Call for papers: Media-Pedagogical Professionalization and Professionalism. Discourse Developments and Current Research Perspectives

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The increasing presence and influence of digital media in society are reshaping educational practice and intensifying the demands on professional media education (e.g., Hauck-Thum & Noller 2021). Against a backdrop of constantly changing media, technologies and professional uncertainties, educators in all areas – regardless of whether or not they see themselves as media educators – are faced with the challenge of developing and maintaining professional media pedagogical forms of action (e.g., Knaus, Meister & Tulodziecki 2018). Educational science and research are thus faced with the task of dealing with questions of media pedagogical professionalization and the constant need to maintain professionalism among educators in a society that is shaped by digital media. However, there are many potential areas of conflict when working on this task. Counting questions that pertain to how the relationship between media educational practice and general pedagogical professionalism should be conzeptualized, whether or witch characteristics of media pedagogical professionalism are specific to different educational fields (e.g., scholastic and extra-scholastic educational contexts), and how the professionalism and the professionalization of media education can be scientifically defined and methodologically structured (e.g., using competence theory, biographical or praxeological approaches).

Although academic discourse on media-pedagogical professionalization approaches and processes has been ongoing for a considerable period (Blömeke, 2000; Hugger, 2001), it remains diverse, fragmented, and at times unsystematic. As a result, the concepts of media-pedagogical professionalization and professionalism lack clear definition. This is exacerbated by a historically developed network of terms (e.g., media literacy, media education, media didactics), contemporary competence models (e.g., AI literacy, data literacy), and diverse attributions of responsibility across various (educational) scientific sub-disciplines including school education, adult education, social work and media education itself (e.g., Hugger 2021).

This special issue seeks to promote discourse and empirical perspectives on the urgent challenges of professional media educational practice in a society influenced by digital media. It will explore various pedagogical fields of action, theoretical and methodological focuses, and (sub-)disciplinary locations within educational science, attempting to classify them systematically. To accomplish this objective, we welcome submissions that investigate the concepts of professionalization and professionalism in

media education across multiple dimensions, including theoretical, methodological, and empirical levels. Contributions may use a range of approaches – quantitative, qualitative, and hermeneutic – and address different pedagogical contexts, such as school education, adult education, and early childhood education. We seek high-quality original contributions with a clear connection to theoretical approaches of pedagogical professionalisation and professionalism.

Possible Topics

- Theoretical work on the definition and localization of media-pedagogical professionalism
- Defining the relationship between pedagogical and media-pedagogical professional approaches
- Theoretical or empirical processing of field-specific and/or interdisciplinary questions of media-pedagogical professionalization/professionalism
- Qualitative or quantitative surveys and analysis of professionalization processes in media education and the status of professionalism in media educational practice
- Empirical findings on professional media educational practice in the various educational fields

We particularly welcome articles that examine professional media education practice and the discourses surrounding it from an international (comparative) perspective.

Contributions

Contributions can be submitted in German or English. **Please send your abstract to the following email address:** mepro2025@fernuni-hagen.de. Any of the standard types of article accepted by ZBF – with the exception of book reviews – can be submitted (e.g., empirical original papers, theoretical original papers, review papers, methodological papers, think pieces, registered report, replications; see: ZBF Submission Guidelines). Please specify the chosen contribution format when submitting your abstract.

The abstract should contain the following information:
1. Title of the paper (in German and English)
2. Name(s) of author(s), institutional affiliation(s), contact information, type of contribution
3. Abstract of **1000 to 1500 words (excluding references)** with a **clear indication of the professional and theoretical framework** of the contribution.

The authors of accepted abstracts will be invited to submit full papers for double blind peer review. The guidelines of the *Zeitschrift für Bildungsforschung* (ZBF) apply.

Please note: An invitation to submit a complete article does not guarantee publication in the special issue. This edition will ultimately be compiled on the basis of the results of the double-blind peer review process and the best possible fit of the contributions received. Articles that cannot be included in the special issue but successfully pass the peer review will be published as articles in a regular issue of the journal.

Planned Schedule

June 15, 2025	Deadline for the submission of abstracts
July 15, 2025	Invitation to submit full contributions
January 15, 2026	Deadline for the submission of full contributions
2027	Planned publication in issue 02/2027

References

Blömeke, S. (2000). *Medienpädagogische Kompetenz: Theoretische und empirische Fundierung eines zentralen Elements der Lehrerausbildung*. kopaed.

Hauck-Thum, U., & Noller, J. (Eds.). (2021). *Digitalitätsforschung*. *Was ist Digitalität? Philosophische und pädagogische Perspektiven*. J.B. Metzler. https://doi.org/10.1007/978-3-662-62989-5

Hugger, K.-U. (2001). *Medienpädagogik als Profession: Perspektiven für ein neues Selbstverständnis*. kopaed.

Hugger, K.-U. (2021). Professionalität und Professionalisierung im Handlungsfeld Medienpädagogik. In J. Dinkelaker, K.-U. Hugger, T.-S. Idel, & S. Thünemann (Eds.), *Professionalität und Professionalisierung in pädagogischen Handlungsfeldern: Schule, Medienpädagogik, Erwachsenenbildung* (pp. 83–140). UTB.

Knaus, T., Meister, D. M., & Tulodziecki, G. (2018). Qualitätsentwicklung - Professionalisierung – Standards: Thesen aus medienpädagogischer Sicht. In T. Knaus, D. M. Meister, & G. Tulodziecki (Eds.), *Qualitätsentwicklung – Professionalisierung – Standards: Thesen aus medienpädagogischer Sicht* (pp. 23–48). Kopaed.