



Keynote EAPRIL2018

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Utrecht University (as of August 2018)

The Netherlands

Crossing Boundaries in Education & Educational Sciences

Research in the field of educational sciences has mostly focused on processes of learning and development within single domains and institutional contexts, such as a specific classroom, or workplace. Yet, students and professionals typically participate in multiple practices. What do we know about how people move between these practices? Does learning in a certain direction stop when people leave a building, or are related interests, perspectives and identities shared, supported and expanded at other places? Much depends on where and when people experience boundaries.

Based on empirical studies and two literature reviews (Akkerman & Bakker, 2011; Bronkhorst & Akkerman, 2016), Akkerman will show experiences and consequences of boundaries, and means of overcoming them. She questions why boundaries have become a more prominent and urgent phenomena, and proposes a theoretical and methodological approach to be able to address it more in educational sciences.

Biography

Sanne Akkerman is professor in the educational sciences, per August 2018 at Utrecht University. Her research interests include boundary crossing, dialogicality, identity, and interest development across contexts. In 2011, Akkerman and Bakker published a review

study on boundary objects and boundary crossing in *Review of Educational Research*, and guest-edited a special issue on learning at the boundary in *International Research of Educational Research*. More recently, she expanded the boundary-crossing framework to a multi-level conceptualization in an article with Bruining in the *Journal of the Learning Sciences*. She currently leads a five year Starting Grant from the European Research Council for which students and their personal interests are followed longitudinally across school, work and out-of-school contexts, before and after transition to postsecondary study and early career.