



RISTAL 7/2024

Research in Subject-matter Teaching and Learning

Citation:

Frederking, V. & Rothgangel, M. (2024). Editorial. RISTAL, 7, I-II.

DOI: <https://doi.org/10.2478/ristal-2024-0002>

ISSN 1863-0502



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Editorial

Volker Frederking & Martin Rothgangel

In its seventh year of existence, RISTAL not only contains a remarkable special issue with six articles on “Subject Pedagogy in Japan”, but also five interesting didactic articles that have successfully passed the review process. The special issue is in line with the increasing internationalization of subject didactics. International dialog within individual subject didactics is widespread and is reflected in numerous international journals of individual subject didactics. However, a special feature of RISTAL in terms of General Subject Didactics is that it strives for international dialogue across different subject didactics. The special issue on ‘Subject pedagogy in Japan’ is an excellent expression of the international and interdisciplinary intention associated with RISTAL. The special issue is presented in more detail in an extra editorial.

In addition to the thematic issue, the five individual articles contain further highlights and interesting aspects for subject-specific didactics.

The article “Usage and Beliefs of Student Teachers towards Artificial Intelligence in Writing” by Gerrit Holm and Florian Hesse uses an empirical study with 505 student teachers to reflect on the use of artificial intelligence and draws conclusions for further research and teacher training. This is an important research contribution to a highly topical subject that will continue to move the didactic discussion in the future.

Jana Pokraka and Inga Gryl present in their article “Mapping in the Context of Primary Social and Science Education: Children, Participation and Spatial Power Relations” an empirical study of 40 primary school children. In the sense of RISTAL's goal of promoting dialogue between the didactic disciplines, the authors note: „Although the study is rooted in geography education and primary social and science education, the findings of this research are also relevant for civic education and social science education. They offer a broader perspective on student-teacher relationships and interactions in educational settings.”

The article “Promoting Reflections on Decision-Making in Socio-Scientific Issues” by Johanna Dejanovikj and Dietmar Höttecke uses a 2x2 experimental design to explore the question of which factors improve decision-making. Finally, they came to the revealing conclusion that “students who had learned a specific method of reflection outperformed others regarding the quality of their reflections. Thus, this study provides evidence for the effectiveness of explicitly teaching and learning in terms of reflecting on one’s own decision-making in the context of an SSI.”

In their article “Grammar teaching in inclusive learning groups. A reconstructive analysis of subject-specific teaching”, Anja Hackbarth and Anja Müller take an interdisciplinary approach to the following three research questions: “1) What practices of teaching grammatical knowledge can be reconstructed? 2) How do pupils deal with these practices of teaching? 3)

What conclusions can be drawn from the empirically generated connection between mediation and acquisition for the didactics of inclusive subject teaching?” One basic result of their insightful study is “that it is necessary to sensitize teachers to subject-specific language skills in relation to the material to be taught and the ability to modulate this knowledge in complex classroom interactions.”

The interdisciplinary team of the authors Tobias Hoppe, Christiane Konnemann, Christian Höger, Alexander Renkl and Werner Rieß are responsible for the impressive article „Development and validation of a text-based instrument measuring teachers’ professional vision of student thinking”. They use the “example of teachers’ noticing and interpreting of cognitive aspects in learners’ attitudes on creation and evolution” to develop and validate a text-based vignette test. A key finding of their study is: “Using these vignettes in combination with an open question format, we elicited sufficient pre-service teachers’ observations to be able to retrospectively reconstruct their cognitive processes of noticing and interpreting. These criteria make the vignettes suitable for not only assessing teachers’ noticing and interpreting skills but also fostering their professional vision through implementation in respective interventions.”

We would like to express our heartfelt thanks to the staff of the University of Vienna who have made this publication possible through their hard work and dedication: Karin Sima and Marietta Behnouch for their technical and editorial work, Maximillian Saudino and Johannes Vollmer for proofreading the contributions, and last but not least Helena Junker and Augustine Fleischmann for their support as journal managers. Finally, we would like to thank the Association for *Fachdidaktik* (Gesellschaft für Fachdidaktik; GFD) for their financial support without which this journal would not be possible.