



Call for Papers

Workshop Session: Investigating Resilience and Vulnerability in Schools and Universities in Times of Crises and Transformation

Organizers:

Philippe Saner (University of Lucerne), Len Ole Schäfer (FernUniversität in Hagen, CATALPA – Center of Advanced Technology for Assisted Learning and Predictive Analytics)

In an era marked by profound crises and unprecedented digital transformation, sociological insights are indispensable for comprehending the complex fabric of our society (Holzhauser et al., 2023; Münch, 2022; Schulze, 2011, 2019). The COVID-19 crisis made the concept of resilience vital in educational organizations (Pinheiro et al., 2022; Young & Pinheiro, 2022). From one day to the other, schools and universities had to transform physical teaching to online teaching, and had to face enormous adversity. Ever since, schools and universities have expanded their digital infrastructures (Cone et al., 2022; Zancajo et al., 2022). At the same time, AI tools and adaptive learning scenarios are challenging existing ways of teaching and learning in educational organizations (Kalla & Smith, 2023; Kasneci et al., 2023; Mahdi, 2023; Ouyang et al., 2023; Ouyang & Jiao, 2021; Wang et al., 2023; Williamson, 2021, 2022; Zhao et al., 2023). In addition, Russia's war against Ukraine, the recent resurgence of war in Israel and Palestine, the climate and energy crises have intensified: Unimaginable human suffering, heat waves, extreme precipitation events or potential disruptions of electricity and heat supply threaten the normal functioning of educational organizations. Schools and universities are becoming increasingly aware of their vulnerability to changing conditions and are developing strategies for pure survival, resilience, adaptation and conscious reflexive self-formation (Marginson, 2023).

For this workshop, we invite contributions from organizational sociology, sociology of education, higher education research, and further perspectives that address the following and other related questions:

- What is the relationship between resilience and vulnerability in educational organizations in the context of multiple crises and transformations?
- What is the relationship between vulnerability and crisis anticipation in educational contexts?
- How can we prepare for future crises? How can they be anticipated and what is the role of educational organizations?

- How can schools and universities support the resilience of their members in the face of multiple crises and transformations?
- To what extent do digital technologies in (higher) education produce vulnerability of individuals or, conversely, can they counteract it?

The workshop will be held in English.

Please send your proposals to Philippe Saner (philippe.saner@unilu.ch) and/or Len Ole Schäfer (len-ole.schaefer@fernuni-hagen.de) by 5 January 2024 at the latest.

The following information is important for your proposal:

- Name, e-mail address and institutional affiliation of all authors
- Title of the contribution
- Length of abstracts: max. 2000 characters

The workshop organizers will have decided by 15 January 2024 which contributions will be invited to the workshop at the 2024 congress of the Swiss Sociological Association.

If you have any further questions, please contact Philippe Saner (philippe.saner@unilu.ch) and/or Len Ole Schäfer (len-ole.schaefer@fernuni-hagen.de)

Workshop organizers:

Dr. Philippe Saner
Universität Luzern
Soziologisches Seminar
Frohbürgstrasse 3
6002 Luzern
philippe.saner@unilu.ch
<https://orcid.org/0000-0001-9961-9716>

Dr. Len Ole Schäfer
FernUniversität in Hagen
CATALPA – Center of Advanced Technology for Assisted Learning and Predictive Analytics
Universitätsstraße 27, 58097 Hagen, Germany
len-ole.schaefer@fernuni-hagen.de
<https://fernuni.de/english-catalpa>
<https://orcid.org/0000-0002-8300-1548>

Literature:

Holzhauser, N., Moebius, S., & Ploder, A. (Eds.). (2023). *Soziologie und Krise: Gesellschaftliche Spannungen als Motor der Geschichte der Soziologie*. Springer VS. <https://doi.org/10.1007/978-3-658-35204-2>

Kalla, D., & Smith, N. (2023). Study and Analysis of Chat GPT and its Impact on Different Fields of Study. *International Journal of Innovative Science and Research Technology*, 8(3), 827–833. <https://doi.org/10.5281/ZENODO.7767675>

Kasneci, E., Seßler, K., Küchemann, S., Bannert, M., Dementieva, D., Fischer, F., Gasser, U., Groh, G., Günemann, S., Hüllermeier, E., Krusche, S., Kutyniok, G., Michaeli, T., Nerdel, C., Pfeffer, J., Poquet, O., Sailer, M., Schmidt, A., Seidel, T., ... Kasneci, G. (2023). ChatGPT for Good? On

Opportunities and Challenges of Large Language Models for Education. EdArXiv.

<https://doi.org/10.35542/osf.io/5er8f>

Mahdi, Z. A. (2023). Enhancement of Technology in Pedagogy and Practice in Higher Education during Covid-19. SHS Web of Conferences, 156, 05001. <https://doi.org/10.1051/shsconf/202315605001>

Marginson, S. (2023). Student self-formation: An emerging paradigm in higher education. *Studies in Higher Education*, 0(0), 1–15. <https://doi.org/10.1080/03075079.2023.2252826>

Münch, R. (2022). *Die Herrschaft der Inzidenzen und Evidenzen*. Campus Verlag.

Ouyang, F., & Jiao, P. (2021). Artificial intelligence in education: The three paradigms. *Computers and Education: Artificial Intelligence*, 2, 100020. <https://doi.org/10.1016/j.caeai.2021.100020>

Ouyang, F., Wu, M., Zheng, L., Zhang, L., & Jiao, P. (2023). Integration of artificial intelligence performance prediction and learning analytics to improve student learning in online engineering course. *International Journal of Educational Technology in Higher Education*, 20(1), 4. <https://doi.org/10.1186/s41239-022-00372-4>

<https://doi.org/10.1186/s41239-022-00372-4>

Pinheiro, R., Frigotto, M. L., & Young, M. (Eds.). (2022). *Towards Resilient Organizations and Societies: A Cross-Sectoral and Multi-Disciplinary Perspective*. Springer International Publishing. <https://doi.org/10.1007/978-3-030-82072-5>

Schulze, G. (2011). *Krisen: Das Alarmdilemma*. S. Fischer.

Schulze, G. (2019). *Soziologie als Handwerk*. Campus Verlag.

Wang, S., Christensen, C., Cui, W., Tong, R., Yarnall, L., Shear, L., & Feng, M. (2023). When adaptive learning is effective learning: Comparison of an adaptive learning system to teacher-led instruction. *Interactive Learning Environments*, 31(2), 793–803. <https://doi.org/10.1080/10494820.2020.1808794>

Williamson, B. (2021). Education Technology Seizes a Pandemic Opening. *Current History*, 120(822), 15–20. <https://doi.org/10.1525/curh.2021.120.822.15>

Williamson, B. (2022). Big EdTech. *Learning, Media and Technology*, 47(2), 157–162. <https://doi.org/10.1080/17439884.2022.2063888>

Young, M., & Pinheiro, R. (2022). The Post-entrepreneurial University: The Case for Resilience in Higher Education. In R. Pinheiro, M. L. Frigotto, & M. Young (Eds.), *Towards Resilient Organizations and Societies: A Cross-Sectoral and Multi-Disciplinary Perspective* (pp. 173–193). Springer International Publishing. https://doi.org/10.1007/978-3-030-82072-5_7

Zhao, F., Liu, G.-Z., Zhou, J., & Yin, C. (2023). A Learning Analytics Framework Based on Human-Centered Artificial Intelligence for Identifying the Optimal Learning Strategy to Intervene in Learning Behavior. *Educational Technology & Society*, 26(1), 132–146.