

## Call for Papers

# Teaching and Learning in times of crises – Contributions of socio-economic education and research to socio-ecological transformations

**7th volume in the series *Socio-economic Education and Research*  
(Springer VS)**

The ‘new normal’ that is currently being much talked about will not come *after* the crisis; it *is* the crisis. Multiple, interrelated crises represent the normality in the 21st century: be it the financial crisis of 2007/2008, the national debt and euro crisis in 2010, persistent poverty crises not only in the global South, the migration crisis in 2015, the crisis of liberal democracy due to growing right-wing populism, the corona-crisis since the beginning of 2020 or the climate crisis as the epitome of a permanent state of crisis, to name but a few examples. The state of permanent crisis describes the remarkable condensation of disruptions of habitual social practices, which confront societies with existential decisions, over a longer period of time (cf. Imbriano 2013, 45)<sup>1</sup>. This permanent state of crisis forms the reality for the current generation of pupils and students. The corona-crisis clearly shows not only pupils and students, but also teachers and lecturers what it means to learn, to teach and to do research during the crisis. The crisis itself is a teacher: it forces us to give up what we are accustomed to, to improvise and to try out new things. Necessity is the mother of invention.

Regardless of its normality, this permanent state of crisis is and always remains an acute emergency situation that causes suffering that must be overcome. So teaching and learning in times of crises must also always be learning from the crisis for designing and shaping paths into a future worth living for all. The model of socio-ecological transformation is an example of such a path. In addition to an increasing number of scientists and teachers, young people, especially in the context of education, are committed to a future beyond this normality of permanent states of crises. Initiatives such as the student Network for Pluralist Economics - a response to the last economic and financial crisis - or the Fridays4future movement - a reaction to the inaction regarding the climate crisis - point to the urgency of fundamental changes not only in economy, politics and society, but especially in education and science. In addition to criticism, they also offer their own suggestions and formats for crisis-conscious and transformative education and science.

The aim of the anthology for which we are asking for contributions here is to make the inventiveness of teachers and students, which was particularly called for in the corona-crisis, fruitful for a program of crisis-conscious and sustainable socio-economic education and research. What educational content, what forms of education and what educational policies are needed to learn from crises? What consequences does this have for a socio-economic research that wants to contribute to the way out of this permanent state of crisis? With the help of a reflexive and programmatic reflection of own teaching and learning experiences, educational and science policy proposals, but also historical and

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<sup>1</sup> Imbriano, G. (2013). “Krise“ und “Pathogenese“ in Reinhart Kosellecks Diagnose über die moderne Welt. In: *Forum Interdisziplinäre Begriffsgeschichte*, 2 (1), 38-48.

theoretical considerations, the anthology is intended to invite readers to explore didactic and scientific paths out of a state of permanent crisis and to inspire them to further develop a crisis-conscious and transformative socio-economic education and research.

## Requirements for contributions

We are looking for three types of contributions:

### **Type 1: Field reports of innovative teaching in times of (corona) crisis**

We are asking for contributions that operationalize experiences from teaching-learning formats that have been redesigned or newly developed in response to the corona-crisis, that relate to this crisis and to the topic of learning and teaching in times of crises, along the following questions:

1. Context (learning environment, target group, actors involved, institutional and possibly curricular conditions).
2. Designelements:
  - a. What are the objectives?
  - b. Which contents/topics/questions are the focus?
  - c. Which social forms and methods are used?
  - d. Which media are used (technical implementation, communication channels, products used and created, ...)?

We prefer contributions that reflect these experiences in a science-based manner with reference to the questions of the anthology and that apply them programmatically to our current situation. We ask you to consider the following questions:

1. Which changes/innovations (of learning objectives, methods or contents) were made in the course due to the corona-crisis compared to other/the original course(s)?
2. What were the central challenges in the design and implementation of the event?
3. Which design elements have proven successful in terms of crisis-conscious and transformative socio-economic education and why?
4. What lessons can be drawn from this experience for crisis-conscious and transformative socio-economic education and research?

### **Type 2: Reflective and programmatic approaches for an education and science policy towards a socio-ecological transformation**

We are looking for contributions that analyze the education and science policy of central actors during the corona-crisis in an exemplary manner and develop drafts for an education and science policy that is appropriate to the permanent state of crisis and designed towards overcoming it.

### **Type 3: Historical and theoretical contributions to the topic**

Learning and teaching in times of crises is not a *new* social challenge. Therefore we also welcome contributions that use historical examples to discuss basic questions of teaching and learning in times of crises. In this context, theoretical and philosophical approaches can also be used. However, we prefer contributions that discuss these fundamental questions and historical references with regard to current crisis phenomena. In this context, experiences from innovative research projects devel-

oped in the course of the corona-crisis in the sense of crisis-conscious and transformative socio-economic education and research can also be presented in the style of the type 1 contributions.

## Organizational matters

Submissions in German or English are requested to be sent as a Word document to [kontakt@soziooekonomie-bildung.eu](mailto:kontakt@soziooekonomie-bildung.eu) by **31<sup>st</sup> of October 2020** (max. 30,000 characters including spaces including bibliography; abstract of 300 words including keywords; citation according to APA, cf. 6. edition, German, cf. [stylesheet I](#) and [stylesheet II](#)). The contributions will be reviewed by external experts in a double-blind review process. In order to ensure that the volume can be published quickly, the contributions will be forwarded to the reviewers immediately after receipt.

The anthology is published in the book series “Socio-economic Education and Research”, which is edited by Christian Fridrich (Vienna), Silja Graupe (Bernkastel-Kues), Reinhold Hedtke (Bielefeld/Frankfurt a.M.) and Georg Tafner (Graz/Berlin) on behalf of the *Society for Socio-economic Education and Research* (ASEER). Editors of this volume are Lisa-Marie Schröder (Frankfurt a.M.), Harald Hantke (Lüneburg), Theresa Steffestun (Bernkastel-Kues/Lausanne) and Reinhold Hedtke (Bielefeld/Frankfurt a.M.). The volume is expected to be published in summer 2021.