

Call for papers: special issue of Orbis scholae**On the issue of transdisciplinarity in didactics**

Guest editors: Tomáš Janík & Tereza Češková

There is a vivid tradition of disciplinary didactic as a form of reflection on content transformation in the classroom. In this vein, domain-specific issues of teaching and learning are covered by disciplinary didactic. Disciplinary didactics draws on theoretical and methodological input from academic subject-matter disciplines, educational sciences, empirical educational research, and other subject didactics (Vollmer & Rothgangel, 2024, p. 292). On the other hand, in education also overreaching concepts are to be dealt with. As Deng (2024) emphasizes, fostering connections across disciplines and enabling interdisciplinary dialogue is essential. Such efforts underscore “the need for an extended meta-theory accommodating diverse research practices and the evolving influence” (p. 14). Here, the challenge of transdisciplinarity emerges. Theoretical, methodological, and practice-oriented approaches, concepts, and instruments that transcend individual disciplines are thus essential to address the growing transdisciplinary demands in modern education.

The editors invite theoretical, methodological, and empirical papers where more than one disciplinary didactics was involved to deal with specific transdisciplinary issues (c. f. Janík et al., 2024, p. 7, Fig 1.1). Papers in special issue focus specifically on:

- forms of didactics – on topic-specific, subject/disciplinary specific, general-subject, interdisciplinary, transdisciplinary or general didactics;
- general background of didactics – constructivist theories, theories of education, theories of content transformation, theories of teaching and learning, etc;
- theoretical and methodological frameworks in didactics research, e.g. model of educational reconstruction, JDT (joint-didactics theory), or critical didactic incidents.

Those interested in submitting their papers for publication in this special issue of *Orbis Scholae*, should first submit a letter of interest by sending us the title and the abstract (about 500 words) of a prospective paper by November 30, 2025, to tjanik@ped.muni.cz (and to orbisscholae@seznam.cz in CC). Authors whose papers will be considered as suitable for the special issue will be notified by December 31, 2025. The full text is due on May 15, 2026. The papers will be reviewed by at least two anonymous reviewers during June-August 2026. Revised papers are to be sent to the editors by October 30, 2026. The special issue will be published by the end of 2026.

Each paper may contain up to 11,000 words, including tables, references, figure and table captions, and footnotes. All contributions will be published in English and made available through open access.

The guest editors

About the journal

Orbis scholae is a journal published by Charles University (Prague, the Czech Republic) in cooperation with Masaryk University (Brno, the Czech Republic). It comprises articles on school education in the wider socio-cultural context. It aims to contribute to our understanding and the development of school education, and to reflection on teaching practice and educational policy. It is included in the SCOPUS database. Further information is available at www.orbisscholae.cz.

About the guest editors

Tomáš Janík is a professor of Educational Sciences and a Head of the Institute for Research, School of Education, Faculty of Education, Masaryk University, Czech Republic. He focusses on research on teaching and learning, didactics and curriculum studies.

Tereza Češková is an assistant professor at the Department of Primary Education, Faculty of Education, Masaryk University, Brno, Czech Republic. She specialises in research on the quality of teaching and learning, as well as students' key competences.

Currently, both editors are pleased to have co-authored several recent publications, including a book published by Routledge (*On the Theory of Content Transformation in Education: The 3A Methodology for Analysing and Improving Teaching and Learning*), and articles in the *Journal of Curriculum Studies* ("On content transformation in the classroom: transdisciplinary perspectives on subject didactic research using didactic case studies") and the *International Journal of Science Education* ("Instrumentation of students' experience through the active content of science: from epistemic contact to idealizations and back again in school classrooms").

References

Deng, Z. (2024). Foreword. In J. H. Vollmer, & M. Rothgangel (Eds.), *General subject didactics: Comparative insights into subject didactics as academic disciplines. Allgemeine Fachdidaktik, Volume 4*. (pp. 11–19). Waxmann.

Janík, T., Slavík, J., Najvar, P., & Češková, T. (2024). *On the theory of content transformation in education: The 3A methodology for analysing and improving teaching and learning*. Routledge.

Vollmer, H. J., & Rothgangel, M. (Eds.). (2024). *General subject didactics: Comparative insights into subject didactics as academic disciplines. Allgemeine Fachdidaktik, Volume 4*. Waxmann.