7e Colloque des didactiques disciplinaires | 7. Tagung Fachdidaktiken 02–03/07/2026 PH Luzern | 7th Conference on Subject-Specific Education

2026 Conference on Subject-Specific Education

July 2–3, 2026, at the University of Teacher Education Lucerne

Evidence Orientation in Subject-Specific Education: Current Findings and Perspectives

Call for Papers

Under the framework topic of "**Evidence Orientation in Subject-Specific Education: Current Findings and Perspectives**," we cordially invite you to the 2026 Conference on Subject-Specific Education, taking place on July 2–3, 2026, at the University of Teacher Education Lucerne. The conference is supported by the umbrella organization of Swiss universities (swissuniversities) and the Conference on Subject-Specific Education Switzerland (KOFADIS).

Evidence orientation in subject-specific education refers to efforts to draw on scientifically sound findings in order to make them usable for decisions and action regarding the design of subject-specific teaching and learning processes as well as subject-specific decisions in education systems. Evidence here refers to the best available knowledge, encompassing knowledge constructed based on empirical findings derived from controlled study designs with various methodological research approaches as well as knowledge derived from data-based findings from practical contexts. Within the context of subject-specific education, questions have emerged regarding the importance, generation, evaluation, and use of evidence, the necessary competencies of teachers for evidence-oriented action, and prevailing challenges in linking scientific evidence to practical action in everyday school life or educational policy.

The 2026 Conference on Subject-Specific Education will look at the theme from a diverse range of perspectives, including empirical subject-specific educational research, teacher training, professional practice, and education policy. Prof. Dr. Timo Leuders and Prof. Dr. Florence Ligozat—two outstanding personalities in the field—will be in attendance and will take a differentiated look at evidence orientation in subject-specific education from different theoretical and practical perspectives in their keynote speeches.

We invite representatives from various fields of subject-specific education to submit contributions addressing teaching and learning from a variety of theoretical and practical perspectives. In addition to contributions focusing on the main theme, submissions on other topics are of course also welcome, as always. Individual contributions, posters, symposiums, and discussion forums are available formats.

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Important adjusted deadlines for submission and registration

– Submission period for contributions (extended)	November 3, 2025 **– January 5, 2026**
– End of review period (postponed)	**February 18, 2026**
– Announcement of review results	April 5, 2026
– Early-bird registration period (reduced rate)	January 15, 2026 – April 15, 2026
– Regular registration period (full rate)	April 16, 2026 – May 30, 2026

All submissions and registrations will be done via a dedicated ConfTool page (https://www.conftool.pro/fachdidaktiken2026/).

General information

As a rule, contributors may only submit a single contribution of any kind, including articles, posters, symposium roles, and discussion forum roles. However, additional instances of participation as a co-author of an article or the chair or discussant for a symposium or discussion forum are permitted.

For all contribution formats, an abstract with a maximum word count of 600 (excluding citations) must be submitted to ConfTool. The abstract must address the following points:

- Theoretical background
- Research question(s)
- Design and method (empirical contributions) or theses and argumentations (conceptual contributions)
- Results and a brief discussion about them
- Cited literature (not included in the word count)

Please also ensure that **all contributors or co-authors register in ConfTool prior to the submission deadline** and indicate, when registering, whether they are available as reviewers for the eventual review process (they must have a doctorate to participate). After a contribution is accepted, registration must be done by the deadline.

Notes on the submission of individual contributions (presentations or posters)

Individual contributions include empirical, practical, or conceptual original work. For the purposes of theory formation in subject-specific educational research, individual contributions in the form of integrative reviews—through which several research projects are combined—are also welcome.

For each individual contribution, 20 minutes of speaking time are allocated, with another 5 minutes allotted to questions and discussion. As a general rule, three to four individual contributions will be grouped thematically and combined into 90–120-minute sessions.

Posters may be designed by one or more authors and present a completed or ongoing research project. Posters are particularly suitable for the presentation of preliminary results.

Accepted posters will be presented as part of a poster session and discussed with the associated contributors during the subsequent extended break. Authors are responsible for printing their posters in A0 portrait format.

The following information must be submitted for all presentations and posters:

- Author name(s) and institutional affiliation(s)
- Title
- Abstract (see "General information")
- Five keywords and keyword assignment (according to the ConfTool input mask)

Notes on contributing and participating in symposiums and discussion forums

Symposiums and discussion forums combine relevant contributions from various disciplines and institutions, including empirical, conceptual, and practical matters.

Each **symposium** will consist of three or four separate contributions and a subsequent discussion (or intermittent discussions). A chair will be responsible for the organization and implementation of each symposium, though co-chairing is possible. A total of 105 minutes (with three contributions) and 120 minutes (with four contributions) will be allotted to each symposium.

When planning symposiums, it is not necessary to include discussants. Guided discussions based on key questions may also be held among the co-chairs themselves.

Within the framework of **discussion forums**, any highly discursive formats like round tables, panel discussions, and workshops may be entered as long as they are geared toward substantive science-based discussions for which the standardized course of a symposium would be unsuitable.

To contribute a symposium or discussion forum, the following components must be submitted:

- Name of any participating chair(s), discussion leader(s), or discussant(s) alongside their institutional affiliations
- Title of the contribution
- Abstract (maximum word count excluding citations: 600) that explains the topic, structure/organization, key question(s), and individual contributions of the participants (specific identities not necessary)
- Five keywords and keyword assignment (according to the ConfTool input mask)
- For **symposium**s, the following must also be submitted **for each individual contribution**:
  - Author name(s) and institutional affiliation(s)
  - Title
  - Abstract (see "General information")

Peer-review process (double-blind)

All submitted contributions (presentations, posters, symposiums, and discussion forums) will be assessed by two reviewers. The decision on whether to accept or reject a contribution will be made by the Scientific Committee. To ensure that submitted contributions may be assigned to reviewers as precisely as possible, authors are asked to select the keywords that are most applicable to the contributions' main topics, subject references, and language. Where it is not possible to assign contributions to these categories, allocations are made using the specified keywords.

The following quality criteria will be used for the evaluation of contributions:

For empirical contributions:

- Thematic relevance of the object of investigation to subject-specific educational research and the field of teaching or the professional field and originality
- Coherence and plausibility of the theoretical framework
- Clear presentation of the research question(s) and methodology
- Clear presentation of the results and a delineation of how they answer the research question(s)
- Consistency and significance of the theoretical and practical conclusions for subject-specific educational research and professional field

For conceptual contributions:

- Thematic relevance of the object of investigation to subject-specific educational research and the field of teaching or the professional field and originality
- Coherence and plausibility of the problem presentation and its theoretical framing
- Stringent derivation of theses, models, and lines of argumentation against the backdrop of the pursued knowledge
- Clear presentation of the results and a delineation of their implications for models and concepts discussed
- Conclusions embedded within discourses relevant to subject-specific education

For practical contributions:

- Thematic and practical relevance of the approach to contemporary challenges in subject-specific education and originality
- Coherence and plausibility of the problem presentation and its theoretical framing
- Comprehensibility of procedures behind the development and evaluation of products and mediation approaches
- Comprehensibility and significance of derived implications to products and mediation approaches discussed
- Conclusions embedded within discourses relevant to (contemporary and practice-relevant discourses in) subject-specific education

Organization & Contact Information

Supporting Organizations

Umbrella organization of Swiss universities (swissuniversities)

Conference on Subject-Specific Education Switzerland (KOFADIS)

Executing institution

PH Lucerne, Vice-Rectorate for Research & Development

Scientific Committee

- Prof. Dr. Dorothee Brovelli (UTE Lucerne, Conference Chair)
- Prof. tit. did. Dr. Christelle Hayoz (University of Fribourg)
- Prof. Dr. Kai Niebert (University of Zurich)
- Prof. Dr. Stefanie Rinaldi (UTE Lucerne)
- Prof. Dr. Miriam Schmidt-Wetzel (ZHDK)
- Prof. Dr. Afra Sturm (UTE FHNW)
- Prof. Dr. Vincenzo Todisco (UTE Graubünden)

Your contact person

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Research and Development

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