

**Call for Papers for special issue of die hochschullehre: Revisiting disciplinary learning: New Developments in Decoding the Disciplines .**

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Disciplinary teaching offers fruitful approaches for the further development and research of teaching (Becher & Trowler, 2001). Practices and values are inscribed in the discipline concerning the potentials for societal development (Kreber & Szczyrba, 2019). Furthermore, the incorporation of disciplinary practices is particularly difficult for students because often they are mainly implicit. In addition to general pedagogical issues, important content-related challenges arise for successful learning processes (Rhein & Wildt, 2023). Moreover, disciplinary cultures directly affect the probability of using student-centered methods and provide the basis for inter- and transdisciplinary discourse (Shopkow & Middendorf, 2019).

However, discipline-related issues continue to be a challenge for teaching and learning in higher education. In contrast to secondary education, research on pedagogical content knowledge is not institutionally established in Germany. Therefore, the engagement with subject specific pedagogical content knowledge happens - if at all - in the form of Scholarship of Teaching and Learning projects. All the more reason to increase the efforts for enhance the knowledge base.

Decoding the Disciplines is a promising approach to advance disciplinary university teaching in all its potentials (Chick, Haynie & Gurung, 2012). Since its conception in the late 1990s, the Decoding the Disciplines paradigm has provided a framework for a broad range of explorations of implicit teaching knowledge and practices. In particular, the Decoding interview process has allowed researchers to make more explicit the ways of operating that underlie work in specific disciplines. On the other hand, the methodology of Decoding also includes the aspect of creating and reviewing a teaching intervention (Shopkow & Middendorf, 2019). The research on the effect of teaching disciplinary thinking provides another very valuable asset, Decoding the Discipline provides.

Furthermore, it is often not recognized that the paradigm has undergone enormous development since its appearance. The original model has been clarified and perfected, but the scope of this work was also expanded to include emotional, bodily, and social learning; it created new roles for students in these investigations; and it explored learning beyond the individual.

Some of these changes have been so far reaching that they may be said to constitute a new version of the paradigm, Decoding 2.0. . This rich body of innovative new ways to use Decoding the Disciplines to help students achieve their potential calls for an extended discourse within the field of education. It is now time, to strengthen the international community in the field. The special issue of "die Hochschullehre" is intended to depict the connections between the different approaches to Decoding and to inspire a new generation of scholars. The projected publication will lay ground to the reflection of the bases of disciplines (Keding & Szczyrba, 2017) and interdisciplinary discourse (Shopkow & Middendorf, 2019).

The Call aims at bringing together a collection of innovative, research-based contribution for example concerning the following topics.

**Analyses of the paradigm:** Theoretical or methodological reflections on the Decoding the Disciplines-framework or its steps, the assessment of the effects of the methods on teachers or teaching, or the application of the approach in different institutional frameworks.

**Strategies for spreading Decoding:** Using Decoding the Disciplines for faculty development and evaluating the effects.

**Further development of the paradigm:** Modifying the Decoding cycle, applying it in a new context, or applying the paradigm in ways that open up new possibilities.

#### **Literature:**

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Rhein, Rüdiger, and Johannes Wildt. *Hochschuldidaktik als Wissenschaft: Disziplinäre, interdisziplinäre und transdisziplinäre Perspektiven*. transcript Verlag, 2023.

Shopkow, Leah, and Joan Middendorf. "Caution! Theories at Play!: Threshold Concepts and Decoding the Disciplines." *Threshold concepts on the edge*. Brill, 2019. 37-50.