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ZEITSCHRIFT FÜR MEDIENPÄDAGOGIK

merzWissenschaft | MEDIEN + ERZIEHUNG

CALL FOR PAPERS 2023

THE GENERATIONAL DEBATE IN MEDIA RESEARCH AND MEDIA EDUCATION
Empirical and theoretical perspectives

Supervising Editors: Prof. Dr. Anja Hartung-Griemberg (Ludwigsburg University of Education (LUE)),
Prof. Burkhard Schäffer (Universität der Bundeswehr München), Prof. Bernd Schorb (Leipzig
University; in retirement) and the *merzWissenschaft* editorial team (JFF)

When compared to all other birth cohorts, *Generation Z*, those born between the years 1995
and 2010, spend the highest gross amount of time using video, audio, text messaging and
the internet. The younger the user in question, the higher the tendency towards use of
digital on-demand services. For those born in the decade between 2000 and 2009, there is
an even more pronounced increase in the use of video in particular. This interesting birth
cohort effect has been dubbed "Generation Video" by researchers of the long-term German
study *ARD/ZDF-Massenkommunikation Trends 2021* ("ARD/ZDF Mass Communication")
(Egger/Gattringer/Kupferschmidt 2021, p. 290).

This type of terminological strategy, and others like it, are typical of "essayist generational
concepts" (Schäffer 2003): Current media use habits of a given birth cohort is linked to the
concept of generation. This ignores the fact that the concept of generation is intentionally
avoided as an analytical category, and with plausible justification, in the context of
quantitative media use research strategies based on what are called APCs (Age Period
Cohorts). The attentive observer will also encounter such essayistic usage of the concept of
"generation" everywhere in the area of media consumption (Generation
Video/Netflix/Twitter/TikTok/Instagram, etc.). And such essayistic usage is almost to be
taken for granted wherever societal controversies are attributed to purported differences in
attitude among birth cohorts and medially and digitally disseminated as such (e. g. the case
of the internet meme "OK Boomer").

One concern of the present focus edition is a more precise definition of the concept of
generation, one which will serve the fundamental and object-theoretical (re-?)assertion of
the term in media research and media education: this is in our opinion urgently needed.
Articles relating to the following focus areas and topical accents are welcome:

Theoretical basic research perspectives
The following types of articles are appropriate here: a) Articles that represent (historical)
surveys of the cyclical usages of the concept of generation in media research and media
education and which regard these usages from meta-theoretical perspectives (e. g. media-
theory and/or generation-theory provenance); b) Articles which analyze the concept of

generation in basic theoretical terms with regard to the differences from genealogical, educational and andragogic approaches as well as from sociological-historical approaches to media research and media education; c) Articles which address the fundamental theoretical differences in age, age group, birth cohort and generation in media research; d) Articles which address the significance of perspectives oriented towards generation or age, period or birth cohort for the permanence of media-educational findings and the development of media-educational objectives and methods.

Empirical perspectives

In addition to fundamental theoretical examinations, empirical contributions are also welcome which, within the scope outlined above, deal with and reflect generational and/or APC approaches. Here both qualitative and quantitative perspectives or corresponding "mixed-method" approaches are also appropriate. We feel that the current debate surrounding Artificial Intelligence (AI) is particularly relevant in the generational context; accordingly, we would like to explicitly encourage researchers from this field to contribute to the current edition.

Methodologically oriented perspectives

As a third focus area we would like to invite perspectives on the topic of generation which emphasize methods resp. methodology. For example, how does research deal with the question of the validity of generational attributions? Thus, for example, in general only panel study designs with long durations (20 years and more!) provide valid information on potential persistent patterns of generational activity with media. For researchers who do *not* work in corresponding panel projects, the question arises as to the potential for success of for example synchronous cross-sectional analyses of family members from different birth years which rely on retrospective content, such as media-biographical anecdotes from the test subjects. Or would it be more promising to conduct group discussions with participants of various different ages that might reveal generational differences in media behavior during the course of the discussion? These are just two examples of possible topics relating to methodical/methodological difficulties in historically/sociologically oriented generational media research which manifest differently in other areas, such as genealogy or education/andragogy.

We look forward to receiving relevant abstracts which are clearly allocatable to one of the above-mentioned focus areas (or a combination thereof).

References

Egger, Andreas/Gattringer, Karin/Kupferschmitt, Thomas (2021). Generationenprofile der Mediennutzung im digitalen Umbruch. In: Media Perspektiven 05/2021, pp. 270–291.

Schäffer, Burkhard (2003). Generationen – Medien – Bildung. Medienpraxiskulturen im Generationenvergleich. Opladen: Leske und Budrich.

merzWissenschaft provides a forum advancing scientific analysis in media education and promoting progress in the theoretical foundation of the discipline. For this purpose, qualified articles are called for from various relevant disciplines (including media-educational, communication sciences, media sciences, (media) sociological, (developmental) psychological, informatics, professional-historical, and philosophical perspectives), also with an interdisciplinary approach, for the continuing development of expert media-educational dialog. Of interest are original papers with an empirical or theoretical foundation, presenting new findings, aspects or approaches to the topic and which are explicitly related to one of the topic areas or questions outlined above, or which explore a separate topic within the scope of the overall context of the Call.

Abstracts with a **maximum length of 6,000 characters** (including blank spaces) can be submitted to the merz-editorial team (merz@jff.de) until **January 20, 2023**. Submissions should follow the merzWissenschaft layout specifications, available at https://www.merz-zeitschrift.de/manuskriptrichtlinien/. The length of the articles should not exceed a maximum of approximately 35,000 characters (including blank spaces). Please feel free to contact **Susanne Eggert, Fon: +49.89.68989.130, E-Mail: susanne.eggert@jff.de**

DEADLINES AT A GLANCE

20 January 2023: Submission of abstracts to merz@jff.de
3 February 2023: Decision on acceptance/ rejection of abstracts
26 May 2023: Submission of articles
June/July 2023: Assessment phase (double-blind peer review)
July/August 2023: Revision phase (multi-phase when appropriate)
End of November 2023: *merzWissenschaft* 2023 published