

CALL FOR PAPERS

heiEDUCATION Journal | Autumn 2023

Extracurricular Sites of Learning at School and in Teacher Education: Inclusive, Sustainable, Digital!?

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.

The issue to be published in autumn 2023 will take an interdisciplinary look at extracurricular learning at school and in teacher education. The editors' main aim is to promote the dialogue between extracurricular learning sites and school teachers as well as persons engaged in teacher education.

As early as 1632, Jan Amos Comenius demanded in his *Great Teaching Theory*: "People must be instructed, not to gain wisdom from books, but from heaven and earth, from oaks and beeches, i. e. they must get to know and examine things on their own." However, both teaching methodology as well as educational studies only began to focus on extracurricular learning in the last decades, which is why Thomas Rauschenbach, for example, has described this development as one of the central "upheavals in education" (Rauschenbach, 2015). This upheaval has been stalled by the Corona pandemic and the mobility restrictions that have accompanied it. The forthcoming issue of the *heiEDUCATION Journal* wants to use the "restart" to keep the current track, but also to open up new, innovative perspectives on extracurricular learning in school and in teacher education.

To this day, as Jan Erhorn and Jürgen Schwier (2016) noted in an influential anthology, extracurricular learning has remained "a difficult concept to delimit with rather blurred edges," which may also be due to the fact that it is an interdisciplinary educational concept for which the individual teaching methodologies have developed different approaches. The *heiEDUCATION Journal* will draw on the definition proposed by Kuske-Janßen et al. (2020), who, following Karpa et al. (2015), describe an extracurricular learning location as a "topographically determinable site beyond the schoolhouse or school grounds that has a potential for school-intended and instructionally planned learning."

However, since in the forthcoming issue extracurricular places of learning shall not only be considered in the context of at schools, but also in the field of teacher education, the concept will be extended to extracurricular learning at universities. Thus, the thematic issue includes different phases of teacher education as well as the divergent perspectives of different disciplines. Another innovative aspect of the cross-phase and interdisciplinary approach is that all contributions shall focus on questions of inclusion, sustainability, and/or digitality in extracurricular learning. On the one hand we are looking for contributions on theoretical-conceptual questions (e.g. reviews of concepts for extracurricular learning from an interdisciplinary perspective) as well as contributions on empirical research projects (e.g. comparisons of the effectiveness of in-school and extracurricular learning) of max. 45,000 characters; on the other hand we invite you to send in shorter contributions (approx. 20,000 characters), in which concrete projects and good practice examples of cooperation with extracurricular learning sites are presented. Perspectives and content-related questions may include:

- Objectives, topics, legitimations and contexts of curricular and extracurricular learning in schools and in teacher education
- Disciplinary and interdisciplinary perspectives and principles of extracurricular learning in schools and in teacher education
- Innovative concepts, models, practices and performances in extracurricular learning: What makes extracurricular learning sites in schools and in teacher education fascinating or do extracurricular learning sites dazzle with aura, packaging and authenticity?
- Empirical studies on the effectiveness of extracurricular learning and its conditions for success
- Learning sites for everybody or for a privileged audience? Concepts of inclusion and exclusion at extracurricular learning sites
- External perspectives: Extracurricular learning in different cultural and national contexts; intercultural encounters at extracurricular learning sites
- Extracurricular learning sites and overtourism
- Extracurricular learning sites and sustainability, e.g. addressing target groups, acquisition of visitors, strategies for long-term cooperations, best practice examples regarding cooperations, partnerships in education, but also environmental issues
- Digitalization and extracurricular learning sites: complementarity vs. competition. Do extracurricular learning sites gain attraction in the course of digitalisation or will they disappear in that context?
- Other areas of tension, e.g. focus on science vs, popular representations; emotionalisation vs. overwhelming sensations; entertainment vs. education; didactic conditioning vs. overdidactisation; disciplinary versus interdisciplinary approaches; commercialization vs. non-profit
- New sites, new concepts, new ways: How is a new extracurricular learning site constructed and established?

The editors invite researchers, teachers, persons engaged in further education and training as well as educational policy-makers to submit an extended abstract of approximately 3,000 characters on one of these topics or another aspect from the field of extracurricular learning to the editorial office at heied-journal@heiedu.uni-heidelberg.de by Jan. 15, 2023. A request to prepare the full manuscript will be made no later than Jan. 31, 2023, if the paper is accepted. The deadline for full manuscripts is April 30, 2023, and the issue is scheduled for publication in October 2023.

We are looking forward to your contributions!

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