) University as Knowledge Scenarios. Bildung and Sustainability. In: Kraus, Anja (ed.): Scenarios of Knowledge at Universities in Change. Perspectives of the Humanities, the Educational and the Cultural Sciences. Münster, New York, München, Berlin: Waxmann. 2017, 49-60.

- 5.38 (in English) Introduction: Perspectives of the Humanities, the Educational and the Cultural Sciences on University. In: Kraus, Anja (ed.): Scenarios of Knowledge at Universities in Change. Perspectives of the Humanities, the Educational and the Cultural Sciences. Münster, New York, München, Berlin: Waxmann. 2017, 7-12.
- 5.39 (in German) Together with Juergen Budde, Maud Hietzge & Christoph Wulf: Tacit Knowledge in Learning, Education, Bildung and Socialisation. In: Kraus, Anja; Budde, Jürgen; Hietzge, Maud; Wulf, Christoph (eds.): Tacit Knowledge in Teaching and Appropriation, Learning and Education, Bildung and Socialisation. A Manual. Juventa/Beltz. 2017, 11-15.
- 5.40 (in German) Introduction: Tacit Knowledge. In: Kraus, Anja; Budde, Jürgen; Hietzge, Maud; Wulf, Christoph (eds.): Tacit Knowledge in Teaching and Appropriation, Learning and Education, Bildung and Socialisation. A Manual. Juventa/Beltz. 2017, 18-27.
- 5.41 (in German) Children and young people in scientific research – an introduction. In: Kraus, Anja; Budde, Jürgen; Hietzge, Maud; Wulf, Christoph (eds.): Tacit Knowledge in Teaching and Appropriation, Learning and Education, Bildung and Socialisation. A Manual. Juventa/Beltz. 2017, 392-400.
- 5.42 (in German) Learning. In: Kraus, Anja; Budde, Jürgen; Hietzge, Maud; Wulf, Christoph (eds.): Tacit Knowledge in Teaching and Appropriation, Learning and Education, Bildung and Socialisation. A Manual. Juventa/Beltz. 2017, 742-750.
- 5.43 (in German) Learning to know how to do. In: Kraus, Anja; Budde, Jürgen; Hietzge, Maud; Wulf, Christoph (eds.): Tacit Knowledge in Teaching and Appropriation, Learning and Education, Bildung and Socialisation. A Manual. Juventa/Beltz. 2017, 826-838.
- 5.44 (in German) Quality of classroom education – Lines of Discussion and Positions in Sweden and Germany in comparison. In: Moegling Klaus; Hund-Göschel, Gabriel; Hadelor, Swantje (eds.): What are good schools? Prolog: Immenhausen. 2016, 167 - 176
- 5.45 (in English) Scientific Pedagogy as Research on Practices - Sketching Quality Development, Competences and Assessment in Pedagogical Regards. In: Carlsburg, Bodo von (ed.): Strategies for Teacher Training: Concepts for Improving Skills and Quality of Teaching. Book Series: Baltic Studies. Frankfurt/M., Bern, Bruxelles, New York, Oxford, Warszawa, Wien: Peter Lang. 2016, 285 - 296
- 5.46 (in English) Applying the 'Phenomenological Method' to Qualitative Research in Education Studies. In: Schultheis, Klaudia; Pfrang, Agnes (eds.): Children's Perspective on School, Teaching and Learning. Berlin, Muenster, Wien, Zuerich, London: Lit Verlag. 2015, 43 - 55
- 5.47 (in English) Together with Mie Buhl and Gerd-Bodo von Carlsburg (in English): Introduction. In: Buhl, Mie; Kraus, Anja & Carlsburg, Gerd-Bodo von (eds.): Performativity, Materiality and Time – Tacit Dimensions of Pedagogy. Münster, New York, München, Berlin: Waxmann. 2014, 9 - 12
- 5.48 (in English) Materiality and Displacement. About the Pedagogically Framed Constitution of Subjectivity. In: Buhl, Mie; Kraus, Anja & Carlsburg, Gerd-Bodo von (eds.): Performativity, Materiality and Time. Tacit Dimensions of Pedagogy. Münster, New York, München, Berlin: Waxmann. 2014, 115 - 134
- 5.49 (in German) Subtexts of School Lessons as a Key to the Individual Habits of Pupils in the Secondary Level to Learning at School. In: Carlsburg, Gerd-Bodo von (ed.): Educational Sciences Looking for a Global Identity, Volume 26. Tallinn: Baltic Studies. 2013, 457 - 472
- 5.50 (in German) Learning as a Mode of Attention. In: Brumlik, Micha & Bilstein, Johannes (eds.): The Education of the Body. Weinheim: Beltz/Juventa. 2013, 308 - 323
- 5.51 (in German) Regarding the Relation of Competence and Performance as a Challenge for School Development. In: Stutz, Ulrike (ed.): Art Pedagogy in the Context of All-Day-Education and Regarding the Orientation at Social Spaces. München: Kopaed. 2013, 146 - 158

- 5.52 (in English) On the Relationship between Praxeology and Phenomenology. In: Herbert, Anna & Kraus, Anja (eds.): Praxeology as a Challenge. Modelling the Tacit Dimensions of Pedagogy. Münster, New York, München, Berlin: Waxmann. 2013, 21 - 30
- 5.53 (in English) Together with Anna Herbert: Introduction. In: Herbert, Anna & Kraus, Anja (eds.): Praxeology as a Challenge. Modelling the Tacit Dimensions of Pedagogy. Münster, New York, München, Berlin: Waxmann. 2013, 6 - 9
- 5.54 (in German) Introduction. In: Kraus, Anja (ed.): Corporeality in School – Actual Discourses on Corporeality and their Empirical Impacts. Volume V: Sexuality and Power in Pedagogical Contexts. Oberhausen: Athena. 2012, 7 - 8
- 5.55 (in German) Sexuality and Power in Pedagogical Contexts. In: Kraus, Anja (ed.): Corporeality in School – Actual Discourses on Corporeality and their Empirical Impacts. Volume V: Sexuality and Power in Pedagogical Contexts. Oberhausen: Athena. 2012, 109 - 131
- 5.56 (in German) The Performative Play as a Didactical Pathway To the Things Themselves – the Context of Phenomenological Children Research and Didactics. In: Shchytsova, Tatiana (ed.): In Statu Nascendi: To be Born and the Intergenerative Dimension of Being Together. In the book series: Intergenerative Experiences. ConFrontation. Thinking Beyond Borders, ed. by H. R. Sepp, Vol. 11. Nordhausen: Bautz. 2012, 231 - 252
- 5.57 (in English) Learning as Transformation. In: Bergstedt, Bosse; Herbert, Anna & Kraus, Anja (eds.): Initiating Learning. Münster, New York, München, Berlin: Waxmann. 2012, 59 - 76
- 5.58 (in English) Together with Anna Herbert: Introduction. In: Bergstedt, Bosse; Herbert, Anna & Kraus, Anja (eds.): Initiating Learning. Münster, New York, München, Berlin: Waxmann. 2012, 5 - 7
- 5.59 (in English) The Cameraethnographic Approach as Pedagogical Practice. In: Bergstedt, Bosse; Herbert, Anna; Kraus, Anja & Wulf, Christoph (eds.): Tacit Dimensions of Pedagogy. Münster, New York, München, Berlin: Waxmann. 2012, 37 - 52
- 5.60 (in English) Together with Bosse Bergstedt, Anna Herbert & Christoph Wulf: Introduction. In: Bergstedt, Bosse; Herbert, Anna; Kraus, Anja & Wulf, Christoph (eds.): Tacit Dimensions of Pedagogy. Münster, New York, München, Berlin: Waxmann. 2012, 7 - 9
- 5.61 (in German) Heterogeneous Learning Conditions and the Constituting Corporeality. In: Kraus, Anja (ed.): Corporeality in School – Actual Discourses on Corporeality and their Empirical Impacts. Volume IV: Heterogeneous Learning Conditions. Oberhausen: Athena. 2011, 7 - 25
- 5.62 (in German) Girl Lilith by Blán Ryan – Cameraethnography of the Performative Playing of a Child. In: Kraus, Anja (ed.): Corporeality in School – Actual Discourses on Corporeality and their Empirical Impacts. Volume IV. Oberhausen: Athena. 2011, 153 - 175
- 5.63 (in English) German School-Related Child and Youth Research – A Report on the State of Art. In: Hudson, Brian; Meyer, Meinert (eds.): Beyond Fragmentation: Didactics, Learning and Teaching. Opladen, Farmington Hills: Barbara Budrich. 2011, 379 - 392
- 5.64 (in German) The Exclusion of Pupils as a Trap for Lessons in School – Aspects of a Non-Formal Knowledge. In: Wenning, Norbert; Spetsmann-Kunkel, Martin (eds.): Strategies of Exclusion – Excluding Effects of Governmental Policy and Everyday Practices in Education and Society. Perspectives of Educational and Social Sciences on Integration and Segregation. Münster, New York, München, Berlin: Waxmann. 2010, 151 - 169
- 5.65 (in German) Introduction. Bildung in School. In: Kraus, Anja (ed.): Corporeality in School – Actual Discourses on Corporeality and their Empirical Impacts. Vol. III. Oberhausen: Athena Verlag. 2010, 7 - 22

5.66 (in German) School Culture Seen from the Perspectives of Pupils aged 12 to 13. A Comparison between Finnish and German School Children. In: Deckert-Peaceman, Heike; de Boer, Heike (eds.): School Children - in between the Order of the Peers and the Order of the School. Wiesbaden: Verlag für Sozialwissenschaften. 2009, 193 - 205

5.67 (in German) Artistic Work as a Subject Crossing Didactical Principle. In: Buschkühle, Claus-Peter; Kettel, Joachim; Urlaß, Mario (eds.): horizons – Contributions to the International InSEA Congress inSEA2007germany. Oberhausen: Athena Verlag. 2009, 51 - 65

5.68 (in German) Introduction. Corporeality, Body and Image. The Corporeality as a Dimension of Pedagogy as a Practice. In: Kraus, Anja (ed.): Corporeality in School – Actual Discourses on Corporeality and their Empirical Impacts. Vol. II. Oberhausen: Athena Verlag. 2009, 7 - 18

5.69 (in German) Together with Heike Deckert-Peaceman: Learning: Instructing and Constructing. In: Esslinger-Hinz, Ilona; Fischer, Hans-Joachim (eds.): Fields of Tension in Education and Formation. A Handbook on Fundamental Topics of Pedagogy. Hohengehren: Schneider Verlag. 2008, 233 - 248

5.70 (in German) Artistic Research in the Field of Qualitative Empirical Social Research from the Perspective of the Phenomenological Methodology. In: Brenne, Andreas (ed.): Soft Empiry. Theory and Praxis of an Artistic-Aesthetical Research. Münster: Verlagshaus Monsenstein & Vannerdat. 2008, 51 - 64

5.71 Together with Judith Bauch (in German): The Sensitive Threshold on the Plateau School and School Lessons. In: Busse, Klaus-Peter; Pazzini, Karl-Josef (eds.): (Un)Foreseeable Learning: Art – Culture – Image. Dortmund: Books on Demand. 2008, 257 - 258

5.72 (in German) Introduction. In: Kraus, Anja (ed.): Corporeality in School – Actual Discourses on Corporeality and their Empirical Impacts. Vol. I. Oberhausen: Athena Verlag. 2008, 7 - 16

5.73 (in German) The Explicative Attention as an Event. In: Kraus, Anja (ed.): Corporeality in School – Actual Discourses on Corporeality and their Empirical Impacts. Vol. I. Oberhausen: Athena Verlag. 2008, 151 - 184

5.74 (in German) Performative Playing as a Principle for School Lessons. Spaces of Playing and Moving in School. In: Jurké, Volker; Linck, Dieter; Reiss, Joachim (eds.): The Future of Theatre in School: The Subject Drama Education in the Debates on Education. Hamburg: Körber and BVDS. 2008, 79 - 87

5.75 (in English) Signifying It By Demonstration – To Feel Processes of Signification on One's Own Body. In: Lackner, Rudolphine (ed.): Names are shaping up nicely! Nomenclature and Women's Titles. Wien: Eigenverlag der Vereinigung bildender Künstlerinnen Österreichs (VBKÖ). 2008, 49 - 56

5.76 (in German) Contexts of my Research Project Constituting Corporeality as a Didactical Principle. In: University of Education Ludwigsburg & University of Education Samara (eds.): Integration of Science, Education, Culture: Russia - Germany. Materials of the International Scientific Conference. Samara: University of Samara. 2008, 355 - 363

5.77 (in English) The Performative Play as a Didactic Track to the Corporeality of Children. In: Wulf, Christoph (ed.): Mimesis, Poiesis, Performativity in Education. Münster, New York, München, Berlin: Waxmann. 2007, 160 - 170

5.78 (in German) The Suffering of Language. In: Heinze, Martin; Kupke, Christoph; Kurth, Christian (eds.): The Measures of Suffering. Clinical and Theoretical Aspects of Psychic Illness. Würzburg: Königshausen & Neumann. 2003, 307 - 312

6. Anthologies (always as the main responsible)

6.1 Ed. together with Wulf, Christoph (in English): A Palgrave Handbook on Embodiment and Learning. Basingstoke: Palgrave Macmillan. (Status quo: in work)

6.2 Anja Kraus (in English): Scenarios of Knowledge at Universities in Change. Perspectives of the Humanities, the Educational and the Cultural Sciences. In the book series: "European Studies in Education" (ed. Christoph Wulf). Münster, New York, München, Berlin: Waxmann, 2017, 128 p.

6.3 Ed. together with Buhl, Mie; von Carlsburg, Gerd-Bodo von (in English): Performativity, Materiality and Time – Modelling the Tacit Dimensions of Pedagogy. In the book series European Research on Educational Practices. In the book series: European Research on Educational Practices, ed. by Anna Herbert & Anja Kraus. Münster, New York, München, Berlin: Waxmann 2014, 152 p.

6.4 Ed. together with Anna Herbert (in English): Praxeology as a Challenge. Modelling the Tacit Dimensions of Pedagogy. In the book series European Research on Educational Practices, ed. by Anna Herbert & Anja Kraus. Münster, New York, München, Berlin: Waxmann 2013, 136 p.

6.5 Ed. together with Anna Herbert (in English): Initiating Learning. In the book series European Research on Educational Practices, ed. by Anna Herbert & Anja Kraus. Münster, New York, München, Berlin: Waxmann 2012, 156 p.

6.6 Ed. together with Bosse Bergstedt, Anna Herbert & Christoph Wulf (in English): Tacit Dimensions of Pedagogy. In the book series European Research on Educational Practices, ed. by Bosse Bergstedt, Anna Herbert & Anja Kraus. Münster, New York, München, Berlin: Waxmann 2012, 136 p.

6.7 Anja Kraus (in German): Corporeality in School – Actual Discourses on Corporeality and their Empirical Impacts. Volume V: Sexuality and Power in Pedagogical Contexts. In the book series Pedagogy: Perspectives and Theories ed. by Johannes Bilstein. Oberhausen: Athena Verlag. 2012, 134 p.

6.8 Anja Kraus (in German): Corporeality in School – Actual Discourses on Corporeality and their Empirical Impacts. Volume IV: Heterogeneous Learning Conditions. In the book series Pedagogy: Perspectives and Theories. Oberhausen: Athena Verlag. 2011, 178 p.

6.9 Anja Kraus (in German): Corporeality in School – Actual Discourses on Corporeality and their Empirical Impacts. Volume III. In the book series Pedagogy: Perspectives and Theories. Oberhausen: Athena Verlag. 2010, 148 p.

6.10 Anja Kraus (in German): Corporeality in School – Actual Discourses on Corporeality and their Empirical Impacts. Volume II. In the book series Pedagogy: Perspectives and Theories. Oberhausen: Athena Verlag. 2009, 184 p.

6.11 Anja Kraus (in German): Corporeality in School – Actual Discourses on Corporeality and their Empirical Impacts. Volume I. In the book series Pedagogy: Perspectives and Theories. Oberhausen: Athena, Verlag. 2008, 188 p.

7. Articles in Scientific and other Journals (selection)

7.1 (in German) A Smile Appears Different in Colour. Pupils Explore the Symbolic and the Emotional Value of Colours. Im: Praxis Primary School. Arts Education Making Difference! Ideas and Materials for Classroom Education. Special Edition, 2019, 90 - 93

7.2 Together with Nika Daryan (in German): Corporeality and Gendering. Sketch of an Anthropological-Phenomenological Perspective. In: Internationale Zeitschrift für Philosophie und Psychosomatik. Open E-Journal for Cross-Disciplinary Theory in Philosophy and Psychosomatics as well as their Neighbour Disciplines (IZPP), Vol. 8 1/2013, Topic Man and Woman. See: http://www.izpp.de/fileadmin/user_upload/Ausgabe_8_1-2013/IZPP_1-2013_DaryanKraus.pdf

7.3 (in German) What kind of Perspectives could a Culture-PISA-Study of the Aesthetical Subjects Reveal? In: Zeitschrift für Theaterpädagogik. Korrespondenzen. Hannover: Schibri-Verlag. (52) 2008, 25 - 29

7.4 (in Swedish) Att inöva och motivera fritt skrivande med hjälp av älvor och troll. In: Arena. Helsinki: Svenska modersmålslärarföreningen i Finland. 2008

7.5 Together with Anna-Lena Østern (in English): The Interactive Installation Sensible Threshold – A Study of Collaborative Art Work and Transformative Learning Processes. 2008. See: http://www.eera-ecer.eu/publication-database/conference/2008/contribution/the_interactive_in_stallation_sensible_threshold_a_study_of_collaborative_art_work_and_transfor/

7.6 (in German) To the things themselves!: The State of the Art of Phenomenological Art Analysis. In: Peez, Georg (ed.): Schrödel Kunstportal. Kunstdidaktisches Forum, 2008. See: <http://www.schroedel.de/kunstportal/bilder/forum/2008-10-kraus.pdf>

7.7 Together with Judith Bauch (in German): How Does Love Sound? The Sensitive Threshold - an Interactive Artistic Environment Serving as a Means of a Cross-Disciplinary Development of Competences. In: Ethik & Unterricht. Seelze: Friedrich Verlage. (4) 2008, 31 - 35

7.8 (in German) The Constituting Corporeality as a Primary Means of Learning. The Didactical Principle Performative Playing. In: Bundesverband Darstellendes Spiel e.V. (ed.): Why Theatre? – Documentation of the Congress on the 22nd and 23rd March 2007 in Hamburg. Frankfurt/M.: BVDS. 2007, 46

7.9 (in German) KulturPISA – a Challenge for Profiling the Aesthetical Education. In: Bundesverband Darstellendes Spiel e.V. (ed.): Why Theatre? - Documentation of the Congress on the 22nd and 23rd March 2007 in Hamburg. Frankfurt/M.: BVDS. 2007, 39

7.10 (in German) The Coloured Hand – Experiencing Significant Processes with one's own Body. In: Ethik & Unterricht. Seelze: Friedrich. (1) 2007, 49 - 51

7.11 (in German) Sensitive Threshold – An Interactive Artistic Environment as the Base for an Interdisciplinary Project in Term 8. In: Bdk Mitteilungen. Hannover: Verlag Bund deutscher Kunsterzieher. (3) 2007, 50 - 52

7.12 (in German) A Detective Story on the Topic Forest. Working at Stations in the 4th term of a Primary School in Berlin. In: Sache – Wort – Zahl. Köln: Aulis. 87 (7) 2007, 55 - 59

7.13 (in German) A Coloured Smiling is Perceived as More Lovable than a Smiling in Black and White. Colouring of a Copy in Black and White with a Special Stress on the Emotional and the Symbolical Value of Colours – in the Terms 5 and 7. In: Grundschule. Braunschweig: Westermann. (12) 2007, 50 - 52

7.14 (in German) Perception and Bodiliness. How is it Possible to Explain to the Pupils in Secondary School Certain Aspects of Aesthetical Experience in its own Logic? In: Zeitschrift für Didaktik der Philosophie. Hannover: Siebert Verlag. (4) 2007, 306 - 308

7.15 (in German) The Corporeality of Young People in the Age of New Media. The Body as a Medium for Learning in School. In: Trans-Media-Akademie Hellerau (ed.): CYNART_06humane. 10. International Festival for Computer-Based Art. Dresden: Union Druckerei Dresden. 2006, 135 - 140

7.16 (in German) Eat-Art According to Daniel Spoerri – An Analysis of Art that Goes Through one's Belly. In: Bdk Mitteilungen. Hannover: Verlag Bund deutscher Kunsterzieher. 40 (3) 2004, 11 - 12

7.17 (in German) To Lay a Track into a Miniature Landscape. In: Bdk Mitteilungen. Hannover: Verlag Bund deutscher Kunsterzieher. 39 (2) 2003, 20 - 21

7.18 (in Swedish) To Write on Little Fairies. Introduction to Free Writing in a 3rd term of Primary School. In: Grundschulunterricht. Berlin: PZV. (5) 2003, 50 - 52

8. Reviews

8.1 (in German) Bilstein, J. (ed.) (2011): Anthropology and Pedagogy of the Senses. Opladen, Farmington Hills: Barbara Budrich. In: Vierteljahresschrift für Wissenschaftliche Pädagogik. Paderborn: Verlag Ferdinand Schöningh 1/2012, 146 - 148

8.2 (in English) Anna Herbert (2010): The Pedagogy of Creativity. London, New York: Routledge. In: Nordic Studies in Education 1-2012, 67 - 68

8.3 (in German) Holger Schulze (ed.) (2008): Sound Studies: Traditions – Methods – Desiderata. An Introduction. Bielefeld: transcript. 2011, See: <http://www.transcript-verlag.de/ts894/ts894.php>

8.4 (in German) Doris Schuhmacher-Chilla & Julia Wirxel (eds.) (2007): With Measures or Without Measures. Contermporary Art and Culture. Oberhausen: Athena. In: Bdk Mitteilungen. Hannover: Verlag Bund deutscher Kunsterzieher. 44 (2) 2008, 41

8.5 (in German) Antje Stache (ed.): Hard and Soft. Body – Experience – Construction. Bielefeld: transcript. 2006. In: Bewegungserziehung. Purkersdorf/Österreich: Brüder Hollincke. 61 (2) 2007, 37

8.6 (in German) Andrea Sabisch (2007): Inscenating Searching. About Making Aesthetical Experiences Visible by Biographical Notes. A Sketch of a Critical Scientific Research on Scripts. Bielefeld: transcript. In: Vierteljahresschrift für wissenschaftliche Pädagogik. Paderborn: Schöningh. 3/2007, 372 - 374. See: <http://www.andrea-sabisch.de/wp-content/uploads/2008/06/kraus-rezension-vwp.pdf>

8.7 (in German) Georg Peez (2007): Handbook on Case Studies in the Field of Aesthetical Education/Art Pedagogy. Qualitative Empiricism for Study, Practices, Professionalisation and School Lessons. Baltmannsweiler: Schneider Hohengehren. In: Erziehungswissenschaftliche Revue. Bad Heilbrunn: Julius Klinkhardt. 6(2007), Nr.5. See: <http://www.klinkhardt.de/ewr/83200244.html>

9. Reports and preprints

9.1 Anja Kraus: Bildämnets didaktik. Skolverket (Status quo: handed in).

9.2 Anja Kraus & Ebba Theorell (in English): Didactic musicality.
https://www.researchgate.net/publication/358200639_Didactic_musicality

9.3 Thorben Freytag & Anja Kraus (in English): Poetic Gap' as the Core of Aesthetic Experience(Preprint).https://www.researchgate.net/publication/359510524_'Poetic_Gap'_as_the_Core_of_Aesthetic_Experience_Preprint

9.4 Anja Kraus & Ebba Theorell (in Swedish): 'Kinesthetic musicality' and movement in everyday life, dance and didactics.

Skolverket: <https://www.skolverket.se/skolutveckling/forskning-och-utvarderingar/artiklar-om-forskning/kinestetisk-musikalitet-har-en-central-roll-i-barns-larande> [Last approach: 13.05.2022].9.3 (in English) Näktergal Project in Växjö – 2009-2016, released 30.11.2016

9.4 (in English) Contract Education Program at the LNU on the Postgraduate Level. Directed to the Learning of Little Children – Scientific Research and the Development of Preschool in Interaction. Funding Scheme: NLU Duration: 14/02/2014 – 14/02/2016, released 31.2.2016

9.5 (In German) Sensitive Threshold. Cooperative Project (together with Prof Dr. Anna-Lena Östern, NTNU Trondheim/Norway and Prof. Dr. Bernd Hackl, University Graz/Austria) at the Ruetli-Schule Berlin. The Status Quo, released 31.12.2012

9.6 (In German) The Subtexts of Classes as a Key to the Individual Learning Processes of Pupils in Secondary School. The Status Quo, released 31.12.2010

10. Translations (English – German, German – Swedish, Swedish –German)

German -> Swedish

Kraus, Anja: Att inöva och motivera fritt skrivande med hjälp av älvor och troll, Arena. Svenska modersmålslärares förening i Finland. Helsinki/Finnland: SMLF. 2008, 19 - 21

Swedish -> German

Østern, Anna-Lena: The Meaning-Making Dimension of Bodily Transformation – an Example of Playback Theatre. In: Kraus, Anja (ed.): Corporeality in School – Actual Discourses on Corporeality and their Empirical Impacts. Vol. I. Oberhausen: Athena Verlag. 2008, 127 - 150

English -> German

Faux, Robert: Authentisches Unterrichten und Lehren: In einer Schulklasse *sein*. In: Kraus, A. (ed.): Kraus, Anja (ed.): Corporeality in School – Actual Discourses on Corporeality and their Empirical Impacts. Vol. I. Oberhausen: Athena Verlag. 2008, 49 - 81

Faux, R. (2000): Using Content Analysis and Interviews in the Field of Pedagogical-Psychological Research – An Example of Empiricism. Forum: Qualitative Social Research, 1(1), Art. 26, <http://www.qualitative-research.net/fqs-texte/1-00/1-00faux-d.htm>

11. Qualification Theses

11.1 (in German) Methodical Arrangements to Foster Writing as a Means for Personal Expression in the Field of Writing Texts - Unfolded in Examples of a 3rd term of Mosaik Primary School in Berlin. 2010, 47 pages, Berlin: Free University, Scientific Thesis for the Second State Examination in School Pedagogy. 2002. <https://doi.org/10.17169/refubium-21050>.

11.3 (in German) Positions between Yes and No. Possibilities of Protesting. 2010, 54 pages, Berlin: Free University, Magister Thesis. 1998. DOI: <https://doi.org/10.17169/refubium-20314>.

12. Popular Literature

(in English) Sensitive Threshold. In: MFG Baden-Württemberg: Fifth Heidelberg Innovation Exposé. Business Ideas from IT Research. Stuttgart: MFG Baden-Württemberg. 2007, 29

13. URLs

www.dranjakraus.wordpress.com

www.tacitdimensions.wordpress.com

www.werkstatt-n.de

www.bne-portal.de/coremedia/generator/unesco/de/Downloads/Dekade-Projekte/12_09L_C3_BCneburg.pdf

Kinder zum Olymp der Kulturstiftung des Bundes:

www.wettbewerb-kulturstiftung.de/show_project_short.aspx?ID=2935

t-m-a.de/tma-archiv/weitere/subtext/dem-korper-eine-stimme-geben/

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<http://innofond.l-ray.de/projekte/interaktives-lernen.html>

<http://netzspannung.org/cat/servlet/CatServlet?cmd=netzkollektor&subCommand=showEntry&lang=de&entryId=282129>

http://www.loresound.com/paedagogik_cat.php?sprache=de&id=7

<http://www.ruetli-oberschule.de/projekte/sensibleschwelle/index.php>

Conferences and Lectures

(Co-)Organisation of Conferences

1

European Conference on Educational Research (ECER): "Education in a Changing World: The impact of global realities on the prospects and experiences of educational research" an der University of Yerevan/Amenia: Workshop des Netzwerks „Philosophy of Education“; topic: „ Didactic Musicality“
Präsentation: Pedagogical tact as a mode of didactic musicality

2

22.08. - 25.08.2017

46th European Conference on Educational Research ECER 2017 Reforming Education and the Imperative of Constant Change: Ambivalent Roles of Policy and Educational Research in Copenhagen: Reviews and Programme of NW 6 Open Learning: Media, Environments and Cultures; Symposium of NW 29 Arts and Education: Body Matters – Innovative Epistemological Approaches to Scientific and Practical Knowledge in Pedagogy

3

23.8. - 26.8.2016

45nd European Conference on Educational Research ECER 2016 Leading Education: The Distinct Contributions of Educational Research and Researchers in Dublin: Reviews and Programme of NW 6 Open Learning: Media, Environments and Cultures

4

17.05. – 21.05.2016

6th Conference of the international scientific network Tacit Dimensions of Pedagogy at the Linnéuniversitetet Växjö. Topic: Education is Relation not Output? Scenes of Knowledge and Knowledge Acquisition. Together with Margareta Wallin-Wiktorin

5

8.9. - 11.9.2014

43rd European Conference on Educational Research ECER 2014 Education and Transition - Contributions from Educational Research at the University of Budapest: Reviews and program-coordination for ECER network 6 Open Learning: Media, Environments and Cultures

6

10.10. – 11.10.2014

5. Conference of the international scientific network Tacit Dimensions of Pedagogy at the European Humanities University Vilnius. Topic: Situated Practices, Materiality and Time. Together with Prof. Tatiana Shchyttsova (EHU Vilnius)

7

1.9. - 5.9.2014

42nd European Conference on Educational Research ECER 2014 The Past, Present and Future of Educational Research in Europe at the University of Porto: Reviews and program-coordination for ECER network 6 Open Learning: Media, Environments and Cultures and for ECER network 29 Research on Arts Education

8

27.9. - 29.9.2013

4. Conference of the international scientific network Tacit Dimensions of Pedagogy at the Aarhus University Copenhagen. Topic: Performativity, Materiality and Time. Together with Prof. Mie Buhl (Aarhus Universitet)

9

10.9. - 13.9.2013

41st European Conference on Educational Research ECER 2013 Creativity and Innovation in Educational Research in Istanbul:

Reviews and program-coordination for ECER network 6 Open Learning: Media, Environments and Cultures and for ECER network 29 Research on Arts Education

Symposium on: Esthetics as a Tacit Dimension of Media Education

10

28.9. - 29.9.2012

3. Conference of the international scientific network Tacit Dimensions of Pedagogy at the University of Education Heidelberg. Topic: Practices, Bodies and Things in Pedagogy. Together with: Prof. em. Bodo von Carlsburg (University of Education Heidelberg)

11

18.9.2012

40th European Conference on Educational Research (ECER): The Need for Educational Research to Champion Freedom, Education and Development for All at the University of Cadiz: Workshop on What is Tacit in Pedagogy?

12

8.3.- 10.3.2012

40th Congress der Nordic Educational Research Association (NERA): Everyday life, Education and their Transformation in a Nordic and Globalized Context at the University of Aarhus: Network 23 Poststructuralist Pedagogical Research; Two symposia on the topic: The Tacit Turn in Pedagogy.

13

17.9. - 18.9.2011

2. Conference of the international scientific network Tacit Dimensions of Pedagogy at the Free University Berlin. Topic: Praxeology as a Challenge in Pedagogy. Together with: Prof. Christoph Wulf (FU Berlin), Dr. Ingrid Kellermann (FU Berlin), Prof. Bosse Bergstedt (Lund Universitet/Sweden) and Dr. Anna Herbert (Kalmar Universitet/Sweden)

14

25.3. – 26.3.2011

1. Conference of the international scientific network Tacit Dimensions of Pedagogy at the Free University Berlin. Topic: Tacit Dimensions of Pedagogy. Together with: Prof. Christoph Wulf (FU Berlin), Dr. Ingrid Kellermann (FU Berlin) und Dr. Anna Herbert (Kalmar Universitet/Sweden)

15

23.8. - 27.8.2010

38th European Conference on Educational Research ECER 2010 Education and Cultural Change in Helsinki: Reviews and program-coordination for ECER network 27 Didactics – Learning and Teaching together with Brian Hudson (University of Dundee, UK) and Florence Ligozat (Université de Genève/Schweiz)

In ECER network 13 Philosophy of Education organization of a symposium on: Tacit Dimensions of Teaching and Learning

Lectures at Symposia, Conferences etc.

1-2.

2.9. – 3.9.2021

ECER 2021 Geneva (online) 'Education and Society: expectations, prescriptions, reconciliations.

Presentation together with Rose Ylimaki on: Continental Pedagogics from a Northern American Perspective: A Language for Practical Pedagogy. In the frame of the symposium: Rehumanizing Education in Teacher Education, Early Childhood, Curriculum Studies, and Leadership: A Cross-National Dialogue. Organized by Rose Ylimaki (University of South Carolina, USA)

Presentation on: Pupils in the Dilemma of 'Becoming Oneself' and Determined Role-Taking – Fake as an Analytical Category of Educational Research. In the frame of the symposium: Educational Research. (Re)connecting Communities, organized by Maja Plum & Bjørn Hamre (University of Copenhagen)

3-4.

23.8. – 28.8.2020

ECER 2020 Geneva (online).

Presentation on: Reconnecting Education/Grasping Continental Impulses. In the frame of the symposium: Rehumanizing Education in Teacher Education, Early Childhood, Curriculum Studies, and Leadership: A Cross-National Dialogue. Organized by Rose Ylimaki (University of South Carolina, USA)

Presentation on: Pupils in the dilemma of 'becoming oneself' and determined role-taking. In the frame of the symposium: Educational Research. (Re)connecting Communities, organized by Maja Plum & Bjørn Hamre (University of Copenhagen)

5.

5.3. – 18.3.2020

German Society for Educational Science "Optimization" University Cologne. Together with Prof. Dr. Norm Friesen. Prof. Dr. Birgit Althans, Dr. Thomas Senkbeil, Dr. Matthias Steffel Symposium: Pedagogical Tact and the Bodily Dimension of Pedagogical Engagement. Presentation: *The Epistemology of Pedagogical Tact, or: What Kind of Knowledge is Pedagogical Tact?*

6.

22.2. – 26.2.2020

National Louis University, Chicago: proseminar on: Rehumanizing Education: An Open Proseminar Human Science Pedagogy, Pedagogical Anthropology in school and didactics context

The University of British Columbia, Vancouver: seminar on: A Vision of Education: Grasping Continental European Impulses

7.

11-13.11.2019 Nätverket för estetiska ämnen i lärarutbildning (NEÄL) "Aesthetic Experiences in Education" Södertörns högskola, Stockholms Musikpedagogiska Institut.

Presentation: *Visual Arts Education, Arts Education, Aesthetic Education, Pedagogy of Art(s)? Naming the Scientific Discipline Dealing With Aesthetic Experiences in the Fields of Education of Today*

8.

13.05.-15.05.2019

Nordic Conference on Teaching and Learning in Curriculum Subjects (NOFA) at Stockholm University.

Presentation on: *Transcultural Perspective on Esthetic Education*

9.

05.04. – 09.04.2019

American Educational Research Association (AERA) “Leveraging Education Research in a Post-Truth Era: Multimodal Narratives to Democratize Evidence”, in Toronto, Ontario.

Together with Norm Friesen. Presentation: *Learning-as-Experience: A Phenomenological Account of Educative Erlebnis*

10.

04.12. – 06.12.2018

5th ICPESS 2018 “New Direction of Physical Education and Health: From Theory to Implementation with Turkish and Global Perspective”, in Nevşehir/Turkey.

Presentation: *Tacit Dimensions of Pedagogy – Corporeality and Bildung*

11.

5.10. - 6.10.2018

10th Conference of the research network Implicit Konwing (FORIM) at the FH Technikum Vienna: “Dialogue In Dialogue with the Situation: Relationship Between Perceiving, Acting och Deciding”

Presentation: Learning as Responsivität. Tacit Knowing as Reference for a phenomenological Concept on Bildung

12.

09.09. – 11.09.2018

German Society for Educational Science (DGfE), subdivision School Pedagogy: “Transnational Perspectives on School and Education” European University *Flensburg*

Together with Prof. Norm Friesen (Boise State University/US). Presentation: *Ways of Doing School in Sweden and America: Folkhem vs. the American Dream*

13.

25.01. – 26.01.2018

Symposium on “Didactics and Curriculum a Complicated Dialogue” at the University of Southern Danmark. Panel on: Didactics and Curriculum a Complicated Conversation; submitted together with: Prof. Norm Friesen (Boise State University/USA); Prof. Heidrun Allert (University of Kiel/Germany), Prof. Feiwel Kupferberg (Aalborg University/Danmark). Presentation: *The Pupil in Didactics and the Practice Theory Approach*

14.

22.08. - 25.08.2017

46th European Conference on Educational Research ECER 2017 Reforming Education and the Imperative of Constant Change: Ambivalent Roles of Policy and Educational Research in Copenhagen.

Presentation together with Lars Palm: *Displacement as a Didactical Strategy - How to use Contemporary Art Methods in School Education*

15.

23.3. – 26.3.2017

NFPF / NERA’s 45th Congress at the University of Copenhagen: Learning and Education – Material Conditions and Consequences. Presentation: *Didactics and the Tacit Dimensions of Competences*.

16.

6.3. – 7.3.2017

Conference of the Commission Schulforschung und Didaktik der DGfE at the University of Frankfurt/Main. Topic Things – Items – Tasks? On the Construction and Importance of Professionalism in Teaching Research. Presentation: *Specialist Competencies and Knowledge Forms. Professionalism and School in Sweden*.

17-18

23.8. - 26.8.2016

45nd European Conference on Educational Research ECER 2016 Leading Education: The Distinct Contributions of Educational Research and Researchers in Dublin:

Presentation NW 29 Research on Arts Education: *To Explore the Pupil's Thoughts and Experiences during the School Lessons - The Auricle as an Artificial Listener*

Presentation NW 6 Media, Environments and Cultures: *The Auricle as an Artificial Listener: A four country study on the Pupil's Experiences During School Lessons*

Presentation in the Symposium Feminist Ways of Being, Knowing and Teaching in the Academy 2: International Perspectives on Feminist-Inspired Pedagogies, organized by C. Taylor in NW 27 Didactics – Teaching and Learning: *Gender, Pedagogy and the Postmodernist Paradigm Shift: An Exploration of Bodies from a Tacit Dimension*

19.

17.05. – 21.05.2016

6. Conference of the international scientific network Tacit Dimensions of Pedagogy at the Linnéuniversitetet Växjö. Topic: Education is Relation not Output? Scenes of Knowledge and Knowledge Acquisition. Workshop on: *Gender as a Form of Tacit Knowing in the fields of Pedagogy*

20.

13.03.- 16.03.2016

25. Congress Deutsche Gesellschaft für Erziehungswissenschaft (GERA) at the Kassel University: Spaces for Education. Spaces of Education. Presentation (together with Pernilla Granklint-Enochson & Marianne Björn): *On the Field of Tension of Media-Related Visual Cultures and the Demands of School – Empowering Teenage Pupils (in Sweden), and the Seeing Glasses as a Development of Camera Ethnography*

21.

9.3. – 10.3.2016

NFPF / NERA's 44th Congress at the University of Helsinki: Social justice, equality and solidarity in education. Presentation: *To Explore the Pupil's Thoughts and Experiences during the School Lessons - The Auricle as an Artificial Listener*

22.

28.01. – 29.01.16

Praxeology & Difference in Educational Science. Conference at the Europa University Flensburg. Presentation: *Zu den Phänomenologien sozialer Praktiken*

23.

27.05. – 28.05.15

Linnæus-Humboldt Research Forum on Comparative and International Education. Centre for Comparative and International Education. Presentation: *Interrelations Between the Media-Related Visual Cultures of Children and the Demands of School – the Seeing Glasses as a Development of Camera Ethnography*

24-26.

4.3. – 6.3.2015

43rd Congress of the Nordic Educational Research Association (NERA): Marketisation and Differentiation in Education at the University of Gothenburg

Presentation (NW Poststructuralist Pedagogical Research): *Get Beyond Generalisations - Educational Sciences as a Research on Performative Practices*

Presentation (NW Curriculum Research): *Quality development, Learning, Competences and Assessment - The Individualisation of Social Responsibility*

Presentation (NW Gender and Education): *'Gender' as a Tacit Dimension of Pedagogy*

27.

23.10. - 24.10.2014

Teachers Matter - But How? International Conference at Linnæus University Växjö. Presentation: *The Performative Play as a Generic Competence*

28.

10.10. – 11.10.2014

5th Symposium of the International Scientific Network Tacit Dimensions of Pedagogy at the European Humanities University Vilnius, Lithuania in cooperation with Prof. Dr. Tatiana Shchytsova (European Humanities University, Vilnius). Topic: Situated Practices of Exclusion and Inclusion. Presentation: *Scientific Practices of Exclusion, Chairing*

29-31.

02.09. – 05.09.2014

42nd European Conference on Educational Research (ECER) The Past, the Present and Future of Educational Research in Europe in Porto, Portugal

Presentation at NW 29: Research on Arts Education: *Working on Gazes – An Example for Artistic Research: Reviewing*

Presentation at NW 6: Media, Environments and Cultures: *Seeing Glasses – Developing Video Ethnography by Digital Means; Reviewing*

Presentation within the symposium on Enacting Material Change in Education: Turning Feminist Theory into Practice, organized by C. Taylor at NW 27 Didactics – Teaching and Learning: Together with Ass. Prof. Anna Lund: *'Gender' as an Analytical Tool in Pedagogy*

32.

12.03.2014

Discussant at *Digital Media and Education. The Role of Media in the Daily Life of Marginalized Young People in Brazil, Russia, India, and Europe* (Research Forum) DGfE-Conference Berlin Traditionen und Zukunfte

31-33.

05.03 - 07.03.2014

40th Congress of the Nordic Educational Research Association (NERA): Education for Sustainable Development at the University of Lillehammer

Presentation (NW Arts, Culture and Education): *The Subject the Art of Sustainability, Thematic Profile of a Researching School - Example of an Official Project of the UN-Decade Education for a Sustainable Development of UNESCO 2012*

Presentation (NW Poststructuralist Pedagogical Research): *To Model Research on Educational Practices*

34-35.

11.09.2013

41st European Conference on Educational Research (ECER) Creativity and Innovation in Educational Research at the Bahçeşehir University in Istanbul

Presentation (NW Research on Arts Education): *Learning as Displacement and Transformation, Reviewing*

Presentation (NW Open Learning: Media, Environments and Culture): *The Researching School – Exploring Tacit Dimensions of Pedagogy by Virtualisations, Reviewing*

36.

19.3.-21.3.2013

Conference of the Kommission Pädagogische Anthropologie der DGfE. Topic 'Bildung' and Violence at the University of Cologne, topic: *About Discourses, Sexuality and Power in Educational Institutions*

37.

5.10.2012

Conference of the Kommission Pädagogische Anthropologie der DGfE at the Museum für Kunst und Technik des 19. Jahrhunderts, Baden-Baden. Topic: Technics, topic: Techniques of Human Development: *About Quality Assessment in Educational Institutions*

38.

29.09.2012

3rd Symposium of the researching network Tacit Dimensions of Teaching and Learning. Topic: Practices, Bodies and Things in Pedagogy at the University of Education Heidelberg. Topic: *What is Materiality in Pedagogy?*

39-40.

18.9 – 21.9.2012

40th European Conference on Educational Research (ECER) The Need for Educational Research to Champion Freedom, Education and Development for All at the University of Cádiz/Spain. Presentation (NW: Open Learning: Media, Environments and Culture): *Initiating Learning – to Make the Primary Instant of Responding to the Other Visible by Means of Virtuality*, Reviewing Presentation: *The Difference between the Implicit, the Performative, the Mimetic and the Corporeal Dimensions of Pedagogy*

Presentation (NW: Didactics): *Informal Learning as a Challenge for School Development - Operationalizing the Tacit Dimensions of Democracy Education*

41.

16.4.2012

3rd International Conference Design for Learning. Exploring Learning Environments at the University of Aarhus. Topic: *The Sensitive Threshold – a Means for Medial Transformation of Meanings and its Reconstruction*

42-43.

09.3.2012

40th Congress der Nordic Educational Research Association (NERA): Everyday life, Education and their Transformation in a Nordic and Globalized Context at the University of Aarhus:

Within the framework of network 23 Poststructuralist Pedagogical Research *Symposium on The Tacit Turn in Pedagogy*

Topic (NW Poststructuralist Pedagogical Research): *The Difference between the Implicit, the Performative, the Mimetic and the Corporeal Dimensions of Pedagogy*, chairing

44.

17.09.2011

Symposium of the scientific network Tacit Dimensions of Pedagogy at the Free University Berlin on Praxeology as a Challenge in Pedagogy. Topic: *Praxeology and Phenomenology – a Difficult Relationship*, chairing

45.

09.09.2011

10th Conference of the European Sociological Association on Social Relations in Turbulent Times at the University of Geneva. Topic: *Not What, but How is Tacit?*

46.

26.03.2011

Symposium of the scientific network Tacit Dimensions of Pedagogy at the Free University Berlin on Tacit Dimensions of Pedagogy. Topic: *Learning as Transformation*, chairing

47.

10.03.2011

39. Congress of the Nordic Educational Research Association (NERA) on Rights and Education at the University of Jyväskylä/Finland. Presentation (NW Arts, Culture and Education): *Performing Knowledge*, chairing

48.

25.02.2011

Conference of the scientific network Implicite Knowing (FORIM) at the University of Budapest. Topic: *Learning in the Mode of Transformation*

49.

21.01.2011

Conference at the University of Hildesheim on 'Was der Fall ist' – Fallarbeit in Bildungsforschung und Lehrerbildung. Topic: *Doing Research on Cases within Cases*

50.

26.8.2010

European Conference on Educational Research (ECER) 2010 at the University of Helsinki on Education and Cultural Change. Presentation (NW Didactics): *Modelling the Relation of Competence and Performance*

51.

20.5.2010

Conference of the Centre for Studies in Practical Knowledge, at the Södertörn University, Sweden Bodily Phenomenology. Topic: *Pre-Predicative Aspects of Ethics*

52.

12.3.2010

38th NERA (Nordic Educational Research Association) Congress at the University of Malmö on Active Citizenship. Presentation (NW Arts, Culture and Education): *The Unforeseeable in Pedagogical Situations as a Challenge for Didactics*

53.

23.2.2010

Conference at the University of Hildesheim on 'Bildung' und individuelle Förderung in Kindertageseinrichtungen und Grundschulen. Topic: *To Initiate the Development of Competences by a Performative Didactics*

54.

29.10.2009

6th Central and Eastern Europe Conference on Phenomenology at the University of Vilnius on In statu nascendi: Phenomenology, Pedagogy, Psychotherapy. Topic: *The 'Constitution-Phenomenologic' Approach to Children Studies*

55.

2.10.2009

Symposium at the University of Graz, Institut für Schulpädagogik on Körpersprache im Unterricht. Leibliche Kommunikation als Dimension unterrichtlicher Praxis. Topic: *The performative Play as a Mode of Perceiving and Assimilating*

56.

30.9.2009

European Conference on Educational Research (ECER) 2009 at the University of Vienna on Theory and Evidence in European Educational Research in Vienna, together with Prof. Bernd Hackl (Graz/Austria) and Prof. Dr. Anna-Lena Østern (Trondheim). Presentation (NW: Open Learning: Media, Environments and Culture): *The Medial Transformation of Meanings and it's Reconstruction*

57.

4.4.2009

Interdisciplinary Conference at the University of Hagen on Strategien der Ausgrenzung – Exkludierende Effekte staatlicher Politik und alltäglicher Praktiken in Bildung und Gesellschaft. Perspektiven der Erziehungswissenschaft und der Sozialwissenschaften auf Integration und Segregation. Topic: *Experiences of Difference at the Sensitive Threshold in the Entrance Hall of Rütli-School/Berlin*. See: <http://www.fernuni-hagen.de/videostreaming/ksw/ifbm/20090703.shtml>

58.

6.3.2009

NERA (Nordic Educational Research Association) Conference at the University of Trondheim on Literacy as Worldmaking. Presentation (NW Arts Culture and Education): *Corporal Linkages between Ethics and Aesthetics*. See: http://www.neracongress2009.com/assets/NERA_abstracts.pdf

59.

2.10.2008

Conference of the Kommission Pädagogische Anthropologie der DGfE at the University of Frankfurt am Main Die Bildung des Körpers. Topic: *Learning as a Mode of Attention*

60.

10.9.2008

European Conference on Educational Research ECER 2008 on From Teaching to Learning? at the University of Gothenburg, together with Prof. Dr. Anna-Lena Østern (Trondheim). Presentation (NW: Open Learning: Media, Environments and Culture): *The Interactive Installation >Sensitive Threshold< – A Study of Collaborative Art Work and Transformative Learning Processes*

61.

29.2.2008

Conference of the Sektion Jugendsoziologie der DGfE at the University of Education Ludwigsburg on Zum Verhältnis von Jugendsoziologie und Pädagogik. Topic: *Pupil Research at the Interface of Youth and School Research*

62.

4.10.2007

Conference of the Kommission Pädagogische Anthropologie der DGfE et al. at the Free University of Berlin on Das Imaginäre der Geburt. Topic: *Giving Birth: Constitution of Corporeality. An Art Project*

63.

20.7.2007

InSEA at the University of Heidelberg on Art Education and Development Congress. Topic: *(Doing) Art as an Interdisciplinary Didactical Principle*

64.

23.3.2007

Congress at the University of Bremen on Wozu das Theater? Bundesweiter Kongress zum Stand des Darstellenden Spiels in der Schule. Specialist at Forum 1 Theater spielen bildet! Und wie?. Statement: *KulturPISA – a Challenge for Profiling the Esthetical Subjects in School*

65.

30.11.2006

University of Koblenz/Landau, Primary Education. Topic: *Giving the Body a Voice. The performative Play as a Didactical Path to the Corporeality of the Pupils.*

See: http://www.uni-koblenz.de/~gpko/ws0607/veranstaltungen/1.1.03/vortrag_kraus.pdf

66.

13.9.2003

University of Koblenz/Landau, 2.Schulkongress: Die Schule neu erfinden II: Workshop on: *Constitutive Corporeality as a Didactical Principle*

Workshops, Presentations, Panel Discussions at the University, Mostly National

1

10.02.2012

Department for Pedagogy, University of Lund

Seminarium: *International Network Tacit Dimensions of Pedagogy*

2

08.02.2012

Research Day of the University of Education Ludwigsburg. Presentation: *International Network Tacit Dimensions of Pedagogy*

3

11.11.2010

University Day at PHL on Quality Development at PHL– Joy or Burden? Moderation of an expert-talk. Topic: *Internationalisation at the PHL*

4

2.11.2010

Day of the Institute for Educational Sciences at the PHL on the Plan for Structure and Development at the PHL. Moderation: *Qualitäts Management at the PHL*

5

23.7.2009

Learning Festival at the PHL. Presentations: 1. *>Sensitive Threshold < – A Carpet of Sounds as an Impulse for Associating, Painting and Writing in Groups*; 2. *Teaching in a Migration Society – Experiences with the Innovative Means of Instruction Sensitive Threshold at a Secondary School (Hauptschule) in Berlin (together with Judith Bauch)*

6

30.1.2009

Day of the Institute for Educational Sciences, University of Education Ludwigsburg at Robert-Bosch-Stiftung Stuttgart. Topic: *Processes of 'Bildung' and School*

7

23.11.2007

8.Day of Postgraduates at the University of Education Freiburg. Topic: *The >Constituting Corporeality< as a Didactical Principle*

8

9.11.2007

Day of the Association for Drama Education at School at the University of Bremen. Topic: *The Performative Play as a General Didactical Principle*