

Österreichisches Religionspädagogisches Forum 32 (2/2024)

## **Critical Thinking. Interdisciplinary and Didactical Explorations of a New Paradigm.**

### **Call for Papers**

Facing the many challenges of the present (conspiracy narratives, fake news, AI), the concept of Critical Thinking is becoming increasingly important for school and university education. The central concern is to enable students to think independently and critically. The concept of Critical Thinking, which was founded in philosophy and further developed in educational science, goes beyond the everyday theoretical understanding of "being critical". It is characterised by methodological, comprehensible, communicable and self-reflexive thinking. Beyond the cognitive dimensions (knowledge, argumentation and judgement skills), Critical Thinking can be understood as a habitus shaped by certain attitudes and dispositions, such as openness, courage, modesty, self-efficacy, creativity, perseverance, etc. (cf. Jahn/Cursio 2021).

First models of how Critical Thinking can be conceptualised for subject teaching can currently be found above all in the context of the didactics of the natural sciences (Rafolt/Kapelai/Kremer 2019). However, the ability to think critically, as can be seen in the example of religious judgement competence, is also a central concern in the subject didactics of religion. The autumn issue of ÖRF 2024 is dedicated to the fundamental question of what this paradigm yields for (religious) education:

- What is Critical Thinking? Philosophical, theological, educational and didactical approaches.
- Critical Thinking in the face of multiple challenges for education and (religious) teacher education (postmodernism, conspiracy narratives, fake news, artificial intelligence, ...).
- What is the contribution of Critical Thinking to current understandings of education?
- What are the implications, opportunities and limitations of the Critical Thinking concept for (religious) education in schools and faith communities?
- How can Critical Thinking be conceptualised to develop religious judgement and argumentation competence?
- How can Critical Thinking be emphasized in ethics and religious education?
- Critical Thinking in teaching and research in the context of theology and religious education at universities and colleges.
- Conceptualisations of Critical Thinking in different subject didactics.

The editorial board and staff of the ÖRF are encouraging further contributions on this subject as well as papers (abstract) on topics that go beyond this theme. The next edition will be published in autumn 2024.

Please send the **announcement** of your contribution to the following e-mail address: [oerf.redaktion@uni-graz.at](mailto:oerf.redaktion@uni-graz.at). You will receive short feedback. If you have received a positive one from us and your article is ready, upload it independently to our website: <http://oerf-journal.eu/>

We also ask you to submit **recent publications** for review as well as your **synopsis of highquality academic qualification papers** from the field of religious pedagogy (master thesis, diploma thesis, ...).

The editorial procedure as well as the formalities for submission can be found on our website: <https://oerf-journal.eu/index.php/oerf/about/submissions>

## **Please make sure your document is formatted according to our layout requirements!**

*Responsible for the content of the current issue*

Mehmet Hilmi **Tuna**, MA, PhD, University of Innsbruck  
Mag.<sup>a</sup> Petra **Juen**, PhD, University of Innsbruck  
Mag.<sup>a</sup> Dr.<sup>in</sup> Maria **Juen**, MAS, University of Innsbruck

*Timeline*

**Announcement of suggested contributions:**

deadline February 02, 2024

**Submission deadline for contributions for the double-blind-peer-review:**

March 29, 2024

**Submission deadline for reviews and final thesis:**

June 14, 2024

**Publication date:**

Autumn 2024