



Educational Science with focus on Social Pedagogy



Social pedagogy as an academic discipline engages with the theoretical, empirical, and historical study of social issues. It analyses publicly and privately organised forms of support for people in situations of disadvantage, discrimination, and limited opportunities for social participation and involvement.

Picture: Thomas Entzeroth



Catrin Heite examines various topics such as professionalism, social inequality, and childhood in the context of societal transformation processes and welfare state systems.

“The concept of recognition enables a justice-oriented foundation of professionalism in social pedagogy.”



Clarissa Schär researches in her habilitation the support pathways for children and adolescents who have experienced physical, psychological, or sexualised violence or neglect.

“Trauma-informed sensitisation is an essential prerequisite for research and teaching in the field of child protection and endangerment of child welfare.”



Franziska Schlattmeier is interested in childhood in various contexts, children’s agency and well-being, and methods of childhood research.

“Children’s actions should be recognised as a capacity for action to be seen in context and associated with different modes of expression.”



Andrea Riepl explores the role of social inequality (such as class, gender, and generational inequalities) in children’s well-being.

“Financial resources, gender norms, and generational order lead to diverse – and unequal – childhoods that shape children’s well-being.”



Luiza Vafina studies children’s views on their sibling relationships. In doing so, she asks to what extent siblings are significant for children’s well-being.

“Children rarely have a say in whether they have siblings, even though having siblings can significantly shape their daily lives.”