

Call for Papers #4

Transformation, Transfer, and Cultural, Aesthetic, and Arts Education: Re-Examining Modes and Conditions of Knowledge Production

Education as a scientific endeavour — insofar as it does not confine itself to system-affirmative applied research optimizing along politically defined objectives — is concerned with societal configurations of conditions for pedagogical fields: their effects, their meaning and significance. It thus operates, fundamentally and with a long history, under the premise of what would nowadays be called “societal transformation”, to which pedagogy must be able to find its own (respective) answers. The diverse and indeed heterogeneous histories of cultural, aesthetic, and arts education (CAAE) tell of such diagnoses of past presents, and of the translations — or attempted translations — that have inscribed themselves deeply into the grammar, semantics, and pragmatics of the respective fields, which demonstrates that the entanglement of education and societal transformation long predates the present conjuncture of overlapping crises.

While in this sense, a sensitivity for societal transformation is part of the histories of education, these inherited sensitivities are becoming challenged in times of disruptive polycrises, which also put our notions of transformation themselves into question. With regard to diagnoses of “transformation”, it is crucial to recognize that such conceptual instruments are cultural forms through which societal actors – including of course academia - problematize their own present (Alkemeyer et al. 2019). What counts as “transformation” varies with the time-scales on which change is observed (Koselleck 2018), and with the categories and forms of attention brought to bear. For CAAE, this raises the question of *which understandings of transformation become operative* in research and practice, what analytical scope they possess, and which normative expectations they carry.

The phenomena now routinely named in this field — digitality, generative AI and algorithmic cultures, the climate crisis, globalization, (post-)migration, threats to democratic publics — are themselves such diagnoses, and they pose the question of what CAAE takes to be its present. They reach the field along two channels with different mechanisms. As shifts in external conditions, they reach its programs, institutions, and professional self-understandings, forcing organizational change. And as *cultural transformation* they reach the very objects of pedagogical and artistic work, regarding the medial conditions of aesthetic experience, forms of participation, and processes of subjectivation, displacing or reframing established subject matters, e.g. introducing ai-generated images that render probabilities rather similarities (Steyerl 2025), or profoundly shifting meaning of canonical objects under critical investigation (Sarr & Savoy 2018). CAAE is therefore not only a field to which transformation happens; it is one of the sites where transformation takes place, and what takes place there can itself potentially be a way of acting on it. Beyond this, and deliberately, the field can exceed its assigned mandate, and, due to its aesthetic and performative nature, it bears a potential to intervene in its social, cultural, material, and economic environments.

Of much more recent discursive origin is the concept of “transfer”, which appears with increasing prominence as a term of transmission *within* the history-laden relationship of transformation and education. “Transfer”, or “knowledge transfer”, here names the relation between educational research and the

pedagogical fields of practice (for that matter, we address neither “transfer of learning” nor transfer as “spill-over effects” claimed for arts participation). It did not become a key term of that relation through intra-educational development alone, but rather rose to prominence as a demand, articulated in third-mission policies, funding architectures, and evaluation regimes since the mid-2010s (Wissenschaftsrat 2016), and it inherited a vocabulary of knowledge production that was, from the outset, as much an instrument of science policy as a description of it (Gibbons et al. 1994; cf. Shinn 2002; Hessels & van Lente 2008). “Transfer” is thus far more than the organization, structuring, and possibly improvement of transmission processes between research and practice. With regard to matters of (perceived) societal transformation, “transfer” is the name for a dispositif of a societally institutionalized (educational-political and administrative) governance that converts academic and political diagnoses and discourses of transformation, in consequential ways, into steerable (measurable, evaluable) demands for design and implementation — addressed to educational research and practice alike.

As a demand, transfer is operationalized in instruments — work plans and deliverables, evaluation criteria, indicators of uptake — that carry a direction of their own: from research, which produces (even co-produces in participatory research), to practice, which applies. How far this direction governs the formats through which transfer is administered and evaluated is itself a question for this issue. When, due to societal and cultural transformations, the objects of the field are themselves in motion, the relation between research and practice in CAAE is an empirical question rather than a matter of pre-planned sequences. What is at stake is, rather, the circulation, translation, and reconfiguration of knowledge, practices, problems, actors, and institutions. Analytical accounts of transfer, including relational ones, operate within this constellation: a body of recent work describes transfer as a dialogical, relational, and co-productive process (Fuchs-Rechlin & Hanssen 2025; Schmiedl & Krämer 2023), while design-based and design-oriented research has developed procedures for it — iterative cycles of co-construction between research and practice (McKenney & Reeves 2019; Kerres et al. 2022). Transfer relations, even here, are not without preconditions. They are embedded in asymmetries of resources, recognition, and institutional authority that shape which forms of knowledge become visible, legitimate, and effective. Rather than assuming successful circulation, research may therefore investigate the frictions, discontinuities, and failures through which knowledge and practice become transformed, and ask for research designs and institutional arrangements that make epistemic hierarchies visible and open them to contestation — in particular including the hierarchies that the transfer imperative itself establishes (Santos et al. 2008; Schmiedl 2025). E.g., another open question in this context concerns the formats in which knowledge is expected to appear: what happens to it when it is rendered as transferable output, and how do these formats relate to the evaluation regimes that fund them?

As can be seen, transformation, transfer, and education form a nexus that is significant in field-specific ways. Although transformation and transfer have each received increasing scholarly attention, their interplay within CAAE has not yet been sufficiently examined. In particular, further work is needed on how transformation and transfer mutually shape research practices, institutional arrangements, artistic production, and educational processes. Therefore, the planned issue of our journal addresses in particular the *intersections* of, and the *mutual dependencies* between, these phenomena — transformation, transfer, and the arena(s) of CAAE. Where, for example, does CAAE itself become an actor of societal transformation? (E.g., when it begins to change environments outside its own “premises”.) How does CAAE practice come into play as an epistemic actor in its own right, (re)defining the conditions of “knowledge transfer” based on its own observations of cultural and societal transformation? How do transformations on a societal and global scale — such as shifting governance regimes, political or economic conditions — shape and alter what is understood as “knowledge transfer”, which criteria of evaluation apply, and what counts as the “success” of change processes within CAAE practice?

We welcome contributions from social and cultural sciences as well as from diverse fields of action and practice that intersect with cultural, aesthetic, and arts education. Contributions may be theoretical, empirical, methodological, artistic, or practice-reflexive. Across these forms, we particularly welcome work that engages the interplay of transformation, transfer, and CAAE — whether through conceptual elaboration or through participatory, arts-based, practice-based, design-based, and other cooperative

research approaches. Perspectives may engage with, but are not restricted to, the following constellations of transformation, transfer, and cultural, aesthetic, and arts education:

Transformation and transfer in CAAE: theoretical, methodological, and empirical perspectives

- How can the relations between transformation, transfer, and CAAE as a transforming/transformative field be modelled theoretically and investigated empirically?
- Where and for whom do transformations (change, shifts, metamorphoses ...) become *perceptible as phenomena* for organizations, practitioners, or researchers — in which situations, materials, or conflicts within specific fields of CAAE do they take on a perceptible form at all?
- What understandings of transformation emerge across different fields of cultural education in both practice and research—and whose understandings become institutionally effective?
- How would these constructions/non-constructions of transformation shape the relation of inferred/assumed/prescribed transfer necessities, or even transfer pressure, and according constructions about transfer models and transfer processes?

CAAE as transformative actor

- Where do organizations, projects, professionals, or processes of CAAE understand themselves as transformative (or as a transformative actor) with regard to their local/global environments, their respective discursive field within CAAE, or societal discourse arenas? What are conditions, effects, narrative patterns, or limits of such self-understandings?
- What role do the specifics of CAAE's mode of work - e.g. aesthetic and performative procedures, experience-based approaches – play with its transformative attitudes and impacts?
- How can infrastructures, material, medial or technological arrangements of cultural, aesthetic, and arts education be investigated as sites of transformative practice?
- Under what conditions can transfer itself be understood as a transformative practice — where does working across research, artistic and educational practice reshape actors, institutions, knowledge cultures, and aesthetic practices?

Author Timelines | Grammar and Style Guidelines | Submission Information

Three-step peer review and publishing procedure		
STEP I: Proposals	Submit proposals: October 31, 2026 Feedback to Authors: November 30, 2026	Please submit an abstract of 300 words plus a list of relevant references and a short author biography of 100 words by October 31, 2026 .
STEP II: Full Text Submissions Accepted proposals only!	Submit Full Text: February 28, 2027 Review & Final Feedback: May 15, 2027 Final Submission: June 15, 2027	Submission of full text contributions of up to 40,000 characters (including spaces and references) by February 28, 2027 .
STEP III: Publishing Process Accepted full text contributions only!	Galley Proof: July 15, 2027 Printing Approval: August 31, 2027 Est. Publication Date: Oct/Nov 2027	
For Grammar and Style Guidelines please see: https://www.waxmann.com/ijrcaae		
Please hand in your submission as a .docx-file to the following e-mail address: ucdcae-journal@fau.de		

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Dr. Tanja Klepacki Friedrich-Alexander-Universität Erlangen-Nürnberg, Germany

About the Journal

The **peer-reviewed International Journal for Research in Cultural, Aesthetic, and Arts Education (IJRCAAE)** aims to stimulate and disseminate research in arts and cultural education. Inspired by the UNESCO Goals for the Development of Arts Education (Seoul Agenda),

the journal serves as a platform for a global polylogue of researchers in cultural, aesthetic, and arts education, interconnecting its wide-spread research fields by focusing on various aspects of cultural and social transformation and the contributions of cultural, aesthetic, and arts education toward global challenges, such as sustainability and resilience, heritage and transformation, digitalization and global citizenship, diversity and inclusion.

All articles in IJRCAAE are **published in open access**, making them freely available to read and download. APCs will be covered by the UNESCO Chair in Digital Culture and Arts in Education. **Authors do not have to pay for submitting proposals or publishing accepted articles.**

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Contact:

UNESCO Chair in Digital Culture and Arts in Education
Friedrich-Alexander-Universität Erlangen-Nürnberg
Bismarckstraße 1a | 91054 Erlangen
www.ucdae.fau.de
ucdae-journal@fau.de