

## Call for Papers 2024-pdf

### General Didactics and Physicality

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#### On the Thematic Focus

The body of those involved in teaching-learning processes has so far played a rather subordinate role within the general didactics of subject and university didactics, as well as in school and teaching research. This is despite sociological research on the well-being of learners in teaching-learning contexts, studies on the importance of body posture for self-esteem, the identification of sitting as a health problem, recognition of the importance of nutrition, and the goal of an inclusive school that also considers physicality as a “special need”. With the COVID-19 pandemic and the increase in online teaching-learning formats, the question of the importance of physical presence and visibility over cameras has come into focus, and, with recent developments in artificial intelligence, the question arises of what importance is given to the human body and physicality. The multitude of findings on the significance of physicality in teaching-learning contexts has, however, so far only marginally led to the integration of physicality into didactic approaches and concepts or into teaching-learning practices as a reflection and planning requirement.

The editors consider it important to focus specifically on physicality because the importance of the body for the sustainability of learning, for social experience and behavior, for the health and well-being of individuals, for the use of digital technologies and their design represents a factor of central importance and should therefore receive new and greater attention within General Didactics. The JfAD 2024 with the thematic part “General Didactics and Physicality” addresses this concern. Desired are contributions from school pedagogy, university didactics, adult education, and further education that deal theoretically, empirically, and/or conceptually with physicality in didactic contexts.

#### Possible Topics

- The importance of physical presence in teaching-learning contexts
- Physicality and teaching culture
- Physicality in online formats
- Human and machine – body and technology
- Learning while sitting – The importance of movement in learning
- Well-being in teaching-learning contexts
- Nutrition and learning
- Physicality and didactic theory formation



*Journal for General Didactics*

The “Journal für Allgemeine Didaktik” (JfAD) (Journal for General Didactics) is a periodical with a double-blind peer review process and serves as a scientific forum for the anchoring and further development of general didactics in exchange with educational and social sciences, specialist sciences and specialist didactics. It particularly focuses on teacher education, adult education, as well as university education and didactics. As a periodical, the JfAD is methodologically diverse, interdisciplinary, and internationally oriented. Empirical, theoretical-conceptual, historical and discursive original contributions will be published in German and English. The JfAD succeeds the “Jahrbuch für Allgemeine Didaktik” (Yearbook for General Didactics) and will be published in open access by Julius Klinkhardt Publishing House starting from the year 2024.

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*Contact and Submission*

Manuscripts for the thematic focus and the General Section should be submitted as a Word file (email attachment) by **March 1, 2024**, to the managing editor:

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Further information about the Journal for General Didactics, the manuscript guidelines, and the manuscript template can be found at <https://www.klinkhardt.de/jfad/>

