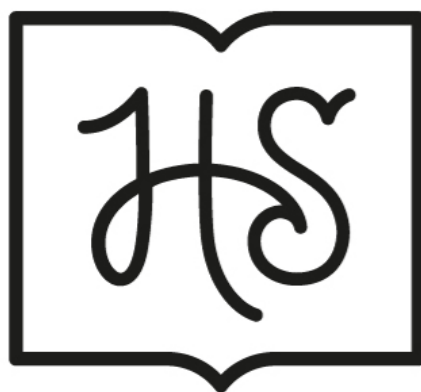


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REPORT:

Between Tradition and Future Challenges: The Study of Pedagogy in Central and South-East Europe – report on the symposium.

Edvard PROTNER^a

^aUniverza v Mariboru, Maribor, Slovenija / University of Maribor, Slovenia

The Department of Pedagogy of the Faculty of Arts (University of Maribor), in cooperation with the University of Maribor Library, Austrian Cultural Forum Ljubljana and the Slovenian Pedagogical Association organised an international scientific symposium from 22nd to 24th October 2015 in Maribor.

The concept of the symposium's content originated in the belief that the establishment of pedagogy as an independent academic discipline coincides with Enlightenment attempts to bring mass education under national regulation. A typical example of these efforts is the philanthropist movement, whose members managed to establish pedagogy as a university level academic subject at the University of Halle in 1779. The idea that pedagogy should be established as a university subject of study was touched upon by Maria Theresa as part of her school reforms as early as 1771. These initiatives were followed by the introduction of lectures on pedagogy at the University of Prague, although the institutionalised study of pedagogy as a university subject was first implemented in the Habsburg Monarchy, when a new plan of arts study was accepted in 1805. In the following period, pedagogy as a university subject went through various stages of development, as it reflected the needs of national and educational practice, matured in theoretical terms and grew independently from other academic disciplines – a process in which the abilities and academic authority of individual course heads were more influential than any systematic, general acceptance of the subject in university circles. Despite that, we can conclude that this model was the starting-point for its development in several nations after the collapse of the Austro-Hungarian monarchy.

The organisers pointed out in their concept of the content how pedagogy developed as a university subject, especially in those countries which were part of or connected to the Austro-Hungarian monarchy, remains largely unresearched. We can assume that its development in individual nations has been researched and documented - understanding the development of one's own discipline is one of the basic requirements of scientific research –

yet because of language limitations, to a large extent, this documentation is inaccessible to international academics and has prevented comparative research. The status of pedagogy as a science varies in international circles. The Anglo-Saxon tradition differs greatly from the tradition of the study of pedagogy in continental and, in particular, German-speaking countries. It seems that within the former Eastern bloc countries, a particular tradition of pedagogical study grew, and it would be interesting to see how the transition after the fall of the Berlin wall has influenced this. Within this framework, another interesting question that arises is the continuity of studies in those countries which came into being after the break-up of Yugoslavia. Such comparisons, which seek to enrich our understanding of the position of pedagogy as an independent scientific discipline, would also be enhanced by considering the changes pedagogical study programmes have undergone as part of the Bologna reforms.

The themes of the symposium included historical and current dimensions of the position of pedagogy as an academic discipline. The following questions were considered in the historical section of the symposium:

- When and in what kind of context did pedagogy emerge as a university study subject in individual national environments?
- According to which theoretical assumptions/paradigms was academic pedagogy shaped?
- Were there any debates/public discussions between representatives of academic and teaching pedagogy?
- What was the position of pedagogy in relation to other subjects?
- How were the habilitation areas for pedagogical subjects formed and put into practice and who were the leading figures in the study of pedagogy?
- What kind of role has university pedagogy had in teacher education?
- How did the process of constituting pedagogy as an independent study discipline unfold, what were its aims and what kind of employment opportunities did it offer?

As regards themes concerning the current position of pedagogy as an academic discipline, the organisation of the symposium was particularly interested in the changes brought by the Bologna reforms and comparisons with the previous situation – we were seeking answers to the following questions:

- Which model of Bologna was implemented in the study of pedagogy (3+2, 4+1, 5+0)?
- What is the profile of pedagogy graduates at first and second level, their level of academic and professional capability and the possibilities of employment in the education system?
- How does pedagogy fit into the university space (departments, institutes, teacher training centres, life-long learning centres...)?
- What are the personnel potential and the influence on the pedagogical training of teachers?
- How did the Bologna reforms impact upon the individual narrower pedagogical areas within pedagogical study programmes?

- How competitive are the professionally related programmes (social pedagogy, andragogy, special pedagogy...) and the emergence of new pedagogical study programmes without a clearly-defined disciplinary framework (educational sciences, leadership in education, educational politics...)?
- To what extent are the course holders of pedagogical study included in the international space and how do they respond to professional dilemmas in the home environment?
- Have the foreign languages in tertiary education and habilitation criteria (SSCI journals) concerning pedagogy begun to turn toward Anglo-Saxon and away from German-speaking cultures?
- What does the future hold for the development of pedagogy as an academic discipline?

These issues were debated by participants from thirteen countries. The organisers put prof. Dr. Wolfgang Brezinka into the foreground at the introductory part of the symposium - in his lecture, he pointed to some of the problems of pedagogy study development in Austria which are common to all countries of central Europe. His participation at the symposium was also an opportunity for presenting the fourth part of his monumental work *Pädagogik in Österreich*. The historical and current dimensions of the study of pedagogy were presented by participants from Hungary, Italy, Slovakia, Bulgaria, the Czech Republic, Slovenia, Croatia, Germany and Austria the following day. The last day of the symposium, the development of the study of pedagogy was presented by participants of countries which formed on the territory of former Yugoslavia (Slovenia, Croatia, Bosnia and Herzegovina, Serbia, Monte Negro and Macedonia.) The comparison of historic parallels of these countries is especially interesting because it includes the historic situation before joining Yugoslavia, the period of the development of pedagogy in Yugoslavia and the position of pedagogy as a university study programme after the disintegration of the country. The essays of the participants of the symposium from former Yugoslavia will be published in the themed issue of *Contemporary Educational Studies*; the essays of participants of other countries are expected to be published in the journal *Historia Scholastica* the following year. A book of abstracts is available at: http://projects.ff.uni-mb.si/pedagogy2015/book_of_abstract_maribor_2015_new.pdf.