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Abstract:

The overall aim of the article is to present a pragmatic approach for studies of meaning-making used in the articles of this issue. The approach, which is developed within the SMEDgroup (Studies of Meaning-making in Educational Discourses), mainly builds on the writings of John Dewey, Ludwig Wittgenstein and Michel Foucault. A common ambition for the researchers in SMED is to enable studies and discussions on questions concerning how meanings are made in people's actions. Another ambition is to carry out these studies beyond assumptions of dualism, essentialism, causality and determinism. In this perspective learning and socialization are viewed in a communicative perspective. We argue in the article that our approach makes it possible, and important, to study meaning-making in action in different kinds of educational practices.

Keywords:

meaning-making, pragmatism, sociocultural, transaction, discourse analysis, socialization.