

Call for Papers

Haushalt in Bildung & Forschung

Issue 4/2021

Haushalt in Bildung & Forschung is a scientifically oriented, and application-oriented journal of nutrition, health and consumer education within the framework of general and vocational education. It is committed to sustainable household, nutrition, health and consumer education processes and promotes dialogue between the scientific disciplines and educational sciences as well as between subject didactics and teacher training.

Haushalt in Bildung & Forschung

- is *aimed* at students, teachers and researchers at universities and teachers in initial, further and continuing education.
- *addresses* a multi-perspective and transdisciplinary view of the complex problems, tasks, challenges of coping with everyday life and shaping life.
- *supports* the conception of innovative and practice-relevant solutions in nutrition, health, and consumer education.
- *comprises* a focus topic with corresponding individual contributions, as well as current contributions that are independent of the focus topic.

For more information, see www.hibifo.de. Issue 2021/issue 4 is managed by the Thematische Netzwerk Ernährung e.V. (www.thematischesnetzwerkernaehrung.at).

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With this call for papers, we at the Austria editorial office would like to invite you to submit your contribution. Diversity in approaches, views, and attitudes ensure diversity in research and teaching, enable a critical-constructive view and democratic discourse. We look forward to your contribution and to a successful cooperation.

Yours sincerely, the editorial team,

Claudia Angele, Petra Borota-Buranich, Gerda Kernbichler, Gabriela Leitner, Brigitte Mutz, Susanne Obermoser, Katharina Salzmann-Schojer, Christine Schöpf, Elfriede Sulzberger, Ines Waldner, Birgit Wild, Michael Wukowitsch

Main topic Issue 4/2021

Knowledge transfer and social responsibility:

What are the ‘missions’ of contemporary nutrition and consumer education (EVB)?

Current societal, social, economic, and ecological challenges also point universities and colleges more than ever to their social responsibility (BMBWF, 2019a; BMBWF, 2019b). Making knowledge and technologies available for solving complex problems and thus helping to shape societal developments in a critical and constructive way is referred to as a *third mission*. In addition to the current pandemic, gender justice, diversity and social inclusion, responsible science, the 2030 Agenda and the implementation of the SDGs as well as the digital transformation are named as particularly explosive areas of the *third mission* (BMBWF, 2019b). In the following, we will assume a broadly understood concept of *third mission* that encompasses the transfer of knowledge and skills, continuing education (including *lifelong learning*), technology transfer, and innovation, as well as social engagement (*community engagement* and *service learning*) (Henke et al., 2018).

Through their general and subject-specific educational mandate, schools bear a share of responsibility in society and meet social challenges with education and the acquisition of competences. In their professional field, teachers make an essential contribution to the exchange of knowledge and skills by means of subject-specific, subject-didactic, and pedagogical know-how. Household-related education can even be understood as a *third mission* in a comprehensive sense, as it creates learning opportunities for coping with complex individual and social everyday situations.

For subject didactics in nutrition, health, household, and consumption—as for subject didactics in general—the transfer of scientific findings into the pedagogical practice of higher education, schools/teaching and out-of-school places of learning is fundamental. Due to their reference to application, subject didactics and subject didactic research are also characterized by an implicit idea of transfer. Subject didactic research is always—at least in part—transfer research. Constructive collegial discourse between subject didacticians in academia and school practice also leads to research transfer on the one hand and new starting points for subject didactic research on the other (Altrichter et al., 2018).

The following aspects, named in keywords or as questions, are suggestions to think as broadly as possible about the focus of this issue and to allow the readers to participate in diverse perspectives and differentiated observations through your contribution:

- Knowledge transfer and communication in EVB topic areas: stumbling blocks and opportunities? (*Third Mission* or *Mission impossible*?)
- Formats of knowledge transfer and science communication in the EVB for different age groups: *Science goes public*, *Science Talks*, *Science Slams*, Children's University and Co.
- (New) forms of (successful) exchange of knowledge and skills through digital technologies in subject areas of school EVB

- *Citizen Science* (participatory research) in times of the pandemic: Co-research from home—opportunities for *Young Scientists* in school EVB?
- *Service Learning*: social engagement with combining competence-oriented (high) school learning—*good practice* examples from EVB
- *Lifelong Learning: Good Practice* Examples from Teacher Training in EVB
- Develop subject didactic research starting points in EVB school practice through participatory and collegial discourse.
- Developing, testing, and evaluating teaching concepts and learning materials in a participatory way with school practitioners—research and development projects in EVB
- ...

We invite you to present your subject didactic perspectives and approaches to the main topic. Systematic literature work, theoretical questions and work, different types of empirical approaches or (tried and tested) practical examples from general education, vocational education, and tertiary education, etc. are all equally welcome.

We look forward to receiving your abstract and contribution.

Notes for authors

Submission of an abstract: Timetable and standards

Please let us know by **15 March 2021 at the latest** which paper you would like to publish with a short, informative abstract.

The abstract should contain:

- (Working) title of the article, author(s), contact details
- meaningful short text (max. 300 words) on the orientation of the article including a reflection on the question: To which aspect of the thematic focus does the planned article contribute in particular?
- Abstracts are requested to: claudia.angele@univie.ac.at

Abstracts will be reviewed by the editorial team of this issue. Feedback on accepted contributions will be provided by the beginning of April.

Submission of the entry: timetable and standards

Please send your complete article electronically by **20 June 2021 at the latest** to:

claudia.angele@univie.ac.at

- ✓ Please note that **the layout template for manuscript preparation must be adhered to**. The manuscript template will be sent to you with the feedback on the accepted abstract. Important information on manuscript layout can also be found at <http://www.hibifo.de/manuskripte.html>).
- ✓ Manuscripts that are not prepared accordingly will not be accepted.
- ✓ Scientifically correct work is assumed. Citation standard is **APA7th**
- ✓ The length of your article should be 8 to 12 pages (even number of pages). **The maximum number of pages of 12 must be adhered to.**
- ✓ The editorial team decides on the inclusion of contributions

References

Altrichter, H., Posch, P. & Spann, H. (2018). *Lehrerinnen und Lehrer erforschen ihren Unterricht*. Verlag Julius Klinkhardt.

Bundesministerium für Bildung, Wissenschaft und Forschung (BMBWF) (2019a). PH-EP. Pädagogische Hochschulen – Entwicklungsplan 2021 – 2026. <https://www.bmbwf.gv.at/Themen/schule/fpp/ph/phep.html>

Bundesministerium für Bildung, Wissenschaft und Forschung (BMBWF) (2019b). Der Gesamtösterreichische Universitätsentwicklungsplan 2022-2027. <https://www.bmbwf.gv.at/Themen/HS-Uni/Hochschulgovernance/Steuerungsinstrumente/GUEP.html>

Henke, J., Pasternack, P., & Schmid, S. (2018). *Mission, die dritte : Die Vielfalt jenseits hochschulischer Forschung und Lehre: Konzept und Kommunikation der Third Mission*. Berliner Wissenschafts-Verlag.

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International Symposium of GFD (Gesellschaft für Fachdidaktik)

and ÖGFD (Österreichischen Gesellschaft für Fachdidaktik)

“Subject didactics at the centre of research transfer and transfer research” (working title)

29.08.-31.08.2022, Vienna
