

## Call for Papers

### **Innovating the Future of Teacher Education – Challenges across disciplines, curricula, and institutions**

This volume addresses the most recent as well as possible future trends in teacher education. There are various educational demands arising from phenomena such as climate change, globalization, digitization and societal polarization. These demands pose challenges for teaching that need to be addressed in teacher education, in both didactic and systemic/institutional terms. In particular, the question arises how we can model pre-service teacher (teacher trainees) key competencies in this context, and how these key competencies can be fostered. The volume will address this question by considering key competencies such as (among others) digital competencies (see e.g. Falloon 2020), knowledge of inclusive education (see e.g. Gilde 2020), critical thinking (see e.g. Lorencová et al. 2019) or competencies in handling language diversity in the classroom (see e.g. Jeskanen 2020). In that respect, the volume will also add to the on-going discussion of teacher competence frameworks, with a specific focus on pre-service teachers / teacher trainees. This volume seeks to close the gap between theory and practice drawing upon both the critical evaluation of theoretical approaches in this field as well as the discussion of best practice examples from teacher education, including pre-service teachers' immediate "learning-to-teach experiences" (Johnson/Golombek 2016). The contributions to this volume will address this topic at both the level of formal education, as well as nonformal education, especially in the light of lifelong learning (Iredale 2018). As the aim is to provide a multi-faceted perspective on how to address challenges in teacher education and how to promote innovation in teacher education, various teaching subjects will be addressed in this volume, such as foreign language education, science education, civic education or physical education. The volume also welcomes culture- or continent-focused analyses (see e.g. Simões/Lourenço/Costa 2018 or Symeonidis 2022 in terms of teacher education in Europe). The volume will also present best practice teaching examples from teacher education.

Topics of interest in the volume include (but are not limited to) the following:

- **Teacher Education in Practice:** Contributions discussing the pedagogical design of university seminars, e.g. in terms of frameworks such as inquiry-based learning, problem-based learning or cooperative learning, also regarding their methodological implementation (e.g. flipped classroom or just-in-time teaching) are highly welcome. The volume comprises the description of highly innovative seminars, workshops and lectures that have already been implemented or that are currently being prepared for future. In that respect, the volume also asks for examples from interdisciplinary teaching. Innovative ways of assessing teacher trainees' competencies can also be discussed.
- **Reflective Practice:** The volume addresses questions relating to reflective competencies (Burton 2009), especially in the context of future teacher identity as well as future teachers' emotions and beliefs. Reflective practice has become a standard in teacher education in various countries (see e.g. Brandenburg et al. 2017). Accordingly, this volume comprises various perspectives on reflective practice, with a specific focus on teacher trainees' attitudes to specific aspects of teaching (see e.g. Lindstrom/Price 2021 for pre-service

teachers attitudes to teaching with digital tools). In addition to pre-service teachers attitudes, also teacher educators' reflective competencies can be examined in this volume (see e.g. Guðjónsdóttir/ Jónsdóttir/Gísladóttir 2017 for a collaborative supervision among teacher educators). From a meta-scientific perspective, methodological innovations can also be discussed critically (see e.g. the use of videos as presented in Bowers et al. 2017).

- Curricula and Teaching Policy: This section deals with policies for teacher education on the regional, national, and international level. A specific challenge in the context of education is how to implement ideas and findings from research into curricula. This is related to the broader question of how teacher education reforms can promote key competencies and in what way competencies are addressed in teacher education curricula. A question that can e.g. be addressed here is how teacher training programs should be designed in a way to foster the abovementioned key competencies among prospective teachers (see e.g. Nagel 2021 for a discussion of the representation of digital competencies).
- Education technology: The volume will discuss creative and innovative ideas concerning the effective use of both 'classical' and more 'modern' tools in the field of information technology. This includes the question of how educational technology-related topics and practices are taught in teacher education and how they are represented in curricula (see above), also in the face of barriers in classrooms (e.g. lack of availability of education technology infrastructure). The volume will also examine digital competencies among pre-service teachers as a key competency. In this sense, this volume will consider the use of technological devices in teaching not as devices that 'dictate' one's pedagogical strategies but as tools enabling the implementation of a wide range of approaches in actual teaching.
- Educational methodology: The volume will also be concerned with innovations in teacher education in relation to methods and the practice of actual research (see e.g. Froehlich 2021). This includes the application of specific types of research methods, such as interviews (see e.g. Brown 2019 in terms of interviews with trainees or teacher educators), or the critical review of paradigms, such as the comparative perspective, see e.g. Hartmann (2020).

This volume will provide a research-based foundation and resource for teachers, prospective teachers, teacher educators, policy-makers and scientists in the field of pedagogy and scholarship of teaching and learning. In particular, the volume will be an invaluable resource for researcher and students looking to close the gap between the theory and practice of teacher education.

The format of the publication (special issue / volume) and its structure will be determined based upon the type of contributions. Prospective authors intending to submit a paper are asked to submit a short biographical note and an abstract (300-400 words), outlining the topic and aims of the proposed paper (including a list of five keywords) to Pascal Hohaus ([pascal.hohaus@engsem.uni-hannover.de](mailto:pascal.hohaus@engsem.uni-hannover.de)) and Jan-Friso Heeren ([jan-friso.heeren@stud.uni-hannover.de](mailto:jan-friso.heeren@stud.uni-hannover.de)) (both Leibniz University Hannover) by 30 April 2022. The editors will review the proposals and identify abstracts that are suitable for being developed into papers.

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