

# DOING TRANSITIONS DOING TRANSITIONS DOING TRANSITIONS

## ‘Doing Transitions’

### The Constitution of Life-Course Transitions

German Research Foundation (DFG) Research Training Group 2105  
Goethe University of Frankfurt am Main and Eberhard Karl University of Tübingen

#### Research Programme

Spokespeople:

Prof. Dr. Andreas Walther (Goethe University of Frankfurt am Main)

Prof. Dr. Barbara Stauber (Eberhard Karl University of Tübingen)

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[www.doingtransitions.org](http://www.doingtransitions.org)

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## 1. General Information

### 1.1. Title in German and English

„Doing Transitions“: Formen der Hervorbringung von Übergängen im Lebenslauf

‘Doing Transitions’: The emergence of transitions in the life course

### 1.2. Applicant universities

Goethe University of Frankfurt am Main, Theodor-W.-Adorno-Platz 1, 60629 Frankfurt am Main

Eberhard Karl University of Tübingen, Wilhelmstraße 5, 72074 Tübingen

### 1.3. Applicant researchers

Spokesperson: Prof. Dr. Andreas Walther, Goethe University of Frankfurt am Main

Deputy spokesperson: Prof. Dr. Barbara Stauber, Eberhard Karl University of Tübingen

**Table 1: Applicant University Professors (As of 10/2019)**

<i>Prof. Dr. Sabine Andresen</i>	Goethe University of Frankfurt am Main, Faculty of Education, Institute for Social Pedagogy and Adult Education	Theodor-W.-Adorno-Platz 6 60323 Frankfurt am Main Tel. 069-798-36432 S.Andresen@em.uni-frankfurt.de	Professor of Education, Social Pedagogy and Family Research
<i>Prof. Dr. Petra Bauer</i>	University of Tübingen, Faculty of Economics and Social Sciences, Institute for Education and Social Pedagogy	Münzgasse 22-30 72070 Tübingen Tel. 07071-2976757 petra.bauer@uni-tuebingen.de	Professor of Education and Social Pedagogy
<i>Prof. Dr. Birgit Becker</i>	Goethe University of Frankfurt am Main, Faculty of Social Sciences, Institute for Sociology	Theodor-W.-Adorno-Platz 6 60323 Frankfurt am Main Tel. 069-798-36673 Bi.Becker@em.uni-frankfurt.de	Professor of Sociology and Empirical Education Research
<i>Prof. Dr. Christiane Hof</i>	Goethe University of Frankfurt am Main, Faculty of Education, Institute for Social Pedagogy and Adult Education	Theodor-W.-Adorno-Platz 6 60323 Frankfurt am Main Tel. 069-798-36392 hof@em.uni-frankfurt.de	Professor of Education, focus on adult and further education
<i>Jun. Prof. Dr. Ursula Offenberger*</i>	University of Tübingen, Faculty of Education and Social Sciences, Center for Methods	Haußerstraße 11/U6 72076 Tübingen Tel. 07071-297-7513 ursula.offenberger@uni-tuebingen.de	Junior Professor of Methods and Empirical Social Research
<i>Prof. Dr. Frank Oswald</i>	Goethe University of Frankfurt am Main, Faculty of Education, Institute for Social Pedagogy and Adult Education <sup>1</sup>	Theodor-W.-Adorno-Platz 6 60323 Frankfurt am Main Tel. 069-798-36398 oswald@em.uni-frankfurt.de	Professor of Interdisciplinary Gerontology, focus on development, education, and counseling
<i>Prof. Dr. Markus Rieger-Ladich</i>	University of Tübingen, Faculty of Economics and Social Sciences, Institute for Education, General Pedagogy	Münzgasse 22-30 72070 Tübingen Tel. 07071-297-5435 markus.rieger-ladich@uni-tuebingen.de	Professor of Education, General Pedagogy

<sup>1</sup> Additionally, member of the Faculty of Psychology.

<i>Prof. Dr. Pia Schober*</i>	University of Tübingen, Faculty of Economics and Social Sciences, Institute for Sociology	Wilhelmstraße 36 72074 Tübingen Tel. 07071 29 73462 pia.schober@uni-tuebingen.de	Professor of Sociology, focus on microsociology
<i>Prof. Dr. Sarah Speck*</i>	Goethe University of Frankfurt am Main, Faculty of Social Sciences, Institute for Sociology	Theodor-W.-Adorno-Platz 6 60629 Frankfurt am Main Tel. 069 798 36592 s.speck@em.uni-frankfurt.de	Professor of Sociology, focus on women and gender studies
<i>Prof. Dr. Barbara Stauber (Deputy Spokesperson)</i>	University of Tübingen, Faculty of Economics and Social Sciences, Institute for Education and Social Pedagogy	Münzgasse 22-30 72070 Tübingen Tel. 07071-2978316 Barbara.Stauber@uni-tuebingen.de	Professor of Education and Social Pedagogy
<i>Prof. Dr. Andreas Walther (Spokesperson)</i>	Goethe University of Frankfurt am Main, Faculty of Education, Institute for Social Pedagogy and Adult Education	Theodor-W.-Adorno-Platz 6 60323 Frankfurt am Main Tel. 069-798-36383 A.Walther@em.uni-frankfurt.de	Professor of Education, focus on social pedagogy and youth services

\*Barbara Friebertshäuser (upcoming retirement) and Bernhard Schmidt-Hertha (change of position to LMU Munich) have left the consortium. However, they will continue assumed supervisory responsibilities in the 1st and 2nd cohorts until completion. As their replacements, Prof. Pia Schober, Prof. Sarah Speck and Jun. Prof. Ursula Offenberger have joined the consortium. With regard to Jun. Prof. Offenberger, the University of Tübingen has extended her position to December 31, 2025. The newly added women professors have expressed their willingness to take on the supervision of PhD candidates in the 2nd cohort. Subject to the approval of a DFG Emmy Noether junior research group application, Dr. Anna Wanka, previously an associated postdoc in the Research Training Group, will be nominated to join the consortium (see also section 3.5).

#### 1.4. German- and English-language summaries

##### *Zusammenfassung*

Im Zentrum des Graduiertenkollegs steht die Frage, wie Übergänge im Lebenslauf hervorgebracht werden. Nachdem Übergangsforschung lange vor allem Verläufe von Übergängen und ihre Folgen für individuelle Lebensverläufe untersucht hat, lag der Fokus in der ersten Förderphase auf dem Wechselspiel diskursiver, institutioneller und individueller Modi der Gestaltung und Herstellung von Übergängen. Diese Perspektive soll nun um die Frage nach interpersonalen, zeitlichen und materialen Dimensionen der Hervorbringung von Übergängen erweitert werden. Das Forschungsprogramm besteht aus drei Schwerpunkten:

- *interpersonale Beziehungen*, vor allem im Sinne miteinander verbundener Übergänge verschiedener Personen,
- *Zeitlichkeiten* im Sinne der historischen Gewordenheit und Veränderbarkeit von Übergängen, ihrer Abläufe wie auch ihrer Verkettung über die Lebenszeit,
- *Materialitäten* im Sinne der räumlichen, körperlichen und dinglichen Konstitution von Übergängen.

Zudem interessiert auch hier das Wechselspiel zwischen diesen Dimensionen der Hervorbringung. Die Erträge einer solchen Forschungsperspektive liegen in einer erhöhten Reflexivität der Übergangsforschung in Bezug auf ...

- die Konstituierung von Übergängen, und zwar auch als Forschungsgegenstand durch die Forschung selbst,
- die Reproduktion von Ungleichheiten an Übergängen durch deren interpersonale, zeitliche und materiale, d.h. räumliche, körperliche und dingliche Strukturierung,
- die Positionierung der Kollegiat\*innen in übergangsrelevanten Disziplinen, Forschungsthemen und Berufsfeldern sowie an Schnittstellen, an denen sich Übergänge vollziehen.

Das Graduiertenkolleg richtet sich an Early Career Researchers mit exzellenten Leistungen vor allem aus der Erziehungswissenschaft, Soziologie und Psychologie. Die Qualität des Graduiertenkollegs wird durch die Komplementarität zweier für die Übergangsforschung einschlägiger universitärer Standorte, die Expertise und internationale Vernetzung der Antragsteller\*innen, ein anspruchsvolles Auswahlverfahren sowie beteiligungs- und gleichstellungsorientierte Betreuung und Qualifizierung sichergestellt.

### Summary

The research training group focuses on how life-course transitions are constituted. After a predominance of studies on the effects of life-course transitions on individual life-course trajectories, the first phase of the Research Training Group, Doing Transitions, shifted the analysis to reconstruct how transitions are shaped through interrelated discursive, institutional and individual practices. For its second phase, this perspective has been extended to include the impact of the interpersonal, temporal and material dimensions involved in the constitution of transitions. The research programme consists of three core areas:

- *interpersonal relationships*, especially in terms of the linkages between different people's transitions,
- *temporalities* in terms of historical developments, how transitions transform, their progression, and how they are linked across the lifespan,
- *materialities* in terms of the role of space, bodies and artefacts in the constitution of life-course transitions.

Additionally, the interrelation between these dimensions is of interest. Such a research perspective contributes to increasing the reflexivity of transition research regarding

- the constitution of transitions, also as research objects that are formed by research itself,
- the reproduction of social inequalities in transitions through their interpersonal, temporal and material—spatial, bodily and artefactual—structuration,
- positioning early-career researchers in disciplines, research areas and professional fields that are concerned with transitions and the interfaces in which transitions evolve.

The Research Training Group seeks to recruit excellent early-career researchers primarily from the fields of education, sociology and psychology. Its quality results from the complementarity of the two partner universities with specialised profiles in transition research, the consortium's high degree of expertise, the availability of international networks, its differentiated recruitment process as well as its training programme which is committed to ensuring underrepresented groups' participation and equal opportunities.

### 1.5. Funding period

The funding period is from 1.7.2021-31.12.2025

### 1.6. Target number of doctoral and postdoctoral researchers and research students

Funds have been received from the DFG for the following positions/funding:

- 12 flexible PhD positions (65%, 6 positions per site)
- 2 Postdoc positions à 4 years (100%, 1 position per site)
- 4 research students à 1 year (40 hours/month, 2 per site)
- 8 PhD positions for fellows with funding secured from other sources (4 per site).

## 2. Profile: Doing Transitions. Interpersonal, temporal and material dimensions in the constitution of life-course transitions

The current notion of a life course as a sequence of life phases and transitions emerged from the institutionalization of modern work societies through education systems and the welfare state as well as from a typified understanding of 'normal' life courses. In contrast to the classical analysis of initiation rituals which sees them as mechanisms of social structuring, recent transition research has primarily focused on the trajectories and effects of individual transitions. In recent decades, the research field has grown considerably, expanding to cover all ages and various transitions across the life course. However, theoretical consideration of the meaning of transitions have lagged behind this expansion. In many studies, transitions are assumed to be given and clearly identifiable 'social state changes' (Sackmann/Wingens 2001). This therefore raises questions about the extent to which these changes are an expression of institutional normalization and modern life course regimes' individualizing modes of subjectivation.

In its first funding phase, the Research Training Group, 'Doing Transitions', investigated the processes by which transitions are made and shaped. From a perspective inspired by practice theory and the concept of 'doing difference', it examined how different life-course transitions from childhood to advanced age are discursively articulated, institutionally regulated and subjectively managed (cf. Walther et al. 2020). Moreover, the individual projects also provided evidence that the constitution of life-course transitions across the life course, as well as the processes that shape them, are linked in complex ways to other dimensions of social practice and structures that have hardly been explored to date:

- That transitions are not only shaped by the different actors who go through them but also by other people ('linked lives'; Elder et al. 2003; Settersten 2018). Little is known about how transitions are produced through *interpersonal relationships* as concatenations of events from different life courses.
- *Temporality*: Along with the dominant distinction between before and after transitions, a process perspective makes the different temporal layers of transitions visible. However, it is unclear how life-historical, socio-historical and institutional time interact in the emergence of transitions (cf. Bernardi et al. 2019).
- *Materialities-spatialities, corporealities, artefacts*: An understanding of transitions as social practice underscores the (socio)spatial location and the corporeal embodiment of transitions as well as the role artefacts play in their emergence. To date, this interconnectedness has been largely overlooked (cf. Wanka 2020).

These dimensions of transition constitution will be systematically addressed in the second funding phase and Doing Transitions' contribution to the reflexivity of transition research will be further strengthened. Accordingly, the constitution of transitions in the life course, in which individuals are seen as being 'no longer ... (e.g., a child in kindergarten) but not yet ... (e.g., a school-aged child)' as well as how this relates to age boundaries and processes of preparation, parents and how they are addressed, and the involved social spaces (kindergarten, school, home, pathways) will also be considered. Such reflexivity will also require looking at how transition research constitutes its object of study. The thematisation of social processes as 'transitions' is seemingly contingent as the increasing number of transitions studied by current research show. How do transitions come about and what consequences do they have, for example, in the concrete historical-social situation whereby the change from daycare to elementary school is analysed as a transition? What does such recognition enable? What does it include/exclude? Which assumptions are set—quasi as independent variables—and which are questioned?

A perspective that questions the processes of discursive, institutional and subjective construction as well as the interpersonal, temporal and material dimensions involved in the constitution of life-course transitions can be considered *relational* (cf. Emirbayer 1997; Stauber et al. 2020). Such a perspective allows for, *first*, an understanding of transitions as social constructs. *Second*, it enables the analysis of the interrelations between the actors and factors

involved in the emergence of transitions, which, *third*, replaces dualisms (e.g., of structure and action) with interrelations. *Fourth*, it allows for clarification not only of the consequences of power and inequality structures across the life course, but also of how such structures are active in transitions, how transitions contribute to their reproduction and how various lines of difference and inequality interact in the process.

The continuation of this project is thus directly tied to the ‘Doing Transitions’ perspective developed during the first funding phase, which has proven—but has in no means exhausted—its potential for the empirical investigation and theoretical determination of transitions. The question of how transitions are discursively, institutionally, and individually shaped and produced has thus widened the lens to include further relations involved in the constitution of transitions. The original research question of how are transitions shaped and produced in discursive, institutional and individual modes has been expanded to address the following question: *How are transitions constituted by the entanglement of interpersonal, temporal and material relations?* Clarifying the role that these dimensions play in the constitution of transitions is a desideratum that became apparent in the first funding phase.

The following foci frame the research programme during the second funding phase:

- *interpersonal relations*, especially in the sense of different people’s interconnected transitions,
- *Temporalities* in the sense of the historical development and changeability of transitions, their processes as well as their linkages over a lifetime,
- *Materialities* in the sense of the spatial, physical and the material constitution of transitions.

On an *academic level*, the outcomes of the continued Doing Transitions research program aim at establishing a deeper understanding of how transitions are constituted across the life course as an element of social structuring and in its reflectiveness on the role of transition research in the constitution of transitions as research objects. Not the least, such aims will be applicable for the participating disciplines of education, sociology, and psychology. Its *social relevance* lies in uncovering how transitions are entangled with other social processes and by helping to avoid the ‘naïve’, socio-technological practices of their making. This is especially true for the institutional treatment of transitions in constellations of social disadvantage.

The research training group has an interdisciplinary orientation across two sites with complementary transition research profiles. It seeks to recruit early career researchers who are interested in pursuing a doctorate in education, psychology or sociology. In addition, two positions for postdoctoral researchers will be established. The study programme and supervision concept are characterised by flexibility and a balance between a minimum of obligatory offerings on transition research, relational theory concepts as well as methodologies and a maximum focus on the needs of early career researchers. Since transitions mark interfaces between different fields of practice and academic research, graduates can position themselves in different academic and professional fields.

### 3. Research Programme

#### 3.1. State of the art

To date, most transition research has focused on how individuals go through transitions, how these transitions are regulated and how social inequality is reproduced through attributions of success and failure. In the following, we will highlight dominant perspectives in transition research, as well as more recent advancements. These include the first ‘Doing Transitions’ cohort’s work as well as innovative approaches and research from neighboring branches of research, which are connected to Doing Transition’s expanded research program (3.2).

### *Transition research along institutional lines*

Based on the concept of status passages, the sociology of education and life-course research has developed a strong tradition since the 1980s (cf. Elder, 1985). Such life-course research primarily examines trajectory- and sequence-oriented transitions and their interrelations with typical tracks or trajectories which (re)produce social inequality as they unfold (Becker 2020). In the German-speaking world, the research project, SFB 186 'Status passages and Risks in the Life Course' based at the University of Bremen (Heinz 1991, 1992, 2000; Behrens/Voges 1996; Weymann/Heinz 1996; Heinz/Marshall 2003) and the Max-Planck Institute for Education Research (see, among others, Blossfeld 1986; Mayer 1990, 2009; Hillmert/Mayer 2004) have investigated which institutional factors generate processes of social reproduction across the life course. With Kohli (1985; 2003), the life course was defined by life phases marked by institutional distinctions and connected to a 'sequence of typical, socially defined states' [...] with certain expectations (roles)' (Scherger 2009: 532) carved out in response to the social division of labour.

Life-course oriented transition research focuses on the degree to which institutional frameworks are central factors in determining individual agency during transitions and their eventual 'success' or 'failure' ('Agency within structure'-cf. Mayer/Diewald 2007; Heinz et al. 2009). Researchers are also concerned with past decisions and the potential or limitations of competence development (cf. Buchmann 2017; Ecclestone et al. 2009; Lauterbach et al. 2016; Gutman et al. 2019; Jalovaara/Fasang 2019).

Transition research oriented toward institutionalised transitions has generated a wide range of critical knowledge across the life course (e.g., on the reproduction of social inequalities). It focussed attention on important policy issues such as raising the average retirement age (cf. Fasang 2010; Calvo et al. 2017) or family-related policy measures (Cf. Bertram/Deuflhard 2015; Bertram 2012). Schröer (2015) attests to a 'methodological institutionalism' as criteria for institutionally regulated transitions' success or failure are rarely questioned and non-institutionalised transitions (e.g., moving, menopause) remain largely overlooked.

Although many studies reproduce institutional perspectives on individual transitions, there has been little research to date on transition-related institutional logic and rationalisation. Exceptions can be found in research on transitions to work, including comparative international studies on transition regimes (Walther 2006, 2011; Pohl/Walther 2007) and on process and structures of governance (Walther et al. 2016; Kierchhoff 2018; Parreira do Amaral et al. 2020) as well as work on the rationale of processing transitions (Düker et al. 2013; Karl 2014; Lorenzen et al. 2014; Chyle et al. 2020).

### *Transitions research along subjective and biographical lines*

Although transition research focuses on individual transitions, it has long been criticised for ignoring subjective perspectives. This is where psychological and biographical approaches come in, which analyse transitions in terms of how individuals cope with transitions and their subjective experiences of them rather than institutional criteria.

Transition research in developmental psychology (Welzer 1993) examines in particular transitions or developmental processes in childhood (cf. Griebel/Niesel 2004), in advanced age (cf. Lampraki et al. 2019; Spini et al. 2016; Fisher et al. 2012; Oswald/Wanka 2020), as part of lifelong learning, or in crisis-like forms of 'transformative learning' (Taylor 1998; Mezirow 2000; Hof 2017). In order to examine transitions in adulthood, psychological (and economic) transition research often assumes rational decision-making processes in which an intentionally acting individual weighs different alternatives. (cf. Adams/Rau 2011; Wang 2013; critical: Cornelißen et al. 2017).

In biographical transition research, the subjective perspective and how individuals cope with transition is given greater consideration in the context of layered biographical experiences (Cf. Alheit/Dausien 2000; Dausien u.a. 2016; Hof 2020; Stauber et al. 2007). They examine the construction of subjective identities and how individuals cope with transitions in relation to



institutional ‘clues’ (Alheit/Hanses 2004: 23). Moreover, from a biographical perspective on transitions, the multitude of partial transitions that young people in particular have to cope with come into view: in the education system, from, for example, residential care, into studies, into citizenship and participation, into independent living or into parenthood. In such a perspective, transitions are studied as an expression of the mediation between institutionalised life and subjective-biographical action (cf. Evans/Heinz 1994; Evans 2002; Kieselbach 2001; Weil u.a. 2005; Walther u.a. 2006). Despite their social constructivist orientation, these approaches see that coping with transitions involves processes of biographical meaning making. Where the repressed or the taboo (e.g., experiences of violence) are not examined, transitions that are not made relevant by the subjects themselves tend to be left out.

#### *Continuation of previous transition research*

The state of research outlined so far reveals three central cleavages. The *first* is between approaches that analyse how individuals navigate transitions along institutionalised indicators of success and failure and approaches that focus on the subjective perceptions of and how individuals cope with transitions, for example, between process-oriented and subject-oriented transition research. This leads to a separation between the macro- and micro levels of the social. A *second* cleavage can be found in the differentiation of transition research according to life ages, as transition-relevant institutions in Western society also have strong age-segregating effects (cf. Riley et al 1994; Allmendinger 2005; Burkart 2008). Accordingly, transition research to date can itself be interpreted as a discourse that primarily ascribes social conflicts and integration problems to life phases, and therefore at times pedagogises and participates in the perpetuation of the fiction of a valid, linear normal life course with an attainable adulthood characterised by full participation in society. To date, very few publications have addressed transitions across life phases. Exceptions include *Das Handbuch Übergänge* (*The Handbook of Transitions*; Schröer et al. 2013), *Die Pädagogik der Übergänge* (*The Pedagogy of Transitions*) by Hof et al. (2014), studies of pedagogical services for young adults, for unemployed adults, or for women who are re-entering employment through employment-related transitions (cf. Chyle et al. 2020) as well as work on housing transitions (e.g., Meuth 2018; Müller/Oswald 2020). This reifies life stages rather than questions their construction. A *third* cleavage in transition research to date follows disciplinary as well as interdisciplinary methodological differences (e.g., quantitative-explanatory or qualitative-reconstructive). Such divisions tend to be reproduced by individual researcher’s own research categories as basic theoretical assumptions are less often discussed and questioned than they are in interdisciplinary contexts.

Approaches have also been developed, however, that attempt to overcome the divisions noted above and to contribute instead to a reflexive understanding of transitions through a relational perspective. In quantitative process-oriented transition research, recent research approaches aim to explore the contextuality and relationality of transitions across individuals, life domains, time and space (cf. Settersten/Thogmartin 2018; Bernardi et al. 2019; Heckhausen/Buchmann, 2019), while qualitative, subject-oriented transition research increasingly explores interactions between social relations, biography and identity, conjunctive experiential spaces (familial or generational) and/or agency (Raithelhuber 2011; Spura 2014). Early studies from a poststructuralist perspective on transitional dispositives in school transitions or the transition into retirement (cf. Truschkat 2015; Denninger et al. 2014), on multi-agential forms of processing transitions to work (Chyle et al. 2020), on different institutional frames of dying in hospitals, nursing homes, and hospices (Hanses et al. 2015) or on the construction of menopause (cf. Jack et al. 2019).

‘Doing Transitions’ is also committed to a relational transition research approach. In the following, we first outline the findings from the Research Training Group’s first funding phase before describing the desiderata that the second funding phase’s research programme takes as its focus (see 3.2).

### *Doing Transitions - Relational Modes of Making and Shaping Transitions*

The interdisciplinary Research Training Group, 'Doing Transitions', aims to develop a reflexive, relational perspective on transitions across the life course, from birth to transitions into care in later life. Accordingly, life-course transitions are understood as social realities (Hirschauer 2004), which are made and shaped by different modes. The question is not primarily about causal factors of successful or failed transitions, their sequences or their effects but instead the 'how' of their formation, including the criteria for their success or failure. In the Research Training Group's first and second cohorts, individual, institutional and discursive modes of making and shaping transitions as well as their interrelationships have been and will be investigated and related to existing transition research.

The first cohort's studies demonstrate how a 'doing' approach can help broaden perspectives on transition research:

*Heidi Hirschfeld* (2020) researched how young people who are addressed as being 'disadvantaged' interpret and use socio-educational services in the transition from school to work. Her biographical analysis makes it clear how early family experiences as well as current family relationships influence how young people use help in ways that are not always linear and thus shape transitions rather specifically.

*Julia Prescher* (2020) investigated the changing practices of *Jugendweihe* (Youth consecration) rituals. Her ethnographic study illustrates how different actors negotiate the ritual's form as well as its meaning. In such negotiations, the boundaries of childhood as well as different conceptualisations of 'youth' and 'growing' up are articulated (cf. Prescher/Walther 2018).

The first cohort's research also underscores the complex interrelations of subjective, institutional and discursive modes that make and shape transitions:

*Noreen Eberle's* (2020) dissertation focused on the decision-making processes surrounding completing high-school graduation requirements in adulthood. Her biographical analysis reveals how the effects of structural barriers in educational trajectories are subsequently processed. Such individual decision-making processes reveal themselves to be nevertheless highly socially (e.g., in an individual's family) embedded.

In her postdoctoral project, *Anna Wanka* investigated the processes of retirement using a longitudinal mixed-methods design. Initial findings point to the interrelation between representations of age(s), institutional markers (e.g., retirement), organisational practices, lifestyle changes and biographical accounts (Wanka 2019a, 2019b).

The 'Doing Transitions' perspective also brings new, less institutionally regulated transitions into view:

*Jessica Lütgens'* (2019) study analysed the biographies of young people active in left-wing politics. Her work presents specific constellations of biographical turning points, transitions into the leftist scene and relationships to other transitions across the life course (cf. Schwanenflügel et al. 2019).

*Nils Klevermann* (2020) analysed migrant organisations as collective subjects that powerfully shape transitions into 'legitimate citizenship'. As political actors such organisations acquire legitimacy and agency for their members as long as they distance themselves from certain political orientations.

In her work, *Andrea Pohling* (2020) asks how adults deal with experiences of sexual violence in childhood and adolescence and elaborates different modes of how victims of sexual violence 'speak out'. Such transitions are made possible through historical-social discourses that also tend to only address the victim.

*Tabea Freutel's* ongoing study investigates the autonomous mobility of children as a negotiation between a multitude of actors—parents, children, the media,

neighbourhoods—and various infrastructure. The comparison between parent's and their children's generations as well as between different cities (Berlin and New York) also shows the relevance of dominant safety and education discourses.

These studies, which exemplify the first cohort's research, do not *contradict* process- or subject-oriented transition research but instead further *expands* such approaches. A clear further development can be seen in the inclusion of neo-intuitionist and praxeological perspectives on institutions and organisations, which challenges the institution-based indicators that have largely been unquestioned in some transition research, for example, by analysing rites of passages as 'institutions' or looking at organisations as collective subjects. The latter are relevant in shaping transitions because they not only provide their target groups with certain specifications of how they can be recognised subjects, but they are also subjectified as organisations themselves (cf. Hasse/Krücken 2005; Walther 2020a; Alkemeyer et al. 2018; Klevermann 2020). A particular added value of the Doing Transitions research perspective thus lies in the fact that it not only looks at individuals and institutions but also the discursive modes that make and shape transitions, the study of which, with few exceptions (e.g., Kelle/Mierendorff 2013; van Dyk/Lessenich 2010), is still in its 'infancy'.

In the first-phase research projects, three dimensions proved to be particularly relevant in the constitution of transitions: *interpersonal relations*, *temporality(ies)* as well as *materiality(ies)* in the sense of the spatial, corporeal and material constitution of transitions (see, for example, Müller 2020; Prescher 2020; Reinhardt 2020). In transition research to date such perspectives have been rarely, and not at all in relation to how transitions are constituted, studied. There are, however, important connections to *childhood studies* (cf. Bollig et al. 2018; Thon et al. 2018), *age studies* (cf. Katz, 2000; Krekula, 2010; Higgs/Gilleard 2015) or recent *life-course research* (cf. Settersten/Thogmartin 2018; Bernardi et al. 2019; Pickard 2019).

In terms of the effects of interpersonal linkages in transitions, such research is connected to life-course research through the concept of 'linked lives' (Elder et al. 2003), such as that on the importance of partnership for employment trajectories, the division of paid and unpaid work across the life course (Visser/Fasang 2018) or the transition into retirement (Kridahl/Kolk 2018). Quantitative datasets such as those from the 'Panel Analysis of Intimate Relationships and Family Dynamics' (PAIRFAM) offer the potential to examine interpersonal relations during transitions across different life phases (Huinink et al. 2011; Schmidt et al. 2017). Studies further show that individually attributed decisions owe much to interpersonal interactions (cf. Miethe et al. 2014; Cuconato/Walther 2015; Müller 2020).

*Temporal aspects* have been studied in biographical research in terms of the stratification of experiences that are constitutive in the genesis of biographies (cf. Dausien et al. 2016; Hof 2020), and, in life-course research, as sequences of events (cf. Mayer 2009; Becker 2020). The normative-historical framing of transitions is, accordingly, also of interest. The concept of 'chrononormativity' (Freeman 2010; cf. Riach et al. 2014; Leonard et al. 2018; Bernardi et al. 2019; Springgay/Truman 2019; Wanka 2019b), with its origins in Queer Studies, offers an entry point for the analysis of normative times for transitions.

*Material relations*, despite the material (as well as the spatial and body turn) in the social sciences, cultural studies, and humanities (Barad 2003; Döring/Thielmann 2009; Latour 2005), have hardly been considered in transition research. Exceptions can be found in studies of childhood and ageing, which examine the role of everyday objects (Lee 2008), media artifacts (Nohl 2013; Tervooren 2012; Twigg 2015; Depner 2017), corporeal (Pfaller 2016) or spatial changes and their effects on well-being in advanced age (Chaudhury/Oswald 2019) and in teaching and learning research (Alkemeyer 2006; Asbrand et al. 2013). Studies on work transitions, however, have hardly examined such questions (with the exception of, for example, Chyle et al. 2020).

These perspectives have, however, been largely overlooked in research on the constitution of transitions across the life course and will therefore be taken into account in the second funding phase.

### 3.2. Research programme

In recent years, transition research has become considerably more differentiated. The first funding phase of 'Doing Transitions' has contributed to this in its elaboration of both *that* and *how* transitions across the life course are discursively, institutionally and individually shaped. Through its research projects, it also became clear that these processes have fundamental constitutive dimensions and include other aspects, without which how transitions are constituted across the life course cannot be adequately explained (see also the fellows' contributions to the 2020 International Conference at [www.doingtransitions.org/dtveranstaltungen](http://www.doingtransitions.org/dtveranstaltungen)). In particular:

- *Interpersonal relations*, especially in the sense of different individuals' interconnected transitions;
- *Temporalities*, especially in the sense of the historical development and the changeability of transitions, their processes as well as their concatenation across a lifetime;
- *Materialities*, especially in the sense of the spatial, physical and material constitution of transitions.

The relevance of these dimensions is evident in view of the subject matter, as transitions are very much thought of in terms of a temporal, spatial and social metaphor of 'from...to...'. To date, however, such dimensions have been too rarely considered in terms of their significance for the realisation of transitions. Space, time and social relations are nonetheless considered central dimensions of the social and can be connected to various concepts of social theory (e.g., Mead 1934; Schütz/Luckmann 1979; Giddens 1988; Bourdieu 1997; Reckwitz 2003). Fundamental questions such as the (re)production of social inequality or the effectiveness of powerful transition orders can be better understood when these dimensions are considered. We explain their fundamental relevance for Doing of Transitions in the following (for their operationalisation see 3.3.).

#### *Interpersonal relations and transitions across the life course*

Life courses are interlinked and transitions can therefore only be understood as a product of joint or interrelated social action (Settersten 2018). The perspective adopted here therefore breaks away from a focus on individual transitions and shifts attention to intersubjective and collective constellations of transitions. 'Lives are lived interdependently and socio-historical influences are expressed through this network of shared relationships' (Elder et al. 2003: 13). According to the concept of 'linked lives', 'one could even argue that there is no such thing as an "individual" life course' (Settersten/Thogmartin 2018: 361).

In terms of practice theory, transitions also occur as bundles of practices that involve several different actors (Wanka 2020; cf. Reckwitz 2003) or as complex interactions in social worlds (Wildhagen/Detka 2018; cf. Glaser/Strauss 1971; Heinz 1992; Behrens/Rabe-Kleberg 2000; Wiezorek/Zifonun 2018). Constitutive relations in the formation of transitions are therefore often embedded in generational relationships and interactions between different ages. Settersten and Thogmartin (2018) distinguish transitions as changes in relationship status with other people (e.g., parenthood or separation), as a consequence or cause of such a change (e.g., the end or beginning of relationships through changes in employment or changes in political orientation), dependent upon other people (e.g., promotions at work) or triggered by other people's transitions ('linked transitions' like grandparenthood or family relocation). Accordingly, relationships ought to be differentiated—according to their type and intensity, the degree of their normalisation and institutionalisation, their dependencies or asymmetries, the life sphere they affect as well as their basic constellation: relationships between individuals, between social groups, and affiliations to major social categories as well as according to family, peer, or collegial relationships. Interpersonal relations are themselves embedded in socio-historical, cultural and regional contexts and are thus involved in different ways in the emergence of transitions. The interpersonal perspective makes it clear that transitions cannot be reduced to a change in an individual's life course but must instead be analysed in terms of their interdependence with other people's life courses and transitions (cf. Settersten 2018).

### *The temporality of transitions: Life time, historical time and institutional time*

Although life-course transitions generally reflect the temporality of socialisation, such temporality has hardly been analysed in relation to the constitution of transitions in terms of how they are formed and come into being. This is even more the case for different 'layers of time' (Berger/Luckmann 1966; Koselleck 2001) and their interrelations with life, historical and institutional time. In praxis theory, temporality is emphasised as the ambivalence of time-bounded routinised practices and future uncertainty (Reckwitz 2003: 295; cf. Giddens 1988). A perspective that considers the temporal relations of transitions makes it possible to examine the simultaneities and overlapping of transitions, for example, illness and transitions into unemployment and/or poverty. Temporal interdependencies (Bernardi et al. 2019) are reflected in the linear or lateral concatenation of transitions across the life course, in biographical stratifications of experience, processes of acceleration (Rosa 2005) and deceleration and their respective normativities.

*Life time: Biographical analysis* enables qualitative social research to question how transitions are framed as layered experiences (Dausien et al. 2016; Hof 2020) in the biographical reconstruction of certain life events. From the perspective of quantitative life course research, on the other hand, individual life time can be analysed as sequences of life events and the concatenation of transitions can be compared in terms of the acquisition or loss of status and resources over a lifetime and according to institutional markers (Mayer 2009; Becker 2020). Increasingly, subjective as well as relative and objective concepts of time are entangled, which opens up the potential for mixed-methods research (Bernardi et al. 2019; Schmidt-Hertha 2020).

*Historical time:* Historical framings and temporal-historical contextualisation make the variability, contingency and transformability as well as the social meaning of transitions visible. Kohli (1985) points to the connection between individualisation, the institutionalisation of the welfare state and the chronologisation and standardisation of the life course (see also Aisenbrey/Fasang 2017). Comparative studies in the history of ideas, social and cultural history examine why certain actors considered certain transitions to be significant at certain times while they neglected or saw others as taboo or overlooked how it was that they were constituted in the first place. In this respect, such approaches are very close to discourse-theoretical approaches and therefore have a strong time-diagnostic potential (Cf. Andresen 2020a).

*Institutional sequences and procedures:* The basic processuality of transitions understood as changes in social status from one life age to another has been comparatively persistent due to their ritualization or institutionalization. Riach et al. (2014) emphasize the chrononormative subtexts of such standardisation in terms of the 'normative' times for transitions, which are presented as markers of transitions' procedural sequences (Glaser/Strauss 1971). The temporality of sequences and procedures in the life course are all the more relevant given the increasingly temporal fragmentation of different (partial) transitions (Settersten/Thogmartin 2018). This makes it clear that the supposedly unidimensional timeline of 'before' and 'after' is linked to other layers of time in which time-related normalities and normativities as well as notions of success or failure are embedded, which are in turn subject to historical change.

### *Materialities: The spatiality, corporeality and the thingness of transitions*

That with the human body and artifacts 'two "material" instances [...] enables the existence of a practice' (Reckwitz 2003: 290) also holds true for the constitution of transitions. If transitions are understood as social constructs, the analysis of their production must not only include human actors but also non-human actants (cf. Barad 2003; Latour 2005; Döring/Thielmann 2009). Materialities are then no longer to be seen as static entities with clear boundaries but are instead understood as being in relation to other materialities (spaces, bodies, artifacts) and discourses (Irni 2010).

*Artefacts:* In practice theory, material objects are understood as a set of 'accumulated history' which people encounter as 'objectified entities' (Kalthoff et al. 2015: 23). These are 'the bearers

of the social norms embedded within them' (Schmidt 2012: 63) and can be constitutive for transitions as 'actants' (Latour 2001: 15), e.g., clothing norms for rites of passage or different life phases or the software programmes and forms through which transitions are institutionalised (Chyle et al. 2020).

*Corporeality:* To the degree that bodily changes are a constitutive component of ageing, ageing-related transitions may conflict with body-related norms. The concept, 'embodiment' (Merleau-Ponty, 1962), according to which people do not 'have' a body but 'are' a body (cf. Plessner 1928; Villa 2000; Schröter 2012; Gilleard/Higgs 2013), opens up one possible perspective on the corporeality of transitions: practices are bodily performed and simultaneously experienced. Through experiences which are then themselves inscribed in the body, knowledge is incorporated and identities are constituted; the intentional modification of bodies (e.g., through fitness training, cosmetic surgery) also mark transitions.

*Spatiality:* Transitions are also spatially produced-through changes of place (e.g., from kindergarten to school, moving to another town/neighbourhood, changing schools), status changes in social space (ascents and descents; cf. Bourdieu 2018), period-specific spaces (e.g., discos or tea dances), and, last but not least, spaces that are specifically designed for transitions (e.g., preparatory classes for immigrant children and adolescents; Reinhardt 2020). While ecopsychological approaches analyse exchange-based relationships between people and spaces (e.g., Bronfenbrenner, 1979, 1999; Oswald/Wahl, 2019), recent work in the sociology of space conceives of space relationally and processually (cf. Löw 2001; Kessl/Reutlinger 2010): Space first emerges from practices of order. As absolutist understandings of the concept of space sometimes still prevail (Stošić 2012) in transition research, the field could certainly benefit from adopting a more fluid understanding.

In the entanglement of spaces, bodies and objects, the material dimension of how transitions are constituted gains further complexity, for instance, in education (Alkemeyer et al. 2015). If the practice of habitation is characterised by 'fused processes' between space, body and objects (Rubinstein 1989, 1998), such processes are separated when an individual moves.

#### *Benefits of a relational perspective for research on transitions*

The ongoing 'Doing Transitions' research has shown that and how empirical findings and theoretical insights can be further thought of in terms of the three dimensions highlighted here: interpersonality, temporality and materialities. The specific focus on the interdependencies mentioned above characterizes a *relational perspective*. Only such a perspective allows us to do justice to life-course transitions in all their complexity. In terms of how social reality is constituted, it is significant insofar as it compels researchers to answer the question of how transitions emerge as an object of research.

We draw on Raithelhuber (2011: 225) who proposes a *relational perspective* as the 'lens and calibration' for a transition research that recognises the 'sociality of objects' and includes 'all entities and concepts that commonly play a role in the study of the life course—such as institutions, social structures, etc.' The first cohort's analysis of discursive, institutional and individual modes of shaping and making transitions has accordingly already shown that these dimensions are not isolated phenomena but are only produced through interrelationships with other phenomena and situations, processes and structures. Modes that shape and make transitions must also, however, be understood relationally.

A relational approach thereby allows for an analysis of transitions that looks at their interdependence with social structures, processes and actors (and actants) in which status and changes in status first emerge as such. Accordingly, such a perspective goes beyond the question of their discursive, institutional and individual shaping and making. It focuses instead on the social processes that are embedded in transitions: both in terms of transformations in individual life courses as well as the continually new shapes for and the constitution of (new and old) transitions.

The potential of the Doing Transitions research programme for the analysis of the constitution of transitions and related theoretical dimensions, which was clearly visible in the first funding phase, has yet to be exhausted, especially when its relational research perspective is further developed and conceptualised in terms of how transitions are socially constituted. The question posed in the initial application of *how transitions are shaped and made in discursive, institutional and individual modes*, has been expanded to address: ‘How are transitions constituted by their fundamental embeddedness in social, temporal, and material relations?’ This shift is both a consequence of insights gained and the questions raised during the first research phase as well as further theoretical explorations of ‘Doing Transitions’ (Stauber et al. 2020).

The relational school of thought connects to the *practice-theoretical approach* insofar as transitions in practice never take place individually, but always occur between people, involves artefacts and is embodied and situated. They are characterised by contingency and a ‘relative reproducibility and repetitiveness across temporal and spatial boundaries’ (Reckwitz 2003: 289). In a relational sense, moreover, significant transitional differentiations can be analysed: boundary markings, unequal affiliations and inclusions and exclusions are reflected in the isolation of individual transitions, in the dominance of temporalities of a ‘before/after’, in segmented social spaces, and in the unequal availabilities of bodies and material resources. Thus, the *Doing Difference* approach (Hirschauer 2014; West/Fenstermaker 1995) can also be pursued in a relational perspective on the constitution of transitions.

In the social sciences, a relational perspective is not new per se, although explicit references to relationality have increased in recent years. Dépelteau emphasizes that relationality is not a homogenous theory or research perspective but is instead an understanding of an interest in the fact that ‘whatever happens comes from social relations between interactants. The world is relational and processual’ (Dépelteau 2018b: 4). In his *Manifesto for a Relational Sociology*, Emirbayer (1997: 281) critiques the essence of relational thinking in ‘that it is entities that come first and relations among them only subsequently’ instead of grasping social reality ‘in dynamic, continuous and processual terms’ (cf. Seyfert 2019).

This ‘relational turn’ (Depelteau 2018a: v) bundles different research currents and family of theories (vgl. Emirbayer 1997). First, it includes *network research*, which analyses ‘multilayered, fluid relational structures’ that ‘are based on attributions of meaning and generate meanings themselves’ in which ‘identities emerge from efforts to maintain and position (control) fundamentally only in relations’ (Fuhse/Mützel 2010: 15; cf. White 1992). Second, it involves *interdependence-oriented approaches* such as symbolic interactionism, pragmatism, and practice theory (Reckwitz 2003; Alkemeyer 2017) or Elias’ sociology of figuration: ‘The question [...] of what actually binds people together in figurations [...] cannot be answered if one first considers all individual people alone’ (Elias 1970: 176). Third, a relational perspective also draws on approaches based on *power, inequality, and differentiation* theories (Foucault 1982; Bourdieu 1982; Butler 2001, 2010; Hirschauer 2017). In this context, power is not localised outside of actants but is understood as a process that produces actors in the first place, i.e., unequal processes, but are also produced by them (cf. Selg 2018).

Dépelteau (2013) distinguishes three streams of relational thinking: a ‘deterministic relational sociology’, in which social structures shape individual action, a ‘co-deterministic relational sociology’, in which individuals have agency in existing relational structures, and a ‘deep relational ontology, which rethinks notions of interaction in the direction of transactions’ (Dewey/Bentley 1949). Doing Transitions is particularly compatible with the interdependence-oriented as well as theoretical approaches to power, inequality and differentiation and locates itself between a co-deterministic and a ‘deep’ substantialism-critical relational perspective.

A relational approach to transition research offers fundamental *benefits* for further theoretical development. This makes the constitutional conditions of transitions the object of empirical analysis and widens the lens to include:

- *Transformation of transitions*: the distinction between ‘new’ versus ‘old’ transitions in the original institutional proposal (cf. Sackreuther et al. 2017; Silkenbeumer et al. 2020;

- Stein et al. 2019) obscures the fact that even seemingly established transitions are reconsidered, reproduced and modified in the process.
- *The complexity of transitions*: The analysis of educational, occupational or other life choices are often individually attributed, which obscures the complexity of transitions. By contrast, we direct attention to interpersonal and nonlinear processes (see Becker 2020; Hof 2020; Oswald/Wanka 2020).
  - *Overcoming the dualism of structure and agency*: Individual agency is not conceived independently of social practice, subjectivity is not conceived independent of processes of subjectification (Ricken et al. 2019), and identity is not conceived independently of discursive frames (cf. Scherr 2013; Burkitt 2018; Grundmann et al. 2019).
  - *Relativizing individual decision-making power and responsibility*: Power- and subjectification-oriented perspectives allow for the empirical analyses of selection and differentiation and inclusion and exclusion during transitions. They show that transitions represent processes of subjectification brought about through discursive frames that contribute to how people are addressed during the process (see, e.g., Pohling 2020). The analysis of interpersonal, temporal and material relations takes up transitions' complex genealogies in which subjection and empowerment overlap (Rieger-Ladich 2020) and also shift and transform.
  - *Formation of difference and reproduction of inequalities through transitions*: The intersectional 'Doing Transitions' (cf. Hark/Villa 2017) research perspective, which is based on the 'Doing Difference' approach, allows for an analysis of the reproduction of inequalities in the interplay of discursive, institutional and individual modes of shaping transitions according to status relevant and life-age related positions ('Doing difference by doing transitions', Stauber 2020; cf. Hirschauer 2014, 2017). Because transitions are themselves processes of differentiation, spatial, temporal and interpersonal relations contribute to intersectional analysis; they shed light on how social inequalities transform or stabilise how transitions are constituted.
  - *Time diagnostics*: By systematically incorporating historical and discourse analytical perspectives, the constitution of transitions can be better situated socially and located in concrete research or disciplinary constellation. A relational perspective incorporates processes such as welfare state activation or educational policy optimisation (cf. Lessenich 2013; Bellmann et al. 2020; Walther 2020b).

All of this serves to foster *reflexivity in transition research*: adopting a relational perspective entails critical self-questioning of how transition research is involved in the constitution of its object. Looking at how transitions are shaped but also at their interpersonal, temporal and material relations calls for questioning the individualisation of transitions associated with institutional regulation, contextualising their production, and epistemologically and methodologically reflecting on how the object of research is defined (cf. Walther et al. 2020).

This is also fruitful for the *disciplines* involved. In *education*, the *pedagogical* aspects of the shaping and making of transitions can be revealed by new analyses of materialities, temporalities, and interpersonal relationalities of upbringing, learning and education. In *sociology*, Doing Transitions offers the possibility to connect life course research with concepts and perspectives of relationality (Dépelteau 2018a, b), differentiation (Hirschauer 2014, 2017) and New Materialism (Fox/Alldred 2017; Kissmann et al. 2019). For *psychology*, questions emerge regarding the integration of developmental psychology and transition theory as well as environmental psychology and spatial/materiality theory (Oswald/Wanka 2020).

The *socio-political relevance* of relational transition research lies in the considerable reflexivity that comes from thinking about the political-practical shaping of transitions:

- The *social pressure* to share and regulate transitions has increased enormously. This is particularly true in early childhood, in the education system, in the context of flight and migration or in advanced age. Transitions into and out of work remain highly virulent in socio-political terms, albeit less with a view of unemployment than to



precariousness and ascriptions of deficiencies in education and employability. The political and pedagogical need to address increasingly more social processes as transitions seems to be a well-mediated and praxis-reinforced pattern of interpretation. Complex questions of belonging and integration are thus individualised and translated into questions of individual competencies, the need for and the access to help, in criteria and factors of success and failure and questions of responsibility and funding. Such reductions and de-contextualisations are typical of social governance mechanisms. In the course of activating political governance, they coincide with an individual attribution and responsabilisation (cf. Lessenich 2013).

- The need for an *increased institutional reflexivity regarding the implications and consequences of regulating transitions*: A relational perspective contributes to how the increased social complexity of transitions and growing social insecurities are addressed in the context of life course transitions. ‘Doing Transitions’ allows us to question one-dimensional institutional, discursive or individual rationalities and to recognise that the omission of interpersonal linkages, spatial situatedness, aspects of embodiment, the role of artifacts as well as the temporal structures often leads to overlooking the side effects of transitions in the reproduction of inequality, which are also embedded in modes of regulation that aim at reducing social inequality. Integrating a greater institutional reflexivity can help to formulate integrated policy for the regulation and pedagogical configuration of transitions (vgl. Pohl/Walther 2013).
- The social relevance of the transition perspective is also evident at the level of *socio-legal structures*: in the concept of transitional justice (Mihir et al. 2018), transitions are understood as processes of social making and shaping of justice and democratisation in their relationship to recognition and bearing witness in individual life courses. In recent years, this perspective has been particularly thematised in the processing of sexual abuse (cf. Andresen 2020b), but is also relevant for other forms of social conflict management.

### 3.3. Methodology and research foci

The realisation of the research program goals in the sense of a relational perspective that explicitly focuses on the constitution of transitions as phenomena and objects along the dimensions of interpersonality, temporality and materiality is a challenging undertaking. On the one hand, it requires a foundational methodological concept that links methodological diversity with multi-perspectivity, which helps to relate heterogenous research finding to one another (Schmidt-Hertha 2020). On the other hand, it requires a research programme that allows for a division of labour (see Figure 1 below).

#### *Methodology*

The second phase’s research goal to analyse the constitution of transitions across the life course in terms of their material, temporal and interpersonal relations requires specific methodological approaches:

- In particular, *the spatial, corporeal and materiality* of transitions can be studied through ethnographic analyses of embodied and situated practices including artefacts. These dimensions can also be studied by comparing different transitions in terms of spatiality, corporeality as well as artifacts.
- The *temporality* of transitions can be best analysed with reference to their historical development primarily through comparative analyses (such as document discourse analyses), in terms of the concatenation of transitions across the life course through panel data, qualitative and quantitative longitudinal studies (such as sequence-analytical evaluations of NEPS data), but also through biographical reconstructions while also paying attention to sequences of how practices are shaped through ethnographic observation.

- The *interpersonality* of transitions can be investigated through group-based case studies, group discussions, or qualitative and quantitative network analyses (especially through the use of relational panel data sets such as Pairfam, CILS4EU).

A reflexive transition research, which aims to overcome methodological individualism as well as institutionalism and the reification and normativities they contain (e.g., in relation to success/failure), brings interrelations into view: between the shaping and/or making and trajectories of transitions, between discourses, subjective attributions of meaning, resignifications and field constitution (Jergus 2014), between habitus and field transformations (Nohl 2017; von Rosenberg 2011), between subjects and chains of action (Strauss 1993). Such interrelations are not conceived of as given entities but as interdependent processes. Thus, it becomes possible to analyse how they are invoked, reproduced, and modified. In so doing, it is always necessary to reflect on how transitions emerge in research as an object.

At the same time, empirical approaches are generally narrowed to a specific aspect or particular actors and often assume fixed dynamic-processual phenomena. The operationalisation of research—not only in but especially by indicator-based research—require justified presuppositions, which turns phenomena into social facts (e.g., into ‘independent’ variables), and tend to reify constructions. Such limitations are sometimes unavoidable but are also partly responsible for reducing complexity so that the reciprocal construction of social phenomena and research objects is neglected. In the institutional proposal, such a reduction in complexity can be seen in the notion that different ‘levels’ shape and make transitions. However, this analytical separation into ‘levels’ risks reifying and essentialising processes of shaping and making, which was increasingly consciously and critically reflected in the first research phase (cf. Stauber et al. 2020: 287) while the need to consider alternating processes between modes of shaping and making was more strongly emphasised.

The adoption of a relational perspective does not deny the knowledge that relationality tends to be inconclusive and the associated danger of its potential to overtake research. The focus on the dimensions of interpersonality, time and materiality thereby account for such challenges. A relational approach nevertheless has its limits. Accordingly, neither the focus on the modes of shaping nor the dimensions of constitution replace process-related transition research; instead, it seeks to complement it.

Appropriate methodological designs that were proven successful in the first cohort are:

- *Mixed methods*: the combination of problem-centered interviews with surveys in longitudinal designs, of secondary evaluation of time-use surveys, photo diaries, episodic interviews and/or discourse critical perspectives have been proven fruitful. The combination of methodological approaches allows for the questioning and relativizing of the respective necessary ‘truncated’ operationalisations from a different perspective (cf. Schmidt-Hertha 2020).
- *Situational analyses* have been successful in ethnographic research as a means to extend grounded theory in the sense of a multi-perspective that relates social phenomena. In so doing, the diversity of actors involved can become apparent as well as the discursive practices at work in the constitution of transitions (Clarke 2012; Clarke et al. 2018; Offenberger 2019).
- *Discourse-critical biographical analysis*: The inclusion of elements of discourse analysis in biographical analyses (cf. Rose 2012; Thon 2016; Spies/Tuider 2017) has proven to be helpful in questioning seemingly self-evidence perspectives and categories.

The second research phase will draw upon these experiences; this will require not only reflecting upon the merits of a particular methodological approach but also on its omissions and gaps. It is precisely this systematic reflection on the limitations of a particular methodological approach that helps to reveal constitutional processes. Other possibilities for questioning the limitations of the chosen approach include network analyses or case studies that collect and analyse the perspectives of all actors involved in a transition. In the second funding phase, projects will give further consideration to the different relations involved in the

constitution of transitions than in the first research phase. For this purpose, for example, mapping methods (Clarke 2012; Offenberger 2019) could be used to locate one’s research in a field of possible approaches and to relate heterogenous research findings to each (see also Case Study Analysis, Ragin 1987, or qualitative multilevel analysis, Helsper et al. 2010). As such, it is important to ensure relationality not only within the individual research projects but also between them.

*Research foci*

In accordance with the further development of the Doing Transitions approach, the second-phase research is presupposed on a basic understanding of transitions’ processuality as realities in which the discursive, institutional and individually ascribed modes that shape them are interrelated. Here, the discursive, institutional and individual modes that shape transitions are supplemented by material, temporal and interpersonal dimensions involved in the constitution of transitions. Analogous to the first funding phase, PhD fellows will focus on one aspect at a time in order to minimise the risk of overtaxing their research projects. The research question will be narrowed and the relations to be investigated will be discussed and thematised at the beginning of the work in order to render the complexity of social phenomena and the researcher’s own contribution to the constitution of their research objects (see 4.1). In this way, the fellows can identify a feasibly limited research question and a realistic research plan while keeping in mind its contextual references. Taken together with the first research phase, the research programme’s overarching theme comprises the constitution of transitions across the life course in multiple ways, to which different research questions and designs make their own specific contributions but are also theoretically integrated on a meta-level.

**Figure 1: Ideal structure of the research programme**

<i>Life-course transitions</i>	<i>Dimensions in the constitution of transitions</i>	<i>Outcomes</i>
Childhood	<p><b>Interpersonal Dimensions</b></p> <ul style="list-style-type: none"> <li>• Linked lives/linked transitions</li> <li>• Intergenerationality</li> <li>• Changes in relationships</li> <li>• Processing of transitions through relationships</li> </ul>	<p><i>Theoretical reflexivity regarding the transformation and the complexity of transitions, overcoming the dualism of structure and agency, relativization of individual decision-making power, difference and inequality, time diagnostic subject-constitution</i></p>
Youth	<p><b>Temporal Dimensions</b></p> <ul style="list-style-type: none"> <li>• Lifetime: life courses, biographies</li> <li>• History: Generational situation, time diagnostics</li> <li>• Sequences, processes: norms, normalities,</li> </ul>	
Young adult	<p><b>Material Dimensions</b></p> <ul style="list-style-type: none"> <li>• Objects, Artifacts</li> <li>• Corporeality: bodily changes, embodiments</li> <li>• Spatiality: Situatedness, change of location, transitional spaces</li> </ul>	<p><i>Institutional reflexivity regarding (associated) consequences, implications of the regulation of transitions</i></p>
Middle-age	<p>Discursive, institutional and individual</p>	
Old age		

Figure 1 shows the interplay between the continuity between the previous perspective and the innovations of the new research foci. The application requested a total of 12 doctoral positions to cover the research foci across life ages through different approaches. Furthermore, it requested funding for 2 postdoctoral researchers, who are to gain overarching theoretical-analytical insights into the overarching theme (cf. 3.4 as well as work and results report: 6, 24f.). Their contribution to the integration of the research findings and theory building is

indispensable for ensuring results in the second funding phase. It is the entire research group's joint responsibility to actively integrate empirical findings and theoretical insights in cross-project evaluation sessions and to ensure that fruitful research findings are secured.

### Research Focus 1: Interpersonal relations in the constitution of transitions

Exemplary dissertations could focus on:

#### *The constitution of transitions in the course of a family move*

Findings from family and education research point to relocation-related interruptions in, for example, women's employment trajectories or children's educational trajectories (cf. Schneider/Meil 2010; Altinyelken et al. 2016), although relocation has yet to be identified as a risk factor to date. Based on findings on the interactive aspects of moving into communal living (Müller 2020), the question arises as to how and which transitions emerge in the course of a family move.

One *research question* would be how family members' parallel transitions (housing, school, work, leisure, friendships), which are institutionally recognised and addressed as individual transitions, become entangled as they unfold.

In qualitative case studies (comparisons of max. 3 families or a single case study), the whole process—half a year before to half a year after a move—could be analysed and the individual family members as well as the family as a whole could be interviewed via problem-centered individual interviews and group discussions. Access to such families can be established through large companies with branches in different cities, through schools or family-related service providers. Alternatively, such a question could be addressed by means of a sequence analysis of NEPS data. *Possible supervisors include:* Andresen, Hof, Offenberger, Speck.

#### *The constitution of transitions in grandparenthood*

Family transitions rarely occur without the involvement of other individuals and generational relations. Although transitions into marriage or parenthood are relatively well researched, few studies have focused on the transition into grandparenthood. Such transitions are nonetheless gaining sociopolitical importance in the wake of increased women's employment and persistent problems with achieving a work-family balance.

A potential *research question* in this light would be to look at how such transitions emerge relationally. Under what conditions is the transition into grandparenthood made relevant and by whom? What subjective meaning is attached to it? What role expectations and gender scripts are ascribed to the transition and how are they fulfilled (e.g., in terms of caregiving tasks)? How does the parent-child relationship change under the new generational constellation?

A *mixed-methods* design could combine secondary data analysis of panel data on middle- and advanced-aged adults (e.g., Survey of Health, Ageing and Retirement in Europe (SHARE), German Ageing Survey (DEAS), Pairfam) and qualitative interviews with grandparents of young children. *Possible supervisors include:* Andresen, Becker, Hof, Oswald, Schober, Speck.

### Research Focus 2: Temporal relations in the constitution of transitions

Temporal relations can be operationalised in a differentiated way according to life-time, historical and process-related temporalities, whereby it can be assumed that the emergence of transitions involves different dimensions of temporality as well as the interrelations between them.

*Life-time aspects* involved in the constitution of transitions that can be investigated can include, for example:

- Transition chains in terms of path dependencies across the life course,
- Stratifications of experience in relation to transitions in biographical construction,
- Accelerations and decelerations in individual biographies and life courses,
- References to (chrono)normativity in observed life courses as well as in biographically reconstructed transition processes.

*Historical relations* concerns questions about

- The historical development of transitions between continuity and change,
- The historical disappearance or (re)appearance of transitions,
- References to how transitions are currently shaped in terms of contemporary historical processes,
- The role that generational and intergenerational factors play in the constitution of transitions.

*Temporal sequences and processes* are at the fore in the analysis of

- Transitions that arise from a normative or 'normal' life phase sequences,
- Negotiations of transitions' normative timing and how deviations are dealt with,
- The rationalities behind how steps are sequenced in the shaping of transitions,
- Continuity versus transformation of transition sequences and how they are shaped.

Exemplary dissertations could focus on:

*(In)Equality of transitions in higher education*

The modularisation of degree programs has established a new standard of faster progression through the course of study. At the same time, students and teachers complain about increased time constraints (Dt. Studentenwerk 2013). What is interesting here is how different institutional horizons of expectation and evaluation overlap, which on the one hand has accelerated students' course of study, while, on the other hand, has maintained the old format's time demands and workload.

Against this background, *research questions* include: Which study practices have students and teachers introduced to help manage the available study time? How does normative changes in time (e.g., the 'right time' for parenthood, the 'gapless' CV) become apparent in such interactions? Where can disparities in time be found? Where do different tempos conflict? And how are educational and other transitions constituted through this?

*Methodologically*, biographical interviews with students at the end of their studies or by recording students' temporal practices over a long period of time (e.g., for one year) could shed light on the practices that are developed to deal with the incongruities and struggles for temporal freedom. *Possible supervisors include*: Rieger-Ladich, Hof, Schober, Speck, Stauber.

*Transition Chains in the Context of Refugee Migration*

When it comes to the integration of refugees along with the (non-)recognition of their educational qualifications (Reinhardt 2020) or contact with their family of origin, the question of transitions into training is central to obtaining a Tolerated Stay Permit, while a work permit is crucial for a person's entitlement to accompanying support measures in the transition system.

This raises the *research question* of how the already highly institutionalised transitions that occur in the context of refugee migration are sharpened when they are interlinked with transitions to training. How do refugees deal with these challenges as well as those they encounter in their new environment, including at their place of employment? This could be analysed methodologically using mixed-methods designs combined with secondary analyses of panel studies, the BibB's database 'Integration of Refugees in Training and Work' and surveys of immigrants in the final classes of the regular school system, with qualitative case analyses at different school locations. *Possible supervisors include*: Becker, Schober, Stauber, Walther.

### Research Focus 3: Material Relations in the Constitution of Transitions

Material relations involved in the constitution of transitions will be operationalised in relation to the role played by things, bodies and space in such processes. Here, too, interrelations between different dimensions of materiality are presupposed:

Objects can be constitutive for transitions:

- as markers of transitions,
- as producers of transitions,
- in the transformation of human-object constellations,
- in the change in meaning as ‘transitional objects’.

Practices are *physically* performed and simultaneously experienced (sensually and somatically). Body-related relations in the shaping of and in transitions themselves point to:

- Bodies as sites of transitions (e.g., pregnancy, processes of aging),
- Bodies as markers of transformation processes,
- Body-related norms in their relation to milieu, gender and age norms,
- The physical experience of transitions (e.g., pain, emotions).

Questions about the relationship between the mutual constitution of transitions and spaces have yet to be considered:

- How do transitions materialise spatially in transitional spaces (e.g., the delivery room),
- How do the appropriation and use of space change during transitions or indicates that a transition is happening (e.g., honeymoon),
- How spaces and changes in space produce transitions in the first place (e.g., moving).

Exemplary dissertations could focus on:

#### *Anti-Ageing practices as attempts to reverse transitions.*

In general, people live longer but they more often feel younger than they calendrically are. A variety of fitness offerings, cosmetic, medical, surgical and technical strategies have been developed under the buzzword of ‘anti-ageing’ to adapt physical ageing processes to changing normativities of ageing. With the promise of delaying or postponing transitions into illness, need for care and/or dementia, they reinforce the activation paradigm.

Dissertation projects could look at *research questions* such as how anti-ageing practices are made relevant and negotiated with respect to various transitions in advanced age: What transitions are produced in media representations and the practical performance of anti-ageing practices? What role does the interplay between bodies, objects and technologies play? How are differences between successful and failed ageing determined?

*Methodologically*, research projects could make use of the methodological repertoire of ‘new materialism’, especially ‘research assemblages’, whereby the research process is also reflexively made the object. Possible research methods include historical analyses, systematic frequency comparisons, psychological assessments, e.g., of ‘Awareness of Age-related Change’ and ageism, focused interviews, artefact analyses and (auto)ethnographies, which could be evaluated by a documentary method. *Possible supervisors include*: Hof, Offenberger, Oswald, Speck.

#### *White collar – blue collar? The role of workwear in training transitions*

The shortage of skilled workers is particularly problematized in the skill trades, because young people with poor educational qualifications also prefer post-secondary to training in the skilled trades. The question of whether and how young people can imagine a career and livelihood in the skilled trades, for example, is linked to habit and lifestyle questions. It can be assumed that the much-discussed problems of ‘fit’ (Granato et al. 2018) also includes material aspects such as professional workwear.

A possible *research question* would be how young people deal with the requirement to wear professional clothing both in the process of vocational orientation and career choice and in the initial practical phase of such training, when this becomes problematic, and how they reconcile this with their respective youth cultural style. In particular, more female-typical and more male-typical occupations could be compared.

Appropriate *methods* could include ethnographic approaches involving interviews and/or group discussions. Possible supervisors include: Offenberger, Stauber, Walther.

#### *The constitution of transitions through the techniques and technologies of diagnostics*

In many institutionalised fields of action, gatekeepers regulate transitions and the resulting selection effects are legitimised by diagnostics. Generally, this concerns the transitions of individuals who deviate from the 'normal' life course and are considered to be in need of help, support, treatment or care. Both an implicit clinical rationality (Stone 1992) and the use of techniques and technologies bring certain aspects and considerations into focus and tend to exclude others.

A dissertation project could focus on *research questions* of how diagnostic technologies produce transitions by clarifying whether and what support or treatment is needed. To this end, two fields of action with different degrees of technologised diagnostics (e.g., medicine versus school inclusion) could be analysed comparatively.

*Methodologically*, a conceivable approach would be a comparison by means of case studies that integrate participant observation, artifact analysis, expert interviews and problem-centred interviews with addressees. *Possible supervisors include*: Bauer, Offenberger, Oswald, Walther.

Although each dissertation will be limited to one relational dimension, they will also reflect on how that dimension is interrelated with the other dimensions. This is the task of the research training group as a whole as well as the postdoc projects.

#### *Research data management (RDM) and research ethics*

The participating universities will train and support their researchers to make the research data at the basis of their publications freely accessible. The Research Training Group follows DFG guidelines, the European Commission's FAIR principles and the FDM Policy of Goethe University when dealing with qualitative and quantitative data. All data collected for the research projects will be anonymized according to uniform standards and digitized and stored in suitable and trustworthy repositories in the long term. The fellows will be supported by the University of Frankfurt's FDM Library staff (training and infrastructure, e.g., Online-tool Research Data Management Organiser), the University Library and the eScience-Center at the University of Tübingen. They will also be able to avail of trained research assistants and help with coordinating their projects. Based on the standards of the participating faculties, the doctoral researchers are free to make the data they have collected available to third parties for subsequent use after the project has been completed, provided that the research participants' consent allows for such further dissemination.

In addition to data management, doctoral students will be familiarised with and trained in research ethics and data protection through the entire research process. All doctoral projects will also undergo a mandatory ethics committee review.

### 3.4. Inclusion of postdocs and research students in the research programme

In order for the Research Training Group to achieve its research goals, two positions for *postdoctoral researchers* with above-average qualifications were secured. In particular, the empirical analysis of the interrelations between different modes of shaping or the relationality

of transitions can be more systematically completed by a postdoctoral researcher rather than in a dissertation project: Data can be collected on different dimensions using different methods and can then be analysed and related to each other. This was clearly demonstrated by the inclusion of a postdoctoral position funded proportionally by the two universities in the first funding phase (See the Report on Work and Results: 6, 24f.). Moreover, applying for funding for a four-year position makes it more feasible for researchers to complete longitudinal designs that include at least two data points, work that is rather rare in transition research, than the previous three-year positions did. An example of the analysis of the interrelationships between diverse dimensions of relationality includes:

*Inheritances as multidimensional transitions and processes of reproducing inequality*

Inheritances mark the intersections of different transitions in the life courses of several people (especially partners, children and grandchildren, siblings, friends), which are characterised by the simultaneity of loss, gain and change in status.

A potential *research question* could look at whether, and which, changes in the course of inheritance are made relevant as transitions and how inequalities are thereby produced, reproduced and transformed. Interpersonality lies not only in connection with death and loss, but also in terms of changes in status (e.g., widowhood, parentlessness), unequal property and ownership rights (e.g., real estate), how survivors relate to each other and negotiations how the inheritance is distributed and used with other external actors (e.g., notaries). Temporality lies in the dynamic interconnection of the past, present and future as well as different biographical speeds (mourning), collective (disagreements and negotiations) and institutional practices (administering the estate). The materiality of inheritance consists first and foremost of the physicality of dying, the experientiality of ageing processes, and the changing positions in generational relations among survivors. Relevant artefacts not only comprise inherited objects and resources but also documents that define how inheritance takes place (wills, certificate of inheritance). Finally, inheritance takes place spatially in locations (e.g., notary's office) whose functions and norms are inscribed in the practice of execution but also to the degree which inheritance entails relocation.

Such a project requires a *longitudinal and mixed-methods design* which comprises the secondary analysis of panel data (e.g., SOEP or SHARE), document analysis, interviews, and possibly group discussions or ethnographic observations (such as of notary or court appointments). *Possible supervisors include*: Hof, Oswald, Schober, Speck.

The postdoctoral researchers are also expected to contribute theoretically to the further development of relational transition research, for example, in terms of the temporality, materiality or interpersonality of transitions and the resulting methodological questions. The postdocs are also expected to enhance the Research Training Group's national and, above all, international visibility during the funding period. The first funding phase underscored that doctoral candidates can only achieve this to a limited extent.

Finally, the postdoctoral positions can help to secure a relational and reflexive further development of transition research through academic careers options between the PhD to professorship. In view of the lack of such positions particularly in terms of disciplinary junctions, postdocs would be beneficial for above-average qualified doctoral candidates as well as the Research Training Group and transition research as a whole.

Particularly qualified students in master's programmes at each of the locations who imagine pursuing academic research beyond their studies will be integrated into the research group as *research students*. In the course of preparing and writing their master's thesis, they will be encouraged to pursue their own research on issues of transition research, for example, by participating in parts of the qualification program or joining one of the Doc-AGs, as long as this does not impose an additional burden on the doctoral and postdoctoral candidates.

### 3.5. Applicants' preliminary work

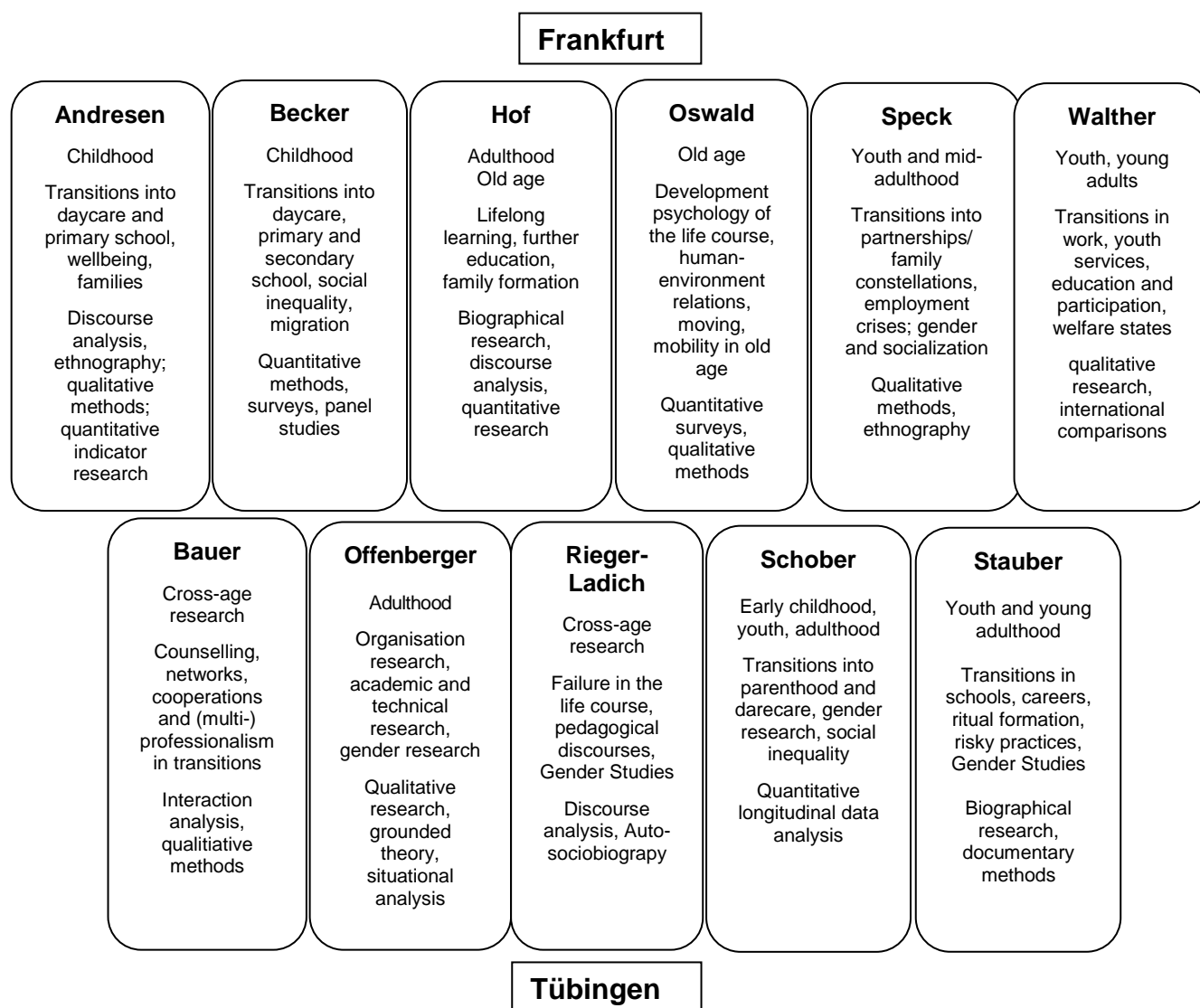
In comparison to the first funding phase, the consortium has changed slightly. Prof. Dr. Barbara Friebertshäuser (Frankfurt; retirement) and Prof. Dr. Bernhard Schmidt-Hertha (Tübingen,



moving to LMU Munich) are unfortunately no longer available to the consortium for the second funding phase. Both have nonetheless agreed to continue to supervise the research projects in the first and second cohort that they have already agreed to take on. As their research is thematically aligned with Doing Transitions, Prof. Dr. Pia Schober and Junior Prof. Dr. Ursula Offenberger (both University of Tübingen) as well as Prof. Dr. Sarah Speck (Goethe University Frankfurt) were accepted into the consortium. All three have agreed to take on supervisory tasks in the 2nd cohort as well.<sup>2</sup>

The complementarity of the involved researchers' profiles and expertise, together with the excellent infrastructure available at the two universities is the primary motivation for conceptualising the Research Training Group to span two locations (see sections 4 and 5).

**Figure 2: Research Profile of the participating researchers**



For the second funding phase, the consortium's sociological expertise has been strengthened and broadened, particularly in respect to relational perspectives in the

<sup>2</sup> The University of Tübingen has extended Junior Professor Dr. Ursula Offenberger's position to 31.12.2025. In addition, Dr. Anna Wanka will be nominated to the Research Group should her application for an Emmy Noether Junior Research Group, "Linking Ages - Socio-Material Practices of Doing Age across the Life-Course" be approved and she be granted independent employment. She is a practice-theoretical oriented researcher on aging and transition.

sociology of education and family, the sociology of gender and social inequality and science and technology studies. With Frank Oswald, the consortium maintains its developmental psychology perspective. The applicants who have been involved with the consortium since the first funding phase have already gained valuable expertise in relational perspectives through the implementation and further development of the Doing Transitions research program.

The consortium is characterised by proven profile in the field of transition research. The research projects listed in Table 2, which its members have completed over the *last five years*, is relevant preliminary work for the second phase's proposed research. Some of the projects have been completed in cooperation between the participating researchers and the two sites (cf. 6. and appendix).

Thematically, the applicants' research profiles complement each other as follows:

- *Research Focus 1* (modes of shaping): discursive level (Andresen, Hof, Rieger-Ladich, Stauber), institutional level (Bauer, Becker, Hof, Offenberger, Oswald, Rieger-Ladich, Stauber, Walther), pedagogical processing (Bauer, Walther), individual level (Andresen, Becker, Hof, Oswald, Speck, Stauber, Walther);
- *Research Focus 2* (relational dimensions of production): interpersonality (Andresen, Bauer, Becker, Speck, Offenberger; Schober, Stauber), temporality (Andresen, Bauer, Becker, Hof, Oswald, Rieger-Ladich, Stauber), materiality (Andresen, Offenberger, Rieger-Ladich, Stauber, Walther);
- *Life ages*: childhood (Andresen, Becker, Schober), youth and young adults (Stauber, Walther), adults (Hof, Offenberger, Schober, Speck) old age (Oswald), and cross-age (Bauer, Offenberger, Rieger-Ladich) (see also Figure 2).

**Table 2: Applicants’ research projects according to life age focus**

Cross-age research	Childhood	Youth and Young Adulthood	Adulthood	Advanced age
<p>Life Strategies of Migrant Families in Marginalised Neighbourhoods (D-A-CH 2012-2015; <i>Stauber</i> with PH Freiburg, Uni. Innsbruck, FH Olten)</p> <p>Transition Processing: Relationalities of Educational Services during the Transition into Work (DFG 2015-2018; <i>Stauber, Walther</i> with Uni. Hildesheim, Flensburg, Luxembourg)</p> <p>Sports Organisations’ Transformation Processes in a Migrant Society (BMBF 2018-2021; <i>Hof</i>)</p> <p>Excellence and/or gender equality: national agendas and discursive practices at universities (DFG/SNF 2014-2017; <i>Offenberger</i> with Univ. St. Gallen, Bochum)</p> <p>Comparison of Multi-professional cooperation in the negotiation process (DFG 2013-2016; <i>Bauer</i>).</p> <p>Caring students: Problems and possibilities for support (Goethe Uni. 2020; <i>Wanka</i>)</p> <p>Reflexive Transition Research Series (<i>all applicants*</i>)</p> <p>Volume 1: Theoretical and Methodological Foundations (<i>Walther</i> et al. 2020).</p> <p>“Critical Transitions” (DAAD 2015; <i>Walther, Hof, Oswald</i> with Uni. Genova).</p> <p>International conferences: “Transitions in the Life Course” and “Doing Transitions” (2017 Frankfurt, 2020 Tübingen, <i>all applicants</i>)</p>	<p>Migrant children’s acquisition of linguistic and cultural competencies after the fourth-grade transition (DFG 2012-2016; <i>Becker</i> with Univ. Mannheim).</p> <p>At-risk children during school enrollment (LOEWE 2012-2018; <i>Becker</i>)</p> <p>Step-by-step: Networking, structures and services for children and adults with refugee experience (Hessian Ministry of Integration &amp; Social Services 2016; <i>Andresen</i>)</p> <p>Vulnerability in Childhood (BMBF 2013-2016; <i>Andresen</i>)</p> <p>“Babylotse Frankfurt am Main” - prevention from the very beginning (Crespo Foundation, Polytechnische Stiftung, 2018-2020; <i>Andresen</i>)</p> <p>Children’s Worlds - International Survey of Children’s Well-being (World Vision since 2013; <i>Andresen</i>)</p> <p>School change in migrant society.</p> <p>School cultures in the context of refugee migration (BMBF 2018-2022; <i>Becker</i> together with DIPF)</p> <p>Early childhood education and care quality in the Socio-Econ. Panel (Jacobs Foundation 2013 – 2017; <i>Schober</i>)</p> <p>Scientific monitoring of “Local Education Networks (LoBiN II)” (Ministry of Social Affairs Baden-Württemberg; 2018-2019 <i>Bauer</i>)</p>	<p>Adolescents and adolescents in youth welfare institutions and boarding schools experiences of sexualized violence (<i>Andresen</i> with University Hospital Ulm)</p> <p>Young people’s transitions into and out of binge drinking (DFG 2011-2015; <i>Stauber</i>)</p> <p>Policies Supporting Young People in their Life Course. A Comparative Perspective of Lifelong Learning and Inclusion in Education and Work in Europe (Horizon 2020 2016-2019; <i>Walther</i>)</p> <p>Learning habitus as a basis for studying practices (Own funds 2017/2018; <i>Hof</i>).</p> <p>Parental gender socialization across diverse families: Interdependencies with sex hormones, family processes and socio-political context (DFG 2019-2023; <i>Schober</i>)</p> <p>Spaces and Styles of Participation (PARTISPACE): Participation biographies and socio-spatial situatedness of young people’s practices in public space (HORIZON 2020 2015-2018; <i>Walther</i>)</p> <p>Cooperation Youth Work, Youth Social Work and School (Ministry of Social Affairs Baden-Württemberg 2015-2016; <i>Bauer</i>).</p>	<p>Paradoxes of equality in parent-child relationships (Volkswagen Foundation 2015-2018; <i>Speck</i>)</p> <p>When the man is no longer a breadwinner: A milieu comparison of employment insecurities and the change of gender arrangements in partnerships (DFG 2012-2014; <i>Speck</i> in cooperation with TU Darmstadt)</p> <p>Transition into parenthood as an individual and pedagogically shaped experience (Goethe University Frankfurt, 2018-2021; <i>Hof</i>)</p> <p>Gender and comfort: Couple decisions about the heated home (dissertation project until 2016; <i>Offenberger</i>)</p>	<p>‘Taking Responsibility for Aging Together - A Contribution to Future-Oriented and Neighborhood-Oriented Aging Planning in Frankfurt am Main’ (City of Frankfurt 2018-2021; <i>Oswald</i>)</p> <p>Men living alone in old age - New gender relations in old age? An initial appraisal in Frankfurt am Main (Hessian Ministry of Science &amp; Arts, 2016-2018; <i>Oswald</i>)</p> <p>Reducing Old-Age Social Exclusion: Collaborations in Research and Policy (ROSEnet) (European Cooperation in Science and Technology 2016 – 2020; <i>Wanka</i>)</p> <p>Perceived Housing and Life Transitions: Good Ageing-in Place (HoT-Age) (Swedish Research Council for Health, Work &amp; Welfare 2020-2022; <i>Oswald, Wanka</i> with Univ. Lund)</p> <p>DFG Junior Researcher Network ‘Material Gerontology’, DFG 2020-2022; <i>Wanka</i>)</p> <p>Life course perspective on the GENDERed PATHways of exclusion from social relations in later life (Horizon, ERA-NET, 2019 - 2021; <i>Wanka</i>)</p>

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