

Introduction: A Discussion About Concepts and Terms in the Field of Extended Education

Marianne Schuepbach

The starting point for this special section, “A Discussion About Concepts and Terms in the Field of Extended Education,” is the strongly growing field of out-of-school time and extra-curricular education for children and adolescents in learning societies today. Facing similar societal changes, the individual countries have developed extended education largely independently of one another. In English as the language of science, there are as yet no key concepts and terms that can be understood cross-culturally or for which there is a common understanding in the scientific community. Recent use of the umbrella term ‘extended education’ is an attempt to establish a culturally independent term. The research network WERA-IRN EXTENDED EDUCATION (WERA-IRN EXTENDED EDUCATION, 2018)—an international network of the World Education Research Association (WERA)—has been trying in recent years, among other things, to clarify and generate concepts and terms in English that are clear and understandable across regions and countries.

At the WERA-IRN Conference, Extended Education from an International Comparative Point of View, which took place at the University of Bamberg from November 30 to December 2, 2017 (reported in *IJREE* 1/2018; see Schuepbach & Stecher, 2018; see also special section in *IJREE* 1/2018), a self-organized symposium was conducted on concepts and terms in the field of extended education. Researchers from Sweden, Switzerland, Germany, South Korea, the United States, and Finland presented papers dealing with the question as to what belongs to the field of EXTENDED EDUCATION, what terms are used in each country’s language, and what are useful terms in English in this new field from an international point of view. All established research fields have developed commonly used terms and concepts in English; this allows the international scientific community in the social sciences to use, read, interpret, and evaluate them.

This special section is based on that conference symposium, which was organized by Marianne Schuepbach. It contains five contributions, which are described in brief as follows:

The first contribution, by Anna Klerfelt and Anna-Lena Ljusberg, is entitled “Eliciting Concepts in the Field of Extended Education – A Swedish Provoke.” In this article Klerfelt

and Ljusberg focus on the concepts used in the field of extended education from a Swedish perspective. Based on a review of concepts used in national and international research and formulated in Swedish policy documents, they discuss the concepts traditionally used in Sweden's School-Age Educare. Further, they point out that the concepts 'complement' and 'compensate' are central to the curriculum when the mission of Swedish School-Age Educare is described. Klerfelt and Ljusberg also look at content play (often called free play), which is important in Sweden. They close with the introduction of new concepts. This contribution provides a critical reflection on certain concepts used in the field of extended education in Sweden to stimulate worldwide discussion.

The second contribution, by Marianne Schuepbach, is entitled "Useful Terms in English for the Field of Extended Education and a Characterization of the Field from a Swiss Perspective." Schuepbach first clarifies current concepts and terms used in Switzerland and then focuses on possible useful terms in English in this new field from an international point of view. The third part of the paper presents an attempt to outline the field of extended education by means of basic points, taking Switzerland as an example. Schuepbach proposes this as a possible characterization tool that contains eight aspects for structuring and describing the field of extended education in different countries: the age range of the participants, the focus of the program, the form of the program, the time point of the program, the provider of the program, the location of the program, the participants, and the professional background of the staff.

The third contribution, by Ludwig Stecher, "Extended Education – Some Considerations on a Growing Research Field," is written from a German perspective. Stecher first outlines the field, examining what belongs to the field of extended education. Based on that, he then arrives at a definition of extended education as having six characteristics. These characterize the main aspects of the field. Further, he views extended education as an interdisciplinary field of research. Here he considers psychology, and especially educational psychology, but also sociology and thus both micro and macro perspectives as important. The last part of the article looks more closely at the term 'extension.' Here Stecher sees multiple forms of extension: Extended education means an extension of time, of methods, of content/outcomes, and of the professionals.

The fourth contribution, by Sang Hoon Bae, focuses on "concepts, models, and research of extended education" from a South Korean perspective. Bae first looks at terms in extended education. To conduct research about extended education, concepts and terms must first be clarified and understood. He then examines different development models of extended education that you find in different nations and regions: models driven by school reform, youth development, social need, or social reproduction. He attempts to describe the field of extended education by means of a schema with four fields. It is a conceptual framework that classifies students' learning opportunities by time (in school hours, out of school hours) and space (in school, outside school). In the last part, Bae presents a typology that categorizes extended education in each country into three types based on their major concerns and conceptions of the purpose of the programs.

Finally, from a U.S. perspective, the fifth contribution, by Gil G. Noam and Bailey B. Triggs and entitled "Expanded Learning: A Thought Piece about Terminology, Typology, and Transformation," develops a typology of a variety of afterschool programs: academic

cram schools, free play, and a hybrid approach that focuses on both academic and exploration-based, social-emotional opportunities. Noam and Triggs then discuss underlying transformations in education that will increase the importance of expanded learning. They identify several trends that “are influencing a universal movement toward a more expanded view of this important time outside the classroom” (p. 168). Noam and Triggs discuss various terms that are used in the field and clarify the distinction between extended and expanded learning.