

CALL FOR PAPERS

heiEDUCATION Journal 2023/1

Werte – Bildung – Neutralität | Values – Education – Neutrality

The *heiEDUCATION Journal: Transdisciplinary Studies in Teacher Education* has been providing a platform for current and controversially discussed topics in teacher education since 2018. The journal is edited by the Heidelberg School of Education (HSE) and released twice a year by Heidelberg University's publishing house heiUP. The journal's individual issues are thematically focused and aim at a cross-disciplinary and cross-institutional discourse on current topics in teacher education. The journal addresses a broad target group in the educational context: researchers, students, school teachers, teacher educators and stakeholders in education policy.

In the thematic issue "Values – Education – Neutrality" of the *heiEDUCATION Journal*, planned for spring or summer 2023, schools shall be examined from different perspectives as places where values are formed and discussed.

The concept of values is once again booming in public debates, especially in the political field. Also, particularly under the impression of global crises, the talk of common value foundations has gained a new presence. From a scientific point of view, however, the concept of values appears to be both overloaded and underdetermined. What common values are in modern societies, what status they should have, what they mean in relation to the education system, whether and how they can or should be taught – these are (again) current and still unanswered questions.

This is also reflected in the field of teacher education, where in recent years an accumulation of publications on values formation or education can be observed. This discourse oscillates between neoconservative and strongly progressive positions, some of which are directly connected to acute social issues. Social inequalities, migration dynamics, digital transformation, pandemics – in the public, scientific as well as practical school context, the multiple problematic situations of the present are also and especially negotiated as questions of political, ethical or social values.

This results in a request for spaces of reflection, in which the complex field can be illuminated in an interdisciplinary way, and pedagogical, social-scientific, philosophical, theological and other subject perspectives can be brought into conversation with each other.

Particularly in the context of schools, the renaissance of the concept of values was accompanied by a new attention to questions of political and disciplinary neutrality. Reporting portals to denounce teachers and large demonstrations against education plan reforms are just two examples (in the German context). In view of this, the extent to which the production, processing, communication, and reception of 'factual knowledge' is value-driven and value-guiding becomes one of the central questions for reflection, also and especially for teachers and student teachers. In school practice they are confronted with the double challenge of teaching important social values while at the same time maintaining ideological and political neutrality.

Against the background of current social challenges, the *heiEDUCATION Journal* issue "Values – Education – Neutrality" aims at pondering the ambivalences and potentials of this broad field of tension between the imparting of values and neutrality, as it exists in teacher training and further education, school lessons and pedagogical action. To this end we gather contributions from various disciplines in one volume and jointly contribute to the current discourse.

Thematic foci of individual contributions could be, for example:

- the profession-typical, but often subtle, authority in value-setting issues
- factual knowledge transfer and neutrality
- the current educational plans and other normatively effective texts, such as state constitutions, textbooks or training standards
- fundamental terminological reflections
- the connection between scientific and didactic aspects of value education in schools.
- the value-relatedness and significance of the methods relevant for teaching and reception
- the tension between the mandate to impart values and the requirement of neutrality
- the analysis of the school system in the search for orientation and value education of children and adolescents
- international comparative analyses of the tasks of schools and teachers in the context of value education and neutrality.

The HSE invites scholars from all disciplines related to issues in teacher education to submit an extended abstract (700 to 800 words) on one of these or other topics in the field of school-based values education to the editorial office of the issue at heied-journal@heiedu.uni-heidelberg.de by Nov. 10, 2022. A request for submission of the full manuscript will be made no later than Nov. 30, 2022, if the paper is accepted. The deadline for full manuscripts is Feb. 28, 2023 (total length maximum 45,000 characters).

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