

Call for Papers: Special Issue: Digital Teacher Education

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Release Date: 30.06.2021

To the main topic

The special issue of the Journal Teacher Education under Review (Lehrerbildung auf dem Prüfstand) is focussing the question of how teaching-learning processes change in the first, second and third phase of teacher education when traditional face-to-face courses or certain elements thereof are moved to a virtual, digital learning environment.

The design of learning environments for virtual or digitally enriched learning and teaching, e. g. in blended learning approaches, is usually based on concepts for the use of digital media (cf., Ming Tse et al., 2019; Oblinger, 2006; OECD, 2012 & 2014). In line with Maier's (2017) considerations that learning and teaching must be student-centered and cross the boundaries between study habits and social behavior (cf. Cleeg & Williams, 2019; Sailor, 2019), teaching and learning offerings at the university level must also be reviewed. A look at students' statements and behaviour patterns shows that current digital practice in teaching and learning processes must change in order to meet students' expectations and the requirements of a reflexive teaching-learning practice in teacher education (cf. Dowling, 2012; Milne, 2006). However, as Dowling (2012) notes, (university) didactics with regard to e-learning and digital learning is still largely oriented towards traditional and teacher-centered learning models. From this perspective the use of new web technologies by students, e. g. in the form of social networking tools, RSS feeds and aggregation tools to create personal teaching and learning environments, is neglected. However, the challenge for universities and schools is also to connect their learning opportunities and learning spaces with the digital activities of students (cf. Gördel et al., 2018; Schumacher et al., 2019).

Nevertheless, the benefits of digitalization in and for teacher education are hardly ever questioned, but rather it is predominantly seen as an opportunity for modern education. In the context of a critical examination of the changes in teacher education due to a teaching and learning practice that makes use of digital media, it must be asked what advantages and disadvantages are associated with it.

Contributions on the following aspects should be empirically oriented, but contributions of a fundamental character or on exemplary presentations of innovative approaches are also welcome:

- Design of learning environments using digital tools:
 - What can these learning environments look like in concrete terms?
 - Which competences, beyond technical skills, are needed to design virtual, digital learning environments?
 - How do the learning activities and learning outcomes of students and pupils change?

Designing virtual learning spaces and linking them with real learning spaces is a central prerequisite for successful digital learning. Ideally, today's learning spaces should be able to support a range of activities, online and offline, collaborative and individual, while at the same time they are motivating, inspiring and adapting to changing needs and agendas of students. This increasingly means providing independent, social and collaborative learning spaces alongside the classroom so that there is a continuous flow of learning from formal classroom or lecture sessions to informal study. Students of teacher training could thus benefit from the creation of flexible spaces for active learning (Baepler et al., 2016), especially if student forms of using digital media are taken up and integrated into university teaching (Schumacher et al., 2019).

- Digital theory-practice transfer processes: Taking innovative ideas into account in teacher education

In the Higher Education Forum on Digitization (hochschulforumdigitalisierung.de), the current debate on the changes that digitization is triggering in the university structure can be found. Reforms are being initiated and research are allocated to further develop the university as an innovative and promising educational institution. Similar approaches can be found for digitization in schools. Both educational institutions are interwoven through teacher training: On the one hand, students studying to become teachers can get to know digital learning environments during their studies and then transfer these into school, and on the other hand, school development processes on the topic of digitization can be researched and have an impact on the university as part of teaching.

- Transformation problems: Will digital offers improve everything?

In the current situation of a worldwide crisis with almost complete closure of universities and schools, the players are called upon to react quickly and offer all teaching services online. It is evident that there is great resistance within the institutions to technology and the new teaching formats (Knaus & Engel, 2016) while, it is being questioned whether it is possible to learn sustainably in the virtual lecture hall or classroom (Kammerl, 2016). On the one hand, the current situation is an opportunity because many creative ideas are emerging and are now being tried out quickly, i. e. in many cases in a non-bureaucratic manner and with the support of the respective organization. This opportunity, which is probably also the first of its kind in history, can be used to explore the formats that have emerged and to collect data on the perceptions and experiences of teachers and students regarding digital teaching in the area. This could be an important approach to further develop and establish e-learning offers at universities and schools didactically. On the other hand, however, it should also be critically examined whether all students or all pupils are also reached by the digital "emergency offers". It is therefore necessary to consider how teacher education positions itself in this situation, also with a view to future virtual educational landscapes. The aspect of teaching as social interaction seems to be hardly possible at the moment, and it must be asked how this facet can be digitally represented and developed further in the sense of a necessary, pedagogical relationship work in a teaching situation.

The above-mentioned topics are examples of research perspectives that can be taken up and dealt with in the contributions to the Special Issue 1 (2021) of the Journal Teacher Education under Review (Lehrerbildung auf dem Prüfstand). Primarily manuscripts presenting empirical findings of qualitative and quantitative research in original papers are welcome. Overviews, review articles and discussion contributions are also acceptable after consultation with the editors.

Literature

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Sailor, K. (2019). Corridors, classrooms, classification: The impact of school layout on pedagogy and social behaviours. In H. Ming Tse, H. Daniels, A. Stables & S. Cox (Eds.), *Designing buildings for the future of schooling. Contemporary visions for education* (pp. 87-112). New York: Routledge.

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Notes on the Journal

The Journal Teacher Education under Review (Lehrerbildung auf dem Prüfstand) sees itself as an organ that accompanies and evaluates teacher education in the entire German-speaking world with the help of empirical studies, critical discourse and discussion. The aim is to help teacher education reach a high level. This goal is pursued both with special issues devoted to a specific topic and with issues containing empirical studies, historical discourses, overview articles or meta-analyses, position papers, e .g. on perspectives for teacher education, workshop reports, book reviews, etc. The Teacher Education under Review also publishes contributions in English.

Submission and deadlines for Issue 1 (2021)

The editors kindly invite you to submit contributions for issue 1 (2021). The manuscripts must be submitted to the editors of the LbP (e-mail: lbp@vep-landau.de) by **15.09.2020**. Please feel free to contact us in advance about planned submissions.

Review procedure of the LbP

Each submission will be reviewed in a double-blind process. Based on these reviews, the editors decide whether to accept or reject the contribution or give instructions how it needs to be revised. If the reviewers consider the article to be worthy of publication, but cannot be included in the issue for reasons of space, the article can be published in one of the following issues of the journal.

Notes on manuscript design

Please follow the instructions for the formal design of the manuscript design of the Teacher Education under Review, available at:

https://www.vep-landau.de/wp-content/uploads/2020/06/Manuskriptrichtlinien_LBP_2020_04.pdf

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