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## Editorial

### *Volker Frederking & Martin Rothgangel*

In the fourth year of its existence, this issue presents a first thematic focus. We would like to express our special thanks to our colleagues Timo Leuders & Katharina Loibl for supervising the thematic section "Beyond subject specificity - student and teacher thinking as sources of specificity in teacher diagnostic judgments". In their introduction, they also provide profound insight into the four contributions, highlighting their relevance for subject didactics with the following question: "Which aspects of diagnostic judgments are generic and which aspects are specific for a subject or even a topic within that subject?"

In addition to this topic section, there are two further contributions which have also successfully passed the double-blind review process. The article Introducing bystander resuscitation as part of subject-matter teaching in secondary schools: Do we overestimate interest and skill acquisition? by Rico Dumcke, Claas Wegner and Niels Rahe-Meyer shows in what a versatile and profound way subject-matter didactics can analyze certain topics (in this case "medicine, bystander" resuscitation) even beyond established school subjects and how they can be fruitfully reworked for school lessons (in this case e.g. biology).

The question of research designs in the context of subject-matter teaching and learning is the focus of the contribution by Ulrich Riegel and Martin Rothgangel. Based on a study in the field of didactics of religion, they develop a model with three dimensions (1. reference theories, 2. subject areas, and 3. methodologies) and present seven potential designs of research in domain-specific teaching and learning. This contribution is at the same time an invitation to other subject didactics to deepen and generalize the question of research designs.

We would like to thank all authors for their excellent articles and all reviewers for their valuable work. A special thank you also goes out to Michael Hemmer, who headed the review process in which the main editor shoulders responsibility for the article (Riegel&Rothgangel).

A heartfelt thankyou goes out to the staff of the Institute of Religious Education of the University of Vienna who have made this publication possible through their hard work and dedication: Karin Sima and Marietta Behnoush for their technical and editorial work, Maximillian Saudino for proofreading the contributions and last but not least Dr. Sabine Hermisson for all her support in her function as journal manager.

Finally, we would like to thank the University of Vienna and the Association for *Fachdidaktik* (Gesellschaft für Fachdidaktik; GFD) for their financial support without which this journal would not be possible.

Volker Frederking & Martin Rothgangel