Invitation to submit abstracts for KONTEXTE 2/2026 on the topic

"Researching Teachers - Teaching Researchers. Perspectives on Research-Based Learning in the Professionalization of Teachers of German as a Foreign/Second Language"

Deadline for contribution proposals: September 15, 2025

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Description of the main topic

– What experiences have you had with research-based learning in your professional context of teaching German as a foreign/second language?
– What offers related to this exist in your work, training or further education environment?
– How does research-based learning contribute to professionalization in our field?
– How are research-based activities (in all their facets) initiated, integrated, and supported for prospective and practicing teachers in our field?

These questions form the starting point for the call for papers for issue 02/2026 of KONTEXTE. Together with you, we would like to explore the role of research-based learning in our field more closely.

Key topics

In discussions on the professionalization of teachers of German as a foreign or second language, increasing emphasis is placed on designing teaching based on scientific findings and ongoing, data-based reflection. In recent years, this focus has led to increased attention being paid to the role of (future) teachers as "reflective practitioners" (e.g., Schön 1983).

The concept of *research-based learning* in particular has brought a specific understanding of research into focus in university education (cf. Fichten 2017; Huber & Reinmann 2019; Rueß, Gess & Deicke 2016).

However, research in teaching practice can also be understood as the systematic collection of information within one's own professional context, which serves as the basis for lesson development and school improvement. Within their own practice, teachers have various opportunities to engage in research — for example, through systematic observation, collaborative research with pupils or students (e.g., Hanks 2019), lesson study (Vock et al. 2024), inquiry-based learning, action research (Altrichter, Posch & Spann 2018), vignettes (e.g., Agostini et al. 2023), or collegial cooperation in the form of professional learning communities (PLCs) and various forms of reflection.

In the GFL/GSL context, for instance, "Praxiserkundungsprojekte" *(*practical exploration projects) are integrated into each module of the *Deutsch Lehren Lernen (DLL)* training series and can be considered an example of research-based learning (Saunders et al. 2020). In addition to exploring their own practice, teachers can also engage in (collaborative) research on others' teaching, school development research, or research-based reflection on their own biography or professionalization process (cf. Bielefeld University 2011:10).

With this call for papers, we aim to encourage an exchange on the role of research-based learning in the professionalization of prospective and practicing GFL/GSL teachers. We invite contributions that address the following or related questions in a theoretical-conceptual, empirical, or practice-oriented way within the field of teaching German as a foreign or second language.

Possible questions and topics

1) Theoretical-Conceptual Considerations

- What potential does research-based learning offer in the training and continuing education of GFL/GSL teachers and in the professionalization of practicing teachers?
- What understanding of research-based learning and its implementation underpins various training and professional development contexts in our field?
- Which forms of research in teacher education are suitable for which objectives (e.g., reflection on one's own practice vs. extensive practical studies)?

2) Findings from the Practice of Research-Based Learning

- Which approaches to research-based learning have you tested in your context, and with what results? Which formats have proven effective in your practice?
- How can a research-oriented, reflective approach be implemented (collaboratively) within institutional contexts?
- To what extent do institutional frameworks, curricula, location-specific resources, or the scope for decision-making in higher education teaching support or hinder the development of research-based learning opportunities?
- What support and mentoring structures are possible, and how are they tailored to specific target groups (e.g., student research vs. practical exploration in schools)?

3) Concepts for Promoting Research-Related Skills

- How can a research-based mindset or a research-oriented reflective habitus be developed?
- To what extent do the competencies of researching teachers differ from those of professional researchers?
- What experiences have you had with research-based learning formats in GFL/GSL teacher education and professional development?

Submission Guidelines

The call is addressed to teachers, students, lecturers, researchers, and other actors in teaching practice. Contributions must fall into one of the following categories:

- theoretical, empirical, or conceptual article (approx. 15 pages / max. 35,000 characters)
- working paper (ongoing empirical studies) (approx. 8 pages / max. 20,000 characters)
- reflective-critical practice report (approx. 8 pages / max. 20,000 characters)

Working papers and practice reports may be submitted in any language, provided that a summary in German is included. Contributions may be supplemented with appendices such as seminar or lesson plans, questionnaires, datasets, illustrations, etc. video contributions (e.g., interviews or slide presentation screencasts) are also welcome.

This issue of KONTEXTE is scheduled for publication in October 2026. Please submit an abstract (approx. 1,500 characters including spaces; for scientific contributions including a rough outline and at least three references) **by September 15, 2025**, via e-mail to: diana.feick@uni-jena.de

We appreciate your support in distributing this call and look forward to receiving your abstracts!

Timetable for Authors

- **September 15, 2025**: Submission of proposal with title and abstract (scientific contributions must include a rough outline and at least three references)
- **November 15, 2025**: Feedback on acceptance
- **March 15, 2026**: Submission of full article (if accepted)
- **May 15, 2026**: Feedback on article
- **July 15, 2026**: Submission of revised manuscript
- **October 2026**: Publication of KONTEXTE

Please refer to the abstract submission guidelines and formatting instructions (in German) at:
https://kontexte-journal.org/index.php/kontexte/hinweise
General information about the journal: www.kontexte-journal.org

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