Call for chapter proposals

Fostering Digital Competence in Social Sciences and Language Education

edited by Theresa Summer, Karl-Heinz Gerholz, Regina Kaplan-Rakowski

Objectives and focus of the edited volume

The rapid development of digital technologies has sparked a transformative shift in education, prompting discussions about their educational potential. In the 21st century, teachers are required to develop their digital competence and effectively adapt their pedagogical approaches to meet the demands of contemporary society. Frameworks such as the European Framework for the Digital Competence of Educators (DigCompEdu; Punie, 2017) provide a starting point for considering central requirements of education. The DigCompEdu highlights teachers' responsibility in creating "deep learning experiences that can uncover and boost pupils' capacities" (Caena & Redecker, 2019, p. 357). Worldwide, digital technologies are increasingly important to teaching practices. This trend includes leveraging artificial intelligence for lesson planning, engaging students through high-immersion virtual reality for exploring new places, applying different apps for practising learning content, and integrating cloud systems for educational interactions. Equally critical is the consideration of data protection issues within these technological integrations. While these examples reflect only limited facets of the use of digital technologies in education, the development of digital competence in educational contexts requires educators to address further aspects related to a new culture of learning and teaching. According to Stalder's (2016) theory of digitality, it is central to investigate how digital technology shapes education and how the lives and communicative practices of children and adolescents have changed and thus require new ways of approaching learning and teaching. In educational practices, different school subjects (e.g., first language instruction, foreign language instruction, ethics, economics, geography, history) face different challenges, also across different types of schools (e.g., K-12, primary and secondary schools, or trade / vocational schools). Moreover, higher education plays a central role in equipping future teachers with the required competencies in contemporary educational landscapes.

We invite scholars and educators worldwide to contribute to this edited volume. We encourage submissions that focus on specific school subjects within (foreign) language education and social sciences across different school types, that is, covering the field of what is referred to as subject-specific 'didactics' within European contexts. Contributions should address aspects of digital competence development focusing on teachers and pre-service teachers. The topics of interest include, but are not limited to:

- theoretical considerations related to digital competence development among teachers and pre-service teachers
- digital competence development in (foreign) language education
- digital competence development in different social sciences/subject 'didactics'
- the development of innovative teaching modules
- the evaluation of teacher training modules
- case studies and empirical investigations within these areas

This interdisciplinary volume aims to bring together researchers from the fields of subject-specific education and educational sciences to discuss relevant aspects of digital competence. Chapters may focus on a theoretical framework or empirical data gained from questionnaires, interviews, and policy documents to discuss digital competence development among teachers and pre-service teachers, while pinpointing implications for future learning and teaching of

(foreign) languages and social sciences. Contributions should provide valuable insights and discuss practical implications.

References

Caena, F., & Redecker, C. (2019). Aligning teacher competence frameworks to 21st century challenges: The case for the European Digital Competence Framework for Educators (Digcompedu). *European Journal of Education, 54*, 356–369. https://doi.org/10.1111/ejed.12345

Punie, Y. (Ed.). (2017). *European Framework for the Digital Competence of Educators: DigCompEdu.* Publications Office of the European Union. https://doi.org/10.2760/159770

Stalder, F. (2016). *Kultur der Digitalität*. Suhrkamp.

Submission guidelines

This edited volume aims to bring a collection of international contributions on the development of digital competence among pre-service and in-service teachers focusing on the teaching of (foreign) languages and subjects within the field of social sciences.

Abstract submissions should feature research that is currently in progress or completed, highlighting the goals and possibly outlining (preliminary) results. Submissions should include the following components in the order listed: name(s) (including titles), affiliation(s), chapter title, abstract (250-300 words including background, materials/methods, findings), up to 5 keywords, references (APA 7th edition), and a short biography for each author (up to 50 words). The formatting guidelines are: Arial, 11pt, line spacing of 1.15. Please save your proposals as:

- DIG_first author's last name_title_date.

Submit your abstract as a word document to: volume.digitaleducation@gmail.com

Important dates

Deadline for submitting chapter proposals:	**1 September 2024**
Notification of acceptance:	**1 October 2024**
Deadline for submitting the full articles (if accepted):	**1 February 2025**
Reviews:	**1 April 2025**
Publication:	**late 2025/early 2026**

Review process: Each chapter submission will undergo a peer-review process by the editors and at least one additional reviewer.

Further information: There are no submission or acceptance fees for chapters submitted to this book.

The editors

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