

CALL FOR PAPERS

International Conference

Pedagogization in Identity Formation and Professionalization: the Role of Science, Knowledge Transfer, Education and Youth Social Care

This international conference is being held on the occasion of the 430th anniversary of the birth of Comenius, the 140th anniversary of the Czech-German division of the Charles-Ferdinand University in Prague, and the 130th anniversary of the founding of the Comenius Pedagogical Museum.

Organizers: The National Pedagogical Museum and Library of J. A. Comenius; Charles University Prague; The Institute of History of the Czech Academy of Sciences (Center for the History of Education); Masaryk University Brno; University of Foggia; University of Dresden; Helmut Schmidt University Hamburg;

The last third of the 19th century in Europe was marked by the nationally-oriented development of civil society. The processes of the modernization, urbanization, industrialization and rationalization of industrial production were in harmony with the “spirit” of capitalism and with the development of science, of technology and the Enlightenment belief in progress. Enlightenment and this national education changed the everyday life of man both materially and spiritually. While child-raising and education were reflected in everyday pedagogical practice and knowledge, these endeavors were subject to cultural and political instrumentalization and control. Modern pedagogical science described, measured and theoretically defined the child/man, in effect determining the *épistémè* and discourses by which man is who he is. The reality and significance of the world of education was determined and constructed largely by scientific arguments – the results of scientific research. All of this took place mainly in “service” of the national task and of social emancipation.

The second half of the 20th century, in a postmodern spirit critical of the assumptions of the modern world of education, opened up the concept of human identity from a dynamic, permanently reconstructing-and-reflecting perspective. The weakening of the scientific assumptions for looking at the processes of education in a positivist, objectivist/exact spirit was replaced with a strengthening of approaches drawing from pragmatism, phenomenology, and later (post)structuralism and constructivism.

The conference aims to reconstruct and analyze the significance of the educational sciences, educational institutions and education itself in the processes of forming personal human identity and the development of professional identity of teachers (women and men). We also want to pay attention to those representatives who, consciously or unconsciously, intentionally or unintentionally, have weakened the role of these processes and in some cases offered “alternative” practices and mediums of both personal and professional pedagogical identification. We ask why and how this happened, or who was the main actor of these processes and their changes – what individuals, what institutions.

The conference focuses on the role of individuals and institutions (university and non-university) in the educational sciences, educational and social-pedagogical work and public education in the formation of personal and professional pedagogical identities. We want to thematize and analyze the “pedagogical” significance, the role, the development and origins,

the crisis and changes of the educational sciences, as well as their current position in the “hybrid” environment of scientific life in the formation of personal and professional pedagogical identities.

We also aim to critically reconstruct the pedagogical role of associations, institutions of public education, social-pedagogical institutions, special education institutions and libraries as well as individuals and organizations determining both socialization processes in the formation of personal human identity and professional practices within the pedagogical professionalization of the late 19th and first half of the 20th century.

We are also interested in the changes during the “second wave” of the professionalization of teachers in the 1970s and 1980s in a divided world – both in the possibilities of free development in the “Western” states and in the states under communist totalitarian power. We also follow the political and social instrumentalization of the “pedagogical task” in totalitarian science and its role in the formation of personal and professional identities in unfree society.

Last but not least, we also want to ask about “what is happening” to the formation of professional and personal identities in the age of globalization and in the context of educational processes taking place in a hybrid way (both physically and digitally).

Aims of the conference:

The conference *poses questions about actors, prominent figures, institutions and processes:*

- How have the institutions of science, education, education of the public and social pedagogical care co-determined the processes not just of self-identification, but also the formation of collective and professional identities and the processes of social and cultural integration/disintegration?
- What means or methods were used by individual pedagogical actors (individuals or associations, educational/scientific or public education institutions, etc.) to support/prevent the formation of the modern, postmodern and global personal as well as collective (professional pedagogical) identities?
- What about professional pedagogical identity and the formation of personal identity in the pedagogical and socialization processes during the second half of the 20th century under the conditions of totalitarian unfree society?
- What about professional pedagogical identity and the formation of personal identity in the pedagogical and socialization processes at the turn of the 20th and 21st centuries: digital media, interaction and the digital environment as new spaces and means for the formation of personal and professional identities?
- Which prominent figures from the educational sciences and from educational and public educational life, co-determined or “disrupted”/rejected (whether consciously or unconsciously, intentionally or unintentionally) the pillars of personal and pedagogically professional human identities during the age of modernism, postmodernism and globalization (and digitalization), and how?
- Which pedagogical figures (often the largely forgotten “outsiders”) are an example of the disintegration of the modern/postmodern/global human identity or “the crisis of expert and professional identity”; how did they try to respond to this “crisis”; how were they perceived (accepted/rejected) by the professional community and the wider society?

Term and place of the conference: 23 – 24 June 2022; The National Pedagogical Museum and the Library of J. A. Comenius Prague – Valdštejnská 20, Prague 1 (possibly online)

Length of presentations: 25 minutes

Conference languages: Czech, English and German

Please send your draft presentations including an abstract (up to 1 page) by 14 February 2022 to: tomas.kasper@tul.cz. The Conference Organizers' Committee reserves the right to select presentations. If successfully assessed by reviewers, studies based on the oral presentations will be published in an anthology/scientific journal.

By 1 April 2022 we will get back to you with the information about the abstract evaluation and with further information about the organization of the conference.