

## Call for Papers

*DIDACTICUM* – Journal for (Subject-Specific) Didactics in Research and Teaching from the University College of Teacher Education Styria

**Issue 5/1/2024**

### **General Science in focus – Ways and aims of networking**

Call for papers for an issue with a focus on teaching General Science (Sachunterricht) in the online journal DIDACTICUM from the University College of Teacher Education Styria

“DIDACTICUM – Journal for (Subject-Specific) Didactics in Research and Teaching” is a journal for research and teaching practice. It is aimed equally at university college lecturers and students in teacher education, as well as at teachers in all types of schools. The aim is to initiate and discuss subject-specific didactic discourses in order to contribute to the dialogue between research and teaching. Further information: <https://didacticum.phst.at>.

#### **Editors**

Eva Freytag, University College of Teacher Education Styria  
Monika Gigerl, University College of Teacher Education Styria

### **Thematic focus 2024:**

### **General Science in focus – Ways and aims of networking**

In the issue 2024 of the online journal DIDACTICUM of the University of Teacher Education Styria, subject-specific didactic contributions on the topic of networking in and with General Science (Sachunterricht) are published freely accessible and current subject-specific didactic developments are made accessible to a broad group of interested parties. The focus is on original contributions that address the topic of networking content from the perspective of General Science (Sachunterricht), or that are linked to teaching General Science (Sachunterricht). Therefore, didactic experts from the subject General Science (Sachunterricht), didactic experts in subjects related to General Science (Sachunterricht), didactic experts in early childhood education as well as didactic experts in subjects not related to General Science (Sachunterricht) at the primary level who engage with General Science (Sachunterricht) in their contributions are invited to contribute an article.

The subject of General Science (Sachunterricht) is a central and independent subject in primary school. It should enable learners to constructively explore their immediate and indirect living environment, both now and in the future, to acquire knowledge about the world on their own, and to reflect on and argue for decisions about action (Greiner et al. 2019).

General Science (Sachunterricht) has three currently unique characteristics. 1) General Science (Sachunterricht) is a multidisciplinary subject. 2) It should impart knowledge in an interdisciplinary and holistic way (Meschede 2021, Kahlert 2016) as well as integrate methods and working methods

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of its various related disciplines. 3) General Science (Sachunterricht) is taught exclusively in primary schools.

These three special features of General Science (Sachunterricht) are accompanied by challenges that have to be dealt with at different educational levels. In accordance with the self-conception of General Science (Sachunterricht) education, teachers should link different subject-specific contents, oriented towards the direct and immediate lives and surroundings of the learners, and in doing so open up diverse methodological and interdisciplinary fields of action and thinking for the learners. In addition, the content taught should be relevant and connectable to pre-school and subsequent educational levels (Pech 2020, Peschel & Mammes 2022). The university has the task of providing solid support for the development of corresponding competences in future teachers.

Constant changes in society challenge people to cultivate new ways of behaving and thinking. Educational programmes that focus on the development of networking skills and future-oriented competencies can contribute to the successful adaptation and targeted handling of social problems (e.g., climate crisis, corona crisis) (Ehlers, 2020).

The thematic focus on networking concentrates overall on making networking potential in the educational landscape visible with regard to sustainable education.

- Ehlers, U. D. (2020). *Future Skills: Lernen der Zukunft-Hochschule der Zukunft*. Springer Nature.
- Greiner, U., Kaiser, I., Kühberger, C., Maresch, G., Oesterhelt, V., Weiglhofer, H. (2019). *Reflexive Grundbildung bis zum Ende der Schulpflicht. Konzepte und Prozeduren im Fach*. Waxmann Verlag.
- Kahlert, J. (2016). *Der Sachunterricht und seine Didaktik*. Bad Heilbrunn. Klinkhardt.
- Meschede, N. (2021). *Theorie-Praxis-Verknüpfung im Grundschullehrstudium am Beispiel des Sachunterrichts*. In: C. Thein, P. Richter & N. Höppner (Hrsg.), *Philosophie in der Grundschule. Konzepte für Unterricht, Lehre und Forschung* (S. 31-44). Verlag Barbara Budrich.
- Pech, D. (2020). *Tragfähige Grundlagen: Sachunterricht*. In: U. Hecker, M. Lassek & J. Ramseger (Hrsg.), *Kindern lernen Zukunft. Anforderungen und tragfähige Grundlagen* (Band 150: Beiträge zur Reform der Grundschule). Frankfurt a.M. Grundschulverband, S. 158-167.
- Peschel, M., Mammes, I. (2022). *Der Sachunterricht und die Didaktik des Sachunterrichts als besondere Herausforderung für die Professionalisierung von Grundschullehrkräften* - In: I. Mammes & C. Rotter (Hrsg.), *Professionalisierung von Grundschullehrkräften. Kontext, Bedingungen und Herausforderungen*. Bad Heilbrunn. Verlag Julius Klinkhardt, S. 188-203.

## Main topics:

### 1. Networking in the subject of General Science (Sachunterricht)

In concrete terms, this issue examines the question of how networking in the areas of experience and learning (areas of competence) can succeed within the subject of General Science (Sachunterricht). Of particular interest here is the networking of social science and cultural science content and working methods, with natural science content and working methods.

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## 2. Interlinking General Science (Sachunterricht) with related disciplines and early childhood education

General Science (Sachunterricht) teaching has no corresponding (subject-related) counterpart at either the early childhood education or the secondary level. In this thematic track, networking is to be addressed in the paradigm of the learners' ability to connect to and with subject-related content from the perspectives of earlier and later stages of educational levels.

## 3. Networking of subject matter with other subjects

This topic makes inquiry into the networking of General Science (Sachunterricht) instruction with other subject areas, as well as into the added value of these networking activities. The focus is on cross-curricular or interdisciplinary networking of General Science (Sachunterricht) with subjects such as Mathematics, German, Arts and Music, or Media Education.

## 4. Learning to Network - the process of the professionalization of education

The fourth thematic track is dedicated to the question of how to introduce trainees to the didactics of networking in and with General Science (Sachunterricht) education. In addition, contributions are of interest that address the development of future-oriented competences (such as learning competence, teamwork, self-organisation, reflective ability, creativity or communicative skills) in connection with subject teaching.

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With this Call for Papers, the DIDACTICUM Editorial Board cordially invites you to contribute your subject-specific and subject-didactic perspectives and approaches with a thematic focus. Theoretical contributions, articles on the background of different types of empirical approaches, as well as practical teaching and best practice examples from the field of education will be accepted.

**The DIDACTICUM Editorial Board team is looking forward to your abstract and contribution!**

V. i. S. d. P. for issue General Science in focus – Ways and aims of networking:

Mag.<sup>a</sup> Eva Freytag, BEd

Dr.<sup>in</sup> Monika Gigerl, MA, BEd

## Submission Procedure:

Please inform us by **15 February 2023** at the latest at [didacticum@phst.at](mailto:didacticum@phst.at) with a meaningful abstract (~300 words, German or English) which contribution you would like to publish. The abstracts will be reviewed by the editorial team of the issue and subjected to a selection process. Feedback on accepted contributions will be given by **15 March 2023**.

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Fully elaborated articles should be submitted to [didacticum@phst.at](mailto:didacticum@phst.at) by **30 June 2023** at the latest and will be peer-reviewed according to the standards of peer review. The issue is expected to be published online by the end of **April 2024**.

Further information for authors can be found at:

<https://didacticum.phst.at/index.php/didacticum/information/authors>

## Timeline:

12/2022 Call for Papers

15/02/2023 Deadline for submission of abstracts

15/03/2023 Compilation of paper proposals, invitation to papers

15/06/2023 Submission of papers, dispatch to reviewers

30/08/2023 End of 1st review phase

30/11/2023 End of 1st phase of revisions, dispatch to reviewers

15/02/2024 End of 2nd review phase, final decision

30/03/2024 Completion of all contributions and the editorial

04/2024 Publication of the thematic issue

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