



Call for Papers

Learning and Instruction

Special Issue on Empowering Pre-Service and In-Service Teachers as
Instructional Designers

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Special issue information:

This Special Issue solicits paper proposals focusing on pre-service or in-service teachers' roles as instructional designers in diverse contexts and on teachers' situated and context-specific instructional choices and behaviors.

Description

Teaching requires complex decision-making in changing educational contexts, for routine and nonroutine tasks, and using limited resources, such as effort and time (Kunter et al., 2013; Lauermann & Butler, 2021; Narciss & Zumbach, 2022; Praetorious et al., 2018). For instance, teachers need to (i) plan, select, implement, and evaluate the effectiveness of alternative instructional strategies in diverse educational contexts; (ii) distribute their limited instructional time to address the educational needs of different students and learning groups; and (iii) adapt their instruction depending on students' situation-specific learning behaviors and outcomes. The multidimensionality, uncertainty, and social and ethical aspects of teaching contribute to this complexity (e.g., Anderson et al., 1995; Lampert, 1985, Lampert et al., 2009): Teachers are “dilemma managers” (Lampert, 1985, p. 178) who often face trade-offs between instructional goals, situational demands, and professional standards (e.g., balancing individual and class-level needs; or breadth vs. depth of content coverage). Teachers face uncertainty about which teaching approach is most appropriate for addressing the educational needs of an increasingly diverse student body while also considering societal and ethical values, such as the desire to provide equitable educational opportunities for different students.

Thus, an important objective of research on teachers' professional competence is to empower pre-service and in-service teachers as autonomous decision-makers and instructional designers across diverse educational settings and to understand how different situations and contexts may shape their teaching behaviors and choices (e.g., Brophy, 2010; Creemers & Kyriakides, 2015; Kunter et al., 2013; Lauermann & Butler, 2021). “Situated” teaching behaviors and choices may refer to different time points or contexts (see Lauermann, in



press), including teachers' planning for and interactions with diverse students and learning tasks or their reactions to and evaluations of simulated or authentic classroom situations (e.g., vignettes or classroom observations).

Teachers' situation- and context-specific decision processes and instructional behaviors are not yet well understood, as teaching competence and teaching effectiveness research has thus far often focused on the characteristics of "effective teachers" (e.g., professional knowledge and generalized beliefs about teaching) rather than the dynamic aspects of "effective teaching," such as teacher-led instructional design and the continuous implementation of instructional adaptations (e.g., Creemers & Kyriakides, 2015; Lauermaun & Butler, 2021).

To address this gap in the literature, this Special Issue solicits paper proposals focusing on pre-service or in-service teachers' roles as instructional designers in diverse contexts and on teachers' situated and context-specific instructional choices and behaviors. The submitted paper proposals may focus on different types of teacher-led instructional design, including developing learning tasks, differentiated instruction, productive failure, feedback practices, and teachers' allocation of limited instructional resources (e.g., time, teacher talk) to different teaching tasks. Both pre-service and in-service teachers can be the target group of the submitted proposals. To ensure the coherence of the Special Issue, each paper proposal should consider teachers' situation-/context-specific professional decision-making and/or instructional design. Diverse methodologies are welcome (e.g., eye-tracking studies, vignette studies, field experiments, research in virtual classrooms, and others).

An explicit goal of this Special Issue is to contribute to a better understanding of the dynamic aspects of teachers' expertise and to provide a platform for the exchange of ideas across the fields of teaching competence and instructional design. Accordingly, the Special Issue will include two commentaries that integrate different theoretical perspectives and consider teachers' authentic views and experiences in the classroom.

Manuscript submission information:

Interested authors are asked to submit:

(1) The manuscript title and an abstract of up to 2000 words, following APA Style guidelines 7th edition (excluding references, figures, and tables; including a description of the theoretical framework, research questions, methods, sample, sample size, [preliminary/selected] findings, and a note on significance) - and (2) a short bio and affiliations of authors (about 100-150 words per author).

to the journal's submission platform (Editorial Manager®) and select the article type "VSI: Empowering Pre-Service and In-Service Teachers Abstracts." For any inquiries about the appropriateness of contribution topics, please contact Prof. Fani Lauermaun fani.lauermaun@uni-bonn.de.



- ▶ Call for abstracts: September 15th, 2023
- ▶ Abstracts due to Editors: January 31st, 2024
- ▶ Invitations to submit full manuscripts: March 15th, 2024
- ▶ Completed manuscripts submitted: September 15th, 2024

Abstracts will be reviewed, and selected authors will be invited to submit a full manuscript for consideration for inclusion in the special issue.

The [Editorial Manager®](#) will be available for receiving submissions to this Special Issue from the invited authors. Please refer to the Guide for Authors to prepare the manuscript and select the article type '**VSI: Empowering Pre-Service and In-Service Teachers invited**' when submitting your manuscript online. Both the Guide for Authors and the submission portal can be found on the journal Homepage here: <https://www.elsevier.com/journals/learning-and-instruction/0959-4752/guide-for-authors>.

All submissions deemed suitable to be sent for peer review will be reviewed by at least two independent reviewers. Once your manuscript is accepted, it will go into production, and will be simultaneously published in the current regular issue and pulled into the online Special Issue. Articles from this Special Issue will appear in different regular issues of the journal, though they will be clearly marked and branded as Special Issue articles.

Here is an example: <https://www.sciencedirect.com/journal/science-of-the-total-environment/special-issue/10SW52W7VVV>

What is a VSI (Virtual Special Issue):

Upon its editorial acceptance, articles submitted to a VSI will go into production immediately. It will be published in the latest regular issue while simultaneously being presented on the Special Issue webpage. The regular issues will mark and brand the Special Issue articles.

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Keywords:

instructional design, teaching competence, decision-making, teacher expertise

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