

Call for Papers

DIGITAL / DISTANCE LEARNING

„The media promote and offer a wide range of values on a daily basis and have a significant impact on children and adolescents.“
(Bulganová, n.d.)

Digital education is nowadays more topical than ever, and digital media have become an integral part of our everyday lives. During the COVID-19 pandemic, in the education sector hardly any other topic has been discussed as controversially as distance, home or remote learning. In this context, questions concerning the technical equipment of schools and of private homes, the teachers' and learners' (digital) media literacy, as well as questions about possible psychosocial consequences of distance learning have become the centre of media attention and academic discourse (cf. e.g., Bacher, 2021; Jesacher-Rößler & Klein, 2020; Steiner et al., 2020). However, for foreign language education and pedagogic research also media-based classroom learning is of particular interest. After all, it is part of the educational mandate of schools to enable students to participate successfully in the social and professional life of the 21st century, for which digital skills are indispensable (cf. BMBWF, 2020, pp. 8–9; KMK, 2012, pp; 4, 9, Lorenz et al., 2017, p. 49). One of the essential questions coming to the fore is how digital media can be efficiently and profitably implemented into the foreign language classroom (cf. Roche, 2008, p. 60; 2016, p. 92). Especially in the case of geographically distant languages, such as Russian, digital media offer new possibilities for language learning – be it online or in face-to-face lessons.

In the second issue of the open access journal *DiSlaw*, we would like to engage in a discourse on the diverse concepts of digital / distance / mobile / remote / online and media-based classroom learning and their impact on teaching from the perspective of Slavic languages. Desirably, also practice-based examples of efficient digital learning environments should be presented and discussed. As a theoretically founded and practice-oriented journal, *DiSlaw* is looking for both academic contributions and best-practice examples that illustrate personal experience, successful strategies, and attempts at implementing digital media into the language learning process.

The following topics are suggestions for a contribution but you are not limited to them:

- Digital media in the foreign language classroom
- Digital learning and motivational aspects
- Digital media in different learning settings
- Digital media and task-based language learning
- Digital testing and assessment
- Digital media literacy in the Slavic language classroom
- Advantages and disadvantages of digital / distance / mobile / remote / online or media-based learning
- Digital learning and COVID-19
- Digital media and in-service training for teachers of Slavic languages
- Digital learning and digital hygiene
- Digital learning and learning objectives

Please send an **abstract** of less than **250 words** in one of the languages given below to the following address on **11th January 2022** at the very latest: redaktion-DiSlaw-Slawistik@uibk.ac.at.

Please specify in **which** of the **languages** listed below you are planning to write your paper, add a **working title** to your abstract as well as a **short biographical statement** (institutional affiliation, position / areas of work, research interests), and indicate the **type of contribution**.¹ The assessment grids for abstracts and further information on the overall publication process are available at the following link: <https://www.dislaw.at/index.php/ds/submission>.

Papers as well as a second **abstract in English** need to be submitted by **19th April 2022** since the publication of the fourth issue of *DiSlaw* is scheduled for July 2022. The major guidelines (style sheet, templates) are available at: <https://www.dislaw.at/index.php/ds/submission>.

Possible languages of contributions: Bosnian, Croatian, English, German, Russian, Serbian, Slovenian, Ukrainian (other languages upon request)

References

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- Bulganová, D. (n.d.). Values in the media and their impact on young people. <https://tinyurl.com/45jddpyj> (12.10.2021)
- Bundesministerium für Bildung, Wissenschaft und Forschung (BMBWF) (ed.) (2020). Lehrplan der allgemeinbildenden höheren Schule (AHS). <https://tinyurl.com/vus4njf> (28.09.2021).
- Jesacher-Rößler, L., & Klein, E.D. (2020). COVID-19: Strategien der Schulentwicklung in der Krise. Ergebnisse einer Schulleitungsbefragung in Österreich. Working Paper, Innsbruck: Arbeitsbereich Schulentwicklungsforschung und Leadership, Institut für LehrerInnenbildung und Schulforschung. DOI 10.25651/1.2020.0010.
- Kultusministerium (KMK) (ed.) (2012). Fachlehrplan Sekundarschule Russisch (Sachsen-Anhalt). <https://tinyurl.com/yd899j6x> (25.05.2020).
- Lorenz, R., Bos, W., Endberg, M., Eickelmann, B., Grafe, S., & Vahrenhold, J. (eds.) (2017). Schule digital – der Länderindikator 2017. Schulische Medienbildung in der Sekundarstufe I mit besonderem Fokus auf MINT-Fächer im Bundesländervergleich. Waxmann.
- Roche, J. (2008). Mediendidaktik Fremdsprachen. Hueber.
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- Steiner, M., Köpping, M., Leitner, A., & Pessl, G. (2020). COVID-19 und Home-Schooling. Institut für Höhere Studien. <https://tinyurl.com/y42bnuzx> (28.09.2021).

Further references (esp. in English and Russian) may be found at the following link: <https://www.dislaw.at/index.php/ds/submission>.

The first issue of *DiSlaw* on the topic of “Motivation” may be accessed at: <https://www.dislaw.at/index.php/ds/issue/view/1>.

¹ Scientific-theoretical contribution (ST), theory-guided study from teaching practice (TP) or best practice example (BP).