# Call for papers
## *Psychological findings for university teaching*

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### To the main topic

In recent years, the quality of teaching in higher education has become increasingly important for universities and higher education institutions in Germany, Austria and Switzerland due to the focus on outcomes such as academic success (Berendt, 2005; Ulrich et al., 2017; Schulze-Vorberg et al., 2020). University didactics deals with this both scientifically in research and practically with the optimization of the quality of university teaching. The latter is primarily accomplished through further training for teachers or curriculum and organizational development (e.g. Fabriz et al., 2021; Kerres et al., 2020; Macke et al., 2016; Zumbach & Astleitner, 2016). In line with school research (e.g. Hattie, 2023), empirical studies are increasingly being used for this purpose (e.g. Schneider & Preckel, 2017; Ulrich, 2020, 2023).

Higher education didactics draws on the findings of various related disciplines, such as educational science, psychology and sociology (Rhein & Wildt, 2023). Since those working in higher education didactics at universities and colleges are strongly focused on their respective subject (despite interdisciplinary approaches), there is a risk (in an interdisciplinary field such as higher education didactics) that those working in the field may take their respective subject into account but overlook important empirical findings from subjects close to their own. For example, the learning and motivation of students are often addressed in university didactics, while findings on other psychological topics—such as memory models, differences in aptitude, social and collaborative processes, emotions, examination design or cognitive-neuroscientific findings beyond myths (e.g. "brain-friendly learning")—are often overlooked (cf. e.g. Brinker & Schuhmacher, 2022; dghd, 2022, Grabner & Meier, 2021; Kordts-Freudinger et al, 2021; Krammer et al, 2021; Tremp & Eugster, 2020). By working out the connecting lines of the higher education didactic reference disciplines, higher education didactics can be strengthened as a science, and thus teaching can be improved (Rhein & Wildt, 2023). The prerequisite for this is that the contributions from the individual disciplines are made visible.

Psychological theories, models and scientific findings already have a long tradition in higher education didactics and teaching (McKeachy, 1967; Schulmeister, 1983; Wildt, 1984; Wild & Wild, 2001). The aim of this special issue is to show how psychological models are used for university teaching and, furthermore, how the respective people have developed and implemented teaching (Mörth et al., 2023). In this call, we invite you to present psychological findings for university teaching in research contributions, research-led development contributions or development contributions within the framework of this thematic issue to also demonstrate their significance for university didactics.

Topics from all psychological sub-disciplines can be taken up here, provided they are relevant to university teaching. These could include, but are not limited to, the following (cf. Mörth et al., 2023):

- How does learning work (e.g., learning theories, memory models, self-regulation and learning strategies)? (cf. e.g. Kiesel & Spada, 2018; Wild & Möller, 2020)

- How can metacognitive and reflective learning activities be mapped and promoted? (Mayweg-Paus & Zimmermann, 2022)
- How can cognitive-neuroscientific findings be categorized and used beyond neuromyths to understand learning, personality development and social interaction? (cf. Coleman, 2021; Jäncke, 2017)
- What role do emotions and (intrinsic) motivation play in students' learning processes and academic success? How are they connected and how do they develop over the course of their studies? (cf. e.g. Heckhausen & Heckhausen, 2018; Schickel & Ringeisen, 2022; Schürmann et al., 2022)
- How can the (healthy/positive) personal development of students be promoted? (cf. e.g. Aronson et al., 2023, chap. 1,5,7,14,15)
- How can prejudices and stereotypes be explained, and how can group-based discrimination such as racism and sexism be reduced in social interaction? (cf. e.g. Degner, 2022; Petersen & Six, 2020)
- What role do social aspects of learning play and how can collaborative forms of learning be implemented (Hänze & Jurkowski, 2022; Chen et al., 2018)?
- Why are objectives important for teachers and students when planning and implementing teaching? How should they be formulated? (cf. e.g. Biggs et al., 2022; Ulrich, 2020, chapter 4)
- How can media/educational technologies be used to promote learning? (cf. e.g. Buchner & Kerres, 2021; Kerres, 2018)
- How can feedback be designed to promote learning with regard to learning objectives and in different contexts (adaptive tutorial systems, peer feedback in group work, personal appearance, etc.)? (cf. e.g. Narciss, 2020; Panadero & Lipnevich, 2022; Ruwe & Mayweg-Paus, 2023)
- How can tests be designed to be valid? (cf. e.g. Schaper, 2021; Schürmann et al., 2022)
- How can further training in higher education didactics be made attractive for teachers, and how can it improve the quality of teaching at universities and colleges? (cf. e.g. Nerdinger et al., 2019, chap. 4, 7-12, 19, 24, 26, 31)
- What are the quality criteria for coaching, consulting and moderation processes—for example, in the development of study programs or mission statements? (cf. e.g. Greif et al., 2018)

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German or English contributions may be submitted in two possible formats:

**Research contributions** should meet the following criteria. The paper:

- addresses a systemic question in transdisciplinary, interdisciplinary or subject-specific contexts;
- has a research gap as its starting point;
- is extensively embedded in current scholarly discourse;
- has a robust methodological approach;
- includes reflection on the author's own work;
- explains the research methodology;
- employs a method that is suitable for answering the research question;
- presents the scientific discourse in a reflective manner;
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- consistently follows relevant citation rules (APA style, current edition);
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**Research-driven development contributions** should meet the following criteria. The paper:

- features a higher education development perspective with a sound research base;
- discusses and differentiates a systemic problem in teaching development;
- is an academically grounded "institutional research" contribution;
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- deals with a concrete problem in higher education development in the (author's) higher education institution;
- addresses a practical need;
- is embedded in the scientific discussion and literature (without claiming to provide an overview of the literature);
- offers suggestions for teaching and university development, with recommendations for action (if applicable);
- offers a systematic and transparent discussion (e.g. no incomprehensible references to specifics or details in a field of practice);
- elaborates on generalisable aspects relevant to theoretical development;
- addresses considerations related to the transfer to practice;
- mentions possibilities for further research;
- consistently follows relevant citation rules (APA style, current edition);
- comprises between 20,000 and 33,000 characters (with spaces, including cover page, bibliography and author information).

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**September 30, 2024 – Submission deadline for complete articles:** Please upload your contribution(s) to the ZFHE journal system (https://www.zfhe.at) in the corresponding section (research contributions, research-driven development contributions, development contributions) of ZFHE 20/1 issue in anonymous format. To do so, you must first register as an author in the system.

**November 15, 2024 – Feedback/Reviews:** Scientific contributions and workshop reports are evaluated in a double-blind process (see below).

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**March 2025 – Online publication:** In March 2025, the finalized contributions are published under https://www.zfhe.at and also made available in print.

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### Questions?

If you have any questions regarding the content of the issue, please contact Immanuel Ulrich (immanuel.ulrich@iu.org), Carla Bohndick (carla.bohndick@uni-hamburg.de), Josef Buchner (Josef.Buchner@phsg.ch), Roland Grabner (roland.grabner@uni-graz.at), Elisabeth Mayweg-Paus (elisabeth.mayweg@hu-berlin.de), Martina Mörth (martina.moerth@tu-berlin.de) & Tobias Ringeisen (tobias.ringeisen@hwr-berlin.de).
For technical and organizational questions, please contact Elisabeth Stadler (office@zfhe.at).

### We look forward to your submissions!

Immanuel Ulrich, Carla Bohndick, Josef Buchner, Roland Grabner, Elisabeth Mayweg-Paus, Martina Mörth & Tobias Ringeisen