

## Call for Papers

### Rethinking economics – experiences from plural socio\*economic higher education

A new generation of lecturers in plural socio\*economic higher education faces a major challenge: initiating education processes which enable students to reflect on urgent social problems, to contextualize them, to discuss them scientifically or even to solve them. This seems to be more urgent than ever, since in particular economists and their faculties are sticking to a one-sided teaching canon that has hardly changed for decades, despite the far-reaching consequences of the financial and economic crisis of 2008, the growing inequalities in income and wealth, and the reality of climate change. In addition to a theoretical and methodological one-sidedness, low-discussion and purely reproductive teaching and examination formats hamper the development of students' reflective and creative skills.

In spite of these developments, more and more scholars and didacticians are working on pluralistic goals, innovative contents and forms of socio\*economic higher education. Their proposals range from a mild modernisation of curricula with more realistic models and more up-to-date research results, to fundamentally new forms of teaching and learning with objectives that go beyond a mere transfer of knowledge.

This edited volume is dedicated to the concrete experiences of lecturers in socio\*economic higher education and aims to pool and share them. The aim is to identify and offer teaching opportunities for the concrete realisation of innovative, plural, socio\*economic education. In addition to plural teaching content, plural teaching forms shall also be acknowledged and discussed. The guiding question is how a socio\*economic education should be structured that can take on an orienting, reflective and responsible function in society, politics and the economy.

### Requirements for contributions

Innovative teaching has event character – it has happened, it can be reported as experience. In this sense, we ask for contributions that have a narrative, reporting character. At the same time, preference will be given to contributions that analytically highlight challenges, conditions for success and design elements. In order to support this – and so that all contributions follow a similar structure – we ask you to design your contributions along the following topics<sup>1</sup> and guiding questions:

#### **1. Context of origin (problem awareness, requirements context, reason for the introduction of a teaching-learning-innovation)**

Here acute deficits or acute conflicts, existing or structural problems, anticipated challenges, personal professional concerns or impulses from your environment should be described. Also describe the institutional setting (learning location; target group; discipline/field of study or degree programme, if applicable, in which your innovation is curricularly located) and, if applicable, the forces and interests of different actors who played a role in shaping the innovation. In this section, you can also discuss your understanding of learning or education if it is relevant to the context in which the innovation was created.

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<sup>1</sup> Based on the model approach as interpreted, for example, in the "OPTion" project, cf. <https://www.patternpool.de/das-projekt/>

## 2. Innovative solution in the sense of a plural, socio\*economic higher education

Describe your approach to the development and the innovation you have created. Please refer to at least three of the relevant didactic decision fields<sup>2</sup>:

- Which **goals** are aimed at, which effects should be achieved by the innovation?
- Which contents/**themes**/questions are at the centre of the innovation?
- Which **social forms** are applied (individual, partner, group work, in particular the size of the group, plenum, ...)?
- Which **methods** are used (lectures, experiments, round tables, creative tasks, ...)?
- Which **media** are used (technical implementation, communication channels, used and created products, ...)?

In this section, already deal with the challenges that have been mastered and are still open. If possible, present and explain exemplary learning impulses/tasks and use examples and contrasts to illustrate the innovative character of your contribution. You are welcome to include illustrative material in the text.

## 3. Consequences/effects

Finally, please describe the effects your innovation has had on those involved, on yourself and, if applicable, on the structure. This can be done on the basis of evaluations or a personal report. If possible, give an outlook on further developments, consolidation and transfer potentials. If you are interested in cooperation, you can finally add invitations of contact and/or collaboration.

## Organizational matters

Submissions in German or English should be made by **31.08.2019** to [janina.urban@fgw-nrw.de](mailto:janina.urban@fgw-nrw.de) (max. 25,000 characters incl. spaces and literature index). Please anonymize your contributions throughout.

The anthology is edited by Lukas Bäuerle (Cusanus Hochschule, Bernkastel-Kues), Harald Hantke (Uni Lüneburg), Lisa-Marie Schröder (Uni Frankfurt) & Janina Urban (FGW, Düsseldorf). Cooperation partners of the publication are the [FGW Düsseldorf](#) and the section for socio\*economic higher education of the [Association Socio\\*economic Education and Research](#) (ASEER).

A scientific advisory board from the ASEER environment will be set up for the review process. The advisory board is headed by Prof. Dr. Udo Hagedorn (University of Bielefeld). The publication will be published by a scientific publisher and on the online learning platform Exploring Economics under a Creative Commons License and is planned for spring 2020.

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<sup>2</sup> Based on Hans Furrer: The Berne Model - an instrument for competence-oriented didactics. Bern 2009, also comparable in classical didactic models such as the "Berlin Model".