



Educational Design Research

2022

Contribution Call for Papers

Title Special Issue
Knowledge by Design in Education: Key challenges and experiences from research practice

Licence Details Creative Commons - [Attribution 4.0 International \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/)



Special Issue Knowledge by Design in Education: Key challenges and experiences from research practice

1.0 Introduction

Since its beginnings in the early 1990s, Design-Based Research has evolved as an approach to conduct educational research. At its heart, DBR aims to develop interventions which are robust and sustainable in real life settings such as schools, vocational and workplace education, or higher education. Until today, DBR has matured considerably, with various textbooks providing guidance for research (McKenney & Reeves, 2019; Bakker, 2018) and various journal publications discussing different models and processes for performing this kind of research (Euler, 2014; Easterday, Lewis & Gerber, 2018; Reinmann, 2020; Hoadley & Campos, 2022).

There is consensus that DBR teams bring together practitioners and researchers, that they design, empirically test, and theoretically reflect on interventions. However, there are key challenges and experiences regarding scientificity, cooperation and the transformative nature of DBR that suggest a deeper examination of epistemological as well as ontological foundations.

2.0 Questions

Questions that remain to be discussed in this regard are:

- What characterizes theories that result from DBR?
- What notion of 'theories' are in place when conducting DBR?
- To what extent are results from DBR processes generalizable?
- How to make sure that DBR approaches are based on existing bodies of knowledge?
- How can the relationships between data, context, and design be modeled and systematized within design iterations?
- What methods are applied in evaluating the impact of interventions?
- Which different roles do scientists and practitioners play during DBR?
- How do interactions between science and practice influence design and theory building?
- What role do ethical considerations play in DBR processes?

Submissions to the planned special issue should consider questions like these. Both academic articles and practice illustrations are welcome. For detailed information on submission formats please consult the EDeR homepage.

3.0 Review Process and Workflow

Submissions are considered in a two-step process:

Step I

Hand in an abstract of your proposed contribution (max. 300 words) to Dr. Alexa Brase (alexa.kristin.brase@uni-hamburg.de). These abstracts will be reviewed by the editors of the special issue. We then invite selected contributions to hand in a full paper.

Step II

Full papers undergo a double-blind peer review process.

4.0 Timeline

End of January 2023	Submission of abstracts
End of February 2023	Invitation to submit full paper
End of June 2023	Submission of full papers
December 2023	Publication date approx

5.0 References

- Bakker, A. (2018). Design Research in Education: A Practical Guide for Early Career Researchers. New York: Routledge.
- Easterday, M. W., Lewis, D. G. R. & Gerber, E. M. (2018). The logic of design research. Learning: Research and Practice, 4(2), 131–160. <https://doi.org/10.1080/23735082.2017.1286367>
- Euler, D. (2014). Design Research: A Paradigm under Development. In D. Euler & P. F. E. Sloane (Hrsg.), Zeitschrift für Berufs- und Wirtschaftspädagogik Beiheft: Bd. 27. Design-based research (S. 15–44). Franz Steiner Verlag.
- Hoadley, C. & Campos, F. C. (2022). Design-based research: What it is and why it matters to studying online learning. Educational Psychologist, 1–14. <https://doi.org/10.1080/00461520.2022.2079128>
- McKenney, S. E. & Reeves, T. C. (2019). Conducting educational design research (2nd edition). Routledge.
- Reinmann, G. (2020). Outline of a holistic design-based research model for higher education. EDeR. Educational Design Research, 4(2). <https://doi.org/10.15460/eder.4.2.1554>

Editor Details**Prof. Dr. Tobias Jenert**

Chair of Higher education and Educational Development
University of Paderborn
Warburger Straße 100
33098 Paderborn
Germany
+49 5251 60-2372
Tobias.Jenert@upb.de

**Guest Editor
Details****Dr. Alexa Brase**

Hamburg Center for University Teaching and Learning
University of Hamburg
Jungiusstraße 9
20355 Hamburg
Germany
alexa.kristin.brase@uni-hamburg.de

Journal Details

EDeR – Educational Design Research
An International Journal for Design-Based Research in Education
ISSN: 2511-0667
uhh.de/EDeR
#EDeRJournal (our hashtag on social media services)

Published by

Hamburg Center for University Teaching and Learning (HUL)

University of Hamburg
Schlüterstraße 51
20146 Hamburg
Germany
+49 40 42838-9640
+49 40 42838-9650 (fax)
EDeR.HUL@uni-hamburg.de
hul.uni-hamburg.de

In collaboration with

Hamburg University Press

Verlag der Staats- und Universitätsbibliothek Hamburg –
Landesbetrieb
Von-Melle-Park 3
20146 Hamburg
Germany
+49 40 42838 7146
info.hup@sub.uni-hamburg.de
hup.sub.uni-hamburg.de