



Educational Design Research

2022

Contribution **Call for Papers**

Title **Special Issue**
Educational Design Research in
Latin America

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Call for Papers DBR/EDR in Latin America

1.0 Introduction

Since its beginnings in the late 1990s and the early 2000s, Design-Based Research (DBR) or Educational Design Research (EDR) has become increasingly popular in the educational sciences. Researchers from all over the world have acknowledged the need for research approaches, which addresses the characteristics, requirements, and resources of specific educational contexts such as communities, schools, and Higher Education Institutions. Educational Design Research was born from the observation that ‘traditional’ educational intervention research often failed to develop solutions, which contributed to solving practical problems in naturalistic environments (Brown, 1992). Being a relatively new methodological strand in educational research, DBR/EDR is far from being a standardized research methodology. Rather, as proposed by Bakker, it can be regarded as a “research genre” (Bakker, 2018). There are, however, a number of characteristics most proponents of DBR/EDR agree on:

First, the process of designing itself is regarded as an integral part of doing research. Developing interventions in real-life contexts (and in cooperation with practitioners) helps to cater for the specific affordances, needs, and limitations of specific educational contexts. In addition, investigating design processes provide theoretical insights. Understanding how an intervention is designed helps to build theories on what works, why, and under which conditions. This way, educational research can move beyond the ‘what works’ approach of controlled field experiments (Brown, 1992).

Second, DBR/EDR aims to develop and elaborate theories. In this regard, it differs from action research, which is more concerned with creating practical solutions in a research-based way. In contrast to more controlled research designs (e.g. field experiments, randomized controlled trials), DBR/EDR aims to better understand in which contexts and under which conditions interventions work and why. Rather than controlling the conditions in which interventions are tested, DBR/EDR diversifies the implementation contexts, albeit with an aim to rigorously evaluate their effectiveness. In this way, DBR/EDR offers a possibility to connect educational research and educational practice, a fact that can potentially promote a greater impact of research on educational processes and qualify the teaching and learning actions.

Third, interventions are developed, tested, and evaluated iteratively. This helps to modify and adapt educational designs throughout the design process.

Fourth, DBR/EDR is not structured to mute the complex realities of teaching and learning contexts, but to explore and respond accordingly to these realities (McKenney & Reeves, 2019). It means that this research genre is responsive to the context and flexible to adapt to its

conditions, as well as to the participant's concerns, needs, and wishes. Therefore, it is not about having an unchangeable plan, but about adapting the plan and actions when it is necessary.

Fifth, DBR/EDR is related to the collaboration among professionals related to the educational problem that is being investigated (McKenney & Reeves, 2019). DBR/EDR can provide the collaboration between researchers, professors, teachers, administrators, parents, etc. who are related to the problem, so they can contribute with their knowledge and join efforts to qualify the design process. Therefore, the EDR/DBR can approximate the researchers from university to teachers from school, as well as professionals from other sectors of society. One important outcome of this characteristic is the professional development of the ones involved (Plomp, 2009).

Emphasizing the importance of context for designing not only effective, but also sustainable interventions is the key to DBR/EDR. DBR/EDR studies have been conducted in a huge variety of institutions, communities, and cultures aiming to respond to local affordances and constraints. With this special issue the Educational Design Research Journal (EDeR) focuses specifically on DBR/EDR in Latin America. EDeR aims at providing an international platform for the academic discourse on DBR as an emerging and evolving research approach. With the special issue, we emphasize the global significance of DBR/EDR and invite researchers from all parts of the world to participate in the ongoing scientific discourse. Secondly, we encourage researchers to reflect the diversity of societal, socio-economic, and/or cultural aspects which shape educational practice and research in Latin American countries. With its focus on context and locality, DBR/EDR counters tendencies to generalize educational principles irrespective of local identities and cultures.

In this special issue we welcome contributions referring to DBR/EDR *discourses/research/experiences particularly prevalent in Latin America*, e.g. by referring to specific theoretical strands. Furthermore, contributions may report experiences in specific contexts, respectively with specific communities.

2.0 Questions

Contributions could, among others, address the following questions:

- What is the contribution of DBR/EDR to address specific educational problems in Latin American contexts?
- Are there models, frameworks and/or experiences of DBR/EDR, which mirror conditions or discourse traditions in Latin American contexts?
- How is the DBR/EDR landscape developing in Latin America?
- What are the current (and future) perspectives in the educational area regarding the DBR/EDR in Latin America?

- Are there any challenges felt by researchers in adopting DBR/EDR in Latin America? (e.g. the complexity of DBR/EDR; the lack of resources written in the mother tongue; etc.)
- Does the educational system support the adoption of this research approach in education, considering its goals and characteristics? (e.g. the communication between theory/research and practice; the collaboration between researchers and teachers; teacher's time to research; investments in research, etc.)
- Are the professionals (especially researchers and teachers) prepared to collaborate with each other by using DBR/EDR?

We welcome submissions, which relate to the following formats:

Academic Articles (word limit = 10 000 words)

Academic articles discuss specific methodological issues of DBR/EDR such as *epistemology, process and standards* for conducting DBR/EDR studies. These issues can be discussed in conceptual papers or illustrated by referring to empirical studies.

Practice Illustrations (word limit = 6 000 words)

Practice illustrations report concrete DBR/EDR projects, e.g. Ph.D. projects. These can describe work in progress and/or highlight individual sub-processes of DBR (macro-/micro-cycles – one or more phases – of interventions, formative or summative evaluation etc.).

3.0 Review Process and Workflow

The submission/publication process follows four steps:

Step I

The interested authors submit abstracts (maximum one page) by email (raqueltusitamosso@gmail.com; agspigatto@gmail.com). The deadline to this submission is **March 31st 2023**.

Step II

The abstracts will be reviewed and selected by the guest editors. The authors of the selected abstract will be invited to submit the full papers. Submission guidelines for authors are available here: <https://journals.sub.uni-hamburg.de/EDeR/Guidelines>

Step III

The full papers will be submitted by the authors from May 15th 2023 to September 22nd 2023. The full papers must be bilingual (English plus Spanish or Portuguese).

Step IV

The full papers will be subjected to a double-blind review, and the possible date for publication of the Special Issue is March 2024.

4.0 Timeline

March 31st 2023	Deadline for abstract submission
May 15th 2023	Invitation for full paper submission
September 22nd 2023	Deadline for full paper submission
March/April 2024	Possible publication date

5.0 References

- Bakker, A. (2018). *Design Research in Education: A Practical Guide for Early Career Researchers*. New York: Routledge.
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- Plomp, T. (2009). Educational Design Research – An Introduction. In: Plomp, T. & Nieveen, N. (eds.). *An Introduction to Educational Design Research* (pp. 9–35). Enschede (Netherlands): SLO.

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