

Edited book - Call for Papers

Media - Education - Sustainable Development

Inter- and transdisciplinary discourses

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The term sustainability describes a systemic perspective on social transformation and development processes that reflects the future viability of the relationship between economy, ecology, and society. In the sense of a guiding principle for the development of societies, sustainability aims to overcome current and future challenges in the systemic context of individuals and society, economy, and environment (cf. von Hauff 2014; Pufé 2017). This is linked to normative settings such as preserving the ecological system as the basis of life, maintaining economic strength to increase or maintain the quality of life, and strengthening social cohesion based on humanity, freedom, and justice (cf., among others, Pufé 2017, p. 22; von Hauff 2014, pp. 31-44).

Education for sustainable development (ESD) can be understood as an educational concept that aims to enable people to engage in societal transformation and development processes from a sustainability perspective and to shape them together with others (de Haan et al. 2008; Rieckmann 2021a, 2021b). Accordingly, ESD can be understood as empowerment for self-determined (co-)shaping of the social, ecological, and economic present and future (cf. Sieben 2020, p. 64). Accordingly, responsible and emancipated subjects ideally deal critically and creatively with dynamic developments, contradictions, and uncertainties of a globalized world and develop perspectives for the balance between economy, ecology and society based on democratic and humanistic values or take action against inequalities and imbalances in this relationship (cf. Scott/ Vare 2008, pp. 1-5).

In the German-language discourse on ESD, the concept of Gestaltungskompetenz (de Haan 2000), as a link between education and active transformation of society, has emerged as a central target dimension in this context. According to this understanding, ESD combines personal development with the ability to assume social, ecological and economic responsibility and the resulting active shaping of society.

If we consider the close interconnection of social transformation processes with moments of mediatization or the mediatization thrust of digitization (cf. among others Hepp 2018, p. 35), it becomes clear that perspectives of sustainability have points of contact with media education discourses (cf. Schluchter 2020, p. 72). The first step is to ask to what extent it is the task of media education to deal with sustainability and ESD and to raise awareness of this (cf. among others Barberi et al. 2020, p. 4; Gräßer and Hagedorn 2013, pp. 14-15). Other positions assume that every discipline has to deal with sustainability, including media education (cf. BMBF o.J.). Accordingly, it is a matter of working out the theoretical, conceptual and practical lines of connection between media education and sustainability/ESD. The existing points of reference between media education and sustainability/ESD are manageable. Discourses from the perspective of sustainability/ESD increasingly take up mediatization (cf. among others

Lange and Santorius 2018; Sühlmann-Faul and Rammler 2018), but without developing explicit (and conceptually sound) references to media education.

Terms such as media competence or digital literacy are more likely to be found here as buzzwords. Similarly, references to sustainability/ESD are a marginal topic in media education; accordingly, it has not yet been determined how media education and ESD can be conceptually thought together (cf. Schluchter 2020, pp. 71-72; Maurer and Schluchter 2021).

However, interest in sustainability/ESD is palpable in the media education community, as documented, among other things, by the most recent Special Issues of the journals *medienconcret* (2020) and *medienimpulse* (03/2020) on the topic of sustainability as well as the journal *merz - Medien und Erziehung* on the topic of education for sustainable development (04/2021). In these, initial discourses were initiated, possible fields of intersection identified, and a broad spectrum of thematic points of contact between media studies, sociology, computer science, etc. fanned out, for example:

Individual media studies analyses pursue the question of how and in what intensity aspects of sustainability are represented and communicated in documentary, scenic, or ludic media formats (cf. Tykwer 2020; Barg 2020; Kumher 2020). In addition to mass media objects of investigation, climate protest culture (cf. Drosdowski and Rohmann 2020, Brüggemann and Jörges 2020; Plewka 2020), disinformation by deniers of man-made climate change in social media, and the role of influencers in sustainability communication (cf. Lisakowski 2020, p. 50) are increasingly taken into account.

Furthermore, children and young people are encouraged to engage with sustainability issues through their own media productions (cf. von Hören 2020; Kortny 2020). The media pedagogical goal of 'sustainable media use' has so far mainly been related to ecological challenges and associated with raising awareness of energy consumption and CO2 emissions of streaming services, energy and resource consumption in the production and disposal of digital end devices (cf. Barberi et al. 2020; Gräßer and Hagedorn 2020). Gräßer and Hagedorn (2020, p. 23) see sustainable media use as a central target dimension of media education (cf. also Ring 2020; Grünberger 2021).

The Open Educational Resources (OER) movement has a stronger focus on the social perspective of sustainability. By creating open access to free educational and learning materials, it aims to contribute to leveling social inequalities and increase educational opportunities from a global perspective (cf. Mitter and Schön 2020). Boy (2020) also makes references to ESD with approaches of media pedagogical making. Likewise, perspectives of apps as well as digital games in the context of sustainability are shown as a starting point and orientation for sustainable (media) action (cf. Slegers 2020; Kauer 2020). Based on the examples outlined, it becomes clear that an examination of sustainability/ESD in media education is currently in its infancy (cf. Schluchter 2020, pp. 71-72; cf. Sieben 2020, pp. 66-67), although activities in this regard are increasingly emerging, especially in practice. With a view to a joint consideration of media education and sustainability/ ESD, further theoretical-conceptual and practice-related lines of connection between media education and sustainability/ ESD must be opened up (cf. Gräßer and Hagedorn 2013). A collection of first approaches to theoretical-conceptual connecting lines of media education and ESD can be found in contributions by Böhnisch (2021), Sieben (2021), Muheim (2021), Ketter (2021), Schluchter (2021), Aniobi et al. (2021), among others, which, however, also need to be thought further in theory and practice.

Against this background, the planned edited book aims to address these - and further - desiderata of the discourses around media education and ESD - from theoretical and practice-related perspectives.

The following contributions are welcome in the planned edited book:

- Theoretical-conceptual texts that address one or more of the questions listed below.
- Texts that have grown out of research and development projects related to the call's topic area.
- Texts that explore pedagogical-didactic issues related to the topic area.
- Texts that describe and reflect on educational programs / individual projects / good practice in the intersection of sustainable development, digitization, and media education.

Questions / possible links for contributions

- What connections between digitization and sustainability can be observed with regard to social transformation processes? What are the consequences for education and educational contexts?
- To what extent are established concepts and models of media education compatible with ESD topics? How would sustainability aspects be located in them? Are conceptual adaptations or extensions in media education theory formation necessary for an increased integration of ESD/sustainability discourses?
- What perspectives does media education open up for discourses on ESD? What perspectives do discourses on ESD open up for media education?
- What concerns, topics, theories, research objects and practices does media education share with ESD? How can both directions be distinguished from each other? What connections can be traced with regard to the understanding of education? Is there a danger of an inflationary use of the term sustainability in the context of media education? For example, by viewing every form of reflection, empowerment, media criticism, etc. through the lens of sustainability?
- So far, a large part of the discourses on sustainability in media education revolves around ecological topics such as energy and resource consumption in connection with individual media use (e.g. streaming, ecological backpack, ...) and social issues (e.g. dealing with disinformation, data protection and informational self-determination, ethics and AI; ...). Less in the focus of media pedagogical considerations is the economic area. To what extent should media education not only enable its clients to critically confront unregulated, digital capitalism, but also to act as potential entrepreneurs to do business in a socially and ecologically responsible manner in the future in the sense of sustainable entrepreneurship education? How can these two perspectives possibly go hand in hand?
- Lange (2020) suggests that digitization should not be seen as a self-evident moment of social transformation processes, but rather that other questions of social (further) development should come into focus as an orientation (e.g., livelihood for future generations), and only then should the question be asked as to what contribution digitization or media can make here (Lange 2020, p. 10). What can be derived for media education from this perspective on social transformation processes?
- Sustainability aims to achieve a balance between society, the economy and the environment. What contribution can media education make to actually locating educational processes in the area of tension between these three levels? To what extent would it be necessary to increasingly include expertise from environmental technology, computer science, ...?

Scope of the contributions

Theoretical-conceptual and empirical contributions should not exceed 20,000 - 25,000 characters (incl. spaces, without abstract and bibliography). Practice-related contributions have a smaller scope (10,000-14,000 characters). Citation and formatting instructions will follow after acceptance of abstracts.

Abstracts

Abstracts of planned contributions dealing with topics listed above should be sent in max. 2000 characters (incl. spaces, without bibliography) to bjorn.maurer@phtg.ch by August 31, 2022.

Schedule

until August 31, 2022: Submission of abstracts
by September 30, 2022: Feedback on acceptance of contributions
by 31 March 2023: Submission of full contributions
by April 30, 2023: feedback from editors and return of any revisions
by 01 June 2023: Final submission of contributions
Publication: 3rd quarter 2023

Publication

The volume will be published as a printed and as an open access version by Beltz-Juventa.

About the editors

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