

Hoffmann, Jeanette; Corni, Federico; Cardinaletti, Carla; Mirandola, Giulia; Schumacher, Susanne; Weyland, Beate
EduSpaces: Multilingual and interdisciplinary networking of the educational laboratories at the Free University of Bozen-Bolzano (unibz)

Longhino, Daniela [Hrsg.]; Frauscher, Eva [Hrsg.]; Imp, Christina [Hrsg.]; Stöckl, Claudia [Hrsg.]: Vernetzung in Hochschullernwerkstätten – einen Schritt weiter gehen. Bedingung, Mehrwert und Herausforderung. Bad Heilbrunn : Verlag Julius Klinkhardt 2025, S. 181-196. - (Lernen und Studieren in Lernwerkstätten)



Quellenangabe/ Reference:

Hoffmann, Jeanette; Corni, Federico; Cardinaletti, Carla; Mirandola, Giulia; Schumacher, Susanne; Weyland, Beate: EduSpaces: Multilingual and interdisciplinary networking of the educational laboratories at the Free University of Bozen-Bolzano (unibz) - In: Longhino, Daniela [Hrsg.]; Frauscher, Eva [Hrsg.]; Imp, Christina [Hrsg.]; Stöckl, Claudia [Hrsg.]: Vernetzung in Hochschullernwerkstätten – einen Schritt weiter gehen. Bedingung, Mehrwert und Herausforderung. Bad Heilbrunn : Verlag Julius Klinkhardt 2025, S. 181-196 - URN: urn:nbn:de:0111-pedocs-325189 - DOI: 10.25656/01:32518; 10.35468/6147-12

<https://nbn-resolving.org/urn:nbn:de:0111-pedocs-325189>

<https://doi.org/10.25656/01:32518>

in Kooperation mit / in cooperation with:



<http://www.klinkhardt.de>

Nutzungsbedingungen

Dieses Dokument steht unter folgender Creative Commons-Lizenz: <http://creativecommons.org/licenses/by-nc-nd/4.0/deed.de> - Sie dürfen das Werk bzw. den Inhalt unter folgenden Bedingungen vervielfältigen, verbreiten und öffentlich zugänglich machen: Sie müssen den Namen des Autors/Rechteinhabers in der von ihm festgelegten Weise nennen. Dieses Werk bzw. dieser Inhalt darf nicht für kommerzielle Zwecke verwendet werden und es darf nicht bearbeitet, abgewandelt oder in anderer Weise verändert werden.

Mit der Verwendung dieses Dokuments erkennen Sie die Nutzungsbedingungen an.

Terms of use

This document is published under following Creative Commons-License: <http://creativecommons.org/licenses/by-nc-nd/4.0/deed.en> - You may copy, distribute and transmit, adapt or exhibit the work in the public as long as you attribute the work in the manner specified by the author or licensor. You are not allowed to make commercial use of the work or its contents. You are not allowed to alter, transform, or change this work in any other way.

By using this particular document, you accept the above-stated conditions of use.



Kontakt / Contact:

peDOCS
DIPF | Leibniz-Institut für Bildungsforschung und Bildungsinformation
Informationszentrum (IZ) Bildung
E-Mail: pedocs@dipf.de
Internet: www.pedocs.de

Mitglied der


Leibniz-Gemeinschaft

*Jeanette Hoffmann, Federico Corni, Carla Cardinaletti,
Giulia Mirandola, Susanne Schumacher und
Beate Weyland*

***EduSpaces*: Multilingual and interdisciplinary networking of the educational laboratories at the Free University of Bozen-Bolzano (unibz)**

Abstract

The *EduSpaces* at the Faculty of Education of the Free University of Bozen-Bolzano (unibz) form a network of different collaboration forms in the areas of research, teaching and Third Mission. This article uses selected *EduSpaces* and their joint initiatives to illustrate the different focal points of the individual *EduSpaces*, how they weave their network in the various areas and the challenges they face in doing so.

Die *EduSpaces* an der Fakultät für Bildungswissenschaften der Freien Universität Bozen (unibz) bilden ein Netzwerk verschiedener Formen der Zusammenarbeit in den Bereichen Forschung, Lehre und Dritter Mission. Welche verschiedenen Schwerpunkte die einzelnen *EduSpaces* haben, wie sie ihr Netzwerk in den unterschiedlichen Bereichen spinnen und vor welche Herausforderungen sie dabei gestellt sind, wird in diesem Beitrag anhand ausgewählter *EduSpaces* und ihrer gemeinsamen Initiativen aufgezeigt.

1 Introduction

Based on its concrete meaning of net-like connection, the term networking metaphorically encompasses exchange and communication, alternating support and relationship (Meyer-Hinrichs 2022). In the context of unibz's *EduSpaces*, the aim is to reweave and expand the net already spanned in 2016-2019 (Stadler-Altman 2018) and to establish connections in different contexts. In the following contribution, selected *EduSpaces* – the *Lernwerkstatt*, the *MultiLab*, the *EDENlab* and the *ChiLiLab* – present the concepts of their laboratories and situate themselves in unique contexts (Chapter 2). Furthermore, they explore possible ways of networking and develop concrete ideas of cooperation (Chapter 3). Subsequently, the

opportunities and challenges of this multilingual and interdisciplinary networking will be discussed (Chapter 4). Finally, the question about the imagination of a common educational and didactic future is raised.

2 *EduSpaces* at unibz –
a multilingual and interdisciplinary network

Concerning the networking activities at the Faculty of Education at the Free University of Bozen-Bolzano regarding exchange, mutual enrichment and collaboration (Meyer-Hinrichs 2022), the *EduSpaces* play an important role. *EduSpaces* are laboratories with various disciplinary and lingual profiles which engage in research, didactics and third mission (the wider social context) and attempt to build bridges between theory and practice. These *EduSpaces* emerged in a common project with four cooperation partners between 2016 and 2019:

„The overall project ‚EduSpaces‘ [...] is intended to address the question of how university teaching and practical application can take place in the sense of professionalisation for the primary school teaching profession and the profession of kindergarten teacher in a way that is comprehensible for students.“ (Stadler-Altmann 2018, 228, translated by J. H.)

In the last years, the number of *EduSpaces* at the Faculty of Education has increased. Since 2022, nine laboratories in total are engaging to expand and strengthen the *EduSpaces* network again through a regular cooperation (see Table 1):

Tab. 1: *EduSpaces* of the Faculty of Education (unibz) 2024

<i>EduSpaces</i>	Disciplinary scientific sector		Directors
<i>Lernwerkstatt – Officina didattica</i>	Didactics and special pedagogy	PAED-02/A	Susanne Schumacher
<i>MultiLab</i>	Physics Education and History of Physics General and social pedagogy (a. o)	PHYS-06/B PAED-01/A	Federico Corni
<i>FDZ/CDR</i> – Research and Documentation Centre of South Tyrol’s Educational History	History of pedagogy and education	PAED-01/B	Annemarie Augschöll- Blasbichler

<i>EduSpaces</i>	Disciplinary scientific sector		Directors
CESLab – Cognitive and Educational Sciences Laboratory	General psychology	PSIC-01/A	Demis Basso
EARTH_LAB – Laboratory of Digital Environments for Education, Art and Heritage	Drawing	CEAR-10/A	Alessandro Lugini
SWAP-IT – Joint Research Laboratory „Student Wellbeing and Prevention of violence	Developmental and educational psychology	PSIC-02/A	Antonella Brighi
ALPS – Alpine Laboratory of Phonetic Sciences	Glottology and linguistics	GLOT-01/A	Alessandro Vietti
EDENlab – Educational Environment with Nature Laboratory	Didactics and special pedagogy	PAED-02/A	Beate Weyland
ChiLiLab – Children's Literature Laboratory	German literature History of pedagogy and education (a.o.)	GERM-01/B PAED-01/B	Jeanette Hoffmann

The concepts of the individual *EduSpaces* are diverse and complement each other: The *Lernwerkstatt* is an open learning environment for scientific literature and didactic materials in German, Italian and Latin which centres on didactic (re)thinking. *MultiLab* promotes active, participatory, and generative learning for students, teachers, and pupils and fosters an innovative pedagogy through a transdisciplinary vision. The *FDZ*'s goal consists in the documentation and research of South Tyrol's educational history, connected to regional and international perspectives. *CESLab* is aimed at bringing together research on cognitive processes and education/didactics, in order to establish a link between the two disciplines. *EARTH_LAB* adapts and develops the framework of heritage education by applying it through advanced digital tools and in the specific context of cultural heritage. *SWAP-IT* is a joint research laboratory focusing on students' well-being and the prevention of violence in an international research cooperation with other universities. *ALPS* focuses laboratory phonology, the study of articulation, acoustics, and perception of the sounds of human language with an emphasis on sociophonetic projects. *EDENlab* is an interdisciplinary laboratory for designing educational environments with nature, to take ownership of transforming spaces and teaching between care and culture. The *ChiLiLab* is an aesthetic laboratory for children's literature research and didactics that offers opportunities for linguistic

and literary experiences in a multilingual context. In the following, in the order of their establishment, four of the nine *EduSpaces* are presented in more detail. These selected *EduSpaces* have in common their situation in and combination of the fields of research, didactics and third mission and have already started to create networking activities among each other.

The connection between the *EduSpace* laboratories is envisaged through an exchange on the didactic mediators that distinguish them: the materials and objects for teaching and learning, books and methodologies linked to texts and illustrations, approaches linked to visual art and the universes of spatial virtuality, as well as the multiple proposals linked to active and transformative didactics practised with students and teachers.

2.1 *EduSpace Lernwerkstatt – Officina didattica*

The didactic concept of *Lernwerkstatt*¹ has its roots in the educational perspectives and practices of Freinet, Montessori, Kerschensteiner, Dewey and Reggio Emilia approach (Peschel 2016). The origins of these traditions accordingly can be traced back to France, Italy, Germany and the USA which still represents a cross-cultural element. Since its start in 1999, the *Lernwerkstatt* at the unibz has been closely related to the study programme in educational sciences for primary education through practice-oriented seminars. The students' successful learning processes are represented in numerous toolboxes developed for kindergarten or primary school. Within internships, the boxes have been tested and modified or completely revised to reflect the needs of the pupils.

Since cooperating with the University Library, the *Lernwerkstatt*, currently directed by Susanne Schumacher, is not merely used by members of the university community on site, but also by kindergarten groups and primary school classes as part of teaching excursions. As the University Library is a public institution, deliveries to cooperating locations are possible as well. South Tyrolean kindergarten and school teachers can use subject-specific literature and materials of the *Lernwerkstatt* for their pedagogical work by making an online booking.

The spatial concept of the *Lernwerkstatt* favours its guiding idea of inquiry-based learning. The generous window fronts provide a view of colourful furniture and numerous objects that invite discovery and experimentation. The *Lernwerkstatt* offers both space and opportunity to question experiences and develop hypotheses, provides differentiated answers, present results and discuss effects (Schumacher et al. 2020). Teacher students and lecturers can gain new insights for application in practice through inquiry-based learning (Wild 2009).

1 „Lernwerkstatt“ has emerged as a general and comprehensive term for a spatially defined, pedagogical concept of learning that focuses on the appropriation of learning content – in the sense of „self-learning constructions“ (Peschel, 2016, p. 123). The *EduSpace Lernwerkstatt* should be understood as a brand. Therefore, the term is not translated with workshop, laboratory, atelier, hub or centre.

To ensure that the transfer of knowledge between the *Lernwerkstatt* and educational practice is successful, projects are designed to suit the target group (Schumacher et al. 2021). In doing so, the four guiding criteria described by Hameyer (2010, 191ff.) for partnering theory with practice are considered, namely continuity, coherence, steadiness and motivation.

The crucial potential of the activities in the *Lernwerkstatt* is based on wondering – seen as a productive irritation or reconsideration of existing knowledge. This stimulates the motivation to relate what we experience with our self-understanding and interpretation of the world in a new way (Waldenfels 2002).

2.2 *EduSpace MultiLab*

Conceived by Liliana Dozza in 2014 (Corni & Parricchi 2023), *MultiLab* is committed to promoting active, participatory, and generative learning for future teachers, in-service teachers, and pupils.

Through a *transdisciplinary* (Luigini 2020) vision, *MultiLab* fosters an innovative pedagogy capable of thinking complexity (Morin 2001), networking, and interacting with the community and the territory, thanks to the interplay between researchers, as well as universities, schools, and local educational institutions. The *MutliLab* innovative approach was mentioned and acknowledged in 2021 in the EU Commission Research Report *Education for environmental sustainability: policies and approaches in European Union Member* (European Commission 2021). Since 2021, under the direction of Federico Corni, *MultiLab* is being conceived as an educational space and a centre of interdisciplinary research on *Embodied* (Gallagher 2005; Lakoff & Johnson 1999) and *Imaginative education* (Egan 1997; Fuchs & Corni 2023), bringing together academics, researchers, internship service managers in the field of pedagogy and disciplinary didactics, who develop shared projects. For this reason, its educational and research projects explore a wide range of thematic areas, from general pedagogy to science and mathematics, from lifelong learning, well-being, and arts to sports, languages, literature, interculturality, and history to bring them into dialogue and create opportunities for interactions and synergies.

MultiLab brings together more than thirty faculty scholars and is a distinctive space for multidisciplinary research and activities. Moreover, since 2023, *MultiLab* collaborates with the Center for Imagination in Research Culture and Education (*CIRCE*) of the Simon Fraser University so to conceive a curriculum in *Imaginative Education* tailored to the Italian school system. At the same time, researchers at *MultiLab* are enhancing networks with scholars in the field of *Embodied Education*, gathering them in an international Specialist Seminar in Fall 2024. Benefiting from the International Conference „Educazione Territori e Natura“, directed by Monica Parricchi, *MultiLab* expands its dialogue with the Italian pedagogical contemporary academic endeavour, by offering workshops and/or a roundtable at each conference.

2.3 *EduSpace EDENlab*

EDENlab documents, hosts and stimulates educational activities, research and implementations on the topic of Educational Environment with Nature (*EDEN*) by exploring learning spaces with an interdisciplinary approach, between pedagogy and architecture, didactics and design (Weyland & Watschinger 2017; Weyland & Galateo 2023).

In 2021, it was created by Beate Weyland in response to the demand to transform/innovate/improve educational, school and university settings also through the inclusion of plants and it is concerned with promoting the reconnection to nature (Jones 2022). The lab aims to build the awareness of students, educators, teachers, and citizens through interactive learning sessions with plants based on cooperation, playfulness and sensuality (Weyland 2022).

Through direct and concrete actions at the places of education, and with schools, understood as cultural garrisons, the aim is to respond in a more comprehensive and articulated way to the need to ensure conditions of accessibility, sharing, inclusion and well-being. The constant dialogue between the sciences of education and the sciences of architectural design, but also with political, social, economic, and cultural issues, places the research in a multi-scalar perspective from the city to the building to the object, to the plants as educating subjects for both interiors and pedagogical exteriors. The aim is to stimulate the potential of students, teachers, children and young people, by creating with them domestic, healthy, resilient educational landscapes.

2.4 *EduSpace ChiLiLab*

The *Children's Literature Laboratory* (*KinderLiteratur Werkstatt/Laboratorio di letteratura per l'infanzia*), implemented in 2022 and directed by Jeanette Hoffmann, is an aesthetic place for international children's literature, its reception and didactics. It opens up possibilities for linguistic and literary experiences in a multilingual context for students and lecturers, kindergarten and primary school children, educators, teachers and librarians. As a subject didactic *EduSpace*, it is located in the areas of research, teaching and third mission. With a multilingual team (German, Italian, Latin, English) at the trilingual unibz and in cooperation with the University Library, it is integrated in the Arbeitskreis für Jugendliteratur (*AKJ*) and the International Network of the Hochschullernwerkstätten (*NeHle*).

The research and teaching concept includes the connection between literature and language, theory and practice, multimedia, multimodality and multilingualism (Franceschini 2011). It is based on a narrative, dialogic and inquiry-based learning comprehension (Dehn et al. 2014). The empirical qualitative research projects focus on students' scope for participation (Hoffmann & von Leon 2024), Literature Didactic Miniatures and experience (Hoffmann et al. 2023) and picturebook studies (Hoffmann et al. 2024). Within the framework of Erasmus+ partnerships,

lectures, conferences and workshops on children's literature research take place. In cooperation with the Internship Office, literary internships as well as teacher and tutor trainings are carried out. Multilingual book exhibitions (Trisciuzzi 2023), author readings (Mirandola 2024) and illustrator workshops enrich the teaching offer for all language sections.

Internationally, the *ChiLiLab* is connected to other literary laboratories like the *Lern- und Forschungswerkstatt Grundschule/Primary education research lab* (Technische Universität Dresden) or the *Lern- und Forschungswerkstatt für literarische Bildung/Literature education research lab* (Freie Universität Berlin) (Hoffmann et al. in this volume). Important regional partners are the South Tyrolean literature institutions (e. g. the German language *JugendKinderliteraturBUchZentrum* of the Südtiroler Kulturinstitut (*JUKIBUZ*) or the Italian language *ÓPLab* of the picturebook archive *ÓPLA*) and the participation in regional events like the „Brixner Tage des Buches/Libri in festa Bressanone“ or the „#multilingual Vorlese-Tag/Giornata di lettura #multilingual“.

Concerning the local network of the *EduSpaces*, the multilingual, narrative and imaginative approach offers various opportunities for cooperation. Children's literature with its variety of themes can be a connecting element between them.

After this presentation of the individual concepts of the *EduSpaces*, the focus will be on the common themes and possibilities for cooperation.

3 Possible ways and concrete ideas for networking between the *EduSpaces*

In the last three years, the *EduSpaces* have been working on a cooperation to constitute and strengthen the network. This initiative is coordinated by Federico Corni. In regular meetings of the directors of the laboratories, hosted alternately in their respective *EduSpaces*, the individual concepts of their research and/or teaching have been presented and slides and short abstracts have been shared on a common MS Teams platform. The next step is to find connections between the *EduSpaces*.

3.1 Common interests and goals

For the imagination of common interests and goals, we used a technical tool: the digital combination of keywords which describe the main themes and approaches of the different laboratories. In the following figure (Figure 1), the interconnections of the network become visible:

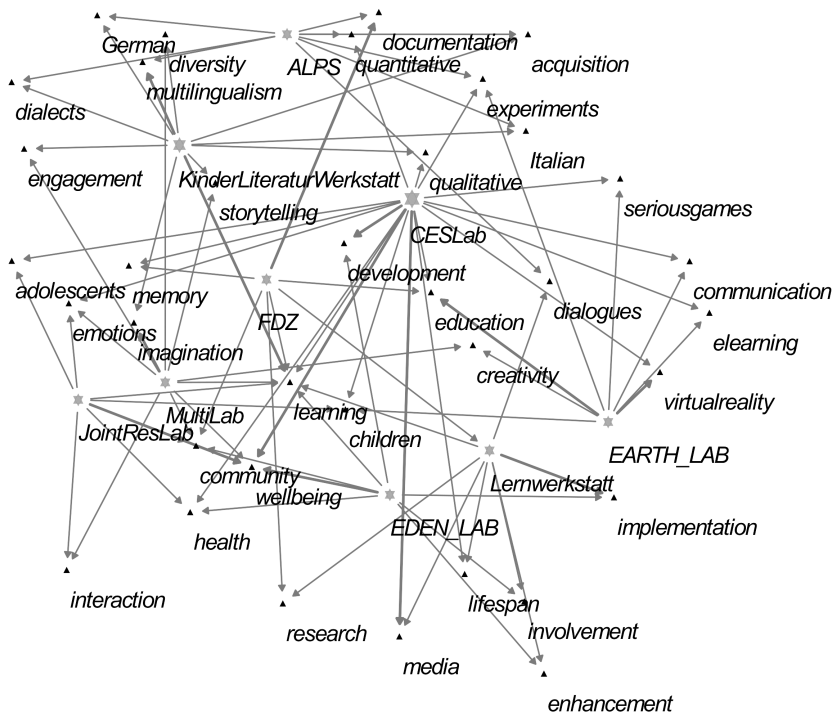


Fig. 1: Network of concept keywords of the *EduSpaces* (by Demis Basso, CESLab, 2024)

From this graphic overview, some of the common interests and selected goals become evident. In this respect, the meaning of narration and imagination for learning processes are inherent in diverse didactic approaches as well as the importance of aesthetics in combination with learning experiences and wellbeing. The combination of theory and practice, of research and didactics, of teaching and learning are central themes which are articulated in projects that include an increasing involvement of *EduSpace* directors and collaborators in each other’s initiatives. Indeed, the recent seminars offered at the laboratories emphasise the interdisciplinary nature of the initiative. Overall, a common and holistic view on learning processes unifies the different approaches.

3.2 Common research and teaching projects

After the internal exchange and discussions of the *EduSpaces*, the visualisation of the network was a next step which was realised in a common presentation of the collaboration at the “Hochschullernwerkstattentagung” at the Pädagogische Hoch-

schule Steiermark in Graz in 2024. Whereas the *Lernwerkstatt* and the *ChiLiLab* have already been active in the *NeHle* network in the recent years (e.g., Stadler-Altman 2018; Hoffmann 2024), the *MultiLab* and the *EDENlab* used this chance to introduce and connect their work in the German-speaking context. This internationalisation is continued by the writing project of this article in the upcoming book publication. We seized this opportunity to accompany our networking activities with epistemic writing processes to develop ideas, design projects and concretise their implementation.

Another project that is growing with the collaboration of different Labs is the leading research program on Embodied Education led by the *MultiLab*. It consists of creating and fostering an international community interested in embodiment from different perspectives. The principal aim is to offer a physical and collaborative space to meet the need of networking, sharing knowledge and projects. In September 2024, *MultiLab* is conceiving and hosting the „1st Specialist Seminar on Embodied Education“ which gathered more than 50 scholars from all over the world. The transdisciplinary approach of this event is supported by the collaboration of the *EduSpaces*, either in the scientific committee or as active participants.

A further idea of teaching cooperation is to start sounding out the readiness to set up a possible interdisciplinary master's course under the concept of *EDEN SPACES* – Educational spaces with nature. With the words *EDEN SPACES* we want to refer to educational spaces that have been rethought with regard to our laboratories: they are areas of peace and dialogue between disciplines, where theory and teaching practise are combined to create a harmonious and positive learning atmosphere. The plants located in our labs, and more generally in the educational spaces we address, become mediating and reflective elements of our holistic vision of the educational relationship. With *EDEN SPACES*, we would like to propose a post-graduate course for all those who are convinced that educational spaces need skills that cut across several disciplines: from pedagogy to didactics, from science to economics, from design to architecture, from anthropology to psychology, literature, etc. On a study day in September 2024, colleagues of interest of the unibz came together to discuss and develop this idea.

Finally, in a structural respect, a future joint interaction between the *EduSpaces* may be possible as a cross-cluster research group that qualitatively or quantitatively records and analyses the learning experiences of students in authentic learning situations.

3.3 Common third mission events

Beyond the research and teaching projects, the collaboration with the territory in the framework of third mission is another important field of action. In the past years, various activities have already been realised, such as the following.

In 2023, the *ChiLiLab* and the *Lernwerkstatt* in cooperation with the University Library took part at the „Brixner Tage des Buches/Libris in festa Bressanone“, coordinated by the Brixen Tourism Office (Figure 2).



Fig. 2: „Brixner Tage des Buches/Libris in festa Bressanone“ in the *EduSpaces*

Whereas in the *ChiLiLab* among other activities like children's book exhibitions and teacher trainings kindergarten and primary school children have been invited to explore awarded picturebooks under the theme „Holzscheit und Filzkrone“ while reading, talking, writing and drawing, in the *Lernwerkstatt* teacher students explored ancient writing tools like the typewriter or goose feathers in order to gain historic writing experiences in the sense of „Schreiben wie anno dazumal“.

In May 2023, *MultiLab* hosted a workshop for researchers and practitioners (school deans and teachers) on Imaginative Education with international scholars Gillian Judson (Simon Fraser University) and Hans U. Fuchs (Zurich University of Applied Sciences). In dialogue with the researchers of the *EduSpaces*, they demonstrated how imagination can be nurtured basing on the education theory developed by the philosopher Kieran Egan (1997).

A future idea for joint activities of the *EduSpaces* could be common (picture)book exhibitions on current topics based on an in-depth study of research of crosscutting interests, including landscape, ecosystem, the four elements, nature, multilingualism, migration, history, art and design, peace, accessibility, participation, global citizenship or others.

Another idea would be the common participation at the science festival „Science Live. Get Curious!“ which takes place every two years as „Laboratories Live. Get Curious!“. Under a common theme, the *EduSpaces* could open their doors and offer didactic arrangements for children and adults from the region. Another public event especially for children could be the scientific festival „Le Mille e una Scienza“ (A Thousand and One Science) from the province of Bozen-Bolzano in which the unibz takes part with selected laboratories.

4 Opportunities and challenges of the multilingual and interdisciplinary network

The collaboration in the network of the various *EduSpaces* concerning research, teaching and third mission is challenged to find connections in different contexts: multilingual (German – Italian – Ladin – English), interdisciplinary (pedagogy – subject didactics – subject sciences), cross-curricular (language – literature – art – history – natural sciences – psychology – pedagogy), cross-methodological (quantitative – qualitative) and intercultural (scientific contexts of Italy – Germany). Because of their fundamental relevance selected contexts like multilingualism, interdisciplinarity and scientific cultures are described and discussed in more detail.

4.1 Multilingualism

Situated in the multilingual context of South Tyrol with the official languages German, Italian and Ladin, the Free University of Bozen-Bolzano is trilingual (German, Italian and English). In addition, in the master course „Educational sciences for primary education“, also Ladin plays a central role. The teaching staff at the Faculty of Education is therefore also multilingual. The colleagues' first languages are German, Italian, Ladin or English whereas the respective other languages are second, third, fourth, ... ones. Their acquisition is needed and supported by the university via continuous language courses. Only some of the colleagues (especially the ones speaking Ladin) grew up multilingually. Therefore, for every correspondence, meeting, discussion, text, article, etc., at first a common language must be determined. This effort is time consuming and sometimes also includes misunderstandings. However, on the whole, it is an enrichment as it opens up various ways of communication, reflection and competence in the different languages and also provides the possibility of research and publications in different language contexts.

4.2 Interdisciplinarity

The research disciplines of the *EduSpaces* are from different scientific sectors and include linguistic sciences like language and literature, natural sciences with mathematics, physics, biology and psychology, social sciences like pedagogy, history, sociology and geography or aesthetic sciences like art, music, sports, design and architecture. Each colleague is an expert in one or several of these disciplines and the collaboration can be fruitful because of the interdisciplinary exchange and the reciprocal addition of expertise. Yet, there are also obstacles to overcome. In Italy, for example, only specific journals are accepted by the Ministry of University and Research (*MUR*) as „Scientific Journals“ or „Class-A Journals“ in the various macro-areas of scientific research, which are completely separated from one another. This means that colleagues of the *EduSpaces* who belong to different disciplines

cannot publish scientific articles together (Gross et al. 2023). However, we found a solution for this problem in suggesting international journals like „Journal of Literary Education“ or „Children’s Literature in Education“ to the Italian National Agency for the Evaluation of Universities and Research Institutes (*ANVUR*), which meanwhile was accepted as a „Scientific“ or „Class-A Journal“ for the macro-area of linguistics (area 10), as well as for pedagogy (area 11). Such workarounds enable collaboration and synergies between colleagues, further spreading knowledge of their research throughout the world and developing the dialogue on these topics.

4.3 Interculturality

In the different national contexts, there are various scientific cultures. For example, there are no „subject didactics“ in the Italian university system, but rather the subject sciences on the one hand and general didactics and pedagogy on the other hand. Also, the „Hochschullernwerkstättenbewegung“ as it has emerged in the German-speaking world and found its scientific representation in the International Network of Hochschullernwerkstätten (*NeHle*) has no equivalent in the Italian-speaking context. There is however a tradition of individually specialised laboratories at universities in North Italy like Metaphor and Narrative in Science (*MANIS*) at the Department of Education of the University of Modena and Reggio Emilia which works in the field of science education in a multidisciplinary approach with the humanities or the Children’s Literature Research Centre (*CRLI*) of the University of Bologna which focuses research on imagining childhood in various forms of narratives and exploring the significance of stories in educational contexts. This publication can be seen as one first step to visualise the implementation and international cooperation of University Laboratories or „Hochschullernwerkstätten“ in Italy.

5 Reflection and outlook

The transversal projects and activities outlined in this paper force each member of the *EduSpaces* to step out of their ‚comfort zone‘ to talk and, as far as possible, work with colleagues from different disciplines. From this large collaboration, some insights are inspired in form of questions to further discussion on this topic:

- On what basis are transdisciplinarity and integration of disciplines possible?
- How can we build a bridge between transdisciplinarity and interdisciplinarity by developing a common language that unites our aims and objectives?
- Which competences are needed to foster a trans-/interdisciplinary vision into research projects and practical activities?
- How can trans-/interdisciplinary work be academically recognised?
- How do we imagine our educational future through the lens of trans-/interdisciplinarity?

With these questions, we would like to provide an impulse for the discussion about the chances and challenges of networking in and between University Laboratories in an international and multilingual context.

References

- Corni, F. & Parricchi, M. (2023). Il futuro della scuola nei passi dei futuri insegnanti. In F. Corni & M. Parricchi (Eds.), *Il futuro della scuola. Percorsi innovativi di tirocinio nella formazione iniziale degli insegnanti* (pp. 21-25). Milano: FrancoAngeli.
- Dehn, M., Merklinger, D. & Schüler, L. (2014). Narrative Acquisition in Educational Research and Didactics. In P. Hühn, J. Ch. Meister, J. Pier & W. Schmid (Eds.), *Handbook of Narratology* (2nd ed., fully revised and expanded, pp. 489-506). Berlin: De Gruyter. <https://doi.org/10.1515/9783110316469.489>
- Dozza, L. (2018). Nuovi modelli dell'apprendere/insegnare all'università. Laboratori in rete partecipati con la comunità. In S. Olivieri (Ed.), *Le emergenze educative della società contemporanea* (pp. 165-178). Lecce: Pensa MultiMedia.
- Egan, K. (1997). *The Educated Mind. How Cognitive Tools Shape Our Understanding*. Chicago: The University of Chicago Press. <https://doi.org/10.2307/1585992>
- European Commission, Directorate-General for Education, Youth, Sport and Culture, Tasiopoulou, E., Billon, N. & Finlayson, A. (2021). *Education for environmental sustainability: policies and approaches in European Union Member States: final report*. Luxembourg: Publications Office of the European Union. <https://doi.org/10.2766/391>
- Franceschini, R. (2011). Multilingualism and Multicompetence: A Conceptual View. *The Modern Language Journal*, 95(3), 344-355.
- Fuchs, H. U. & Corni, F. (2023). *Primary Physical Science Education: An Imaginative Approach to Encounters with Nature*. Berlin: Springer. <https://doi.org/10.1007/978-3-031-43953-7>
- Gallagher, S. (2005). *How the body shapes the mind*. Oxford: Oxford University Press.
- Gross, B., Karlcs, K., Hofbauer, S. & Keiner, E. (2023). Standardisierungen und Diversifizierungen in (inter)nationalen erziehungswissenschaftlichen Publikationskulturen. In S. Hofbauer, F. Schreiber, & K. Vogel, (Eds.), *Grenzziehungen und Grenzbeziehungen des Disziplinären. Verhältnisbestimmungen (in) der Erziehungswissenschaft* (pp. 82-91). Bad Heilbrunn: Klinkhardt. <https://doi.org/10.25656/01:28105>
- Hameyer, U. (2010). Transforming the school curriculum in Germany. In H. E. Law & N. Nieveen (Eds.). *Schools as curriculum agencies: Asian and European perspectives on school-based curriculum development* (pp. 217-238). Rotterdam: Sense.
- Hoffmann, J., Alber, B. & Fischnaller, G. (2023). Literaturdidaktische Miniaturen zu textlosen Bilderbüchern in Kindergärten Südtirols. In D. Weltzien, H. Wadepohl, J. Hoffmann, I. Nentwig-Gesemann & S. Nickel (Eds.), *Forschung in der Frühpädagogik XVI: Early Literacy* (pp. 147-175). Freiburg: FEL.
- Hoffmann, J., Dorigo, J. A., Leonardi, M. M. V., Mastellotto, L. & Trisciuzzi, M. T. (2024). Demokratie und Partizipation in der Begegnung mit Kinderliteratur an der Freien Universität Bozen. In V. S. Franz, J. K. Langhof, J. Simon & E.-K. Franz (Eds.), *Demokratie und Partizipation in Hochschullernwerkstätten* (pp. 75-86). Bad Heilbrunn: Klinkhardt. <https://doi.org/10.25656/01:28918>
- Hoffmann, J. & von Leon, E. (2024). Partizipationsspielräume in der KinderLiteraturWerkstatt an der Freien Universität Bozen. In V. S. Franz, J. K. Langhof, J. Simon & E.-K. Franz (Eds.), *Demokratie und Partizipation in Hochschullernwerkstätten* (pp. 273-285). Bad Heilbrunn: Klinkhardt. <https://doi.org/10.25656/01:28933>
- Jones, L. (2021). *Losing Eden. Our Fundamental Need for the Natural World and Its Ability to Heal Body and Soul*. New York City: Pantheon Books.

- Lakoff, G. & Johnson, M. (1999). *Philosophy in the flesh*. New York City: Basic Books.
- Luigini, A. (2020). Ricerca interdisciplinare e ICAR17: Una proposta per la definizione di un modello condiviso. In A. Arena, M. Arena, R. G. Brandolino, D. Colistra, G. Ginex, D. Mediatì et al. (Eds.), *Connettere: un disegno per annodare e tessere/Connecting: drawing for weaving relationships* (pp. 567-584). Milano: FrancoAngeli.
- Meyer-Hinrichs, K. (2022). Art. „vernetzen, Vernetzung (Digital Detox, entnetzen, Entnetzung)“. Version 02/2024, first 10/2022. In *Wortgeschichte digital – ZDL*. Retrieved from <https://www.zdl.org/wb/wortgeschichten/vernetzen> (last checked on 08.09.2024).
- Mirandola, G. (2024). *Vedere, guardare osservare: un Laboratorio di letteratura per l'infanzia*. Retrieved from <https://www.topipittori.it/it/topipittori/vedere-guardare-osservare-un-laboratorio-di-letteratura-1%E2%80%99infanzia> (last checked on 08.09.2024).
- Morin, E. (2001). *I sette saperi necessari all'educazione del futuro*. Milano: Raffaello Cortina.
- Peschel, M. (2016). Offenes Experimentieren – Individuelles Lernen: Aufgaben in Lernwerkstätten. In H. Hahn, I. Esslinger-Hinz, & A. Panagiotopoulou. (Hrsg.), *Paradigmen und Paradigmenwechsel in der Grundschulpädagogik* (pp. 120-131). Baltmannsweiler: Schneider Hohengehren.
- Schumacher, S., Stadler-Altman, U. & Emili, E. A. (2021). Piktogramme als Unterstützungsmedien. Studien zu Effekten von Bilderbüchern mit zusätzlichen Symbolen im Kindergarten. In B. Holub, K. Himpl-Gutermann, K. Mittlböck, M. Musilek-Hofer, A. Varelija-Gerber & N. Grünberger (Eds.), *lern.medien.werkstatt. Hochschullernwerkstätten in der Digitalität* (pp. 248-272). Bad Heilbrunn: Klinkhardt.
- Schumacher, S., Stadler-Altman, U., & Riedmann, B. (2020). Verflechtungen von pädagogischer Theorie und Praxis. EduSpace Lernwerkstatt: stationär – ambulant – digital. In U. Stadler-Altman, S. Schumacher, E. A. Emili, & E. Dalla Torre (Eds.), *Spielen – Lernen – Arbeiten. Kooperation und Kollaboration in Hochschullernwerkstätten* (pp. 184-195). Bad Heilbrunn: Klinkhardt.
- Stadler-Altman, U. (2018). EduSpaces – Räume für kooperativen Theorie-Praxis-Transfer: Pädagogische Werkstattarbeit als Ansatz pädagogischer Professionalisierung. In M. Peschel & M. Kelkel (Hrsg.), *Fachlichkeit in Lernwerkstätten: Kind und Sache in Lernwerkstätten* (pp. 227-245). Bad Heilbrunn: Klinkhardt.
- Trisciuzzi, M. T. (2023). La luna di Kiev: Pace e guerra nella letteratura per l'infanzia. *MeTis. Mondi educativi. Temi, indagini, suggestioni*, 13(1), 105-121. <https://doi.org/10.30557/MT00251>
- Waldenfels, B. (2002). *Bruchlinien der Erfahrung* (3rd ed.). Berlin: Suhrkamp.
- Weyland, B. & Watschinger, J. (Eds.) (2017). *Lernen und Raum entwickeln*. Bad Heilbrunn: Klinkhardt.
- Weyland, B. (2022). *Eden. Educare (ne)gli spazi con le piante*. Mantova: Corraini.
- Weyland, B. & Galateo, S. (2023). *Atelier Scuola. Pedagogia, architettura e design in dialogo*. Junior-Bambini Editore.
- Wildt, J. (2009). Forschendes Lernen. Lernen im „Format“ der Forschung. *Journal Hochschuldidaktik*, 20(2), 6.

Autor*innen**Hoffmann, Jeanette, Prof.ⁱⁿ Dr.ⁱⁿ**

ORCID: 0000-0003-1959-3718

Free University of Bozen-Bolzano

Arbeits- und Forschungsschwerpunkte: graphic, literary and language learning, children's literature, its didactics and socialisation, empirical reception, classroom interaction and professionalisation research in multilingual and intercultural contexts.

jeanette.hoffmann@unibz.it

Corni, Federico, Prof. Dr.

ORCID: 0000-0003-1226-1585

Free University of Bozen-Bolzano

Arbeits- und Forschungsschwerpunkte: primary physical science education, higher education in science, pre-service and in-service teacher education in physics, imaginative education, embodied education, system thinking.

federico.corni@unibz.it

Cardinaletti, Carla, Dr.ⁱⁿ

ORCID: 0009-0003-7485-7154

Free University of Bozen-Bolzano

Arbeits- und Forschungsschwerpunkte: general pedagogy, creative studies, and visual studies.

carla.cardinaletti@unibz.it

Mirandola, Giulia

ORCID: 0009-0003-4059-0420

Free University of Bozen-Bolzano

Arbeits- und Forschungsschwerpunkte: children's literature, visual literacy, ecocriticism.

giulia.mirandola@unibz.it

Schumacher, Susanne, Dr.ⁱⁿ

ORCID: 0000-0002-8943-9292

Free University of Bozen-Bolzano

Arbeits- und Forschungsschwerpunkte: media literacy, learning environments, school development.

susanne.schumacher@unibz.it

Weyland, Beate, Prof.ⁱⁿ Dr.ⁱⁿ

ORCID: 0000-0002-7940-5988

Free University of Bozen-Bolzano

Arbeits- und Forschungsschwerpunkte: school and architecture, living with plants, learning and design.

beate.veyland@unibz.it