

Dear colleagues,

the 28th anniversary of the GDSU will take place at the Leuphana University Lüneburg from the 7th to the 9th of March 2019. The topic is:

Breaks and bridges – transitions in the context of basic social and science studies

The reflection on transitions, for example in the form of transition research, allows well-founded and subject-oriented perspectives on educational pathways. As critical life events, transitions are also opportunities with chances and risks.

In the context of basic social and science studies and its didactics, transitions are important for different reasons: Firstly, they pose a challenge to basic social and science studies' subject-related didactic concretisation of the relationship of primary schools to institutions of early education and secondary level. Secondly, the stages of the education and further training of teaching staff for basic social and science studies are characterised by diverse transitions. And finally, the individual educational pathways of children develop in the transitions between segregating and integrative moments of the educational institutions involved.

In the framework of this conference, the topic "transitions as educational opportunities and challenges" will be examined and differentiated in regard to the didactics of basic social and science studies. This will be divided into three perspectives: the school subject, the profession and the individual educational pathways of children.

Impulses for conference contributions could for example be the following questions:

Concerning the school subject:

- How does the subject basic social and science studies in primary school position itself between early years and secondary education?
- How are concepts of natural and social science from early years education integrated and differentiated in basic social and science studies in primary school?
- How are didactical perspectives on natural and social science subjects from secondary education integrated and differentiated in basic social and science studies in primary school?
- What evidence is there for the design of successful (and unsuccessful) transitions into and out of basic social and science studies at primary school?
- How are inclusive primary level didactics linked to transitions in the educational pathways of children?

Concerning the profession:

- What role do didactic perspectives play in how future teachers experience the transitions between the different phases of training?
- In what way do professional knowledge and beliefs of teachers change in the course of phases of teacher training?
- What perceptions and knowledge do basic social and science studies teachers have of the neighbouring institutions in the educational pathways of children?
- Which skills concerning basic social and science studies do teachers in the transitional institutions contribute?
- How is the multi-professional cooperation in (inclusive) basic social and science studies structured?

Concerning individual educational pathways:

- How do children and families experience the connections between early education, primary school and secondary level education concerning basic social and science studies?
- How do basic social and science studies shape pathways in the context of flight, migration and mobility?
- How do transitions between “special” schools and “regular” schools or the collaboration between cooperation classes impact individual educational pathways?
- How are successful inclusive transitions measured?
- What role do multilingualism and language-sensitive basic social and science studies play in children’s educational pathways?

We would like to invite you to discuss these and further questions at the annual conference in Lüneburg in 2019.

Please contact the local conference chair (gdsu2019@leuphana.de, susanne.offen@uni.leuphana.de) if you’d like to submit your paper in english.

Prof. Dr. Andreas Hartinger

Prof. Dr. Matthias Barth/

Dr. Susanne Offen

(Chairperson GDSU)

(Local Conference Chair)