



Call for Papers 2015

Classroom Management - Perspectives, Findings, Controversies

Editors: Ludwig Haag, Ewald Kiel, Matthias Trautmann

For most teachers, teaching means organizing, supporting and monitoring activities of groups of 20 to 30 students. Managing a group or class has long been regarded as an essential part of teachers' professional expertise and of good teaching. In the German speaking world, there have recently been many new publications indicating that classroom management has undergone a renaissance as a field of concern, not the least in connection with a more diverse student body, and numerous discussions about the quality of teaching and teacher education. It is not clear, however, if research on classroom management has intensified as well, which perspectives are used and which challenges go along with that.

The yearbook aims at assembling current theoretical approaches, empirical research and academic controversies regarding classroom management, thus fostering discussions about teacher professionalism, quality of teaching and school education. We welcome contributions that deal with it theoretically and/or empirically, state-of-the-art-articles with an international perspective as well as historical analysis and critical discussions of related matters of surveillance, control and guidance. Authors may deal with questions like:

- *Teacher education*: How is classroom management modelled and investigated? What concepts for developing teachers' expertise exist in this regard, also on an international level, and what is known about their effects? Are there connections with teachers' health and stress perceptions?
- *Schooling and Instruction*: Which intentions do stakeholders (parents, students, teachers, principals, etc.) connect with classroom management activities? Which methods and effects can be found in different school types, stages/grades and specific schools, also in relation to all-day schooling?
- *Academic perspectives*: Which orientations, methodological and/or methodical approaches can be found; which research projects deal with classroom management? What do we already know, what needs further research?
- *Critique of schooling*: What concepts of education or governance can be found in popular literature and academic research on classroom management, and how can they be related to theories of democracy?

Contributions in German or in English should be no longer than 25.000 characters. Deadline is March, 30, 2015.

Editorial notice

The Yearbook for General Didactics (Jahrbuch für Allgemeine Didaktik (JfAD)) is a double-blind peer-reviewed journal. Please send your manuscripts electronically to: Prof. Dr. Klaus Zierer, Carl von Ossietzky Universität Oldenburg, Ammerländer Heerstraße 114 - 118, 26129 Oldenburg, E-Mail: Klaus.Zierer@uni-oldenburg.de. For further information, see also under <http://www.erziehungswissenschaft.uni-tuebingen.de/abteilungen/schulpaedagogik/jahrbuch-fuer-allgemeine-didaktik.html>.

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