



Call for papers

International conference

Participation, democracy and discourse in times of uncertainty.

Interdisciplinary Perspectives on Teaching and Learning

University of Vienna

November 21 and 22, 2025

In the series *sprache - macht - gesellschaft*, the University of Vienna, in cooperation with the University of Trier, is organizing an interdisciplinary conference on the extent to which the social participation of all in the context of social transformation is implemented, conceived and further developed. The conference will also address the extent to which this is hindered according to general and subject-specific didactic research. Especially in times of uncertainty, a Europe-wide threat to democracy due to right-wing extremist tendencies, climate change and environmental crises, war and violence as well as the associated challenges and burdens on the next generation, both the ability to participate and democracy as well as language education in the sense of discourse skills and deliberation are fundamental goals of teaching. The conference serves the further networking of language didactics and the didactics of social sciences. Contributions from general didactics and all subject didactics dedicated to the question of education in the context of social transformation are also welcome.

The conference aims to reflect on and compare the diverse approaches of general and subject-specific didactic research regarding the aforementioned focal points from a transnational and interdisciplinary perspective and to promote transnational and interdisciplinary networking. It will focus on four main aspects:

- Research on subject teaching and learning, in particular on curricula, content and knowledge and their subject-specific and inter- or cross-disciplinary aspects. It will also focus on the potential for imparting powerful knowledge (Young, 2013) in the context of uncertainty, risks and opportunities for social transformation.
- Research into students' perspectives on teaching and learning, on education, on their own constructions of meaning, interests and developmental tasks in the face of social challenges.
- Current studies on the perspective of teachers, the significance of subjective theories, convictions and possibilities for action in the field of tension between social challenges and institutionally imposed restrictions.

- Classroom research, i.e. the reconstruction of the interplay between students, teachers and content, the interaction in the classroom and the existing facilitation (and obstruction) of learning and Bildung. In this regard, the focus is on questions of the acquisition of powerful knowledge, knowledge transformation (Gericke et al., 2018) and epistemic quality in teaching (Hudson et al., 2023), as they have been and are being researched in the Knowledge and Quality across Schools and Teacher Education (KOSS) network.

The aim of the conference is to bring together researchers from general and subject-specific didactic research who are specifically concerned with questions of language, power and society as well as the potentials and challenges of enabling social participation and social inclusion. Contributions on theoretical approaches and empirical studies are welcome. Papers of 30 minutes duration (plus 20 minutes for a subsequent discussion) as well as workshop contributions (with about 20 minutes presentation and 30 minutes joint working phase) can be submitted. To submit a paper, please send an abstract (1 page, approx. 2,500 characters including spaces) to Eva Vetter (eva.vetter@univie.ac.at) by August 1, 2025. The conference will be held in German and English. If you are presenting in another language, we kindly ask you to write the slides in German or English.

Selected bibliography:

Gericke, N., Hudson, B., Olin-Scheller, C. and Stolare, M. (2018): Powerful Knowledge, Transformations and the Need for Empirical Studies across School Subjects, London Review of Education: Special Issue on Knowledge and Subject Specialist Teaching, Vol. 16, Issue 3, 428-444. UCL IOE Press. <https://doi.org/10.18546/LRE.16.3.06>

Hudson, B., Gericke, N., Olin-Scheller, C. and Stolare, M. (2023): Trajectories of powerful knowledge and epistemic quality: analysing the transformations from disciplines across school subjects, Journal of Curriculum Studies. <https://doi.org/10.1080/00220272.2023.2182164>

Wegner, A., Hudson, B., Loquet, M. (2022): Epistemic Quality of Language Learning in a Primary Classroom in Germany. In: Hudson, B., Gericke, N., Olin-Scheller, Ch., Stolare, M. (eds.): International Perspectives on Knowledge and Curriculum: Epistemic Quality across School Subjects. London: Bloomsbury, 53-78.

<https://doi.org/10.5040/9781350167124.ch-004>

Young, M. (2013): Overcoming the crisis in curriculum theory: a knowledge-based approach, Journal of Curriculum Studies, 45, 2, 101-118. <https://doi.org/10.1080/00220272.2013.764505>

We look forward to your contributions!

Eva Vetter and Anke Wegner