

Dissertation

Stisser, Anna (2021): ‚Erziehung‘ in erziehungswissenschaftlichen Fachlexika von 1895 bis 1989. [‚Education‘ in specialised educational lexicons from 1895 to 1989.] Göttingen: Universitätsverlag Göttingen, <https://doi.org/10.17875/gup2021-1763>.

Table of Content

1 Introduction

- 1.1 In Search of the ‚Knowledge of Education‘
- 1.2 Exploring the ‚Knowledge of the Discipline‘: Lexicons in Educational Science Research
- 1.3 The Corpus: Educational Lexicons from 1895 to 1989
- 1.4 Structure of the Study

2 Methods

- 2.1 Preliminary Work and Research Process
- 2.2 Identifying and Describing Knowledge Bodies
- 2.3 Enriching and Quantifying Knowledge Bodies
- 2.4 Content Analyse Study of Knowledge Configurations
- 2.5 Writing and Systemazing

3 Framing educational knowledge: Educational lexicons

- 3.1 Conceptions of the Lexicons
- 3.2 Outlines of Educational Science
- 3.3 Dimensionalization of the Lexicons

4 Locating Educational Knowledge: Education as explicandum

- 4.1 The Educational Articles
- 4.2 Arcticles with *rzieh*
- 4.3 Partial Conclusion

5 Setting and Systemazing Educational Knowledge: The Explications of Educational Articles

- 5.1 The Vocabulary of the Lexical Educational Knowledge
- 5.2 The Top Formulation: Valid Knowledge about Education
- 5.3 What Education is not: Limits of Education
- 5.4 The Integration of Different Bodies of Knowledge about Education
- 5.5 Partial Conclusion

6 Figuring and Linking Educational Knowledge: Reference Spaces of the Educational Articles

- 6.1 Citation and Evidence Practices
- 6.2 The Double Figuration of the Educational Articles: Personal Reference Spaces
- 6.3 Recommending, Linking, Introducing: The Textual Reference Space
- 6.4 Linking Knowledge Internally: The Thematic Reference Space
- 6.5 Referencing Patterns and Lines of Development

7 Conclusion and Outlook

- 7.1 Knowledge in the Educational Lexicon - Generic Form
- 7.2 Educational Knowledge in the Lexicon of Educational Science
- 7.3 Educational Science in the Mirror of Lexical Educational Knowledge
- 7.4 Outlook

8 Appendix

- 8.1 Preparation of the Articles
- 8.2 Analysis Guide
- 8.3 Abbreviations
- 8.4 Figures and Tables
- 8.5 Sources and Literature

Abstract

What does the discipline of educational science 'know' about 'education' - the concept that stands unchallenged at the core of educational science knowledge?

The discipline's knowledge of this object is almost infinite - theories, ideas, and reflections that simultaneously construct and abstract the concept are developed, imported, discarded, discussed, forgotten, rediscovered. There is no consensus or stagnation in knowledge production - but there is an attempt to canonize certain knowledge and thus bring it into the discourse as the current state of research. This study examines the 'knowledge of the discipline' about 'education' in educational lexicons, because it is here that those attempts at canonization can be found. On the one hand, it asks about the elements of knowledge about education that is updated in the discipline's lexicons. On the other hand, it asks about the discipline that becomes visible in this stored knowledge. The project examines the conjunctures, (dis)continuities, appropriations and borderline markings of disciplinary knowledge about 'education' from 1895 to 1989 - a period in which educational science in Germany institutionalized, established, specialized and diversified itself as a university-based, researching discipline.

The body of knowledge contouring educational knowledge is examined serially at three levels: (1.) that of the framing lexicon, (2.) that of the recorded 2178 explicanda associated with 'education', and (3.) that of the 53 articles specifically devoted to the object of 'education'. In addition, (4.) the personal, textual, and thematic reference spaces spanned in these articles are analyzed. The quantifying evaluation of the knowledge bodies (such as lexical data and metadata, data in front of editors and authors, words, references, personal mentions, citations and literature references) is combined with a qualitative content analytical study of knowledge configurations as appearing in prefaces and epilogues as well as in definition and demarcation formulations of the articles about education.

The results are differentiated and discussed in three dimensions: first it becomes apparent that the genre of the educational lexicon in the 20th century does not always correspond to its attributed characteristics as a rather inert, more lagging than innovating medium of disciplinary communication. Each lexicon transmits its own, not necessarily consolidated and consensualized body of knowledge and only becomes the discipline's knowledge store if it is serially analysed. Second, in the dimension of educational knowledge it is shown that 'education' is the most persistent basic term in the discipline's specialized lexicons and is thus transmitted as the core of educational knowledge. Education remains comparatively resistant to rapid changes: Innovation, expansion, and diversification of educational knowledge in general, and the compulsion for actuality to which the lexicons are subject, do not necessarily lead to movement in the concept of education. Despite the reference to an almost unmanageable variety of knowledge, which depends on the scientific-theoretical program of the authors or the editors and the conception of the lexicons and time-bound fashions, 'education' is described in a

relatively stable way as an integrated influence of adults on adolescents. Finally, it is shown that educational science presents itself as a discipline with a multitude of (partly competing) identities also in the lexical knowledge of education. The lexicons reflect the history of its disciplinary expansion, the long persistence of different scientific programmatic and ideological positionings, a phase of almost arbitrary diversification of its knowledge and an only hesitant institutional establishment.